

Internal Regulation of the Joint MA Programme «Identity, Education and Competences for Democratic Culture» implemented by the Department of Theology, Department of Educational Studies and Faculty of Philology of the National and Kapodistrian University of Athens and the European Wergeland Centre (EWC).

ARTICLE 1. SUBJECT-AIM

1.1 The objective of the Joint MA Programme «Identity, Education and Competences for Democratic Culture» is to offer scientific expertise and to mark the starting point of research initiatives in the new field that is currently being developed on the basis of the RFCDC (=Reference Framework of Competences for Democratic Culture) and its implementation in Education –formal, non-formal and informal–, Human Rights, Democratic Culture, communication/interactions, Culture, identity and sustainable development. In addition to that/ Parallel to that/ At the same time, it aims at creating a specialized/sophisticated framework for society-oriented reflection, awareness and action towards the defense of Human Rights, the “treatment” of populism, extremist ideologies, racism, bigotry, sexism, discrimination based on one’s religion, colour, etc., and the transformation of everyone’s life –especially of weak, vulnerable and marginalized groups. As it is a bilingual MA Programme, it aims at the development of an international scientific network comprised by scientists-researchers that implement the Competences for Democratic Culture in their practice and enquire/delve into the results of this implementation on the individuals and their surroundings.

1.2 The MA awards a Master’s Degree on «Identity, Education and Competences for Democratic Culture» in the following specializations upon full and successful completion of the courses outlined in the Curriculum:

1. «Religion, Education and Competences for Democratic Culture»
2. «Language, History and Literature in Education and Competences for Democratic Culture»
3. «Education for Democratic Citizenship (EDC)-Human Rights Education (HRE) and Competences for Democratic Culture»

1.3 The Joint MA Programme awards an integrated degree from the Department of Theology, the Department of Educational Studies and the Faculty of Philology of the National and Kapodistrian University of Athens in collaboration with the European Wergeland Centre.

1.4 Learning outcomes, qualifications acquired due to the successful attendance/completion of the Joint MA «Identity, Education and Competences for Democratic Culture».

Students that complete their studies will be able to:

- teach in Education, both formal and informal, while developing the students' Competences for Democratic Culture and promoting democracy and inclusion in school, as well as other learning environments, both physical and virtual,
- analyze the conceptual model of the twenty Competences for Democratic Culture that individuals need in order to function as citizens with Democratic and Intercultural Competences,
- use the twenty Competences for Democratic Culture and the 138 Descriptors, that specify their content, in their teaching practice to promote, develop and assess the students' level of proficiency with regard to each of the Competences for Democratic Culture,
- empower students to shape their identities according to the values, knowledge, skills and attitudes of Democratic Culture, in order for them to act as competent and efficient democratic citizens,
- implement modern democratic approaches of teaching in their teaching practice, in their lesson planning and the assessment of their teaching practice,
- use democratic and cooperative methods for working in groups and collaborating in all the aspects of their educational practice,
- delve into matters of identity, cultural diversity, pluralism, communication, theology, and intercultural dialogue in Education in a experiential and creative fashion,
- efficiently manage controversial issues in education/inside the classroom, especially those concerning religion, history, language, culture, gender, ethics, bioethics and human rights, by using multiple, appropriate methods and techniques,
- plan and implement a research on the social and educational reality, using multiple methodological approaches,
- personally develop Competences for Democratic Culture and democratic citizenship, so as to transform their knowledge and experience into action implementing them in their educational or other work.

The Joint MA will be carried out in Greek and in English. The implementation of the Greek-speaking program will be distinct from the English-speaking program.

ARTICLE 2. STRUCTURE AND ADMINISTRATIVE BODIES OF THE MA PROGRAMME

2.1 CURRICULUM COMMITTEE

The Curriculum Committee serves as the competent body foreseeing the operation of the Joint M.A «Identity, Education and Competences for Democratic Culture». It is established by decision of NKUA's Senate following the proposal made by the Assemblies of the collaborating Departments (Theology, Educational Studies and Philology) and the competent body of the cooperating entity, the European Wergeland Centre. According to the signed Special Protocol of Collaboration, the Curriculum Committee consists of nine members (9): 8 members derive from the Academic-Teaching Staff of NKUA and more specifically four (4) members from the Academic-Teaching Staff of the Department of Theology, two (2) members from the Academic-Teaching Staff of the Department of Educational Studies, two (2) members from the Academic-Teaching Staff of the Faculty of Philology and 1 member from the European Wergeland Centre, which is selected by the EWC's competent body and participates in the teaching process of the Joint M.A.

The responsibilities of the Curriculum Committee:

- a) proposes the need for modifications of the M.A., as well as the extension of its duration to the Senate,
- b) appoints the Director and the members of the Coordinating Committee of the Joint MA,
- c) creates Committees for the assessment of the postgraduate candidates' applications and it approves of their enrollments in the M.A. Programme,
- d) delegates the teaching of the courses between the members of the teaching staff of the M.A. and it can also assign adjunct teaching to the Doctoral Candidates of the cooperating Departments under the supervision of an instructor of the M.A., after the approval of the cooperating Departments' Assemblies,
- e) creates examinational committees for the examination of the postgraduate students' Master's Dissertation and it appoints the supervisor for each Dissertation,
- f) ascertains the successful completion of the studies and it awards the Master's Degree,
- g) approves of the M.A.'s budget, after the proposal of the Coordinating Committee,
- h) exercises any other legal responsibility.

2.2 The Coordinating Committee (C.C.)

By the decision of the Curriculum Committee a Coordinating Committee of the MA is established, which serves a biennial term. It is mandatory that the Director of the M.A. Programme and other four (4) members of the Curriculum Committee (2 from the Department of Theology, 1 from the Department of Educational Studies, 1 from the Faculty of Philology) participate in the Coordinating Committee (C.C.).

The C.C. is responsible for the monitoring and the coordination of Programme's operation and particularly for the following:

- a) it compiles the M.A.'s original annual budget and its modifications, provided that the M.A. Programme has its own resources, and it proposes the budget's approval to the Committee of Research of the Special Account For Research Funds (E.L.K.E),
- b) it compiles the review of the Programme and proposes its approval to the Curriculum Committee,
- c) it approves the conducting of expenditures for the M.A. Programme,
- d) it approves the granting of scholarships, reciprocal or not, in accordance with everything stated in the M.A.'s Foundational Decision and the Regulation of Postgraduate and Doctoral Studies,
- e) it proposes the delegation of the teaching, as well as the assignment of teaching to the Curriculum Committee,
- f) it proposes the invitation of Visiting Professors for the fulfillment of the MA's teaching needs to the Curriculum Committee,
- g) it compiles the plan for the modification of the curriculum and submits it to the Curriculum Committee,
- h) it proposes the redistribution of courses through the academic semester, as well as propositions related to the quality upgrade of the curriculum to the Curriculum Committee.

2.3 The **Director** of the Joint M.A.

The Director of the M.A Programme is a member of the Academic-Teaching Staff of the Department of Theology; priority shall be given to Professors or Associate Professors, especially those with scientific expertise in the M.A. Programme's specific scientific field or in scientific fields deemed relevant to that of the M.A. Programme. The Director is a member of the Curriculum Committee, they are appointed by decision of the MA's Curriculum Committee for a two-year term, with the possibility of renewal without any restrictions.

The MA's Director has the following responsibilities:

- a) they preside over the Coordinating Committee, as well as the MA's Curriculum Committee, they draft the agenda and call the meetings,
- b) they introduce issues concerning the M.A.'s organization and the operation addressed to the MA's Curriculum Committee,
- c) they introduce issues concerning the M.A.'s effective operation addressed to the C.C., to other bodies of the MA and bodies of the University,
- d) they are the Scientific Manager exercising the appropriate responsibilities,
- e) they monitor the implementation of the decisions made by the M.A.'s bodies and the Internal Regulation of Postgraduate and Doctoral Studies, as well as the M.A.'s budget execution,
- f) they exercise any other responsibility dictated in the M.A.'s Foundational Decision.

The Director of the M.A., alongside with the members of the C.C and the MA's Curriculum Committee, are not entitled to remuneration or any other form of compensation for the exertion of the responsibilities assigned to them and for anything associated with the exertion of their duties.

2.4 Secretarial Support for the M.A.

- a) The Secretariat of the Department of Theology is competent for the M.A.'s secretarial and administrative support.
- b) The M.A. Programme may hire, according to the existing legislation, outside contractors to provide services for secretarial and administrative support, who are still under the supervision of the Secretariat of the Department of Theology.

ARTICLE 3. CATEGORIES AND NUMBER OF ADMISSIONS

3.1 Graduates that hold a degree from University Schools/Faculties in the field of Education, formal and non-formal, and in fields of the Curriculum taught in any Educational Level and from relevant domestic Departments or Departments of officially recognized equivalent foreign Institutions, as well as graduates that hold degrees from Technological Education Institutes (=T.E.I) in relevant fields, are eligible for admission in this M.A. Programme.

3.2. The maximum number of admissions in this M.A. Programme, taught online and offered in two languages (English and Greek), is set at 100 (one hundred) per specialization, therefore 300 (three hundred) in total.

3.3 Members of the Special Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) can register as surplus students, **one**

(1) person per year, provided that their work is relevant to the subject of the M.A. Programme.

3.4 Holders of a scholarship by the State Scholarships Foundation (IKY), foreign students who receive a scholarship from the Greek state for the same or a relevant subject to that of the M.A. Programme are admitted.

ARTICLE 4. METHODS OF ADMISSION

4.1 The candidates' selection process is carried out in accordance with the existing legislation, the NKUA's Regulation of Postgraduate and Doctoral Studies and the provisions of this Regulation.

4.2 By the Curriculum Committee's decision, the Joint M.A. Programme «Identity, Education and Competences for Democratic Culture» publishes every year, in September and in March, the Call for applications/admissions of postgraduate students in the M.A. Programme posted online in the M.A. Programme's webpage, in the collaborating Faculties'/Departments' webpages, in the European Wergeland Centre's webpage and in the Institution's (NKUA) webpage. The relevant applications alongside with the supporting documents are submitted to the Secretariat of the M.A. Programme in a deadline stated in the Call, which may be extended by decision of the MA's Curriculum Committee.

4.3 The M.A.'s Curriculum Committee assigns the candidates' selection process to the C.C.

4.4 The submission of the following documents is required:

- Application for admission
- CV
- Double-sided photocopy of the applicant's I.D. or Passport
- Copy of First Cycle Degree Certificate or a Certificate of Completion of studies
- Analytical transcript of the grades in the undergraduate courses
- English language Certification (Level B2)
- 1 Reference Letter
- Scientific publications (if any)
- Certification of professional or research experience (if any)
- Greek language Certification or adequate, verified by the Selection of Admissions Committee, knowledge of the Greek language, for foreign candidates wishing to participate in the Greek speaking M.A. Programme.

- A certificate confirming equivalence to Greek Titles for those who have degrees from foreign universities.

4.5 For graduates of foreign Institutions that do not submit a certificate confirming equivalence to Greek Titles by the National Academic Recognition Information Center (NARIC/D.O.A.T.A.P) the following procedure is set:

The M.A.'s Curriculum Committee designates a competent committee to verify whether a foreign Institution or a certain type of Title provided by a foreign institution is recognized. For a degree to be recognized the following must apply:

- the institution awarding the titles must be included in the National Registry of Foreign Recognized Higher Education Institutes and in the National Registry of Foreign Recognized Academic Title Types of NARIC (=D.O.A.T.A.P.),
- students must submit a certification of the location of study that is issued and sent by the foreign University. If the Greek territory is verified to be fully or partly the location of study, then the title is not recognized, unless the section of studies that took place in Greek territory is in a public Higher Education Institute.

4.6 The assessment of the candidates and the selection of admissions is realized by the assessment of the candidates' files based on the following criteria:

- Grade of first cycle degree (30%)
- Relevance of first cycle degree from a Higher Educational Institute and the candidate's knowledge of the M.A. Programme's subject (10%)
- Certified knowledge of the English Language of C2 level (10%)
- Knowledge of other foreign languages –up to 2 languages on a B2 level (5%)
- Scientific publications, participation in conferences –up to 5 (15%)
- Master's degree or a PhD (20%)
- Training that has lasted at least 7 months and is equal to 300 hours from a University or another Public Entity in relevant content –up to 2 (10%)

4.7 Based on the overall criteria, the C.C. compiles the candidates' assessment panel and deposits it to the M.A.'s Curriculum Committee for approval.

The successful candidates must enroll at the Secretariat of the M.A. in a fifteen-day (15) period after the decision of the M.A.'s Curriculum Committee.

In case of equal scores between the candidates (with mathematical rounding up of the numbers to the nearest integer on a scale of 100), the candidates who have achieved equal scores are admitted to the M.A. Programme on a percentage that does not exceed the 10% of the maximum number of admissions.

If one or more students don't enroll, the runner-ups (if any) will be called to enroll in the M.A. Programme based on their ranking in the approved assessment board.

ARTICLE 5. DURATION OF STUDIES

5.1. The duration of study in the M.A. Programme that awards a Master's Degree is set at one (1) academic year without summer vacation in all 3 specializations; this also includes the time for the writing of the postgraduate dissertation.

5.2 There is an option of part-time attendance, after the submission of a justified application by the student and its approval by the MA's Curriculum Committee.

The right to submit an application for part-time attendance concerns:

- a) students who are proven to work at least twenty (20) hours a week,
- b) students with disabilities and special educational needs,
- c) students who –during the time of their studies– are athletes and belong to athletic clubs registered to the online register of sports club of the article 142 of the law 4714/2020 (A' 148), that is kept by the General Secretary of Sports on the following conditions:
 - ca) for all the years that they distinguish themselves by earning the places 1-8 in national championships for individual sports on the condition that there are at least twelve (12) athletes and eight (8) sports' clubs participating or that they compete in groups of the two (2) higher categories in team sports or that they participate as members of national teams in Pan-European championships, world championships or other international events under the Hellenic Olympic Committee or
 - cb) they participate in the Olympic Games, Paralympic Games and Deaflympics even for once during their studies in the M.A. Programme, to which they have submitted an application for part-time attendance. Students falling under this particular sub-category may enroll as part-time attendance students, after their application has been approved by the Dean's Office.

The duration of the part-time attendance cannot be more than double the time of the regular attendance. The maximum period of attendance is also applied in this case.

5.3 It is possible to grant an extension, after a student's justified application and its approval by the MA's Curriculum Committee. The extension does not exceed a time period of two academic years of regular attendance at the M.A. Thus, the maximum allowed time for the completion of the studies is set at three (3) academic years.

5.4 Students who have not exceeded the maximum time of attendance may be granted a temporary suspension of studies for a time period that cannot exceed two (2) consecutive semesters, after a justified application to the Assembly of the Department. The

suspension of studies is granted in regards to serious reasons (military service, sickness, childbirth, absence due to being abroad, etc.).

The application must be reasoned and accompanied by all the relevant supporting documents from the competent public authorities or institutions, which verify the reasons for the suspension of studies. During the suspension period, postgraduate students lose their student status and are not allowed to participate in any educational processes. The semesters of the suspension period do not count as regards to the maximum period of regular attendance.

At least two weeks prior to the end of the suspension period, the student is obligated to re-enroll to the M.A. Programme, in order to continue their studies with the rights and the obligations derived from their status as active students. Students may submit an application in order to terminate the suspension period and return to the M.A. Programme, only if they have applied for a suspension of studies for two (2) consecutive academic semesters. The application for the termination of the suspension of studies must be submitted the latest two weeks prior to the start of the second semester of the granted suspension period.

5.5 The duration of the suspension or the extension of attendance is discussed and approved by the C.C. that introduces it to the M.A.'s Curriculum Committee.

ARTICLE 6. CURRICULUM

6.1 The M.A. Programme's commencement is set for the fall semester following the decision of the M.A.'s Curriculum Committee. In extreme circumstances it can commence in the spring semester. Provided that there is increased demand, one or two specializations may commence.

6.2 In order to obtain the Master's Degree from the M.A. Programme, a total number of seventy five (75) ECTS is required. All the courses are taught on a weekly basis and, where appropriate, they include experiential workshops.

6.3 The teaching and the writing of the postgraduate dissertation take place in English or Greek, depending on the study programme each student chooses.

6.4 During their studies, the students are obligated to attend the postgraduate courses, pass the examination processes successfully and write a postgraduate dissertation.

6.5 The writing of the Master's dissertation is realized during the summer and is credited with fifteen (15) ECTS.

6.6 The teaching of the courses will be realized online. More specifically, the educational processes of the M.A. Programme will be organized by utilizing methods of synchronous distance learning, in accordance with the current legislation and the provisions of this Regulation.

6.7 In order for an elective course to function there needs to be at least seven students enrolled. Elective courses offered each year are announced at the beginning of each semester,

6.8 The indicative Curriculum per specialization is structured as follows:

Core Curriculum—Required Courses for All Majors		
First Semester	Class Hours	ECTS
Identity and Intercultural Dialogue in Education	42	9
Education for Democratic Citizenship and Human Rights	42	9
Competencies for Democratic Culture and Education: Research, Learning Theories, and Teaching (Teaching Practicum)	42	9
1 elective course in the specialization (see the list of courses by specialization below)	26	3
Total		30
Second Semester:		
Core Curriculum—Required Courses for All Specializations		
Research: Methodology and Applications	45	11
Required Courses for the Specialization		
Teaching Controversial Issues and Their Management in the Classroom (specialization course)	39	8
Democratic Citizenship Skills and Pedagogy: Teaching Methodology and Education for Democratic Citizenship/ Human Rights Education (teaching practicum) (specialization course)	39	8
1 elective specialization course (see the list of courses by specialization below)	26	3

Total		30
Summer term (common to all specializations):		
Thesis		15
Requirements for earning a diploma:		
First semester (4 courses: 3 required AND 1 elective)		30
Second semester (4 courses: 3 required AND 1 elective)		30
Summer Session (Thesis redaction and presentation)		15
Grand Total		75

Elective Specialization Courses (1 per semester)
Religion, Education, and Competencies for Democratic Culture
First Semester
Bible and Democratic Culture
Orthodox Theology and Democratic Culture
Religions and Human Rights
Teaching about the Holocaust
Islam and Competencies for Democratic Culture
Philosophy of Religion, Public Reason, and Democratic Culture
Cultural Diplomacy and Intervention Design for Democratic Culture (for schools/NGOs/municipalities/museums/digital environments)/ Cultural Diplomacy and Democratic Culture Project Design for schools/NGOs/municipalities/museums/digital environments (OFFERED in all specializations)
Individualized and Small-Group Learning Support: Study Skills, Family Engagement, and Inclusion (OFFERED in all specializations)
Second Semester
Contemporary pedagogical approaches to Religious Education/Modern Pedagogies in Religious Education
Christianity and Dialogue on Human Freedoms and Religious Diversity/ Christianity and Dialogue on Human Freedom and Religious Diversity

Education and Sustainable Development Goals
Bioethical Issues in a Religious Context
Islamic Education and Democratic Culture
Modern Religious Movements, Worldviews, and Non-Religious Convictions in Religious Education
Democracy and Christianity in the Eastern Mediterranean
Religion, Radicalization, Resilience, and Interfaith Peacebuilding
Digital Technology Applications in the Teaching of the Humanities and Social Sciences and Competencies for Democratic Culture / Digital Applications in Humanities and Social Sciences Teaching and Competences for Democratic Culture (in all specializations)
Competencies for Democratic Culture in Preschool Education

Specialization Electives: Language, History, AND Literature in Education AND Competences for Democratic Culture / Language, History, and Literature in Education and Competences for Democratic Culture
First Semester
Language, Society, and Identity
Intercultural Education and Drama/Theater in Education
Identity, Nation, and the World in School Education
Curriculum Design for an “Open” Education
Teaching Methods and Assessment in a Democratic Framework
Teaching about the Holocaust
Reference Framework of Competences for Democratic Culture and a Whole-School Approach
Cultural Diplomacy and Democratic Culture Project Design for Schools, NGOs, Municipalities, Museums, and Digital Environments
Teachers’ Professional Development and Competencies for Democratic Culture

Individualized and Small-Group Learning Support: Study Skills, Family Engagement, and Inclusion
Second Semester
Historical Memory, Conflict, and Reconciliation in Education
Human Rights Education through the Language, History, and Literature Curricula (Primary and Secondary Education)
Arts/Art in Education and Democratic Culture
Democratic Leadership in the Classroom and in School
Peace Education, Conflict Resolution, and Mediation
Digital Applications in the Teaching of the Humanities and Social and Competencies for Democratic Culture / Digital Applications in Humanities and Social Sciences Teaching and Competencies for Democratic Culture
Education, Democracy, and Social Cohesion in the Age of Artificial Intelligence/ Education, Democracy, and Social Cohesion in the Age of Artificial Intelligence
Hate Speech and Hate Crimes in Democratic Culture
Critical Discourse Analysis, Ideology, and Historical Memory in Public and Institutional Discourse: Applications to Education/ Critical Discourse Analysis, Ideology, and Historical Memory in Public and Institutional Discourse: Applications to Education
Competencies for Democratic Culture in Preschool Education
Education and Sustainable Development Goals
Elective Specialization Courses: Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) and Competences for Democratic Culture
Semester A
Teaching Methods and Assessment in a Democratic Framework
ICT and Competencies for Democratic Culture
Intercultural Education and Drama/Theater in Education
Teaching about the Holocaust
Fundamental Principles of Liberal Democracies

Reference Framework of Competences for Democratic Culture and Whole-School Approach
Teachers' Personal and Professional Growth and Competences for Democratic Culture
Cultural Diplomacy and Project Design for Democratic Culture (for schools, NGOs, municipalities, museums, and digital environments)
Individualized and Small-Group Learning Support: Study Skills, Family Engagement, and Inclusion
Second Semester
STEM and Competencies for Democratic Culture
Education for Democratic Citizenship through the Curriculum (Primary and Secondary Education)
Competencies for Democratic Culture in Preschool Education
Arts/Art in Education and Democratic Culture
Transformative Education and Democratic Culture in Physical Education
Education, Democracy, and Social Cohesion in the Age of Artificial Intelligence
Teaching English as a Second Language and Competencies for Democratic Culture
Education and Sustainable Development Goals
Hate Speech and Hate Crimes in Democratic Culture
Education Policy & Systems Lab: Governance, Reforms, and Professional Opportunities

1.1. Course Content/Detailed Course Descriptions:

Core Curriculum—Required Courses for All Specializations
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First Semester	Class Hours	ECTS
Identity and Intercultural Dialogue in Education	42	9
Description: The aim of this course is for students to recognize and identify the processes of identity formation (personal, social, cultural, etc.) and the recognition of multiple identities within the school setting (formal education) as well as more broadly (non-formal and informal education). By examining contemporary theories of identity, they recognize the importance of the school environment and the pedagogical approaches developed within it, as well as models for addressing and managing cultures, multiculturalism, pluralism, diversity, and otherness. Furthermore, throughout the course, the intercultural dimension of education is studied in depth, both at the theoretical level and in its practical applications. It is also examined comparatively in relation to other educational models, with an emphasis on identity formation within a democratic framework. Specifically, the thematic subunits of the course are: 1. Identity and Education. 2. Identity, Power, and Education. 3. Identity in the Digital Public Sphere: Communities, Polarization, Clashes of Values, and Culture Wars. 4. Assigned and Achieved Status—The Transformative Dynamics of Education. 5. Culturally Relevant and Sustainable Pedagogies. 6. Culture and sustainable development. 7. Cultural diversity and related pedagogical approaches. 8. Intercultural Education and Multicultural Education. 9. From Planning to Practice: Implementing Policies on Equality and Social Cohesion in the School Environment.		
Education for Democratic Citizenship and Human Rights Education	42	9

Description: The purpose of this course is to enable students to identify and describe the characteristics of human rights, as well as their origins, history, and the philosophy behind them (including Children’s Rights), so that they can teach them in the classroom, apply them in their teaching practice, and promote them within the context of formal and non-formal education. Emphasis is placed on the principles governing Human Rights Education, as defined internationally (education about human rights, education through, and education for human rights), as well as on its intersections with Education for Democratic Citizenship.

At the same time, the course focuses on pedagogical methods that promote human rights values in practice (student-centered and interactive teaching methods) both within the classroom and at the school community level, with the goal of creating human rights-friendly schools and groups and integrating them into a whole-school approach.

Particular emphasis is placed on fostering Competences for Democratic Culture as protective factors against polarization, hate speech, and radicalization (without oversimplification or stigmatization). In this context, students are introduced to the basic principles of ethics, protection, and referral, as well as methods for evaluating educational interventions using soft indicators and qualitative evidence.

The thematic subunits of the course are as follows:

1. Introduction to Human Rights.
2. Human Dignity.
3. EDC/HRE Principles (about/through/for) and child-centered approaches.
4. Children’s rights.
5. The right to education/Education as a human right.
6. Citizens’ rights and responsibilities in a democratic society.
7. Democratic Citizenship Competencies in Educational Practice.
8. Competencies in democratic culture, polarization, and resilience in the face of radicalization and fanaticism.
9. Human Rights-Friendly Schools—A Holistic School Approach.
10. Ethics, protection, and referrals (basic protocol for roles and collaboration).

Competencies for Democratic Culture and Education: Research, Learning Theories, and Teaching (Teaching Practicum)	42	9
Description: The purpose of the course is for students to gain a deeper understanding of the relationship between the Reference Framework for Competencies in Democratic Culture and education on two fundamental levels: a) research (planning and writing) and b) teaching (learning theories and instructional design). The course combines laboratory and seminar elements and serves as a bridge between theory and practice. Initially, students are introduced to the basic principles of scientific methodology so that they can formulate research questions, search for and evaluate valid scientific sources, and design methodologically sound research proposals. The course covers the basic stages of a small-scale research project: defining a research question, selecting a methodological approach (quantitative, qualitative, or mixed), collecting data (interviews, questionnaires, observation, analysis of learning products), and analyzing and presenting results. Particular emphasis is placed on writing a research proposal, the structure of a scientific paper, methods of bibliographic citation, and research ethics, including the ethical use of technological tools such as artificial intelligence. Students practice writing a scientific article or an extensive paper in preparation for their master's thesis. Furthermore, students study basic theoretical approaches to learning (behaviorism, cognitivism, sociocultural and constructivist theories, transformative learning, neuroscience approaches, etc.) and analyze their contribution to instructional design. They learn to design comprehensive lesson plans with clearly defined learning outcomes, activities, and forms of assessment, based on the principles of experiential and transformative learning, as well as on the Competencies for Democratic Culture and their Descriptive Indicators. Assessment is conducted through mandatory laboratory exercises that integrate learning theories, instructional design, and research application. 1. Introduction to scientific methodology: research questions, hypotheses, sample, methodology. 2. Basic methods of data collection and analysis. 3. Ethical Issues and Ethics in Educational Research. 4. Artificial Intelligence and Democracy: How to Use GenAI/AI in Accordance with Democratic Principles. 5. Literature search and citation methods. 6. Writing an essay, article, thesis, and research proposal. 7. Learning theories and teaching techniques (behaviorism, cognitivism, constructivism, sociocultural theories, transformative learning, neuroscience, and learning). 8. Linking learning theories to Competencies for Democratic Culture. 9. Planning lessons for the National Curriculum and Competencies for Democratic Culture. 10. Experiential learning and teaching. 11. Reflection, assessment, and feedback in teaching.		

Second Semester:		
Teaching Controversial Issues and Their Management in the Classroom	39	8
Description: The purpose of this course is for students to define the concept and characteristics of controversial issues, to recognize the role these issues play in the educational process, and to address them effectively in the classroom. Emphasis is placed on the challenges teachers face (e.g., personal beliefs, emotional burdens, pressure from communities or parents, digital escalation), as well as on ways to effectively manage “difficult moments,” with the goal of creating a safe classroom environment where students can express themselves freely and with respect, in accordance with the principles of dialogue, pluralism, and human rights. The course develops and applies contemporary, student-centered pedagogical techniques for teaching controversial issues: dialogic learning, structured argumentation, critical literacy, as well as dialogue facilitation and restorative approaches as tools for reducing polarization, restoring relationships, and bringing the learning community back to a functional framework. The course is structured into core modules and specialization modules. After completing the core modules, students delve deeper into controversial issues related to religion (1st specialization), language–history–literature (2nd specialization), or human rights and democratic citizenship (3rd specialization). It also incorporates a fundamental approach to prevention and early intervention regarding polarization, hate speech, and radicalization, with clear role definitions, ethical guidelines, and safeguarding procedures. General Thematic Sub-sections: 1. Controversial Issues: Concept, Definition, Characteristics 2. The pedagogical value of controversial issues; Challenges for educators in addressing controversial issues 3. Approaches and methods for teaching controversial issues. 4. Designing activities and lesson plans for addressing controversial issues in the classroom. 5. Safe spaces and rules for dialogue 6. Polarization, hate speech, and conspiracy theories as “contexts of controversial issues.” 7. Dialogue facilitation & restorative approaches 8. Controversial issues and gender identity issues. 9. Controversial issues and the refugee experience. 10. Basic Protection and Ethics (role boundaries, collaboration with agencies) Specialized modules by specialization: 1st specialization: controversial issues related to religion (religion in the public sphere, religious literacy, religious diversity)		

2nd specialization: Controversial issues related to language, history, and literature (conflicts of memory, narratives, propaganda, historical interpretation) 3rd specialization: Controversial Issues Related to Human Rights and Democratic Citizenship (rule of law, inclusion/exclusion, polarization of citizens)		
Competences for Democratic Culture and Pedagogies: Teaching Methodology and Education in Democratic Citizenship—Human Rights Education (teaching practicum)	39	8
Description: The aim of the course is for students to identify, document, and apply pedagogical methods and teaching approaches that promote Democratic Culture and Competences for Democratic Culture / Competences for Democratic Culture, through the integration of democratic processes into teaching methodology and school life. The course serves as a practical training ground, with classroom practice for those seeking to develop pedagogical and instructional competence. Emphasis is placed on utilizing collaborative and dialogic learning, inquiry-based learning, as well as project-based learning and service learning, with the goal of fostering high levels of student initiative, participation, and responsibility, so that they may work for the <i>good of every person and the world</i>. At the same time, the program incorporates contemporary needs of schools and society (in Greece and internationally): managing polarization and “difficult moments,” critical (digital) literacy to counter misinformation and hate speech, dialogue practices, and restorative approaches to de-polarization and relationship repair. Finally, the course highlights the role of assessment and feedback as democratic processes, with an emphasis on self-assessment, reflection, and the evaluation of learning outcomes linked to the Competency Framework for Democratic Culture. The course is structured into general core modules and specialization modules. Thus, students take the general introductory modules and then modules related to their chosen areas of specialization. General Thematic Submodules: 1. Modeling democratic attitudes and behaviors in the classroom and at school. 2. Democratic processes in the classroom. 3. Collaborative learning and direct instruction. 4. Dialogic learning and teaching practice. 5. Inquiry-based learning, project-based learning, and service learning. 6. Dialogue facilitation and restorative approaches (circles, class agreements, de-escalation, relationship restoration). 7. Critical (digital) literacy for democracy: misinformation, hate speech, “toxic discourse,” and responsible use of ICT in learning 8. Assessment, self-assessment, and evaluation (Competency Framework for Democratic Culture)		

9. Feedback and action.

Specialized sub-modules:

1st specialization: Competencies in Democratic Culture and Pedagogy in Religious Education and the handling of religious issues in the school curriculum.

2nd specialization: Democratic Citizenship Competencies and Pedagogy: Teaching Language and Literature

3rd specialization: Democratic Citizenship Competencies and Pedagogy: Teaching Methodology in EDC/HRE.

Research: Methodology AND Applications

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Description: The purpose of this course is to familiarize students with the basic principles of scientific research methodology, including its design, organization, and implementation, as well as the various research methods within the context of quantitative and qualitative approaches, with an emphasis on educational and social research. Specifically, the course explores and analyzes the stages and ethical issues of scientific research. The course covers the process of defining and formulating a study's research problem (hypotheses, variables, research questions), sampling methods, literature review and writing, and the structure of a study. Various research examples of quantitative, qualitative, and mixed-methods research (positivist, interpretive, experimental and quasi-experimental, case study, action research, grounded theory), as well as research methods and techniques for data collection and analysis: a) for qualitative research (interviews, observation, focus groups, alternative methods, content analysis, thematic analysis) and b) quantitative research (questionnaires, descriptive and inferential statistics). Basic principles of statistics and the use of modern statistical software tools in research are presented, as well as software tools for qualitative data analysis.

Upon completion of the course, students will be able to design and organize a research project and utilize various methodological approaches to research for the understanding, interpret, and effectively manage the development of Competencies for Democratic Culture in education.

The thematic subunits of the course are as follows:

1. The Nature of Research/Philosophy—Examples—Terminology
2. Research examples and assumptions, Stages of research, Research proposal, Research design
3. Sampling in research, Data collection
4. Ethical Issues and Quality Criteria in Qualitative and Quantitative Research
5. Basic Principles, Quantitative and Qualitative Methods
6. Designing quantitative and qualitative research studies and tools (formulating questions, analyzing variables)
7. Mixed-methods research
8. Data analysis and interpretation in quantitative and qualitative research
9. Statistical analysis of quantitative data, normality test. Descriptive statistics, SPSS Database
10. Statistical analysis of quantitative data, correlation and regression analysis
11. Applied research and evaluation of interventions in community/cultural learning environments: participatory and arts-based qualitative approaches, theory of change, and soft impact indicators

Summer Term (common to all specializations):		
Thesis		15
Elective Specialization Courses (1 per semester)		
Religion, Education, and Competencies for Democratic Culture		
Semester A		
Religions and Human Rights	26	3
Description: The purpose of this course is for students to explore the relationship between religion and human rights by discovering the universality of human rights and the role of religions in their emergence and protection . Throughout the course, the various phases in the development of human rights are analyzed, recognizing the relationship between Christianity and human rights and its impact on the respective social, historical, and cultural contexts, The course also examines the relationship between Islam and Far Eastern religions and human rights, as well as interfaith dialogue. On the other hand, the negative and inhumane aspects of religious fundamentalism or the religious phenomenon are contrasted in relation to human rights, as well as the contemporary challenges concerning the effective exercise of these rights or their violation in the public sphere. Finally, by analyzing the contemporary discourse on human rights and the values of democratic civilization, students redefine the role of human rights and the universal ethos of human rights in today's rapidly changing world. The thematic subunits of the course are as follows: 1. The History of Human Rights 2. Christianity and human rights 3. Religions and human rights 4. Contemporary challenges to human rights 5. Toward a Reinterpretation of Human Rights		
The Bible and Democratic Culture	26	3
Description: The purpose of this course is for students to relate the biblical testimony to democratic culture based on the relevant framework of the Council of Europe. Given that the Bible is the book with the widest geographical and demographic reach throughout human history and one of the most fundamental texts of modern European democratic culture, the course analyzes concepts and values such as human rights, equality, tolerance, justice, accountability, humility, empathy, self-awareness, consensus, respect for the environment, acceptance of others, respect for diversity, or multiculturalism—all of which are found in various forms within the biblical texts themselves. Thus, throughout the course, the above concepts and values are explored both in the Bible and in the biblical world at large, in order to demonstrate the timelessness, the relevance, and the profound significance of the biblical witness as a starting point for understanding, consolidating, and promoting democratic culture in all areas of contemporary social life.		

Orthodox Theology and Democratic Culture	26	3
Description: The purpose of this course is for students to analyze, through its history, the formation of the Church as a community that functions in a Eucharistic manner, always defending the values of a democratic culture. The course content includes biblical insights into the relationship between theology and politics, authority and ministry, and the Eucharistic character of the organization, administration, and expression of the Church's polity. The course presents the theological and political framework for the organization and development of the communal system of Orthodox monasticism, the relationship between the Church and politics in Byzantium, and the political role of the Church during the Ottoman occupation. It critically examines the problems, tensions, and challenges posed by modernity to the Orthodox Church and theology, and explores the negative aspects of the influence of nationalism and ethnic chauvinism on the life and activities of the Local Orthodox Churches. Furthermore, the negative dimensions of Church-State relations during modernity are analyzed in order to assess the relationship of the Orthodox Church and theology to the ideals and values of democratic civilization, which provides a meaningful and critical framework for the relationship between Orthodox Church and theology to politics, the economy, and, more generally, the public sphere and civil society. Through the study of contemporary theological texts, the contribution of Orthodox theology to the prevalence of the values of democratic civilization and to the fight against intolerance, ethnocentrism, and religious fundamentalism is demonstrated. Finally, the course discusses the Orthodox theological perspective on the natural environment and the life of the universe. The thematic subunits of the course are as follows: 1. Old and New Israel. The People of God in the Church 2. The Eucharistic Structure of the Church 3. Empire and Desert: The Emergence of Monasticism 4. Church and State in Byzantium 5. Byzantium After Byzantium 6. The Orthodox Church and Modernity 7. Orthodox Theology and Democratic Culture 8. Person, Society, Democracy		
Teaching about the Holocaust (Common elective course across all three specializations)	26	3

Description: The purpose of this course is for students to first gain an introduction to the Jewish religion (basic beliefs, places of worship, prayer and holidays, and Jewish cultural traditions). Subsequently, they will learn about and understand key milestones in the history of the Jewish diaspora up to the establishment of the State of Israel in 1948. The course primarily focuses on addressing the issue of the Holocaust of the Jews, as well as that of other victims (Roma, ethnic minorities, people with disabilities, and homosexuals) at the hands of the Nazi regime, and aims to raise students' awareness of the dangers of racism and intolerance. At the same time, the course connects the Holocaust to the present day and to other genocides of the 20th century, as well as to the Reference Framework for Competencies in Democratic Culture. Next, the pedagogical approaches to teaching about the Holocaust are analyzed (such as managing traumatic memory while avoiding overexposure to violence and horror, selecting sources based on multimodality and multifaceted perspectives to ensure pluralistic ways of engaging with the past, and historical reflection: whether the Holocaust could have been prevented and how, etc.). Finally, students are asked to develop project proposals and/or lesson plans for teaching about the Holocaust within the context of their specialization.		
Islam and Competencies for Democratic Culture	26	3
Description: The aim of this course is for students to recognize the basic facts and teachings of Islam within their historical context so that they can identify and categorize all the relevant and essential elements, concepts, and terms that foster the development of competencies for democratic culture in education. The course highlights, by way of example, some of the most significant topics in Islamic history, tradition, law, and institutions. The structure of Islamic societies and the significance of Islamic law—including its application within Muslim countries and its compatibility with non-Muslim countries—are examined. The course presents the contemporary geopolitics of Islam in both Islamic and non-Islamic countries, as well as the challenges faced by Muslims in European countries and the resulting solutions. Finally, the course critically evaluates the significance of Islam as one of the main factors shaping the politics and society of the modern world and fostering the development of democratic culture and Competencies for Democratic Culture in education.		
Philosophy of Religion, Public Reason, and Democratic Culture	26	3

Description: The aim of this course is for students to critically examine the formation and transformations of the concept of “God” in philosophical thought, from antiquity to postmodernity, and to understand how philosophical conceptions of the divine influence public discourse, education, ethics, and political argumentation, as well as how the boundaries of religious freedom and tolerance are defined in pluralistic societies. From its very inception, philosophy has engaged in dialogue with religion and theology: at times it interprets and reflects on the religious phenomenon; at other times it judges it, seeking to clarify the relationships between reason and faith, meaning and power, and to prevent the instrumentalization of religion toward intolerance, fanaticism, or social exclusion. The course is organized into four historical sections: (a) the concept of the divine in pre-Socratic and classical philosophy, (b) the formation of the concept of God at the intersection of Greek philosophy and Christian thought (Patristic/Medieval philosophy), (c) the modern critique of religion and the shift in the concept of God (rationalism, empiricism, critical philosophy), and (d) the postmodern/contemporary renegotiation of the divine, meaning, and “public reason.” In each module, students examine questions such as: What does “God” mean as a concept? What is the relationship between the divine and ethics and politics? How is the existence of God substantiated or challenged? What is the meaning of religion in democratic societies? Particular emphasis is placed on linking philosophical inquiry to the needs of Religious Education and Social and Political Education: students practice analyzing arguments, identifying biases and stereotypes, and constructing frameworks for dialogue that promote religious literacy, respect for diversity, and democratic coexistence. The course thus contributes to a critical self-understanding of the role of religious education as a field that does not perpetuate dogmatism but cultivates skills of interpretation, discernment, and responsible participation in the public sphere.		
Cultural Diplomacy AND Intervention Design for Democratic Culture (for schools/NGOs/municipalities/museums/digital environments)/ Cultural Diplomacy and Democratic Culture Project Design for schools/NGOs/municipalities/museums/digital environments (Common elective course across all three specializations)	26	3
Description: The purpose of the course is for students to acquire a systematic methodology for designing, documenting, and conducting a basic evaluation of practical interventions that promote democratic culture and competencies for democratic culture, in educational and community settings. The central focus is cultural diplomacy, which is defined here as a deliberate educational and community practice aimed at building trust, cooperative relationships, and social cohesion in contexts of diversity. It is not viewed as “promoting culture” or a public relations initiative, but rather as an initiative that harnesses cultural resources (memory, narratives, local identity, cultural institutions, shared experiences) to create		

spaces for encounter, reduce polarization and exclusion, strengthen participation, and support democratic coexistence.

Trainees learn to work on “case scenarios” from different settings (e.g., school, municipality, museum, youth organization, digital community) and to design a comprehensive “intervention package” that includes: needs analysis, objectives and expected outcomes, activities and pedagogical architecture, partnerships and roles, risk management, participant protection, and key evaluation indicators. The course thus prepares students to move from problem analysis to realistic planning and the documentation of interventions, with an emphasis on interventions that can be implemented by organizations or programs (national or European).

Upon completion of the course, students will be able to accurately define cultural diplomacy as an educational and community-based practice for building trust, relationships, and social cohesion; identify needs and document problems in specific contexts (school/NGO/municipality/museum/digital environment); formulate objectives, goals, and expected outcomes in alignment with the Competencies for Democratic Culture, to design the logic of an intervention through a theory of change with activities, deliverables, roles, and a timeline; map stakeholders and partnerships; incorporate key principles of ethics, participant protection, and risk management (safeguarding and risk management); define simple monitoring and evaluation indicators (indicators, soft indicators) supported by qualitative evidence, and to present a comprehensive intervention plan as a professional deliverable suitable for submission to a funding agency or program.

Key Thematic Subunits

1. **WHAT IS cultural diplomacy:** concept, objectives, differences from simple promotion/communication, pedagogical and social dimensions, limitations, and ethical challenges.
2. **Needs AND context analysis:** problem, data/evidence, target groups, institutional and social environment, sources of tension/polarization.
3. **Formulation of purpose, objectives, AND outcomes:** from “what we want” to “what changes” (outcomes) in connection with Competencies for Democratic Culture.
4. **Theory of change AND intervention logic:** inputs–activities–outputs–outcomes–impact.
5. **Activity design AND pedagogical architecture:** dialogic learning, collaborative learning, service learning, civic action projects, participatory workshops in schools, communities, cultural spaces, and digital environments.
6. **Mapping of stakeholders AND collaborations:** roles, responsibilities, partnerships, participatory design (co-creation).
7. **Ethics, safeguarding, AND referrals:** role boundaries, data protection, vulnerability, incident management.
8. **Monitoring AND evaluation:** indicators, soft indicators, qualitative evidence, feedback, and improvement.
9. **Risk management, sustainability, AND documentation:** implementation risks, mitigation plan, scaling and transfer, concept note, policy brief, implementation plan, and summary presentation of the proposal.

Individualized AND Small-Group Instructional Support: Design Study, Collaboration with Family AND	26	3
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Summary/Individualized and Small-Group Learning Support: Study Skills, Family Engagement, and Inclusion (Common elective course across all three specializations)		
Description: The purpose of this course is for students to acquire pedagogical and instructional competence in organizing and implementing individualized and small-group learning support for students in settings outside the traditional classroom, with an emphasis on the systematic development of study strategies, the enhancement of motivation, time management, and support for school adjustment. The course approaches learning support as a field within the Educational Sciences, drawing on evidence-based pedagogical practices, differentiated instruction, and the principles of inclusion. Emphasis is placed on the development of practical tools: initial pedagogical assessment of needs, setting realistic goals, designing a personalized study and intervention plan, utilizing feedback and making adjustments, as well as managing common difficulties such as refusal to study, low self-confidence, school anxiety, attention deficits, and conflicts with parents or teachers. At the same time, the course fosters skills for collaborating with families and organizations: clear communication frameworks, agreed-upon role boundaries, managing unrealistic expectations, supporting parents in implementing effective practices at home, as well as basic principles of professional ethics, data protection, and referrals to appropriate services when necessary. In this way, the course enhances graduates' professional competence in a field that is particularly important in the Greek and international educational context: individualized and small-group instructional support, while maintaining a clear academic and pedagogical identity. Furthermore, the course develops skills in designing interventions within interdisciplinary contexts, where educators collaborate with student and community support professionals (e.g., psychologists, social workers, nurses). Upon completion of the course, students will be able to pedagogically assess the needs and strengths of a student or a small group, set clear and realistic learning and study goals, design and implement individualized or small-group support plans using differentiated strategies, teach and reinforce metacognitive strategies, self-regulation, time management, and study techniques, manage challenges such as refusal to study, low motivation, anxiety, or confrontational behavior using pedagogical tools; collaborate effectively with parents/guardians and the school through clear communication and agreed-upon boundaries; use feedback and simple methods to monitor progress; and apply basic principles of ethics, data protection, and referral to appropriate support services when necessary. Key Thematic Subunits 1. The field of learning support: roles, contexts, scope of responsibility, and differences between individualized and small-group support. 2. Initial pedagogical assessment: learning profile, motivations, difficulties, study habits, goals, and expectations. 3. Designing a support plan: goals, priorities, small steps, routine, scheduling, and interim assessments. 4. Study and learning strategies: text comprehension, note-taking, summarizing, asking questions, reviewing, practice exercises, and test preparation.		

5. Metacognition and self-regulation: setting goals/learning outcomes, tracking progress, self-assessment, concentration strategies, managing distractions. 6. Motivation, study resistance, and engagement difficulties: boosting self-efficacy, setting realistic expectations, addressing procrastination and school anxiety. 7. Differentiated instruction and inclusion: adapting materials, pace, and activities; basic principles for supporting students with learning difficulties without “labeling” them. 8. Small-group management: organization, collaborative work, balanced participation, rules, and gentle behavior management. 9. Collaboration with families: communication, partnership agreement, managing expectations, progress updates, conflict resolution. 10. Ethics, data protection, and referrals: role boundaries, confidentiality, personal data protection, collaboration with specialists/support services when necessary.		
Second Semester		
Contemporary pedagogical approaches in Religious Education/ Modern Pedagogies in Religious Education	26	3
Description: The purpose of this course is for students to identify contemporary pedagogical approaches to Religious Education and to apply them effectively in the design and implementation of instruction by relating them to the Competencies for Democratic Culture of the Reference Framework for Competences for Democratic Culture (Council of Europe). Teaching techniques are explored (e.g., group work, structured dialogue, drama/theater techniques, etc.), with an emphasis on those that offer students the most opportunities for experience, comparison, analysis, reflection, and action. Particular emphasis is placed on the concept of the “big idea” in Religious Education instruction and its application in lesson planning. By approaching learning from its transformative dimension, instruction is based on activities that promote experiential learning and inquiry, while reflection constitutes a key component of the lessons, serving both as an assessment tool and as a metacognitive strategy for recognizing and managing new religious knowledge. The thematic subunits of the course are as follows: 1. Teaching based on experiential learning and transformative education. 2. Planning Religious Education lessons using the Reference Framework for Competencies in Democratic Culture (PAIDP). 3. Direct instruction, group work, dialogue, critical thinking, drama/theater 4. Problem-solving, games/activities, assignments 5. “Big Idea” of the lesson 6. Reflection 7. Assessment 8. Learning by Design		
Christianity and Dialogue on Human Freedom and Religious Diversity	26	3

Description: The purpose of this course is for students to gain a deeper understanding of the relationships between the Churches and the Confessions and the dialogues among them, with the aim of defending human freedoms, respect for religious diversity, and the freedom to express religious beliefs. The starting point and foundation of these dialogues is the shared faith in the Triune God and the Gospel. The course also examines official dialogues between Churches, both ecclesiastical and interchurch organizations with state institutions, with the aim of fostering cooperation to instill in citizens a democratic consciousness, a culture of respect, and a spirit of cooperation. They also emphasize the importance of education in promoting all of the above at every level of education and for all age groups, and recognize through the curriculum that the Churches can play a decisive role in education by fostering a democratic consciousness, respect for human freedoms, religious beliefs, traditions, and the expression of faith. It also highlights how they can foster and strengthen interfaith dialogues—that is, dialogues with other religions and their followers—at both the local and global levels. Thematic Units: 1. Christianity and Respect for Different Faiths 2. The Church community and dialogue 3. Human freedoms, religious diversity, and religious freedom 4. Dialogues on the Status of Women, in Support of Peace and Environmental Protection		
Education and Sustainable Development Goals	26	3
Description: The purpose of this course is for students to explore the relationship between religions and the 17 Sustainable Development Goals, which the UN has adopted since 2015. The 169 specific targets are analyzed; these are designed to strengthen actions in areas of critical importance to humanity and the planet, such as ending poverty and hunger everywhere, combating inequalities within and among countries, building peaceful, just, and inclusive societies, to protect human rights and promote gender equality and the empowerment of women and girls, as well as to ensure the ongoing protection of the planet and its natural resources. Students explore the three dimensions of Sustainable Development (economic, social, and environmental), which ultimately aim to bring about an internal transformation in citizens so that the profound, fundamental changes required to achieve these goals can be realized. At the same time, they recognize—as do the UN and the global scientific community—that education is a key factor in shaping people’s views and values and can thus contribute substantially to motivating individuals toward achieving the seventeen Goals by promoting personal accountability, moral transformation, and a change in their attitudes toward the consumption of goods. Furthermore, within the context of the course, the goals are linked to the Competency Framework for Democratic Culture. Finally, the use of practical methods in creating project plans and lesson plans for Education for Sustainable Development will be examined. Thematic Units: 1. The concept and framework of sustainable development 2. The UN agenda with the 17 Sustainable Development Goals for 2030 and the 169 Targets 3. Education for Sustainable Development - Principles and Methodology		

4. Global Challenges and Policies for Active Citizenship and Sustainable Development 5. Linking the Principles and the 17 Sustainable Development Goals to the Council of Europe's Competence Framework for Democratic Culture 6. Active Citizenship, Education for Sustainability, and Human Rights: An Interdependent Educational Relationship 7. From Theory to Practice: Integrating the 17 SDGs into the Learning Process: Educational Materials for Implementing Active Citizenship Initiatives and the SDGs		
Bioethical Issues in a Religious Context	26	3
Description: The purpose of this course is a) to introduce students to an understanding of what the concept of ethics means for the modern world (through the presentation of ancient and contemporary theories), b) to explore the organic relationship between ethics and the phenomenon of religion (identification, mutual overlap, or differentiation?), c) the analysis of the anthropological implications of the encounter between religious and non-religious individuals with ethical dilemmas (such as guilt, the need for reconciliation, forgiveness, and redemption, etc.), and d) the students' identification of how the religious phenomenon, distinct from secular ethics, shapes a variety of bioethical approaches. Following the theoretical framework, the study of the relationship between religion and bioethics focuses on presenting topics of major interest both for general school education (specifically for students pursuing careers in medicine and biotechnology) and, more specifically, religious education in schools, such as: a) Assisted reproduction, b) Stem cells, c) Transplants, d) Clinical trials, e) CRISPR/Cas9, and f) Euthanasia. Finally, space is devoted to presenting the Inter-Orthodox and Inter-Christian approach to bioethical issues. Thematic sections: 1. Ethics and the Religious Phenomenon 2. Ethics, Bioethics, and Religion 3. Biopolitics, Pandemic, and Religion 4. Bioethical Reflections on the Principle of Human Dignity 5. Clinical Studies/Trials and the Ethics of Research 6. Human Enhancement and Empowerment		
I s l a m i c Education and Democratic Culture	26	3
Description: The purpose of this course is for students to improve their understanding of Islam and the educational needs of Muslim children and youth in their care. The course examines contemporary theory and practice in Islamic education, as well as different perspectives on education and pedagogical practice in historical and contemporary Muslim societies. Emphasis is placed on the importance of contemporary educational research in Islamic education and curriculum development. In particular, the course addresses the application of the Competency Framework for Democratic Culture in Islamic Education in the contemporary Muslim world and in Muslim communities in the West. Furthermore, the course discusses the educational challenges faced by Muslim communities in the Western diaspora, as well as in the global community more broadly, with particular emphasis on exploring the educational needs of Muslim youth.		

Modern Religious Movements, Worldviews, and Non-Religious Convictions in Religious Education	26	3
Description: The purpose of this course is to equip students with the methods needed to analyze contemporary religious movements, worldviews, and non-religious beliefs in their teaching of Religious Education, regardless of their own religious beliefs. The course takes a critical approach to issues of definitions and terminology related to the religious phenomenon, religions, contemporary religious movements, worldviews, non-religious beliefs, spirituality, existential questions—orientation, philosophy, and interpretations of life—as well as organized or personal worldviews. Emphasis is placed on teaching contemporary religious movements, worldviews, and non-religious beliefs, as well as spirituality, based on democratic values and the competencies of democratic culture. The course explores methodologies aimed at fostering the development of a comprehensive, coherent, and personal worldview in the school setting and at creating a safe learning environment where students can express and negotiate differing viewpoints, without the risk of repercussions, and where communication and dialogue skills are cultivated as a means of coexistence and the development of tolerance, mutual understanding, and trust, as well as attitudes conducive to dialogue and communication.		
Democracy and Christianity in the Eastern Mediterranean/ Democracy and Christianity in the Eastern Mediterranean	26	3
Description: The Eastern Mediterranean is a pivotal geographical region where, on the one hand, democracy emerged through its confrontation with and synthesis of the concept of empire (primarily in Greco-Roman civilization) and, on the other hand, three of the world's most influential religions, with Christianity dominating the global religious landscape and world history to this day. Students learn to understand the historical emergence of democracy up to the present day through its religious dimensions (and particularly through the emphasis on the individual and their rights, a contribution of Judaism and Christianity) and, conversely, to discover—primarily through the evolution of Christianity—the role of democratic political principles in its formation. The expected learning outcomes have particular practical value today and within the specific cultural and religious context of the course, as it is offered within a framework shaped by Orthodox Christian discourse and culture, which has been accused of being characterized by despotism, apolitical mysticism, and personality cults rather than the cultivation of political virtues and institutions, with the result that the Orthodox world is considered incompatible with democracy. Upon successful completion of the course, students—having delved into both well-known and lesser-known historical aspects of this relationship between Eastern Christianity and democracy—will be able to form a more comprehensive and balanced view of these issues and shape their educational role in promoting democracy. The teaching method focuses on the analysis of historical sources, primarily texts but also material sources (archaeological data, images, etc.) that will be presented using a variety of teaching techniques and will address the transformation of the emperor's divine identity into that of a Christian emperor, the multifaceted role of the Greco-Roman “city,” the emergence of the concept of the individual—which is highly relevant today—in parallel with the transition into the Dark Ages after the 7th century and the advent of Islam, while issues of political and cultural history of the so-called		

The Byzantine Empire, which remains a point of reference for many Orthodox Churches around the world to this day and influences the debate on democracy. Thematic subsections: 1. Democracy and theocratic monarchy in the Greco-Roman world 2. The Christian community and the Greco-Roman polis—parallels and contrasts 3. The Christian Roman Empire (4th–7th centuries) and its assessment today—the issue of religious freedom 4. Monasticism as an Alternative “Polis” and Its Significance for the Emergence of the Subject and Individual Dignity 5. The problem of eschatological utopia in Christianity and the attitude toward those who are different 6. Christians as a Minority, Part I: From the Persian Empire to the Islamic Caliphate 7. Orthodox Byzantium: “Christian Democracy” or “Eastern Despotism”? 8. Christians as a Minority B: Between Islam and the Western World in the Modern Era.		
Religion, Radicalization, Resilience, and Interfaith Peacebuilding / Religion, Radicalization, Resilience, and Interfaith Peacebuilding	26	3
Description: The aim of the course is for students to acquire an academic understanding and practical skills for preventing radicalization, extremism, and violent extremist acts, as well as to strengthen resilience at the individual, school, and community levels. The course approaches religion and worldviews (both religious and non-religious) not one-dimensionally as a “threat,” but as a dynamic realm of identity, meaning, and social bonds, which can function either as a source of tension or as a resource for peace and social cohesion. The course focuses on prevention and early intervention strategies in education and the community, avoiding a “police-centered” perspective or the development of “theory of terrorism.” Central to this are: the pedagogical approach to polarization, hate speech, and conspiracy theories; the cultivation of critical literacy and religious/worldview literacy (religious/worldview literacy), as well as the development of skills in facilitating dialogue and restorative practices for depolarization, relationship restoration, and the peaceful transformation of conflicts. The course also incorporates interfaith peacebuilding tools as practices for creating safe and inclusive spaces for learning and coexistence, with a particular emphasis on community work with young people and on the ethical/deontological dimension of such interventions. Upon completion of the course, students will be able to distinguish between key concepts such as extremism, radicalization, violent extremism, and polarization without oversimplification or stigmatization; to analyze mechanisms of radicalization linked to identity, belonging, a sense of injustice or humiliation, group dynamics, and online reinforcement; identify risk and protective factors at the individual, school, and community levels; and map relevant stakeholders. They will also be able to design educational and community-based prevention and early intervention strategies that strengthen capacities for democratic culture, critical literacy, and participation; apply dialogue facilitation techniques and restorative practices to reduce polarization and restore relationships; to utilize key principles of interfaith peacebuilding as tools for social cohesion; to develop a basic framework		

for ethics, protection, and referral, and to assess the effectiveness of interventions using soft indicators and qualitative evidence without fostering “moral panic.”

Key thematic sub-sections

1. **Conceptual distinctions AND definitions:** extremism, radicalization processes, polarization, hate speech, conspiracy narratives—what they are and what they are not.
2. **Identity, the need for meaning, AND a sense of “BELONGING”:** a sense of belonging, the search for recognition and significance, experiences of exclusion and marginalization, group dynamics, and socio-emotional mechanisms.
3. **Narratives of injustice AND ideological frameworks:** grievance narratives, a sense of victimhood, “us vs. them” dichotomous thinking, and methods of critical deconstruction/verification of claims (debunking).
4. **The Internet, ALGORITHMS, AND escalation:** algorithmic content amplification, “echo chambers,” gradual drift into extreme content (“rabbit holes”), misinformation, and “viral” online culture (memes/memetic culture).
5. **Religion, Worldviews, AND the Public Sphere:** religion as a resource or risk factor, religious and worldview literacy, and environments where religious and non-religious beliefs coexist (interconvictional: faith & non-faith).
6. **Risk factors AND protective factors:** analysis at the individual, group, school, and community levels; empowerment and agency; social support and participation; empathy and critical thinking as protective factors.
7. **Educational interventions for prevention AND early intervention:** teaching controversial issues, evidence-based discussion/deliberation, critical media literacy, project-based civic action, service learning.
8. **Facilitating dialogue AND restorative practices:** ground rules, de-escalation techniques, restorative circles, and rebuilding relationships after conflict.
9. **Interfaith peacebuilding AND artistic/creative approaches to dialogue:** interfaith peacebuilding, arts-based dialogue, and designing safe spaces for coexistence and collective action in the community (community practice).
10. **Ethics, protection, AND referrals:** the boundaries of the educator’s/facilitator’s role, collaboration with families and relevant agencies, data protection, risk management, and avoiding excessive or fearful reactions (“moral panic”).

Digital Applications in the Teaching of the Humanities and Social Sciences and Competencies for Democratic Culture (Common elective course across all three specializations)	26	3
Description: The aim of the course is for students to become familiar with the critical and creative use of digital technologies in the teaching of the Humanities and Social Sciences at all levels of education, in a way that fosters the development of Competencies for Democratic Culture. The course focuses on digital learning environments, multimodal texts, digital narratives, digital citizenship, as well as the use of digital collections/corpora and sources (literary repositories, historical artifacts, archives, and digital museum collections). The course has a common core of theoretical and methodological tools and is then organized into two areas of application: (a) The philological track, with an emphasis on teaching Ancient Greek Language and Literature and Modern Greek Language/Literature in connection with historical and cultural contexts, and (b) Social Sciences, with an emphasis on the teaching of History, Civic Education (Economics, Political Institutions and Principles of Law, Sociology), Social and Political Education, Home Economics, Religious Studies, and Physical Education, utilizing digital techniques to foster critical literacy, democratic dialogue, and responsible participation. Particular emphasis is placed on the ethical and pedagogically sound use of artificial intelligence in language and text analysis, in the processing of sources, and in fostering responsible digital citizens, with clear boundaries, transparency, and a critical mindset. Upon completion of the course, students will be able to select and utilize digital tools and environments for the teaching of the Humanities and Social Sciences with a democratic orientation, develop critical and digital literacy activities using multimodal texts and digital sources, design and document teaching scenarios linked to the Descriptive Indicators of Competencies for Democratic Culture, organize collaborative learning processes in digital environments, incorporate principles of digital citizenship and ethics, and utilize artificial intelligence with critical awareness, transparency, and pedagogical boundaries, while evaluating the learning process and the resulting digital projects. Thematic Subunits A. Common Core 1. Digital and critical literacy: reliability, sources, evidence, argumentation, and democratic dialogue. 2. Multimodality and multimodal texts: text–image–sound–video, ways of reading/constructing meaning. 3. Digital storytelling and digital practices of meaning-making: storytelling, documentation, visualization, presentation. 4. Digital citizenship: responsible participation, rights and obligations, digital ethics, hate speech, and democratic discourse. 5. Collaborative learning and collaborative writing in digital environments: roles, rules of collaboration, feedback, assessment. 6. Digital repositories and text/source collections: material selection, documentation, learning paths. 7. Artificial intelligence in the teaching of the Humanities and Social Sciences: possibilities and limitations, academic integrity, transparency, biases, and critical review.		

8. Designing digital teaching scenarios with reference to the Descriptive Indicators of Competencies for Democratic Culture (objectives–activities–evidence of learning–reflection). B. Branch (a) – Literature Courses B1. Ancient Greek Language and Literature - Digital approach to ancient texts: multimodal reading, context, cultural references. - Digital tools for linguistic/interpretive analysis: rendering meaning, interpretive commentary, justifying choices. - Teaching scenarios for text-based democratic dialogue: values, public discourse, argumentation, stereotypes. - Ethical use of social media in interpreting/posting comments: transparency, oversight, educational boundaries. B2. Modern Greek Language and Literature + History (as a historical-cultural context) - Digital narratives and critical reading: identities, otherness, empathy, public discourse. - Children’s/Young Adult Literature and Democratic Citizenship: values, role models, inclusion. - Literature–History–Stereotypes: “hero/villain/good guy/outsider,” historical memories, and cultural understanding. - Collaborative writing and argumentation in digital environments: debate, digital text/article/review. - Technology in the production and analysis of discourse: possibilities and limitations in linguistic and literary analysis. C. Branch (b) – Social Sciences - History and Social Sciences in digital environments: digital sources, artifacts, narrative–counter-narrative, critical evaluation of information. - Political Education / Social and Political Education: digital simulations, deliberation, decision-making, argumentation, and democratic dialogue. - Sociology and Economics: data/visualizations, critical reading of social narratives, inequalities, and social cohesion. - Religious Studies: digital citizenship, religious/philosophical literacy, dialogue, and respect for diversity in digital environments. - Physical Education: digital tools for collaboration, rules, inclusion, teamwork, and democratic practices in the classroom. - Addressing misinformation and hate speech: critical documentation, democratic debate, and rules for safe digital participation. - Ethical use of ICT in source management, summarization/analysis, and argumentation: verification, transparency, and avoidance of distortions.		
Elective Specialization Courses: Language, History, AND Literature in Education AND Competencies for Democratic Culture/Language, History, and Literature in Education and Competences for Democratic Culture		
First Semester		
Language, Society, and Identity	26	3
Description: The aim of the course is to enable students to recognize the strong interconnection between language, society, and identities, and to uncover the linguistic mechanisms and social norms through which identities are ultimately constructed. Therefore, the course content focuses on the most significant sociolinguistic issues related to the construction of identities within a democratic (or non-democratic) environment. We will address issues of sociolinguistic inequality and prejudice both in		

the broader community, as well as in the field of education—formal, non-formal, and informal. Furthermore, the phenomenon of linguistic sexism will be analyzed and linked to issues of gender and the construction of gender identities. Emphasis will be placed on the formation of language policy and ideology in democratic societies, particularly in EU member states. Upon completion of all course modules, students will be able to design basic research approaches that take sociolinguistic issues into account and incorporate them, recognize new dimensions of diversity and connect them to the contemporary social environment. Finally, through the work they will carry out, students will be trained in managing research data and linking research findings to teaching practice. Sample topics: 1. Introduction to the relationship between language and society 2. The shaping of language through society 3. The shaping of society through language 4. The concept of identity 5. The construction and representation of identities through language 6. Language and Gender 7. Language contact and society 8. The Formation of Ideology and Its Dissemination in Society 9. Language Attitudes 10. Language policy		
Intercultural Education and Drama/Theater in Education/ Intercultural Education and Drama/Theater in Education	26	3
Description: The aim of this course is for students to recognize and identify pedagogical methods of theater education and to apply them both in teaching theater education as a standalone course, as well as in the teaching of other subjects in order to promote the principles of Democratic Culture and Intercultural Education. The course examines how theatrical conventions—such as role-playing, dramatization, storytelling from different perspectives, performance, debate, and other techniques can promote intercultural dialogue and a multifaceted perspective at all educational levels, from preschool through adolescence. Furthermore, emphasis is placed on linking theater-based pedagogical approaches with digital technologies, on the interactive experience of theater, and on the participation of the audience (students) in theatrical play as a means of fostering active, democratic citizens. The thematic subunits of the course are as follows: 1. Theater and Democratic Citizenship 2. Theater and Intercultural Education 3. Theatrical play, role-playing, and storytelling from different perspectives 4. Dramatization 5. The roles of students 6. The role of the teacher (e.g., a teacher who pretends not to know anything, who doesn't answer questions, the devil's advocate, etc.) 7. Theater and Interdisciplinary Activities 8. Theatrical Conventions and the Humanities 9. Theatrical Conventions and Digital Technologies 10. Interactive Methods and Audience Participation		
Identity, Nation, and the World in School Education	26	3
Description: The purpose of this course is for students to explore the the relationship between identity, nation, and education in a global community such as today's world. The course focuses on the teaching of national history in elementary school		

and secondary education within the framework of education for democracy, equality, and human rights, which takes on particular significance and is, above all, a pedagogical issue. With the aim of fostering knowledge and a critical understanding of the world, history is studied as a vehicle for developing understanding and respect for others, while the recognition of different perspectives is viewed as an approach that does not diminish the value of any nation's history. This approach is based on both the National Curriculum Standards and school textbooks, which often contain opportunities for reflection and fruitful critical thinking, yet these remain untapped due to a lack of training and experience regarding issues of nation, identity, and multiculturalism. At the same time, students are encouraged to develop their own original activities, assignments, and educational materials related to the concepts of identity, nation, and the world, as part of a broader instructional design. The goal is for students to develop the necessary knowledge, skills, and attitudes to effectively and respectfully integrate students from diverse cultural backgrounds into the educational process. Topics: 1. School education, school knowledge, and the formation of consciousness 2. The concepts of nation and state. The formation of a nation and its relationship to the state. 3. Collective and National Consciousness. Mechanisms for their transmission and preservation. 4. A Sociological Perspective on Migration 5. Identity: An Introduction to a Complex and Multidimensional Concept 6. Globalization: Dimensions, Causes, and Consequences of a Complex Phenomenon 7. School Education, Multiculturalism, and Globalization 8. Intercultural communication, socialization, assimilation, and integration in Greek schools.		
Curriculum Design for an “Open” Education	26	3
The purpose of the course is for students to become familiar with the conceptual categories used to analyze and critically interpret the curriculum, as well as with the design, organization, and development of the curriculum by educators, and in the educational (pedagogical), social, and economic frameworks involved in curriculum development. In this course, students are asked to develop a comprehensive teaching unit based on the theoretical principles of curriculum design (an interdisciplinary approach), with an emphasis on the use of new web technologies as well as a focus on issues related to the challenges of contemporary youth life (bullying, cyberbullying, sex education and ethics in relationships, democracy and the democratic way of life, inclusivity, etc.). The course is grounded in democratic, inclusive education. Essentially, it refers to what is defined as “curriculum as praxis” and aims to develop skills so that current and future teachers are capable of designing programs (from the “bottom up”) that correspond to the specific conditions of their classroom. Thematic Units: 1. Curriculum documents: concepts, terms, and conditions 2. Dimensions, types, and forms of detailed curricula 3. Philosophical, sociological, and psychological foundations of the curriculum 4. Theories on the development of the curriculum - Design models, goals and objectives, content, and evaluation of curricula 5. The curriculum as an ideological and political text 6. The role of the curriculum in social structuring 7. Curricula, instruction, cognitive models, textbooks		

Teaching methods and assessment in a democratic framework/ Teaching methods and assessment in a democratic framework	26	3
Description: The purpose of this course is for students to recognize and identify forms and types of assessment (formative, summative, formative, productive) and apply them effectively in their courses to promote the principles of Democratic Culture. Assessment techniques, such as portfolio-based assessment, will be studied, along with the principles that must be observed during the assessment process (validity, reliability, impartiality, transparency, practicality, and respect). Based on contemporary approaches to assessment, the processes of self-assessment, reflection, and feedback play an important role in the course for evaluating student performance, particularly in assessing the achievement of learning outcomes related to the Competencies of Democratic Culture outlined in the Framework of Competencies for Democratic Culture (Council of Europe). The thematic subunits of the course are as follows: 8. Assessment 9. Assessment 10. Formative, summative, formative, and productive assessment 11. Democratic principles of assessment (validity, reliability, impartiality, transparency, practicality, and respect) 12. Self-assessment 13. Feedback 14. Reflection 15. Descriptive Indicators of P.A.I.D.P. in Assessment		
Teachers' Personal and Professional Growth and Competences for Democratic Culture (common course in specializations 2 AND 3)	26	3
Description: The purpose of this course is for students—as teachers or future teachers—to conduct a comparative study, initially at a theoretical level, alternative models of teacher education and approaches to the concept of professional development, while simultaneously exploring ways to cultivate competencies for a democratic culture. Next, by delving deeper into the emancipatory model of teacher professional development, as proposed by Habermas, the program's students aim a) at their personal development, through the potential exploration of their personal assumptions regarding the issue of Democratic Culture and the competencies they must possess to promote it, and b) their professional development so that they are able to design, implement, and reflect on their teaching interventions, which will aim to engage their students in processes related to democracy, human rights, equality, interculturalism, acceptance of diversity, and more. Within the framework of the course, the appropriate conditions for reflection and productive critical thinking are fostered so that everyone can recognize their “strengths,” set goals for personal growth, and always strive for self-improvement. Through in-person sessions and self-paced study, approaches and techniques for reflection will be explored through diverse and complementary theoretical frameworks. Furthermore, contemporary approaches to various conceptions of teacher professional development will be analyzed. Based on the above, students will be asked to work in groups and individually on case studies of professional development and teacher identity, and collaboratively analyze the literature. The goal is to develop, through practical application,		

skills in reflective dialogue, acceptance of diversity and pluralism, and the pursuit of synthesis, which are elements of democratic culture. Thematic units: 1. Education and Teacher Education: A Broader Perspective in Historical, Social, Political, and Economic Terms. 2. Informal theory, teachers' beliefs: Initial exploration of the concept of informal personal theory among graduate students 3. Epistemological Approaches to the Formation of Teachers' Identity: 4. Contemporary Approaches to Teachers' Professional Development 5. The teacher as a researcher: teaching and research 6. The theory of transformative learning 7. Teacher learning communities		
Reference Framework of Competences for Democratic Culture and Whole-School Approach	26	3
Description: The purpose of this course is for students to analyze in detail the principles of Democratic Culture and the Council of Europe's Reference Framework of Competences for Democratic Culture, and to recognize their application in the Whole-School Approach (Whole School Approach). The course analyzes the different types of citizenship (the personally responsible, participatory, and justice-oriented citizen) and the pedagogical methods that can be utilized within the classroom and the school community to promote active participation in civic life. This paper analyzes the theory and application of the Holistic School Approach and the method for assessing the degree of development of democratic culture and inclusion within a school community. Through the lens of the Holistic School Approach, emphasis is placed on the theory of youth participation in school (Hart's ladder of participation) and on pedagogical approaches that foster the greatest possible degree of student autonomy and participation. Thematic Units: 1. Citizenship and citizenship education. 2. Sense of civic duty and different forms of citizenship. 3. Authoritarianism, Patriotism, and Nativism. 4. Education for Global Citizenship 5. Gender and Citizenship Education. 6. Democracy and the Rule of Law—Constitution 7. Levels and forms of democratic participation by students at school and a holistic approach to schooling. 8. A scale of student participation. 9. Pedagogical strategies for promoting political participation. 10. Evaluation of the school community based on the criteria of Democratic Culture and Inclusion.		
Second Semester		
Hate Speech and Hate Crimes in Democratic Culture/ Hate Speech and Hate Crimes in Democratic Culture	26	3
Description: The aim of this course is to enable students to recognize hate speech as a phenomenon that manifests itself in the public sphere		

dialogue between in-person and online communication. Furthermore, the aim is for students to identify the connection between this phenomenon and hate crimes and to be able to articulate the risks that arise for modern democratic societies and human rights. Consequently, the course content focuses on the study of the main topics related to hate speech—Historical Memory, Conflict and Reconciliation in Education / Historical Memory, Conflict, and Reconciliation Education—as a linguistic and legal phenomenon—and its connection to hate crimes in democratic societies, such as the European community. The course includes an examination of human rights threatened by hate speech and presents specific methods for preventing and identifying the phenomenon within the context of the democratic development of societies. Particular emphasis will be placed on the ways in which hate speech manifests linguistically in the contemporary environment—such as on the internet—while its connection to crimes against humanity—e.g., genocides, the Holocaust, war crimes—as well as its potential to lead to future crimes against individuals or groups based on specific social or other characteristics.

Topics:

1. Introduction to the Concept of Hate Speech
2. The International Legal Framework on Hate Speech
3. The European Legal Framework on Hate Speech
4. The Greek Legal Framework for Hate Speech
5. Democratic Principles and Hate Speech
6. Online Hate Speech
7. Introduction to Hate Crimes
8. Hate Crimes in Democratic Societies
9. Hate Speech as a Linguistic Phenomenon
10. Hate Speech as a Linguistic Means of Constructing Identities in Hate Crimes

Critical Discourse Analysis, Ideology, and Historical Memory in Public and Institutional Discourse: Applications to Education

26

3

Description: The purpose of this course is for students to become familiar with the basic concepts and tools of Critical Discourse Analysis, so that they can analyze the ways in which ideology, power, and social inequalities are embedded in public and institutional discourses (political/administrative discourse, regulatory texts, public policies, media representations, and the discourse of organizations and institutions). Particular emphasis is placed on the linguistic and rhetorical construction of rights and values, on the production of categorizations and boundaries of “belonging,” as well as on the mechanisms of legitimization that influence democratic participation and social inclusion. In this context, the discourse of historical memory is also examined as a field of ideological negotiation and identity formation, with the aim of applying the course’s tools to the analysis of narratives of conflict and reconciliation and their implications for the recognition, dignity, and equality. At the same time, the course develops applications in the field of education, treating it as a space where public and institutional discourses are transformed into practices, norms, and forms of school culture (e.g., curricula, textbooks, school ceremonies/anniversaries, school regulations, and official communications). The connection to competencies for democratic culture is cultivated through the systematic critical reading of authentic texts and through the transformation of findings into evidence-based proposals for democratic communication and pedagogical action.

Specifically, the thematic subunits of the course are as follows:

1. Discourse, Ideology, and Power: Basic Concepts and Analytical Principles of Critical Discourse Analysis 2. Strategies of naming and categorization, framing, and evaluation (inclusion/exclusion) 3. Legitimization and delegitimization: argumentation, authorities, documentation, and the naturalization of the “self-evident” 4. Narrative and historical memory in public and institutional discourse (as a field of application): the construction of events, responsibility, and the moral order 5. Rights, Equality, and Discrimination: What Is Stated, What Is Implied, What Is Left Unsaid 6. Application to the educational context: from public/institutional discourse to textbooks, curriculum guidelines, school ceremonies, and communication practices 7. Competencies for a democratic culture: critical thinking, empathy, respect for dignity, responsible participation—linking analysis and action 8. Small project: analysis of a body of texts (public/institutional and educational materials) and formulation of a critical interpretation with a brief, evidence-based proposal (e.g., a guide to institutional/school communication, criteria for revising educational text, design of a democratic literacy activity)		
Literature and History in Education and Democratic Culture	26	3

Description: The aim of this course is for students to understand how historical memory is constructed, transmitted, and contested in societies that have experienced or are experiencing conflict, and how education can responsibly contribute to democratic coexistence, social cohesion, and reconciliation without equating perpetrators and victims or creating new divisions. The course focuses on the pedagogical management of “difficult pasts”, on memory conflicts, and on the relationship between memory, identity, and public discourse, with a special emphasis on how these translate into teaching practices for the classroom.

The course draws on historical sources, testimonies, literary texts, archives, museum and local memory materials, as well as contemporary digital resources. Students are asked to design lesson plans that foster historical thinking, empathy, critical reading of narratives, and the ability to engage in evidence-based discussion, in line with the Competencies for Democratic Culture and Human Rights Education.

Particular emphasis is placed on: (a) avoiding teaching approaches that reproduce stereotypes or nationalistic simplifications, (b) addressing controversial issues in the classroom, (c) the ethical dimension of teaching about trauma and testimony, and (d) the school–community connection (e.g., local history, sites of memory, museums, oral histories).

Upon completion of the course, students will be able to explain basic concepts of historical memory and public history, distinguish between historical knowledge, memory, and the ideological use of the past, and analyze how competing narratives about conflicts and traumatic events are constructed and how these are linked to identities and social divisions. They will also be able to evaluate historical sources, testimonies, and literary texts as teaching materials; to design and document instructional interventions on “difficult pasts” with critical thinking, empathy, and respect for human rights; facilitate informed discussion and dialogue in the classroom based on rules of safety and respect; and produce a comprehensive lesson plan or curriculum that connects the school, community, and places of remembrance, with key indicators for assessing learning.

Key thematic subunits (indicative: 8–10)		
1. Historical memory and historical knowledge: concepts, differences, memory as a social process and a cultural product. 2. Identity, Nation, and Public Discourse: How the Past Becomes Narrative, Symbol, and Cultural Resource. 3. Conflicts, Trauma, and Memory: Traumatic Events, Collective Trauma, Limits, and the Responsibility of Education. 4. Competing narratives and memory-based conflicts: multiple perspectives, stereotypes, mechanisms of polarization, historical revisionism, and oversimplifications. 5. Sources, testimonies, and evidence: archival material, oral history, diaries/letters, photography/film as historical sources. 6. Literature and memory: literary representations of conflict, narrative, voices, silences, empathy, and critical reading. 7. Teaching approaches to “difficult pasts”: questions, scenarios, classroom safety, and a gradual approach to sensitive material. 8. Dialogue and managing controversial issues: evidence-based discussion, rules of dialogue, addressing misinformation, respect for diversity. 9. Reconciliation, justice, and memory: concepts, dilemmas, education for coexistence without equating responsibilities. 10. School–community–places of memory: museums, monuments, local history, educational field trips, and small-scale remembrance programs.		
Human Rights Education through the Language, History, and Literature Curricula (Primary and Secondary Education)	26	3
Description: The purpose of this course is for students to recognize the basic principles of Human Rights Education and to apply them by utilizing the Language, History, and Literature, while acknowledging the challenges inherent in such an endeavor. Through a case study, the course provides a brief historical overview of the Greek curricula for the aforementioned subjects (from the 20th century to the present) and their (ethnocentric) objectives, in order to understand the distinct nature of identity-related courses in every educational setting, as well as their potential for developing Competencies for Democratic Culture. The course examines contemporary pedagogical practices that promote the active participation of all students, inclusivity, respect for cultural diversity, and human rights as a whole through the teaching of historical, linguistic, and literary content (e.g., dialogic learning, students as creators of history, narratives from different perspectives/multifaceted approaches, inquiry-based learning, selection of literary texts from world literature, etc.). Thematic Subunits: 1. Education and Human Rights: a broader perspective on them in historical, social, political, and educational terms 2. Human Rights Education: its contribution to the establishment of democracy, peace, development, tolerance, and social justice (terms, prerequisites, and perspectives) 3. Curricula: Types and Educational Orientations. The Concept and Significance of the Hidden Curriculum		

4. The Critical Pedagogy movement and the recognition of education’s interventionist-social function (asynchronous education) 5. Language Education and Citizenship 6. History and the Formation of Political Consciousness 7. The Literature Course and Citizenship: From Representation to the Development of Our World (Asynchronous Education) 8. From Academic Subjects to the Broader School Culture: Democracy in Practice		
Arts/Art in Education and Democratic Culture/ Arts/Art in Education and Democratic Culture	26	3
Description: The purpose of this course is to enable students to utilize the arts in teaching subjects included in the Curriculum for Primary and Secondary Education, in order to promote attitudes, values, and behaviors related to democratic culture. The study examines pedagogical methods and practices that promote Democratic Culture through the educational process itself during instruction using works of art (artistic reasoning), such as collaborative group approaches to artistic works, project- and research-based learning, and dialogic learning, which promote students’ active participation as creators of artistic meaning. At the same time, emphasis will be placed on the criteria for selecting appropriate works of art for teaching both inside and outside the classroom (e.g., criteria for selecting collections to visit in museums/art galleries, cinemas) as part of classroom activities, without excluding student participation in the process (e.g., voting to select field trips or course materials). Furthermore, the study also examines the important role played in intercultural encounters, the development of intercultural competence, and students’ receptiveness to diversity by references to artists from different cultures (not just Western ones), from Historically marginalized or oppressed groups (e.g., works by Black creators, women, and LGBTQ+ individuals) in a safe, inclusive classroom environment.		
Democratic Leadership in the Classroom and in School	26	3

Description: The purpose of this course is for students to study models of school leadership and culture, while consistently focusing on how these could ensure the conditions for a democratic education, oriented toward ensuring equality and human rights. Based on the Whole-School Approach, the course systematically utilizes case studies and examples related to school leadership and culture, so that students can gain a practical understanding of the challenges they will face in the school community, in the classroom, and in the school as a whole. The goal is for students to develop the relevant knowledge, skills, and attitudes necessary to manage the classroom and participate effectively in the educational institution, while ensuring both their own democratic functioning and that of the institution, where all voices are heard. Thus, they are called upon to recognize that democratic functioning concerns all stakeholders in the school community (students, teachers, administration, parents, and local organizations). A key contribution to this effort will be the application of adult education theories that aim to transform the classroom and the school into organizations that learn and evolve through change, such as those proposed by C. Argyris, D. Schön, and others. Thematic Units: 1. Identity, types of identities, and the roles of the educator within the school 2. School culture. Conflict management with an emphasis on conflicts arising from intercultural relationships. 3. School Leadership and Individuals from Different Cultures and Backgrounds. Ethical Dilemmas. Steps for a Democratic Approach to Ethical Dilemmas. 4. Teacher Leadership, Ethics, Pedagogy, Transformational Leadership, Leadership for Learning, Ethical Empathy 5. Presentation of the Council of Europe's model of competencies and indicators. Linking and correlating it with the Ethical Leadership model 6. Acquisition of School Leader Skills I: autonomous learning—self-education, feedback from the school environment		
Peace Education, Conflict Resolution, and Mediation	26	3
Description: The purpose of this course is for students to gain an in-depth understanding of the theoretical framework of peace education, as well as the theoretical framework of conflict resolution and mediation. Students develop knowledge, skills, and attitudes related to education that aims to find ways to maintain peace and foster constructive debate and the exchange of ideas, thereby mitigating conditions that could potentially lead to any form of conflict, unequal treatment, and human rights violations. As with nearly all the courses offered, and in an effort to link theory with educational practice, the students in this course will be asked to utilize, as part of their studies, both the current National Curriculum Guidelines and the current school textbooks, in order to find in them opportunities for fruitful discussion with their students regarding issues of peace, as well as social, political, and cultural conflicts at the domestic and international levels. The goal is for students to strengthen their social skills so that they can potentially contribute to the development of their students' soft skills as well as their empathy. At the same time, the goal is for students to develop conflict management strategies and mediation within the educational settings in which they themselves operate and teach.		

Education, Democracy, and Social Cohesion in the Age of Artificial Intelligence	26	3
Description: The aim of this course is for students to explore the use of artificial intelligence (AI) in education with the goal of building, equipping, and sustaining a civil society that, guided by equality, inclusion, and rights, will promote democracy. As artificial intelligence becomes commonplace in education, two possibilities emerge: either it will facilitate our ability to achieve the above goal and improve social cohesion, or, conversely, it will diminish or even undermine that ability. In this course, we will reflect on the various uses and applications of artificial intelligence and its implications, in order to successfully harness its power without ontologically jeopardizing humanity. We will examine how—through practice, policy, and research—we can harness artificial intelligence to improve social cohesion and democracy. We will address issues of equality, authentic citizen learning, and the ways in which citizens are influenced by and influence artificial intelligence. We will present practices and possibilities of artificial intelligence based on the perspectives of a) Ethics, since the transformative power of artificial intelligence requires relevant literacy and education for all, as well as information and free access; b) The transformation of learning environments to keep pace with the rapid evolution of technology; c) Competencies for Democratic Culture, because artificial intelligence requires people with the skills to process, analyze, evaluate, and investigate information through in-depth research, guided by democratic values; d) Ability to coexist, because in the age of screens, it is necessary to provide opportunities for collaborative work, strengthening relationships, and deepening coexistence within the community; e) Relationship with the Media: because individuals in modern society are not merely passive consumers of information, but active consumers and producers of content, including various types of information, misinformation, and media formats, education must equip students with basic media and digital literacy skills; f) Evaluation, because it is necessary to assess the validity of the texts, opinions, and positions generated by search engines and artificial intelligence tools; (g) Interdisciplinary collaboration, as technological developments have many common implications across all fields of education (e.g., the need to use ICT, the reduction of human input in AI outcomes, and technical expertise), and collaboration is needed to strengthen interdisciplinary learning, which promotes democracy. Continuous reflection and learning based on Research and practice are key components for the rational use of artificial intelligence in any educational setting.		
Elective Specialization Courses: Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) and Competences for Democratic Culture		
Semester A (1 elective)		
Teaching Methods and Assessment in a Democratic Framework/ Teaching Methods and Assessment in a Democratic Framework	26	3
Description: The purpose of this course is for students to recognize and identify forms and types of assessment (introductory, summative, formative, summative) and apply them effectively in their courses to promote the principles of Democratic Culture. Assessment techniques such as portfolio assessment and the principles that		

must be observed during the assessment process (validity, reliability, impartiality, transparency, practicality, and respect). Based on contemporary approaches to assessment, the processes of self-assessment, reflection, and feedback play an important role in the course for evaluating student performance, particularly in assessing the achievement of learning outcomes related to the Competencies for Democratic Culture outlined in the Framework of Competencies for Democratic Culture (Council of Europe). The thematic subunits of the course are as follows: 1. Assessment 2. Assessment 3. Formative, summative, formative, and productive assessment 4. Democratic principles of assessment (validity, reliability, impartiality, transparency, practicality, and respect) 5. Self-assessment 6. Feedback 7. Reflection 8. Descriptive Indicators of P.A.I.D.P. in Assessment		
Information and Communication Technology and Competencies for Democratic Culture	26	3
Description: The purpose of this course is for students to identify the principles of democratic culture and the pedagogical methods that promote them, and to integrate them into their teaching practice in the Information Technology course. More specifically, the course provides an in-depth analysis of the principles of collaborative learning in the context of Computer Science and their application to group-based programming activities, such as buddy programming, mob programming, as well as in arts-based education programs utilizing ICT. Within the same framework, project-based learning is also addressed, with the aim of developing democratic skills such as cooperation, openness to diversity, and tolerance of differing opinions. Finally, techniques such as computer-free IT are studied to broaden participation in IT courses, where certain groups—based on demographic and socioeconomic characteristics (female gender, financial difficulties)—are underrepresented. Specifically, the thematic subunits of the course are as follows: 1. Computer Science Courses and Skills for a Democratic Culture 2. Collaborative Learning 3. Approaches that Facilitate and Support Collaboration 4. Collaboration Techniques in Computer Science 5. Education through the arts 6. Project-Based Learning in Information Technology Courses 7. Information and Communication Technology (ICT) tools for organizing and carrying out a project 8. Increasing the participation of underrepresented groups in the field of Computer Science (e.g., girls) 9. Computational Thinking 10. Computer Science Without Computers 11. Computer Science Competitions		
Intercultural Education and Drama/Theater in Education/ Intercultural Education and Drama/Theater in Education	26	3
Description: The aim of the course is for students to recognize and identify pedagogical methods of theater education and to		

are applied both to the teaching of Theater Education as a standalone course and to the teaching of other subjects (Humanities, STEM, Computer Science, etc.), in order to promote the principles of Democratic Culture and Intercultural Education. The study examines how theatrical conventions—such as role-playing, dramatization, storytelling from different perspectives, performance, debate, and other techniques can foster intercultural dialogue and a multifaceted perspective at all educational levels, from preschool through adolescence. Furthermore, emphasis is placed on linking theater-based pedagogical approaches with digital technologies, on the interactive experience of theater, and on the participation of the audience (students) in theatrical play as a means of fostering active, democratic citizens.

The thematic subunits of the course are as follows:

1. Theater and Democratic Citizenship
2. Theater and Intercultural Education
3. Theatrical play, role-playing, and storytelling from different perspectives
4. Dramatization
5. The roles of students
6. The teacher's role (e.g., a teacher who pretends to know nothing, who doesn't answer questions, the devil's advocate, etc.)
7. Theater and Interdisciplinary Activities
8. Theatrical Conventions and the Humanities, Computer Science, STEM, Animation
9. Theatrical Contracts and Digital Technologies
10. Interactive Methods and Audience Participation

Teaching about the Holocaust

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Description: The aim of the course is for students to first gain an introduction to the Jewish religion (basic beliefs, places of worship, prayer and holidays, and Jewish cultural traditions). Subsequently, they will learn about and understand key milestones in the history of the Jewish diaspora up to the establishment of the State of Israel in 1948. The course primarily focuses on addressing the issue of the Holocaust of the Jews, as well as that of other victims (Roma, ethnic minorities, people with disabilities, and homosexuals) at the hands of the Nazi regime, and aims to raise students' awareness of the dangers of racism and intolerance. At the same time, the course connects the Holocaust to the present day and to other genocides of the 20th century, while also relating it to the Reference Framework for Competencies in Democratic Culture. Next, the pedagogical approaches to teaching about the Holocaust are analyzed (such as managing traumatic memory while avoiding overexposure to violence and horror, selecting sources based on multimodality and multifaceted perspectives to ensure pluralistic ways of engaging with the past, and historical reflection: whether the Holocaust could have been prevented and how, etc.). Finally, students are asked to develop project proposals and/or lesson plans for teaching about the Holocaust within the context of their specialization courses.

Topics:

- Introduction to the Jewish religion and the history of the Jewish people
- Persecution under the Nazi regime
- The Holocaust—Causes and Consequences
- The Holocaust and Genocides in the 20th Century
- Jewish Communities in Greece
- How Survivors and the Current Generation Cope with the Traumatic Memory of the Holocaust
- Countering Distortions

• Pedagogical Approaches to Teaching the Holocaust • The Holocaust – Human Rights and the Competency Framework for Democratic Culture		
Fundamental principles of liberal and democratic system / Fundamental Principles of Liberal Democracies	26	3
Description: The course focuses on the basic principles of the organization and functioning of the modern constitutional state, which is based on democratic and liberal principles. Emphasis will be placed on the institutions of representative democracy, on the one hand, and on the protection of constitutionally guaranteed fundamental rights, on the other. On the one hand, these include the principles and rules of organizational constitutional law, such as the democratic principle, the representative and parliamentary principles, the principle of separation of powers, and judicial review of the constitutionality of laws. On the other hand, it is based on the protection of fundamental rights enshrined both in the Constitution and in international instruments, such as the European Convention on Human Rights and the Charter of Fundamental Rights of the European Union. The course will examine contemporary variations of the liberal and democratic political system from a comparative perspective, as well as the various “generations” of individual rights: from the classic rights to personal safety and liberty, and the rights to freedom of expression and collective organization, to social rights, equality rights, as well as rights to recognition of identity—including cultural, religious, sexual, and gender identity, among others. Thematic areas: 1. Liberalism and the Democratic Rule of Law 2. The Sources of Modern Constitutional Law (National and Supranational) 3. The Role and Significance of Parliament—Free Elections—New Forms of Democratic Participation 4. The rule of law and rights during the pandemic (Part I). 5. The right to personality and individual identity 6. Data protection, social media, and the right to be forgotten 7. Religious Freedom in a Multicultural Environment: The Issue of Teaching Religious Education in Schools		
Reference Framework of Competences for Democratic Culture and Whole-School Approach	26	3
Description: The purpose of this course is for students to gain a detailed understanding of the principles of democratic culture and the Council of Europe’s Reference Framework of Competences for Democratic Culture, and to recognize their application in the Whole School Approach (Whole School Approach). The course analyzes the different types of citizenship (the personally responsible, participatory, and justice-oriented citizen) and the pedagogical methods that can be utilized within the classroom and the school community to promote active participation in civic life. The theory and application of the Whole-School Approach are analyzed, along with methods for assessing the degree of development of democratic culture and inclusion within a school community. Through the lens of the Whole-School Approach, emphasis is placed on the theory of youth participation in school (Hart’s ladder of participation		

) and pedagogical approaches that foster the greatest possible degree of student autonomy and participation. Thematic Units: 1. Citizenship and citizenship education 2. Sense of civic duty 3. Different Forms of Citizenship 4. Democracy and the Rule of Law—Constitution 5. Authoritarianism, Patriotism, and Nativism 6. Levels and forms of democratic participation by students at school 7. Scale of student participation 8. Pedagogical Strategies for Promoting Political Participation 9. Holistic School Approach 10. Evaluation of the school community based on the criteria of Democratic Culture and Inclusion		
Second Semester (1 elective)		
STEM and Competencies for Democratic Culture	26	3
Description: The purpose of this course is for students to relate the Competencies of Democratic Culture to the goals of STEM education, to identify pedagogical methods and approaches that promote Democratic Citizenship, and to apply them effectively in teaching STEM courses. We will examine how STEM instruction can help bridge the opportunity gap observed among members of minority groups and convey values of democratic culture, such as inclusivity, through teaching practices (dialogic learning, discussion, group work) and instructional content (references to scientific advances by individuals from non-Western cultural backgrounds, women scientists, etc.), with an emphasis on the active participation of all students in the classroom. Furthermore, the criteria for selecting appropriate teaching materials used in STEM education are analyzed, with the aim of promoting Education for Democratic Citizenship. Thematic Units: 1. Key Characteristics and Concepts of STEM Education 2. Overview of Pedagogical Methods and Tools for STEM Education 3. STEM Education in the Curriculum—Challenges and Opportunities 4. Collaborative Learning and Its Application in STEM Education 5. The Project Method in STEM Education 6. Constructivist learning theory and its role in STEM education and in fostering democratic citizenship skills 7. The Design Thinking methodology in STEM education 8. Strengthening democratic citizenship skills through digital STEM educational games 9. Creating a Digital Game on Civic Education within the Context of STEM Courses		
Education for Democratic Citizenship through the Curriculum (Primary and Secondary Education)	26	3

Description: The aim of the course is for students to recognize the ways in which Education for Democratic Citizenship, as outlined in the Competence Framework for Democratic Culture (Council of Europe), is implemented through the Curriculum. The study examines the different approaches to the curriculum as a learning framework (knowledge-based curriculum, goal-based curriculum, competency-based curriculum), as well as its organizational structures. More specifically, the focus is on education for democratic citizenship, which falls under the category of cross-curricular subjects that permeate every course in the Curriculum and require holistic learning and connections to the real world. Thus, the above will be linked to appropriate pedagogical practices, such as experiential learning, inquiry-based learning, problem-based learning, and learning through projects and individual portfolios, all of which promote students' active participation in the educational process. The goal is for teachers, through their work and their attitude at school, to empower students to become democratic citizens.		
Competences for Democratic Culture in Preschool Education	26	3
Description: The purpose of this course is for students to recognize the role of preschool education in promoting and developing competencies in democratic culture, to identify pedagogical methods and approaches that promote Human Rights Education and democratic culture, and to apply them effectively in teaching preschool-aged children. Educational models for Human Rights and active participation in the context of Preschool Education are explored through teaching scenarios and narratives of illustrative classroom episodes related to Democratic Culture, with an emphasis on democratic conflict resolution strategies (e.g., conflict resolution chair, Persona Doll). In addition, the course examines how to organize and implement group projects to promote cultural diversity, human rights, and democratic culture. Specifically, the thematic subunits of the course are as follows: 1. Preschool Education as a Right 2. Human Rights in Preschool Education 3. Democratic Values and Intercultural Education 4. In detail Curricula in Preschool Education and Promotion of Democratic Values 5. Alternative Pedagogical Approaches in Preschool Education 6. Children's Literature and Democratic Values 7. Teaching Approaches, Democratic Assessment, and Practices for Teaching Democratic Values in Preschool Education 8. The Educator as a Bearer of Democratic Values 9. Arts and the Development of Democratic Skills in Preschool 10. Preschool, Family, and Community: Democratic Interactions		
Hate Speech and Hate Crimes in Democratic Culture	26	3
Description: The purpose of this course is to enable students to recognize hate speech as a phenomenon that manifests itself in public discourse in both face-to-face and online communication. Furthermore, the aim is for them to identify the connection between this phenomenon and hate crimes and to be able to outline the risks that arise for modern democratic societies and		

human rights. Consequently, the course content focuses on the study of the main issues related to hate speech as a linguistic and legal phenomenon and its connection to hate crimes in democratic societies, such as the European Union. The course examines the human rights threatened by hate speech and presents specific methods for preventing and identifying the phenomenon within the context of the democratic development of societies. Particular emphasis will be placed on the ways in which hate speech manifests linguistically in the contemporary environment—such as on the internet—while highlighting its connection to crimes against humanity —e.g., genocides, the Holocaust, war crimes—as well as its potential to lead to future crimes against individuals or groups based on specific social or other characteristics.

Topics:

1. Introduction to the Concept of Hate Speech
2. The International Legal Framework on Hate Speech
3. The European Legal Framework on Hate Speech
4. The Greek Legal Framework for Hate Speech
5. Democratic Principles and Hate Speech
6. Online Hate Speech
7. Introduction to Hate Crimes
8. Hate Crimes in Democratic Societies
9. Hate Speech as a Linguistic Phenomenon
10. Hate Speech as a Linguistic Means of Constructing Identities in Hate Crimes

Arts/Art in Education and Democratic Culture/
Arts/Art in Education and Democratic Culture

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Description: The purpose of this course is to enable students to utilize the arts in teaching courses included in the Primary and Secondary Education Curriculum, in order to promote attitudes, values, and behaviors related to democratic culture. The study examines pedagogical methods and practices that promote Democratic Culture through the educational process itself during instruction using works of art (artistic reasoning), such as collaborative group approaches to artistic works, project- and research-based learning, and dialogic learning, which promote students' active participation as creators of artistic meaning. At the same time, emphasis will be placed on the criteria for selecting appropriate works of art for teaching both inside and outside the classroom (e.g., criteria for selecting collections to visit in museums/art galleries, cinemas) as part of classroom activities, without excluding student participation in the process (e.g., voting to select field trips or course materials). Furthermore, the study also examines the important role played in intercultural encounters, the development of intercultural competence, and students' openness to diversity by references to artists from different cultures (not just Western ones), from historically marginalized or oppressed groups (e.g., works by Black artists, women, and LGBTQ+ individuals) in a safe, inclusive classroom environment.

Transformative Education and Democratic Culture in Physical Education

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Description: The purpose of this course is for students to recognize and identify the principles and practices of Transformative Learning, to connect them with the Competencies of Democratic Culture, and to apply them in physical education classes to promote social justice, social

change, and active participation. Drawing on Hellison’s model of Social and Individual Responsibility Development, the five levels of responsibility that serve as a reference point for evaluating students are analyzed (respect for the rights and feelings of others, self-initiative, taking responsibility, concern for others, transfer of behavior, and behavior “outside the gym”/classroom) and their correlation with the development of Competencies for Democratic Culture. In addition, the study examines relevant student-centered teaching practices that actively promote the development of democratic attitudes and behaviors within the context of Physical Education classes (e.g., teacher-guided discussions, learning through negotiation, etc.). Thematic Units: 1. Purpose and Objectives of Transformative Education 2. Democratic Culture in Physical Education Instruction 3. Organization, Planning, and Evaluation of Physical Education Instruction for Democratic Culture 4. Models of Physical Education Instruction and Transformative Education 5. Differentiated Instruction and Maintaining Equity in Physical Education 6. Methods, Strategies, and Techniques for Teaching Physical Education to Manage the Classroom 7. Analysis of Teacher-Student-Content Interaction 8. Life Skills in Physical Education for a Democratic Culture 9. Assessment Methods in a Democratic Context in Physical Education Courses		
Educational Policy AND Systems: Governance, Reforms AND Professional Opportunities / Education Policy & Systems Lab: Governance, Reforms, and Professional Opportunities	26	3
Description: The purpose of this course is for students to understand how education systems function as fields of policy, administration, and social change, and to acquire basic skills in the analysis and design of education policy within the context of contemporary Greek and European realities. The course approaches education as a public good, as an institution of rights, but also as a field of governance influenced by social inequalities, migration and cultural dynamics, digital transformations, and international agendas (e.g., EDC/HRE, SDGs). The course has a distinctly workshop-based approach: students work on real or realistic policy cases from Greece and Europe, map stakeholders, analyze policy options and instruments, and produce brief policy outputs such as policy briefs and plans for implementing or transferring policy to an organization or school. Particular emphasis is placed on linking educational policy to Competencies for Democratic Culture, social cohesion, equality, and institutional accountability, as well as on exploring career paths available to graduates in the field of Educational Sciences (administration, programs, NGOs, municipalities, organizations, and European projects). Upon completion of the course, students will be able to understand and apply basic concepts of educational policy and administration (governance, accountability, reform), analyze the structure and functioning of an educational system, and apply basic policy analysis tools (problem formulation, stakeholder mapping, selection of policy tools,		

assessment of feasibility/consequences). They will also be able to substantiate policy choices regarding equality, inclusion, human rights, and competencies for democratic culture; draft a brief policy document and a basic outline for implementing an intervention for a school, organization, municipality, or program, and identify relevant career paths and roles in the fields of educational policy, administration, and the implementation of educational initiatives in Greece and internationally.

Key thematic subunits (indicative: 7–9)

1. Education as public policy: goals, values, ideologies, public good, and rights.
2. Structures of educational systems, decentralization–centralization, roles, and responsibilities.
3. Governance and accountability: quality, evaluation, transparency, participation, and trust.
4. Policy tools and reform design: regulatory measures, incentives, professional development, curricula, resources.
5. Mapping of stakeholders and political dynamics: ministry, school leadership, teachers, parents, local government, civil society, international organizations.
6. Equality, inclusion, and social cohesion: inequalities, vulnerable groups, refugee/migration policies, anti-discrimination.
7. EDC/HRE and CDC as policy frameworks: from the normative framework to implementation (curriculum, school climate, teacher training).
8. Policy implementation: opportunities, change management, risks, resistance, timelines, monitoring.
9. Career paths and skills: educational administration, program management, policy analysis, EU projects, NGOs/municipalities.

Teaching English as a Second Language and Competences for Democratic Culture	26	3
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Description: The aim of the course is for students to promote democratic culture and intercultural dialogue through the teaching of English as a foreign language. By approaching language as a cultural phenomenon that encodes and reproduces the values and practices of the society in which teaching takes place, English classes are not limited to the transmission of content but focus on integrating cultural codes into the curriculum, with the aim of developing the multiple communicative competencies (linguistic, intercultural) required in intercultural encounters. In addition, the course examines teaching practices that promote inclusivity and active participation in the classroom, as well as techniques for addressing stereotypical perceptions regarding different cultures.

The thematic subunits of the course are as follows:

1. Foreign Languages (English) and Intercultural Education
2. Awareness of diversity and cultural pluralism, cultural mediation
3. Teaching English as a Foreign Language and Skills for Democratic Culture
4. Designing group activities suitable for developing intercultural competence
5. Addressing Stereotypical Perceptions of Different Cultures
6. Project-Based Learning and Democratic Citizenship Skills

7. Active participation in classes and democratic citizenship.		
Description: The purpose of this course is for students to explore the use of artificial intelligence (AI) in education with the goal of building, equipping, and sustaining a civil society that, guided by equality, inclusion, and rights, will promote democracy. As artificial intelligence becomes commonplace in education, two possibilities emerge: either it will facilitate our ability to achieve the above goal and improve social cohesion, or, conversely, it will diminish or even undermine that ability. In this course, we will reflect on the various uses and applications of artificial intelligence and its implications, in order to successfully harness its power without ontologically jeopardizing humanity. We will examine how—through practice, policy, and research—we can harness artificial intelligence to improve social cohesion and democracy. We will address issues of equality, authentic citizen learning, and the ways in which citizens are influenced by and influence artificial intelligence. We will present practices and possibilities of artificial intelligence based on the perspectives of a) Ethics, since the transformative power of artificial intelligence requires relevant literacy and education for all, as well as information and free access; b) The transformation of learning environments to keep pace with the rapid evolution of technology; c) Competencies for Democratic Culture, because artificial intelligence requires people with the skills to process, analyze, evaluate, and investigate information through in-depth research, guided by democratic values; d) Ability to coexist, because in the age of screens, it is necessary to provide opportunities for collaborative work, strengthening relationships, and deepening coexistence within the community; e) Relationship with the Media: because individuals in modern society are not merely passive consumers of information, but active consumers and producers of content, including various types of information, misinformation, and media formats, education must equip students with basic media and digital literacy skills; f) Evaluation, because it is necessary to assess the validity of the texts, opinions, and positions generated by search engines and artificial intelligence tools; (g) Interdisciplinary collaboration, as technological developments have many common implications across all fields of education (e.g., the need to use ICT, the reduction of human input in AI outcomes, and technical expertise), and collaboration is required to strengthen interdisciplinary learning, which promotes democracy. Continuous reflection and research-based learning research are key components for the rational use of artificial intelligence in any educational setting.		
Total ECTS		
First semester (4 courses: (3 required AND 1 elective)		30
Second semester (4 courses: 3 required AND 1 elective)		30
Summer Session (Thesis)		15
Grand Total		75

ARTICLE 7- DISTANCE LEARNING

7.1 Synchronous distance learning

The educational processes of the M.A. Programme will be organized by utilizing methods of synchronous distance learning.

The organization of the courses and other educational activities with methods of synchronous distance learning concerns courses and activities that can naturally be supported by e-learning methods and do not entail practical, laboratory or clinical practice for the students, in which case physical presence of the students would be required.

NKUA's Digital Governance Unit will be responsible for the support of the online educational process, as well as issues concerning the protection of personal information.

The educational process is also implemented by methods of distance asynchronous learning in a percentage that does not exceed the twenty five percent (25%) of the Programme's ECTS.

7.2 Asynchronous Distance Learning

The educational process utilizes Asynchronous Distance Learning methods, that do not exceed the twenty-five percent (25%) limit of the MA's ECTS. NKUA provides an online platform, through which the distance learning education is supported. This platform is also accessible to people with disabilities. Educational material per course, including notes, presentations, exercises and their solution, as well as recorded lectures (so long as current legislation regarding personal data protection is respected) can be uploaded in the platform. All types of educational material is provided for the sole purpose of educational use on behalf of the students and is protected by the law 2121/1993 (A' 25), provided that relevant conditions are met.

ARTICLE 8- EXAMS AND ASSESSMENT OF POSTGRADUATE STUDENTS

8.1. The educational work for each academic year is divided into two semesters, the fall semester and the spring semester; each of the two includes at least thirteen (13) weeks of teaching and three (3) weeks of exams. There is a repeat exam for the courses of the fall and spring semester in September.

8.2 In case an obstacle prevents the conduct of a course, it is provisioned to be carried out on another date. Its date and time will be posted on the Programme's website and an announcement will also be posted on e-class.

8.3 The attendance of courses/workshops, etc. is mandatory. Postgraduate students are considered to have attended a course (and therefore have the right to participate in the exams), only if they have attended at least 77% of the course's hours and 100% of the workshops (if any). In the opposite case, postgraduate students are obligated to attend the course anew in the next academic year. If the percentage of a student's absences exceeds the 50% in the totality of the courses, then the question of their disqualification from the Programme is raised. This issue is examined by the C.C.; the C.C. deliver their opinion to the M.A's Curriculum Committee.

8.4 The assessment of the postgraduate students and their performance in the courses they have to attend during their studies at the Programme is realized at the end of each semester by written or oral exams or by writing essays throughout the semester. Alternatively, the assessment can rely on progress exams during the semester, written essays or a combination of the aforementioned methods. The method of assessment is defined by the instructor of each course. During the conduct of the written or oral exams, as assessment methods, the transparency of the assessment

process must be ensured. The grading falls on the scale of 1-10. The results of the exams are announced by the instructor and they are sent to the Programme's Secretariat in four (4) weeks' time, after the exams of the course at the latest. In case an instructor repeatedly exceeds this time limit, the Director of the M.A. Programme informs the Department's Assembly.

The assessment is conducted with online exams and the fairness of the procedure is ensured.

For their participation in the exams students are required to have the following: A computer, mobile phone or tablet, a recent operating system like Windows, MacOS or iOS, or Android, an internet connection, a browser or the designated application (where necessary) for access to the online meeting/videoconference platform, a camera, speakers and microphone, for the communication with the instructor, institutional account. There can be either oral or written online exams.

a) Online oral exams by utilizing videoconference tools. The students' identification is achieved through the use of the camera and the demonstration of their ID. It is necessary to use one of the following platforms: CiscoWebex, Google Meet and MSTEams, where students log in with their institutional account.

b) Online written exam by utilizing the eClass platform (relevant tool) for the distribution of the exam material. Different questions may be posed to groups of students (the distribution of the questions is done manually) and a time limit is set for the completion of the test. The answers may be written in paper, photographed by a mobile phone and posted on eClass. Students access eClass via their institutional accounts.

During the examination process all necessary precautions are taken for the users' authentication, their physical identification and the supervision of the process, so as to ensure the assessment's reliability and transparency.

The processing of personal information during the online examination is implemented in such a way that the appropriate safety level is achieved against threats, such as random or illegal destruction, loss, tampering, unauthorized disclosure or access to personal information data that were transmitted, saved or processed in any other way.

During the examination process under no circumstances would NKUA process the students' personal information in an automated way, nor does it proceed to the creation of a profile. For the entire duration of each exam when the students' cameras and microphones are turned on for the needs of the examination, NKUA will never record or collect personal image and sound data for any reason whatsoever.

The teaching staff, the supervisors and the individuals providing technical or/and administrative support (such as the platform handler) are bound by confidentiality policies.

8.5 The percentage allocated to the essays and the workshops for the final grading of each course is set independently for each course, after its instructor's proposal and it is registered into the M.A.'s Study Guide.

8.6 It is possible for alternative methods of student assessment to be implemented in regards to students with disabilities or special educational needs, by decision of the C.C. and a proposal of the Department's Committee for Students with Disabilities and taking into account the relevant guidelines provided by the Accessibility

Committee.

8.7 In cases of illness or rehabilitation following serious diseases it is advisable that the instructor facilitates, however they see fit, the student in need (e.g. online oral exams). During oral exams the instructor ensures that they will not be alone with the student under examination.

8.8 Students have to repeat courses in whose assessment they haven't acquired a passing grade. However, a workshop or exercise that is independently graded, is guaranteed and not repeated, as long as their attendance is deemed successful.

8.9 A correction in one's grade is allowed, as long as there has been an obvious lapse or calculative error, after the instructor submits a document and the Department's Assembly makes the decision.

8.10 If a student fails the same course more than three (3) times, the procedure set by the existing legislation is followed.

8.11 The papers are compulsorily stored for two (2) years under the care of the course's instructor. After this period has gone by the papers cease to be valid; the responsibility lies in the M.A. Programme's Curriculum Committee to draft a relevant transcript and the papers are destroyed –unless there is a criminal, disciplinary or any other administrative process pending.

8.12 In order to determine the grade of the awarded title, each course's weighting in the study programme is taken into account; the weighting is expressed as the number of ECTS. A course's number of ECTS is at the same time the weighting of the course. In order to calculate the final grade of the master's degree: each course's grade is multiplied by the number of credits (ECTS) it awards and the sum of the individual products is divided by the number of credits required to obtain the master's title. The aforementioned method of calculation is expressed by this mathematical formula:

$$\text{Grade of Master Diploma} = (T \sum_{k=1}^N CG * CECTS) / TECTS$$

explanation of symbols:

N = number of courses required to obtain the corresponding degree

k= 1 course

CG = course grade

CECTS = course ECTS

TECTS= total credits for obtaining the corresponding degree

In order to obtain the Master's Degree, postgraduate students have to successfully attend and pass the exams in the totality of compulsory courses and the required number of elective courses provided by the MA Programme, as well as write a postgraduate dissertation; all the above award seventy five (75) ECTS.

ARTICLE 9. WRITING THE POSTGRADUATE DISSERTATION

9.1 The assignation of the postgraduate dissertation (PD) takes place after the attendance of all curriculum courses and the success in the exams of the courses.

9.2 The PD must be individual, authentic, based in research and its redaction must comply with the guidelines for writing a dissertation, posted on the Master

Programme's website.

9.3 After the submission of the candidate's application in which the PD's proposed title, supervisor and a brief summary are included, the CC appoints the PD's supervisor and creates the three-member examination Committee for the approval of the PD; the supervisor is one of the members of the examination committee. The language for the redaction of the PD may be either English or Greek and this matter is settled along with the determination of the PD's theme.

9.4 The dissertation's title can be finalized after the submission of the student's application to the Programme's C.C. in agreement with the Supervisor. There must be a brief reasoning for the requested alteration inside the application.

9.5 In order for the dissertation to be approved, students must present it in front of the three-member examination committee.

9.6 The supervisor and the members of the PD's three-member examination committee are appointed from the following categories of people teaching in the MA Programme.

a) Members of the Academic Teaching Staff (DEP), Teaching-especial Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) of the Department, other Departments of NKUA, other Higher Education Institutes (AEI) or Military Educational Institutions (ASEI), receiving additional employment beyond the scope of their legal responsibilities, if the Postgraduate Programme requires tuition fees,

b) Professors Emeriti or out of service members of the Academic Teaching Staff (DEP) of the Department, other Departments of NKUA or other Higher Education Institutes (AEI),

c) collaborating Professors,

d) Teaching Assistants,

e) visiting professors or visiting researchers,

f) researchers and ELE Research Scientists from research and technological entities as defined in the article 13A of the law v. 4310/2014 (A' 258) or from other domestic or foreign research centers and institutes.

By decision of the C.C., the supervision of dissertations may be assigned to members of Academic Teaching Staff (DEP), Teaching-Especial Education Staff (EEP), Special Technical Laboratory Staff (ETEP) and Laboratory Teaching Staff (EDIP), who have not taken on a teaching role in the M.A. Programme.

9.7 Postgraduate dissertations are compulsorily deposited online on the Institutional Repository, "PERGAMOS", after their approval by the examination committee, in accordance with the decisions of NKUA's Senate.

9.8 So long as the Postgraduate dissertation includes authentic, unpublished results, it is possible for a summary to be posted on the website, followed by a full text upload at a later date, after the submission of an application by the supervisor and its co-signing by the postgraduate student.

ARTICLE 10- POSTGRADUATE STUDENTS' OBLIGATIONS AND RIGHTS

10.1. Postgraduate students hold all the rights and benefits provided to undergraduate students up to the end of the given extension of studies, besides the right of receiving

the educational handbooks for free.

10.2 The Institute ensures accessibility to the proposed handbooks and the teaching for students with disabilities and/or special educational needs (<https://access.uoa.gr/>).

10.3 NKUA's Career Office provides students with counseling about issues concerning studies and absorption in the labor market (<https://www.career.uoa.gr/ypiresies/>).

10.4 Postgraduate students are invited to take part in and attend seminars by research groups, discussions about bibliographical information, visiting workshops, conferences/meetings about issues concerning the Programme's subject, lectures or other scientific events organized by the MA Programme, etc..

10.5 The Curriculum Committee may decide to disqualify students from the Programme, after a proposal made by the C.C., in the following cases:

- if they have exceeded the highest limit of absences,
- if they have failed the exams of one or more courses and they haven't successfully completed the programme according to everything designated in this regulation,
- if they have exceeded the maximum time period of attendance in the MA Programme, as designated in this regulation,
- if they have violated the existing provisions concerning the treatment of disciplinary offenses by the competent disciplinary bodies,
- if they haven't paid the provisioned tuition fees,
- if they have themselves submitted an application for disqualification.

10.6 In case a student gets disqualified from the Programme, they can apply for a certification for the courses whose exams they have successfully passed.

10.7 Students may participate in international student exchange programs, such as ERASMUS + or CIVIS in accordance with the existing legislation. In this case the maximum number of ECTS that can be recognized is thirty (30). This possibility is provided only after the first semester of studies. Postgraduate students must submit a relevant application to the C.C. and follow the programme's terms.

10.8 Students are able to have an internship in educational institutes, educational structures and places that are relevant to the Programme's subject, upon approval from the Curriculum Committee, without the requirement of remuneration from the MA Programme or NKUA. The internship awards fifteen (15) ECTS that are not included in the seventy five (75) ECTS of the regular program of studies. The internship is certified in the Master Degree's appendix. The internship can be realized via exchange programs, such as Erasmus+, in accordance with the existing legislation.

10.9 NKUA's postgraduate students can enroll to Postgraduate Programmes in the same or other domestic or foreign Higher Education Institutes in the framework of educational or research collaborative programs, in accordance with the existing legislation.

10.10 Simultaneous attendance in an undergraduate and a postgraduate programme of studies or in two (2) Postgraduate Programmes in the same or another Department of the same or another Higher Education Institute is possible.

10.11 At the end of each semester there is an assessment of each course and each instructor by the students (see article 19).

10.12 Postgraduate students can apply for the issuing of an appendix for their degree in Greek and in English.

10.13 Postgraduate students originating from E.U countries or Countries of the Council of Europe pay a tuition fee of 3400 euros for their participation in the MA Programme. The payment of the tuition fee is done in three installments: a) 750 € at enrollment; b) 850 € before the second semester's commencement; c) 850 € before the start of the summer semester; and d) 950 € before the presentation of the postgraduate dissertation. International students pay 5.600 euros in total as follows: 1200€ as an enrollment fee, 1400€ before the start of the second semester, 1400€ before the start of the summer period, 1600€ before the presentation of the Master thesis. Tuition fees are non-refundable.

ARTICLE 11-EXEMPTION FROM TUITION FEES

11.1 The MA Program's master students, who meet financial or social criteria and have excelled in their first cycle studies are exempt from tuition fees, according to the existing legislation. This exemption is provided for the participation in only one Master Programme. In any case, the number of exempt students does not exceed a percentage of thirty percent (30%) of the total number of students admitted to the MA Programme per academic year.

11.2 The application for exemption from tuition fees is submitted after the completion of the selection process of students for the Master Programmes. One's financial situation is under no circumstances cause for non-selection in a Master Programme.

11.3 Students receiving a scholarship from another source, as well as students from countries outside the E.E, are not eligible for an exemption from the tuition fees.

11.4 The Curriculum Committee carries out the examination of the criteria for the exemption from tuition fees and a justified decision of acceptance or rejection of the application is issued.

11.5 If the existing legislation sets an age criterion, then it is advised for reasons of good administration and equal treatment that the 31st of December of the birth year is considered as the student's date of birth.

11.6 Members of the Special Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) that are admitted as a surplus, according to article 9.5c of this regulation, are exempt from tuition fees.

11.7 In case members of the same family, up to a second-degree by blood or by marriage relatives, attend a Postgraduate Programme in the Institute, there is a possibility for providing a 50% discount to the paid tuition fees.

ARTICLE 12-SCHOLARSHIPS AND AWARDS

Students are able to receive scholarships and awards for the realization of their studies.

12.1. Scholarships fall into the following categories:

a) **scholarships of excellence** (up to three per specialization) are awarded to honor students based on their performance in the courses of the first semester and second semester. The scholarships exempt students from the tuition fees of the last teaching

semester; they are not exempt from the summer period's tuition fees.

Conditions:

Master students who have completed half the regular time of attendance can apply for a scholarship of excellence. Candidates must not have paid employment in the public or private sector or receive a scholarship from another institution for that specific time period.

Criteria

- graded performance in courses (with an average greater than or equal to eight),
- successful completion of all the courses according to the curriculum
- individual and family income,.

In cases of equal grading and equal income, the selection happens by lot. In the event that a student rejects the scholarship, it is provided to the runner-up in the ranking.

Process

Students submit their application compulsorily, accompanied by the following supporting documents, to the Secretariat of the Department of Theology, after the relevant call:

- 1) Analytical transcript of the grades in the courses
- 2) statutory declaration signed (through the platform gov.gr for Greek citizens) with the following text: "I do not have paid employment in the public or private sector, nor do I receive a scholarship from another institution for this specific time period".
- 3) recent tax records (individual and family)

The MA's C.C. examines the candidacies and makes a suggestion to the MA's Curriculum Committee; the latter decides regarding the issue.

b) scholarship of excellence awarded by the European Wergeland Center, which is attributed to the successful students of the MA, after their registration and application. The scholarship fully exempts the beneficiary from tuition fees except for the enrolment tuition .

Conditions

Candidacies for excellence scholarships can be submitted by successfully admitted MA students after their registration and application. Candidates must not hold a salaried position in the public or private sector or receive a scholarship from any other body for the specified period.

Criteria

- degree performance (with an average greater than or equal to 8.5/ or excellent),
- individual and family income,
- oral interview with a three-member committee appointed by the C.C., in which the representative of the European Wergeland Center participates.

In the event of a tie and a coincidence of income, a lottery is held. In the event that the student renounces the scholarship, it is given to the next in the ranking order.

Procedure

Following the invitation, the students submit an application to the Secretariat of the

Theology Department along with the following supporting documents:

- 1) detailed score of first-degree studies
- 2) formal statement, signed (via the gov.gr platform for Greek citizens), with the following text: "I do not hold a salaried position in the public or private sector nor do I receive a scholarship from any other organization for the given period of time."
- 3) recent tax clearance certificate (individual and family)
- 4) a cover letter stating the reasons for the application and supporting the candidacy.

The Curriculum Committee examines the nominations and decides on them.

12.2 Awards for Excellence. The MA Programme may award awards of excellence to the first three students of each class following the completion of the courses of the first and the second semester by the C.C.'s suggestion and the Curriculum Committee's decision. The awards come with no financial benefits. The award is signed by the Master's Programme Director and the Chair of the Department.

Conditions

1. An average greater than or equal to eight in the courses of the first and the second semester.
2. Completion and successful examination during the February exams (first semester) and the June exams (second semester) in the regular duration of studies (first and second semester of each class).

Process

After the completion of each year's dissertations assessment the C.C. examines each class' students' grades and if the previous conditions are fulfilled, it ranks the students in a decreasing sequence (taking into account their grading average) and suggests to the Curriculum Committee the distribution of awards to the top three (3) students.

Average: In any case of awarding scholarships or awards the average is calculated using the formula:

$$\text{Average} = (\sum_{k=1}^N \text{CG} * \text{CECTS}) / \text{TECTS}$$

N = number of required semesters' courses

k= 1 course

CG = course grade

CECTS = credits awarded by each course

TECTS= total credits of the required semesters

ARTICLE 13- INFRASTRUCTURE AND FUNDING OF THE MA PROGRAMME

13.1. In order to ensure the MA Programme's smooth operation, classrooms for teaching and seminars, auditoriums equipped with audiovisual equipment and laboratories belonging to NKUA's School of Theology and School of Philosophy are available.

13.2 The MA Programme's administrative and secretarial support is carried out by

the Secretariat of the Department of Theology in NKUA's School of Theology.

13.3 The MA Programme's funding may come from:

- a) tuition fees,
- b) donations, contributions and any other financial aids,
- c) bequests,
- d) resources from research work or programs,
- e) the own resources of the Higher Education Institute (A.E.I.) and
- f) the State Budget or the program of public investments.
- g) any other legal source.

13.4 The payment of tuition fees is effectuated by the students themselves or by another legal or natural person acting on the student's behalf, as long as this is provisioned in the Joint MA Programme's Foundational Decision.

13.5 The management of MA Programme's resources is exercised by the NKUA's Special Account For Research Funds (E.L.K.E.).

13.6 The MA Programme's resources are distributed as follows:

- a) an amount corresponding to thirty percent (30%) of the total expenses originating from the tuition fees is withheld by E.L.K.E. The percentage of deduction given to E.L.K.E. as remuneration for the MA Programme's financial management is included in the aforementioned percentage. If the MA Programme's revenues come from donations, contributions and any other sort of financial aid, bequests or resources from research work or programs, the deduction in E.L.K.E.'s favor that applies to the corresponding means of funding is effectuated,
- b) the rest of the amount of the Joint MA Programme's revenues is available for the fulfillment of its operational expenditures.

ARTICLE 14- DELEGATION OF TEACHING/INSTRUCTORS OF THE MA PROGRAMME

14.1 The MA Programme's teaching is assigned to the following instructor categories, by decision of the Curriculum Committee:

- α) Members of the Academic Teaching Staff (DEP), Teaching-especial Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP) of the Department, other Departments of NKUA, other Higher Education Institutes (AEI) or Military Educational Institutions (ASEI); they receive additional employment beyond the scope of their legal responsibilities, if the Master Programme requires tuition fees,
- b) Professors Emeriti or out of service members of the Academic Teaching Staff (DEP) of the Department, other Departments of NKUA or other Higher Education Institutes (AEI),
- c) collaborating Professors,
- d) Teaching Assistants
- e) visiting professors or visiting researchers,
- f) researchers and ELE Research Scientists from research and technological entities as defined in the article 13A of the law v. 4310/2014 (A' 258) or from other

domestic or foreign research centers and institutes.

g) respected overtly recognized scientists, who possess specialized knowledge and experience regarding the MA's subject.

14.2 All aforementioned instructor categories can be remunerated exclusively from the MA Programme's resources. The remuneration or other provisions from the State Budget or the program of public investments is not allowed. The amount of each instructor's compensation is defined by decision of the Curriculum Committee. Especially instructors who are members of the Academic Teaching Staff (DEP) can be additionally remunerated for the work they provide the MA Programme, as long as they fulfill the minimum obligations defined by law, as defined in section 2 of article 155 of the law N.4957/2022. The last subparagraph is also applied by analogy to members of Teaching-especial Education Staff (EEP), Laboratory Teaching Staff (EDIP) and Special Technical Laboratory Staff (ETEP), as long as they fulfill the minimum obligations defined by law.

14.3 By decision the cooperating Departments' Assemblies adjunct teaching may be assigned to the Departments' doctoral candidates, under the supervision of an instructor in the MA Programme.

14.4 The assignment of teaching in the MA Programme is effectuated by decision of the Curriculum Committee, upon proposal by the MA's Coordinating Committee.

The decisions for the delegation teaching by the Curriculum Committee's Assembly compulsorily include the following information:

α) the instructor's full name and surname,

β) their status (e.g. member of DEP, EEP, EDIP, ETEP, etc.),

γ) the type of teaching work assigned to each instructor (course, seminar or workshop),

δ) the number of hours of teaching per course, seminar or workshop.

14.5 The delegation of teaching for the fall and spring semester takes place before the commencement of the academic year. In case the delegation of teaching cannot happen for both academic semesters, the decision is made before the start of each semester. The allocation of teaching can be altered during the academic year by a justified decision made by the Curriculum Committee.

14.6 The instructors can provide the MA Programme with teaching work, while they are on educational leave or suspension from their duties, if they find that their program allows them to do so, on condition that this is effectively and practically achievable under the circumstances; the issue has to be decided accordingly as any case arises.

Article 15- AWARDING THE MASTER'S DEGREE

15.1 Students complete the studies for the acquisition of the Master's Degree by completing the minimum number of courses and credits (ECTS) required for the acquisition of the Master's Degree, as well as by successfully completing the Master thesis. The Curriculum Committee verifies the completion of studies in order for the Master's Degree to be awarded.

15.2 By completion of the aforementioned process students are granted a Certificate of Completion of studies, their status as students is lost and they can no longer participate in the University's collective administrative bodies.

15.3 The Master's Degree certifies the successful completion of studies and displays the grade, with a precision of two decimal points, according to the following scale: Excellent (8,5-10), Very Good (6,5-8,5; the latter is not included) and Good (5-6,5; the latter not included).

15.4 The type of Master's Degree awarded depending on each MA Programme type is the same for all the Faculties/Departments and Schools belonging to NKUA and it is included in the Institute's Regulation of Postgraduate and Doctoral Studies.

15.5 The MA awards a Master's Degree on «Identity, Education and Competences for Democratic Culture» in the following specializations:

1. «Religious Education and Competences for Democratic Culture»
2. «Language, History and Literature in Education and Competences for Democratic Culture»
3. «Education for Democratic Citizenship (EDC)-Human Rights Education (HRE) and Competences for Democratic Culture».

ARTICLE 16-GRADUATION CEREMONY

16.1 The Graduation Ceremony does not constitute a key element to the successful completion of studies, it is however a prerequisite for the granting of the document of the degree. The convocation pledge takes place online or in the framework of the Assembly of the Department of Theology and in a venue inside the Department of Theology in the presence of the MA's Director, the Department's Chair/the Dean or the Deputy Dean, and, if possible depending on the circumstances, the Rector's Representative.

16.2 Requests for the graduation ceremony to take place in the Grand Hall of the Central building are examined by the Rector case-by-case, based on the estimation of the possibilities and the number of graduates, that will be declared by the Master Programme's Secretariat to the Education and Research Directorate.

16.3 Master students who have successfully completed the MA Programme can, in extreme circumstances (studies, location of residence or employment abroad, health issues), apply for an exemption from the convocation to the School's/Department's Secretariat. The exception from the obligation to attend the ceremony is approved by the School's/Department's Chair and the Vice Rector for Academic and Student Affairs.

ARTICLE 17- EVALUATION OF THE MA PROGRAMME

17.1 Evaluation by the Hellenic Authority of Higher Education (HAHE)

The MA Programme is assessed during the Department's periodic evaluation/certification by the Hellenic Authority of Higher Education (HAHE). In this framework the following areas are assessed: the overall evaluation of the work achieved by each Postgraduate Program, the extent to which it achieved the aims set at its establishment, its viability, the absorption of its graduates in the labor market, the extent of its contribution to research, its internal evaluation by the postgraduate students, the expediency of the extension of its operation, along with other elements concerning the quality of the work and its contribution to the national strategy for higher education.

If it is deemed –at the stage of evaluation– that the MA Programme does not fulfil the conditions for its continuation, it operates until the graduation of the existing registered students, in accordance with the Foundational Act and the Regulation Of Postgraduate and Doctoral Studies.

17.2 Internal Evaluation

The MA Programme's internal evaluation is conducted annually by the Institute's Quality Assurance Unit (MO.DI.P.). All people involved in the implementation of the Programme's actions and activities and more specifically the students, the members of the teaching staff, the members of administrative and technical support, as well as the members of the MA Programme's Coordinating Committee take part in the internal evaluation process.

The internal evaluation process is conducted according to the existing legislation, the University's Internal System of Quality Assurance, HAHE's guidelines and standards.

The MA Programme's internal evaluation includes the assessment of the teaching, as well as all its academic operations and acts.

More specifically the following are being evaluated:

- a) the Curriculum's content, in accordance with the recent research in the specific field of the MA Programme, so as to ensure that the MA Programme stays current,
- b) the load of work for the courses, as well as the course and completion of the postgraduate studies by the students,
- c) the extent to which the Programme has fulfilled the students' expectations, the provided services to support their studies and the learning environment,
- d) the courses of the Curriculum are evaluated on a six-month basis through questionnaires that the MA Programme's students fill out.

The evaluation results are disclosed to the instructors and to anyone that is the head of the Programme's evaluation, as defined by the law. In general, the evaluation's results are the basis for the annual report made by the Curriculum Committee each September; the report utilizes the results aiming at the viability of the MA Programme, the high quality studies, the amelioration of its provisions and the efficacy of its instructors.

ARTICLE 18- DURATION OF OPERATION

The Joint MA Programme «Identity, Education and Competences for Democratic Culture» will be operating until the academic year 2034-2035, as long as it fulfils the criteria of internal and external assessment, in accordance with the existing legislation.