

Hellenic Republic

Hellenic Ministry of Education, Research and Religious Affairs

DIRECTORATE OF SECONDARY EDUCATION OF PIRAEUS

Eleftheriou Venizelou 35, 18534, Piraeus, Greece



DEMOKLEOS

THE KLEOS OF DEMOCRACY IN EUROPEAN SCHOOL

Rethinking Democratic Awareness and Collective Responsibility for a whole-school approach

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The Project’s Consortium

Coordinator

- Directorate of Secondary Education of Piraeus, Greece

Partners¹

- Research Centre and Department of European International Studies, Greece, Greece
 - European University of Cyprus, Cyprus
 - IONIDIOS MODEL EXPERIMENTAL LYCEUM, Greece

¹ DEMOKLEOS IS SEEKING TO REPLACE FOR SEVERAL REASONS ONE PARTNER UNIVERSITY WHICH IS NOT CITED IN THE LIST....

- 9th Gymnasium of Piraeus, Greece
 - 1 epal peiraia, Greece
- Agrupamento de Escolas de Pombal, Portugal
 - Dogas schools, Turkey
- Learning for Integration ry, Finland

Associated School Partners: Melitopol School, Ukraine, School 186, Russia, School I. Vekua Tbilisi Number 42, Georgia

Lycée « JULES VERNES » ; Sartrouville, France
A network of Greek schools

DEMOKLEOS consists of a harmonious set of Universities, schools and associations and is well distributed throughout the E.U, from Finland to Turkey.

It is composed of a highly productive combination of schools, universities and a civil society association. From a pedagogical point of view, it is obvious that this project has a great potential, as it covers the whole educational range.

The Acronym

The Acronym DEMOKLEOS is based on the etymology **DEMOS**= meaning whole citizen living and Kléos= fame

Kléos is a term used in epic Homeric poetry that means immortal fame. An Homeric hero can earn kléos through his courage. A monument can bring kléos, as can reports of one's offspring's virtuous deeds. Achilles himself says it in [Iliad,] Rhapsody 9, Line 413: 'I'm going to die, but this story will be like a beautiful flower that will never wilt.' *In ancient Polis (the City), Democracy was inextricably linked to kléos, or fame. This innovative form of government offered ordinary citizens the opportunity of writing their name in history through active participation in the Assembly. The citizens of the ancient cities exercised sovereignty in their city.*

Kléos lay very near the core of the Greek value system during the centuries.

DEMOKLEOS has taken into account from its first steps during the submission period the manifold threats to the democracies: extremism of a political, nationalist and religious nature, corruption of elites, terrorism and control of the media prompt political leaders to build regulatory barriers that may encroach on the sphere of individual liberties, which are pillars of democracy. Checks and balances are therefore necessary to guard against authoritarian excesses and preserve democracy.

In rethinking Democratic Awareness, we should not forget that the threats to Europe's citizens are becoming more varied and increasingly cross-border in nature.

General objectives

The overall objective is related to current challenges to which European school has to adopt a pro-active attitude and handle **Democratic Awareness and Collective Responsibility** as a s

ethic. Achieving this implies the need for a sustained dialogue about a whole school approach. DEMOKLEOS must adapt to the realities of the 21st century which sees the citizens requesting greater participation in public decision-making, an aspiration heightened by the emergence of the new information technologies and the social networks.

DEMOKLEOS with a strong commitment to European integration and a special concern for issues and their related areas which have been highlighted by a Survey Needs Analysis addressed to the teachers of the Consortium notably as:

- Political literacy
- History / remembrance and Democracy in Historical Perspective in Europe
- Critical debating about Teaching of controversial issues
- Digital democracy
- School Democratic governance
 - Challenges of democratic schools in a globalised and pluralistic world
 - Human rights and a sustainable environment
- Teacher professionalism on Democratic Key Competences

Conflict and consensus: the project needs to recognize that divergence of opinion may be inherent enhanced school engagement and tools should provide opportunities for negotiation, mediation and consensus building.

Aims

- mapping democratic and antidemocratic attitudes in European school education and providing a picture of the main populist and racist organizations operating in seven European countries;
- analyzing hate speech communication strategies to understand how populist organizations have been appropriating new media, in the last years, to spread their violent messages in young generation;
- deconstructing populist hate speech towards the 'other' and raising young people's and minorities' awareness: through the analysis of media produced by populist organisations, the aim is to deconstruct stereotypes relating to race, gender, disabilities and sexual orientation, and make young people and minorities aware of how new media misrepresent them;
- empowering young people through e-engagement: coherently with media literacy education perspectives, which emphasizes people's empowerment rather than media censorship, the aim is to play on a participatory and active approach to promote children's voice appropriation and political literacy skills;

- providing teachers' training about media literacy and populism/racism to reinforce and amplify the project's impact, and developing an online environment with resources on new media, hate speech towards the 'other' and racism.

To achieve these aims teachers and researchers the partner institutions work together on research, development and implementation of training tools and resources

DEMOKLEOS focus on the “target groups” in the field of Education – first and foremost young people. The aim is to inspire them to become active contributors to European integration in a context of increasing intercultural and religious diversity. The other major target group are all educators and teachers in their roles as facilitators.

DEMOKLEOS acknowledges the vital and crucial role of education professionals in prevention and change and builds on the convergence of competences: specialist and subject-specific Democratic Competences **according to the model of the Council of Europe** need to be complemented by transversal skills and attitudes of pupils, as leadership, e-democracy skills, citizenship skills, team-work and learning to learn.

The EU, 60-year effort to build peace through shared prosperity is at risk of collapse when pupils as in our schools of Piraeus support the Neonazist party, Golden Dawn, democratically elected, and adolescents in Europe are at risk to commit hate crimes and acts. DEMOKLEOS underlines the urgent need of prevention and early reaction, at grass-roots level in schools and tackle polarization and radicalization.

DEMOKLEOS is prepared as a follow-up, according to a needs analysis, data collected and the demands of the teachers of all the participant partners to be better empowered to the politics of despair, straightly affecting educational community in Europe.

Strategic lines

- To make DEMOKLEOS a solid idea, integrated within the educational institutions, and with a real possibility of continuation and expansion.
- To design a scheme which proves to be ‘possible, easy and powerful’, so that it can be expanded towards other Universities/schools and/or other countries.
- To design and implement a basic structure which is easy to manage and develop.
- To run the process initially with the core partners to pilot, test and improve the scheme.

Project Approach

The key-words to apply to our approach of the project would be: multi-perspective and multi-level; interactive and intercultural; empirical and experiential. The DEMOKLEOS project will use a multi-perspective, multi-level approach based on continual interaction between all partners. As a consequence, the elaboration of the DEMOKLEOS tools will have a highly productive exercise in deliberation and reflection, supported by empirical experience in different school settings. As we all know, empirical experience becomes operational knowledge once it has been subjected to reflection and put into words.

DEMOKLEOS whole school approach

Our whole school approach addresses issues of democracy on a range of levels, from teacher competences and classroom methodologies to school ethos and governance, and the contribution of community partnerships..

The whole-school approach can be considered as the 'Gold standard' of mainstreaming Democratic Awareness into education.

In practice developing a 'whole school' approach to democratic education, means combining formal and non formal teaching with opportunities for democratic experience in the classroom, in the school in general, and strengthening the school's links with its wider community.

The whole-school approach aims at activating different types of social partners, not funded to support us.....

Throughout the three years of the project, there will be a succession of alternating periods of work conducted by the partners in their own environments -for designing experimenting and disseminating- and general meetings to bring experiences together, to study quality evaluations, to draw conclusions and to decide on further developments.

Methodology

Blended learning based on:

- On-line training using e-learning platforms
- In-class training
- Face to face training for teachers and school teachers organized by the host partners in different countries
- Workshops and exercises facilitated by the trained teachers

Public seminars and Conferences will be held in various countries to present the DEMOKLEOS products.

To make this objective attainable, the DEMOKLEOS partners have chosen to produce reference tools which can be used at various levels by teachers, educators, teacher trainers, school-leaders, parents and the students themselves.

The potential impact becomes visible and tangible whenever there is a public presentation of the DEMOKLEOS project and results: people want to use the tools, to join the network and to take part in the following phase...

