



ARISTOTLE UNIVERSITY OF THESSALONIKI

UNESCO CHAIR
ON EDUCATION FOR HUMAN RIGHTS AND PEACE



**European Master's Degree
in Human Rights and Democratization**

Thessaloniki, Spring Semester 2004



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2001 - 2010 International Decade
for a Culture of Peace and Non-Violence
for the Children of the World



European Master's Degree in Human Rights and Democratization

The aim of this one-year academic programme is to educate professionals in the field of human rights and democratization according to an action- and policy- oriented approach. The programme is organized with the co-operation of 28 Universities, in Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, Sweden, United Kingdom, with the support of the European Union, the Region of Veneto and the Municipality of Venice.

As a multidisciplinary programme, the Master' s Degree reflects the indivisible links between human rights, democracy, peace, and development.

The first semester courses take place in Venice. During the second semester, students conduct further specialized studies and write a dissertation at one of the participating Universities.

The programme consists of lectures, seminars, workshops and individual research on the following topics:

- History, Philosophy and Politics of Human Rights and Democracy
- Human Rights and Humanitarian Law
- Universal and Regional Systems for the Protection of Human Rights
- Human Rights and Democracy in the Field

UNESCO CHAIR
on Education for Human Rights and Peace

UNESCO/UNITWIN Award 2002

The UNESCO Chair at the Aristotle University of Thessaloniki on Education for Human Rights and Peace has been founded in 1997, according to an Agreement signed between UNESCO and the Aristotle University.

The UNESCO Chair is part of the Project UNITWIN / UNESCO Chairs of UNESCO and is related to:

- a. the UNESCO Plan for the "Introduction of Education for Peace and Human Rights in Higher Education" (UNESCO, ED-91/Conf. 612/3 UNESCO 3rd Medium Plan 1991-95, para. 397, 25 C/4), and
- b. the UNESCO Action for the creation of a Culture of Peace (UNESCO, 141 EX/16, 1993, 5.4.2).

The purpose of the UNESCO Chair is, according to Article 2 of the Agreement, "to promote an integrated system of research, training, information and documentation activities in the field of human rights, peace and democracy" at local, sub-regional and regional level.

Today, there are more than 550 UNESCO Chairs worldwide, in Universities and Research Institutes of the UNESCO Member States. Their objects are related to the fields of interest and action of UNESCO.

Among these Chairs, more than 70 deal with issues that are related to "Human Rights, Democracy, Peace".

The UNESCO Chair at the Aristotle University of Thessaloniki is the development of:

a. *A Peace and Human Rights Education Programme* which started in the School of Psychology in 1986 and expanded in 1988 into a Postgraduate Course with the central research project "*School Books in Greece and Education for Peace*".

b. An Inter-Faculty Interdisciplinary Programme on Education for Human Rights and Peace, entitled "*Contemporary World Problems and the Scientist's Responsibility*", which has been in continuous functioning at the Aristotle University since 1993.

c. The educational activities of the *Institute of Education for Peace*, a Greek NGO founded in 1986.

Professor Dimitra Papadopoulou is directing the above academic activities since 1986.

The UNESCO Chair of the A.U.Th. organizes and runs the interdisciplinary, interfaculty course (undergraduate) "*Contemporary World Problems and the Scientist's Responsibility*", which is attended every academic semester by a great number of students from all the Schools of the A.U.Th.

Issues discussed in this academic Programme are organized according to the following general themes:

1. Contemporary World Problems
2. International Organizations, International Law and Human Rights
3. Environment and its protection
4. Economy and Development
5. Education and its role in contemporary world problems

Up until the end of 2003, more than 100 Professors from 35 Schools of the Aristotle University of Thessaloniki have lectured at the Interdisciplinary Interfaculty Programme of the UNESCO Chair of the A.U.Th., which is one of the few on a European level and unique in the Mediterranean.

The UNESCO Chair of the A.U.Th. is the only such Chair in a Greek University and it represents the Aristotle University of Thessaloniki at UNESCO as well as at the International Organizations and Networks which belong to the above mentioned.

Prof. Dimitra Papadopoulou
UNESCO Chairholder

Contemporary World Problems and the Scientist's Responsibility

The contribution of the Aristotle University of Thessaloniki to the European Master's Degree in Human Rights and Democratization consists in an interdisciplinary and inter-faculty post-graduate programme under the title "Contemporary World Problems and the Scientist's Responsibility".

The programme (lectures, workshops, essay writing and presentations made by students) focuses on 3 thematic areas:

- a. Issues of Peace and Human Rights Education. Towards a Culture of Peace
- b. Human Rights, Issues of International Law and International Relations
- c. Contemporary World Problems and the Scientist's Responsibility

In the context of the programme, Professors from various Schools of the A.U.Th. and International Organizations Officials (INGOs and NGOs) will teach and collaborate with the students.

National Director
Dr Dimitra Papadopoulou
Professor of Social Psychology
and International Education
UNESCO Chairholder, A.U.Th.

Deputy National Director
Dr Anastasia Grammaticaki-Alexiou
Professor of Private International Law, A.U.Th.

Lecture Titles listed by Instructor

Dr Deliyanni-Kouimtzis, Vassiliki: **Women's Rights and Democratic Education: Discussing about Gender, Democracy and Citizenship**

Dr Dikaiou, Maria: **Multiple discrimination in Gypsy minority women**

Dr Grammaticaki-Alexiou, Anastasia: **Culture, Environment and Human Rights**

Dr Kesidou, Anastasia: **Multiculturalism and Intercultural Education**

Dr Kordoutis, Panayiotis: **Social Influence Processes and Prevention: the case of AIDS/Sexually Transmitted Diseases and Teenage Pregnancy**

Mr Liberis, Ilias, M.A., UNICEF: **International Protection of Children' s Rights and the Role of UNICEF**

Dr Papadopoulos, Leonidas: **Conflict's Law**

Dr Papadopoulou, Dimitra: **Education for Human Rights, Democracy and Peace: Towards a Culture of Peace**

Dr Papassiopi – Passia, Zoe: **Immigration and Human Rights: International and National Issues**

Lectures listed by title

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I. Women's Rights and Democratic Education: Discussing about Gender, Democracy and Citizenship

Dr V. Deliyanni-Kouimtzis
Associate Professor of Psychology

Topics

- I. Feminist perspectives on gender, democracy and citizenship
- II. Women and Citizenship: women in the public life, paid work and the family
- III. Women's rights are human rights: notions of inclusion and exclusion in the contemporary concept of citizenship
- IV. Teachers, gender and citizenship: concepts of gender relations in private and public spheres
- V. Education for Citizenship: promoting gender equality in the classroom

Selected Bibliography

Arnot, M. "Equality and Democracy: a decade of struggle over education", *British Journal of Sociology of Education*, 1991, 12,3, p. 447-466.

Arnot M., Deliyanni-Kouimtzis K., Ziogou R., Promoting Equality Awareness: women as citizens, Final Report, European Commission, Equal Opportunities Unit, Brussels, June 1995

Arnot, M., Araujo, H., Deliyanni, K., Rowe, G. and Tome, A. "Teachers, Gender and the Discourses of Citizenship", *International Studies in Sociology of Education* 1996, 6, 1, p. 3-35.

Arnot M., Araujo H., Deliyanni K., Ivinson G. "Changing Femininity, Changing Concepts of Citizenship: social representations of public and private spheres in a European context", Paper presented at the 3d European Feminist Research Conference Shifting Bonds, Shifting Bounds in Europe, Coimbra, Portugal, July 1997.

Arnot M. "Rethinking Democracy and Education" in **V. Deliyanni, S. Ziogou (eds)** Teachers and School Praxis, ed. Vantias, Thessaloniki, 1997, p. 23-48.

Ferreira V. et al, Shifting bonds, shifting bounds: Women, Mobility and Citizenship in Europe, ed. Celta, Lisbon 1998.

Heater D. Citizenship, ed. Longman, London 1990.

Pateman C., The Disorder of Women, Polity Press London 1989.

Weiler K. "Women's rights are Human rights: what are the implication for education?" in **V. Deliyanni, S. Ziogou (eds)** Teachers and School Praxis, ed. Vantias Thessaloniki 1997, p. 49-72.

Study Questions

- How could the term of citizenship be defined? How do we understand the "good citizen"?
- How does the feminist perspective connect citizenship with gender equality?
- In which terms could we connect Democracy with Citizenship?
- What is the role of schooling in promoting democratic values in the frame of education for citizenship?

II. Multiple discrimination in Gypsy minority women

Dr. M. Dikaiou
Associate Professor of Social Psychology

Summary

Poverty caused by discrimination and oppression against minorities helped perpetuate the reality in which deprivation of educational and economic opportunities is passed on from one generation to another. Economic globalization has widened economic gaps, both nationally and internationally, inflicting the heaviest damage upon the most vulnerable social group, that is people discriminated against. Trafficking of women and children from migrant and other minority groups, by national and transnational crime syndicates is intensifying on an alarming scale. Post-war conflicts in many parts of the world today have one distinctive feature: Women belonging to minorities and illegal migrant groups, are increasingly becoming the victims of many forms of exploitation. In short, *women in minority groups are subjects of many forms of discrimination because of their group identity and their gender*. The complexity of intersection of these issues when combined with other forms of discriminatory structures, is an obstacle to the *empowerment of minority women*.

The purpose of this study meeting, is to: a) illustrate some of the problems faced by people with multiple identities in Greece, using the testimonies made by Gypsy minority women and b) discuss actions (against multiple discrimination) to enhance empowerment (in terms of research needed to explore the forms of multiple discrimination, interventions for community development as well as strategies to educate the public on the issue).

Selected Bibliography

Cherry, F., Borshuck, C. (1998). Social action research and the Commission on Community Interrelations. *Journal of Social Issues*, 54(1), 119-142.

Turton, D., Gonzalez, J. (1999). *Cultural and Ethnic Minorities in Europe*. Bilbao: Humanitariannet.

III. Culture, Environment and Human Rights

Dr Anastasia Grammaticaki-Alexiou
Professor of Private International Law

Outline of the Course

Many years after the United Nations General Assembly formally affirmed an interconnection between human rights and environmental protection, an environmental human right has not yet been recognized, either as a distinct right or as one found within the penumbra of other recognized human rights. The seminar will investigate the interrelation of human rights and the environment, as well as the integration and interdependence of culture and the environment in human rights. It will also evaluate the potential for effectiveness that the human rights regime holds for environmental protection, considering international trade law and global sustainability.

Selected Bibliography

Mélanne Andromecca Civic, DISCOVERING AND ENFORCING A HUMAN RIGHT TO ENVIRONMENTAL PROTECTION, *Journal of Natural Resources and Environmental Law* 1997 p. 123,

William Andrew Shutkin, INTERNATIONAL HUMAN RIGHTS LAW AND THE EARTH: THE PROTECTION OF INDIGENOUS PEOPLES AND THE ENVIRONMENT, *Virginia Journal of International Law* 1991, p. 479

IV. Multiculturalism and Intercultural Education

Dr Anastasia Kesidou
Lecturer of Comparative and Intercultural Education

Summary

Multiculturalism, which constitutes a main characteristic of western societies, does not only derive from the population movements related to migration. Apart from these movements, which constitute a worldwide phenomenon, we live in a time of supranational economic systems, European integration and international communication. These conditions create a framework of interdependence between the peoples, which results in the cultural contact and communication.

The arrival of a great number of immigrants and repatriates in Greece in the course of the last decade has turned also the Greek society into a multicultural one. In addition, the historic changes, which have taken place towards the end of the 20th century in the Balkans, have created a new framework of cultural contact and communication, which is directly related to the increasing political and economic communication in this particular area.

The multicultural society and the multilevel communication with other cultures put new demands to the educational systems and institutions. There is a clear contradiction between the predominant monocultural and nationally oriented education, on one side, and the multicultural and multilingual reality, in which the new generation lives and will live in the future, on the other. Consequently, there is a lack of convergence between social demands and education, which means that the latter does not prepare students successfully, so that they can live up to the new conditions and demands put by the multicultural society.

Intercultural education is often defined as the answer of Educational Science to the multicultural society. It is the aim of the lecture to shed light on how intercultural education tries to contribute in such a way, that education can keep pace with the social developments. This will take place on the basis of a detailed discussion of the main aims and practices of intercultural education.

Selected Bibliography

Banks, J.A./ Banks C.A.M. (1993), Multicultural Education: Issues and Perspectives, Boston: Allyn and Bacon.

Coulby, D./Gundara, J/Crispin J. (ed.) (1997), Intercultural Education, London: Kogan Page.

Delpit, L. (1995), Other people's children: Cultural Conflict in the Classroom, New York: The New Press.

Kesidou, A. (2003), 'Aims and Practices in Intercultural Education', in: Proceedings of the International Conference under the title 'Intercultural Education in the Balkan Countries', Ohrid, FYROM, 9th – 11th May 2003 (in press).

Xochellis, P./Toloudi, F. (eds) (2001), The Image of the 'Other'/Neighbour in the School Textbooks of the Balkan Countries. Proceedings of the International Conference, Thessaloniki, 16-18 October 1998, Athens: Typothito, George Dardanos.

V. Social Influence Processes and Prevention: the case of AIDS/Sexually Transmitted Diseases and Teenage Pregnancy

Dr Panayiotis S. Kordoutis
Assistant Professor of Social Psychology

Outline of the Course

Social influence, an applied area of social psychology, deals with identifying the social and psychological features of social issues with the aim of devising ways of understanding their mechanisms, predicting their consequences within specific societies and proposing ways to contain, control and prevent them. Discussion will focus on AIDS/Sexually transmitted diseases and teenage pregnancy. Common more or less social and psychological processes as far as prevention is concerned, underlie the two phenomena. Both continue to be major threats for several societies and destructive epidemics in others. Both have been resilient to prevention policies, as they require changes among the population in attitudes and behavior pertinent to a domain that does not easily avail itself to modifications: sexual behavior. Prevention policies need to be informed by research in targeted communities and evaluated for effectiveness in order to secure effectiveness and avert damaging side-effects of uninformed interventions. The lecture will discuss the basic principles, capitalized so far by research, in devising policies for promoting safer sexual practices as an example of the interface between research and policy.

Topics

- I. What does social influence involve?
 - a. Mapping the targeted population – understanding the social issue

- b. Understanding social psychological processes involved in social influence outcome – designing effective campaigns and interventions
- II. The case of AIDS/ Sexually Transmitted diseases and teenage pregnancy
- III. Guidelines for promoting effective safer sexual practices among the populations against AIDS/Sexually Transmitted Diseases and teenage pregnancy.

Selected Bibliography

- Baldwin, J. L., Whiteley, Sc., & Baldwin, J. D. (1990).** Changing AIDS- and fertility-related behavior: The effectiveness of sexual education. Journal of Sex Research, 27(2), 245-263.
- Bryan, A. D., Aiken, L. S., & West, S. G. (1999).** Increasing condom use: Evaluation of a theory-based intervention to prevent sexually transmitted diseases in young women. Health Psychology, 15, 371-382.
- Edwards, J., Tindale, R. Sc., Heath, L., Posavac, E.J. (Eds.),** Social Influence Processes and Prevention. Social Psychological Applications to Social Issues. New York, NY: Plenum Press.
- Fisher, J. D., & Fisher W. A. (1992).** Changing AIDS-risk behavior. Psychological Bulletin, 111, 455-474.
- Hubert, M., Bajos, N. & Sandfort, T. (1998) (Eds.),** Sexual behaviour and HIV/AIDS in Europe. London: UCL Press.
- Kordoutis, P.S., Loumakou, M., Sarafidou, J.O. (2000),** Heterosexual relationship characteristics, condom use and safe sex. AIDS Care, 12,767-782.
- Pryor, J.B. & Reeder, G.D. (Eds.) (1993).** The Social Psychology of HIV infection. Hillsdale NJ: Erlbaum.
- Van Campenhoutd, L., Cohen, M., Guizzardi, G., Hausser, D. (Eds.)(1997)** Sexual interactions and HIV risk: New conceptual perspectives in European research. Social aspects of AIDS (pp. 44-58). Washington, DC: Taylor & Francis.

VI. International Protection of Children' s Rights and the Role of UNICEF

Ilias Liberis, M.A.
Officer of the Information,
Education for Development and
Fund Raising Office
of the Greek Committee for UNICEF

Topics

- I. The International Convention on the Rights of the Child (1989)
- II. Violations of Children' s Rights worldwide
- III. Children' s rights: the role of the society

VII. Conflict's Law

Dr Leonidas Papadopoulos
Lecturer of International Law

Topics

- I. The Law of the Conflicts (the Hague Conventions)
- II. International Humanitarian Law (the Geneva Conventions)

Selected Bibliography

Asser Institute, *Humanitarian Law of Armed Conflict*

Mc Coubrey H., *International Humanitarian Law*

Starke J. G., *Introduction to International Law*

Documents/ Conventions

VIII. Education for Human Rights, Democracy and Peace. Towards a Culture of Peace

Dr Dimitra Papadopoulou
Professor of Social Psychology
and International Education
UNESCO Chairholder at A.U.Th

Topics

- I. Education for Human Rights and Peace: meaning, content, history and achievements. The United Nations Decade for Human Rights Education, 1995-2004. National and International Plans of Action.
- II. The UNESCO Transdisciplinary Programme for a Culture of Peace. Study of the basic concepts and components of a Culture of Peace: non-violence, respect for human rights, intercultural understanding, co-operation, tolerance, solidarity etc.
- III. The contribution of U.N., UNESCO, the Council of Europe and international NGOs to the education for human rights and peace. Discussion on relative international documents (Resolutions, Declarations, Recommendations etc.)
- IV. The education for Human Rights and Peace in the 3 levels of education (primary, secondary education and Universities): an interdisciplinary educational approach.

Selected Bibliography

- Adams D.** (ed.), UNESCO and a Culture of Peace. Promoting a global movement, UNESCO, 1995.
- Calleja J.** (ed.), International Education and the University, Jessica Kingsley Publ. and UNESCO Publ., 1995.
- Spiliotopoulou - Akerman S.** (ed.), Human Rights Education. Achievements and Challenges, Institute for Human Rights, Abo Academi University and the Finnish National Commission, 1998.

Symonides J., Volodin V., UNESCO and Human Rights. Standard-setting instruments, major meetings, publications, 1996.

European University Center for Peace Studies, German Commission for UNESCO, Austrian Commission of UNESCO, Education for Peace, Human Rights and Democracy in the UNESCO Context. Sourcebook of Documents and Materials, 1998.

Human Rights Education Centre of Charles University, Prague, Education for Human Rights and Citizenship in Central and Eastern Europe. Teaching means, teaching aids and methodology of education, 1995.

UNESCO, L'enseignement des Droits de l' Homme, Travaux du Congrès International sur l' enseignement des droits de l' homme, Vienna 12-16 Septembre 1978.

IX. Immigration and Human Rights: International and National Issues

Dr Z. Papassiopi-Passia
Associate Professor of Private International Law

Topics

Problems that immigrants face in the countries where they attempt to settle. More specifically

- I. Nationals. Migrant workers. Refugees and asylum seekers. Documented migrants, undocumented migrants
- II. The international protection of aliens. Human rights and migrant workers
- III. The reciprocity clause
- IV. The national protection of aliens. Constitutional law. Special issues. (The rights of the non-citizens/The family reunification – sham marriages)
- V. The procedure of admission: Residence permit. Work permit
- VI. Illegal and clandestine immigration. Legalization of illegal migrant workers (national efforts)
- VII. Refoulement, expulsion (deportation) and extradition of aliens. Characteristic jurisprudence
- VIII. Orientation of a common European policy of migration
- IX. International law issues

Selected Bibliography:

A. Grادل-Madsen, Article 13 of the UDHR in Eide/Alerdon and others, *The Universal Declaration of Human Rights. A Commentary*, 1992

R.Higgins, La liberté de circulation des personnes en droit international, in M.Flory/R.Higgins, Liberté de circulation des personnes en droit international, *Economica* 1988 p. 3 et seq.
Revue trimestrielle des droits de l'homme, No spécial 37, 1999 « La police des étrangers et la Convention européenne des droits de l'homme ».

K. Kählström, Article 23 of the UDHR in op.cit.

R.Plender, *International Migration Law*, 1988², M.Nijhoff

Biographical Data

Vassiliki Deliyanni-Kouimtzis: Associate Professor of School Psychology in the Aristotle University of Thessaloniki (School of Psychology), teaching 'Feminist Perspectives in Psychology', 'Gender Identities in Adolescence', 'Sociology of Education' and 'Women and Citizenship'. Research Director of National and European Projects on Gender and Citizenship, Masculinities and Gender Identities, Marginalized Youth, Gender and Occupational Choices. Author of many books and articles in the Greek and English language.

Maria Dikaiou: Associate Professor in Social Psychology at the School of Psychology of the Aristotle University of Thessaloniki. Main research interests include minorities (migrants, refugees, gypsies and street children); psychosocial problems and social action; time perspective.

Anastasia Grammaticaki-Alexiou: Professor of International Law in the Aristotle University of Thessaloniki (School of Law) teaching Private International Law and Nationality Law. Former Member of the Thessaloniki Bar. Visiting Professor at Loyola Law School and Tulane Law School, New Orleans, USA. Member of the Special Legal Committee on Private International Law of the Greek Ministry of Foreign Affairs. Member of the Consultative Board of the Association of Democracy in the Balkans. Present representative of the Greek Ministry of Justice in the E.U. Council. Author of several books and articles on subjects of Private International Law, Cultural Property, Civil Law, Nationality Law, Cyber Law.

Anastasia Kesidou: Lecturer of Comparative and Intercultural Education at the Department of Education, Faculty of Philosophy, Aristotle University of Thessaloniki. BA in Education, Philosophy and Psychology (Aristotle University of Thessaloniki), Ph.D. in Education (University of Heidelberg, Germany). Areas of interest: Comparative Education, Intercultural Education, European Dimension in Education, Research of Curricula and Textbooks.

Panayiotis Kordoutis: Assistant Professor of Social Psychology at the School of Psychology of the Aristotle University of Thessaloniki. BA in Philosophy, Univ. of Athens. MA and Ph.D. in Social Psychology, University of California in Santa Barbara, USA. Research interests: applications of Social Psychology in the domain of public health, intergroup and interpersonal relations, social interdependence and human rights.

Ilias Liberis: B.A. in Physics-Mathematics, University of Patras. M.A. in Development Economics, University of Brussels. M.A. in Business Administration, Greek Association of Business Administration. Founder/ editor of the magazine *UNICEF and the World*. Officer of the Information, Education for Development and Fund Raising Office of the Greek Committee for UNICEF. Author of articles on problems of the developing countries.

Leonidas Papadopoulos: Lecturer of International Law in the Aristotle University of Thessaloniki (School of Law), teaching Public International Law, International Institutions and Greek Foreign Policy.

Dimitra Papadopoulou: Professor of Social Psychology and International Education in the Aristotle University of Thessaloniki (School of Psychology). Director of the UNESCO Chair on Education for Human Rights and Peace at A.U.Th. Founder and Director of the Institute of Education for Peace (Greek NGO).

Zoe Papassiopi - Passia: Associate Professor of Private International Law, Nationality Law and Aliens' Law at the Aristotle University of Thessaloniki. Member of the Greek Ministry of Foreign Affairs special experts Committee on Private International Law, of the Legal Consultants Committee of Aristotle University of Thessaloniki, and active member of the Social Policy Committee of the same University, being in charge of the alien students' legal problems.

Since wars begin in the minds of men,
it is in the minds of men
that the defenses of Peace
must be constructed

(Constitution of UNESCO, 1945)

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