



ARISTOTLE UNIVERSITY OF THESSALONIKI

UNESCO CHAIR
ON EDUCATION FOR HUMAN RIGHTS,
DEMOCRACY AND PEACE

UNESCO/UNITWIN Award 2002



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

Thessaloniki, Spring Semester 2007



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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 39 Universities, in Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, The Netherlands, Poland, Portugal, Slovakia, Slovenia, 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 (Lido). 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,
Democracy and Peace

UNESCO/UNITWIN Award 2002

The UNESCO Chair at the Aristotle University of Thessaloniki on Education for Human Rights, Democracy 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 650 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, Culture of 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. Education for Peace and Human Rights. Towards a Culture of Peace and Non Violence.
2. Contemporary World Problems
3. International Organizations, International Law and Human Rights
4. Environment and its protection
5. Economy and Development
6. Education and its role in contemporary world problems

Up until the end of 2006, more than 100 Professors from 35 Schools of the Aristotle University of Thessaloniki and other Greek Universities (Democritus Univ. of Thrace, Univ. of Thessalia, Univ. of Ioannina, etc.) 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. represents the Aristotle University of Thessaloniki at UNESCO as well as at the International Organizations and Networks which belong to UNESCO.

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 Democratisation consists in an interdisciplinary and inter-faculty post-graduate programme of Education for Human Rights and Peace 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 (IGOs 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 Bozatzis, Nikos, Assistant Prof: **Nationalism and National Identity in Everyday Life: A Discourse Analytic Perspective**

Professor Dikaiou, Maria: **Civic Participation, Health Inequalities and Change in Deprived Communities**

Dr Geka, Maria: **Values and Social Representations of Citizenship in young people**

Professor Grammaticaki-Alexiou, Anastasia: **International Child Abduction and Human Rights**

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

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

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

Professor Vassilakakis, Evangelos: **Procedural Aspects of Human Rights Protection**

Invited Speakers

Professor Emer. Lambros Houssiadas, School of Psychology,
A.U.Th.

**" Physical and Mental Health: Whose responsibility?
Special Reference to Aging"**

15/5, Tuesday 11:30-13:30, *Room 202*, School of Philosophy,
"Old Building"

Mr Liberis, Ilias, M.A., UNICEF

**"International Protection of Children' s Rights and the Role
of UNICEF"**

Lectures listed by title

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III. VALUES AND SOCIAL REPRESENTATIONS OF CITIZENSHIP IN YOUNG PEOPLE	14
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I. Nationalism and National Identity in Everyday Life: A Discourse Analytic Perspective

Dr Nikos Bozatzis
Assistant Professor of Social Psychology

Course Outline

Both in lay as well as academic treatments, nationalism has been traditionally understood as an excessive and emotionally surplus phenomenon. It usually comes to be depicted either as a problem of politically “immature” societies in the margins of the Western core or, indeed, as a Western problem to the extent that informs the rhetoric and actions of political groups that find themselves in the margins of the Western democratic polity. In this course this standard view shall be challenged from a social psychological / discourse analytic perspective. Drawing upon the social psychological thesis of “banal nationalism” and on epistemological and methodological developments within the “turn to language” in social psychology the case shall be made that nationalism should better be social theoretically and analytically treated as a pervasive everyday ideology that informs a wide range of phenomena of everyday life. Chiefly amongst them, the rhetorical / ideological concern of lay citizens (and media voices) to accomplish a “nationally disinterested profile” when considering issues pertaining to other nationalities. Discourse analysis, as developed within social psychology in the last fifteen years, shall be treated as an exemplary and principled methodology for highlighting the logic and the practice of ideological reproduction in this specific domain.

Selected Bibliography

Billig, M. (1987) *Arguing and Thinking*. CUP

- Billig, M. (1995)** Banal Nationalism. Sage
- Billig, M. et al. (1987)** Ideological Dilemmas. Sage
- Burr, V. (1995)** An Introduction to Social Constructionism. Routledge
- Edwards, D. (1997)** Discourse and Cognition. Sage
- Edwards, D. & Potter, J. (1992)** Discursive Psychology. Sage
- Parker, I. (1992)** Discourse Dynamics. Routledge
- Potter, J. (1996)** Representing Reality. Sage
- Phillips, L. & Jorgensen, M.W. (2002)** Discourse Analysis: Theory and Method. Sage
- Potter, J. & Wetherell, M. (1987)** Discourse and Social Psychology. Sage
- Shotter, J. (1993)** Cultural Politics of Everyday Life. Open University Press
- Wetherell, M. & Potter, J. (1992)** Mapping the Language of Racism. Harvester Wheatsheaf

II. Civic Participation, Health Inequalities and Change in Deprived Communities

Dr. M. Dikaiou
Professor of Social Psychology

Summary

Health inequalities in minority groups are always combined with other forms of discrimination in education, employment and housing. Efforts to combat these phenomena include a wide range of interventions, most of which aim at citizen's participation in community tasks. Today, it is not surprising to say that the concept of "citizen's participation" plays a central role in policies and interventions seeking to reduce almost all forms of inequalities in deprived communities. The purpose of this study meeting, is to contribute to the debate about the role of citizen's participation in social change by suggesting how social psychological phenomena can add to the understanding of participation in community context. Utilizing findings from a number of applied social research programs, intervention community programs (holistic approach, self-help groups for the promotion of health), it points out that citizen's participation is a multidimensional phenomenon, which does not always lead to social change. It concludes by highlighting the vital link that should exist between the development of theory and practical interventions regarding citizen's participation.

Selected Bibliography

Campbell, C., Jovchelovitch, S. (2000). Health, Community and Development: Towards a Social Psychology of Participation. *Journal of Community and Applied Social Psychology*, **10**, 255-270.

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

III. Values and Social Representations of Citizenship in young people

Dr Geka, Maria
Lecturer

The last decades have seen rapid changes in the world at the political, economic and cultural level, which caused an increasing attention of researchers of various disciplines for subjects such as citizenship, education of the citizen, education for peace and human rights. The purpose of the course is to contribute to the debate about the values and the citizenship at a theoretical and empirical level. Firstly, the theoretical approaches of values (moral philosophy, sociology, psychology) will be discussed, the methodological questions will be addressed and the empirical results on the values of young people will be presented. Secondly the concept of citizenship will be analysed using the theoretical model of social representations. The categorical system and the conceptual relations of the concept of citizenship in young people will be presented, emphasizing particularly the concept of participation. Finally we will demonstrate the relation between the system of values and the socio-cognitive structure of citizenship.

Selected Bibliography

Haste, H. (2001). The New Citizenship of Youth in Rapidly Changing Nations. *Human Development*, 44, 375-381.

Helkama, K. (1999). Recherches récentes sur les valeurs. In J.L. Beauvois, N. Dubois, W. Doise, *La construction sociale de la personne* (pp. 61-73), Grenoble : PUG.

Jovchelovitch, S. (1995). Social representations in and of the public sphere: towards a theoretical articulation. *Journal for the Theory of Social Behaviour*, 25, 1, 81-102.

Jovchelovitch, S. (1996). In defense of representations. *Journal for the Theory of Social Behaviour*, 26, 2, 121-135.

Sanchez-Mazas, M., Staerklé, C., Martin, B. (2003). Citoyenneté et représentations sociales : une étude pilote en Belgique et en Suisse. In M. Lavallée, S. Vincent, C. Ouellet, C. Garnier (Eds.) *Les représentations sociales, Constructions nouvelles* (pp. 183-203). Montréal : GEIRSO, UQAM.

Schwartz, S.H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna, *Advances in experimental social psychology*, Vol. 25, 1-65. Orlando, FL: Academic.

IV. International Child Abduction and Human Rights

Dr Anastasia Grammaticaki-Alexiou
Professor of Private International Law

Summary

The Hague Convention of 1980 on the civil aspects of international child abduction is a major weapon in the war against the removal of children by one parent to another country, against the wishes of the other parent. So far it has been ratified by a considerable number of countries. It is a private international law convention, introducing human rights into that field, which traditionally seemed immune from such policy considerations. The seminar focuses on the evaluation of the human rights protected and the methods used by the Convention, as well the observance of the relevant provisions of the international human rights conventions, focusing mainly on the human rights of the child.

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Selected Bibliography

Glen Skoler, A Psychological Critique of International Child Custody and Abduction Law, *Family Law Quarterly* 1998, p. 557

Theresa A. Spinillo, The Hague Convention on the Civil Aspects of International Child Abduction: An Analysis of the Grave Risk of Harm Defense, *New York International Law Review* 2001, p. 129

Dagmar Coester-Waltjen, The Future of the Hague Child Abduction Convention: The Rise of Domestic and International Tensions – The European Perspective, *New York University Journal of International Law and Politics* Fall 2000, p. 59

Ann Sherlock, Ignaccolo - Zenide v Romania (31679/96)
(2001) 31 E.H.R.R. 7 (ECHR)

A. Schulz, The 1980 Hague Child Abduction Convention and the European Convention on Human Rights, *Trans'nl Law & Contemporary Problems* 2002, p. 355

V. 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.

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

Dr Dimitra Papadopoulou
Professor Emeritus
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.
- II. UNESCO and the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010-International documents. Basic concepts and Programme of Action.
- III. 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.

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.

Georgi V. Seberich, M. (Eds) "International Perspectives in Human Rights Education", Bertelsman Foundation Publ., 2004

Meyer-Bisch, P. (Ed.) "Culture of democracy: a challenge for Schools", 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.

Wintersteiner et al. (Eds), "Peace Education in Europe.
Visions and experiences" Waxman, 2003

VII. Immigration and Human Rights: International and National Issues

Dr Z. Papassiopi-Passia
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 national protection of aliens. Constitutional law. Special issues. (The rights of the non-citizens/The family reunification – sham marriages)
- IV. The procedure of admission: Residence permit. Work permit
- V. Illegal and clandestine immigration. Legalization of illegal migrant workers (national efforts)
- VI. Orientation of a common European policy of migration. The long term resident third country nationals

Selected Bibliography

Ph. De Bruycker (ed), *Regularisation of Illegal Immigrants in the E.U.*, Bruyant, Bruxelles 2000

K. Hailbronner, *Immigration and Asylum Law and Policy of the E.U.*, Kluwer International, The Hague 2000

H. Lambert, *The Position of Aliens in Relation to the European Convention on Human Rights*, Strasburg, Council of Europe, 2001

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

S. Peers, *Key Legislative Developments on Migration in the E.U.*, *European Journal of Migration Law* 2003.387 et seq/2004.243 et seq.

VIII. Procedural Aspects of Human Rights Protection

Dr. Evangelos Vassilakakis

Professor, Faculty of Law

Outline

- The procedural framework for human rights' protection
- Fair trial as the cornerstone of human rights' protection
- Violation of human rights has to be invoked on due time
- Information of the persons involved in legal proceedings about their rights
- Case study I: Translation in criminal proceedings
- Case study II: The European Arrest Warrant in the light of human rights' protection

Selected bibliography

Sudre, Droit international et europeen des droits de l'homme

Ermacora, International Human Rights

Physical and Mental Health: Whose responsibility? Special Reference to Aging

Lambros Houssiadas
Professor Emeritus
School of Psychology, A.U.Th.

Summary

Although it may be thought as self-evident, yet the concept of health, physical and mental, is not easy to define. It is certain that health cannot be identified with absence of disease, as already pointed out by the W.H.O. Additional criteria of health, besides absence of disease, will be discussed. Such discussion becomes even more pertinent in our day and age, in view of the well documented tendency of the increase of expected human life span. Adding years to life, however, cannot be a blessing unless accompanied by what is commonly called "quality of life", with health being its most essential prerequisite. Is health, then, the responsibility of the individual or the responsibility, and to what extent, of the political system? Such questions, with special reference to the aged individuals, will also be discussed.

Selected Bibliography

1. Schroots, J.F. (Ed), *Aging, Health and Competence*. Elsevier: Amsterdam, London, New York, Tokyo, 1993
2. Schroots, J.F., Fernandez-Ballesteros R., Rudingez, G. (Eds), *Aging in Europe*. IOS Press: Amsterdam, Berlin, Oxford, Tokyo, Washington, D.C.
3. Crossley, M.L. (2005), *Rethinking Health Psychology's Approach to the Study of Pain and Disease*. Hellenic Journal of Psychology, Psychological Society of Northern Greece, vol. 2(2), p.p. 183-197
4. Knight, B. and Fox, L.S. (1998), *Mental Health. Encyclopedia of Gerontology*. Academic Press, N.York, vol. 2 p.p. 125-134

European Master's Degree in Human Rights and Democratisation

Schedule of Classes

date (day/month), weekday, hours, *location*, instructor

1st week: Monday 5 – Friday 9 February 2007			
8/2, Thursday,	18:30	Room 114	Prof. D. Papadopoulou
2nd week: Monday 12 – Wednesday 14 February 2007			
14/2, Wednesday,	12:30	UNESCO Chair	Prof. D. Papadopoulou
* From Thursday, 15/2 to Tuesday, 20/2: holidays (Carnival)			
3rd week: Wednesday 21 – Friday 23 February 2007			
22/2, Thursday,	18:00-22:00	Room 114	Prof. M.Dikaiou
23/2, Friday,	12:30	UNESCO Chair	Prof. D. Papadopoulou
4th week: Monday 26 February – Friday 2 March 2007			
28/2, Wednesday,	10:00-12:00	Seminar Room	Prof. A. Grammatikaki-Alexiou
5th week: Monday 5 – Friday 9 March 2007			
6/3, Tuesday,	15:00-17:00	UNESCO Chair	Prof. Z. Papassiopi-Passia
8/3, Thursday,	15:00-19:00	Room 114	Prof. Z.Papassiopi-Passia
6th week: Monday 12 – Friday 16 March 2007			
14/3, Wednesday,	10:00-12:00	Seminar Room	Prof. A. Grammatikaki-

Alexiou			
15/3, Thursday,	18:00-21:00	Room 114	Dr. M. Geka
7th week: Monday 19 – Friday 23 March 2007			
22/3, Thursday,	18:00-21:00	Room 114	Dr.M. Geka
8th week: Monday 26 – Friday 30 March 2007			
Monday 2 – Sunday 15 April 2007			
EASTER HOLIDAYS			
9th week: Monday 16 – Friday 20 April 2007			
19/4, Thursday,	18:00-22:00	Room 114	Prof. E. Vassilakakis
10th week: Monday 23 – Friday 27 April 2007			
26/4, Thursday,	20:00-22:00	Room 114	Dr. A. Kesidou
11th week: Wednesday 2 – Friday 4 May 2007 (Tuesday 1st May)			
3/5, Thursday,	20:00-22:00	Room 114	Dr. A. Kesidou
12th week: Monday 7 – Friday 11 May 2007			
13th week: Monday 14 – Friday 18 May 2007			
15/5, Tuesday,	11:30-13:30	Room 202	Prof. Emer. L. Houssiadas
14th week: Monday 21 – Friday 25 May 2007			
21/5, Monday,	15:00-19:00	UNESCO Chair	Assoc.Prof. N. Bozatzis

Note: Some class dates or times may be changed, subject to prior notification

**Venue: UNESCO Chair, Administration Building, 1st floor
Rooms 114 & 202, School of Philosophy, “Old Building”
Seminar Room, suite 414, School of Law Building**

Biographical Data

Nikos Bozatzis: teaches Social Psychology at the Department of Philosophy, Pedagogics and Psychology in the University of Ioannina. He has gained a PhD in Social Psychology at the Lancaster University (U.K) in 1999. Since 2000 he has been involved in three major research projects, focusing (a) on the construction of Greek national identity in press discourse (post-doctoral research, funded by the Greek State Studentships Foundation), (b) on societal uncertainty and insecurity in the contemporary Greek context (cross-cultural research funded by the E.U.) and (c) on educational and minority identity issues in the Greek region of Thrace.

Maria Dikaiou: 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.

Maria Geka: teaches Social Psychology at the Department of Primary Education in the University of Western Macedonia. BA in Psychology, Education and Philosophy (Aristotle University of Thessaloniki), Master in Social Psychology (Ecole des Hautes Etudes en Sciences Sociales, Paris, France), Ph. D. in Social Psychology (Ecole des Hautes Etudes en Sciences Sociales, Paris, France). Areas of interest: Social Representations, Values, Social and Ethnic Identity, Citizenship, Politics, Education.

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.

Lambros Houssiadas, Professor Emeritus **1.** B.A. in Classics. School of Philosophy, A.U.Th. (1950). Ph.D in Psychology. University of Leeds, England (1958). Honorary Ph.D Ad Eundum Gradum, University of Adelaide, Australia (1961) **2.** Research Assistant and Chief Research Assistant, Psychological Laboratory, School of Philosophy, A.U.Th. (1951-1960). Assistant Professor, Associate Professor of Developmental Psychology, University of Adelaide, Australia (1961-1965). Professor of Psychology, University of Ioannina (1965-1966). Professor of Psychology, A.U.Th. (1966-1992) **3.** Visiting Professor, University of N.S.W., Sydney, Australia (1977), Gerontology Center, U.S.C. (1982). University of Cyprus (2000-2002) **4.** Member of various International and Greek Psychological Societies. **5.** Research interests in perceptual and cognitive abilities in the course of human life. Special interests in the psychology of advanced age. **6.** A large number of publications in international and National Scientific Journals and Books on topics of research and/or general interest.

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.

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

Zoe Papassiopi - Passia: 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.

Evangelos Vassilakakis Ph.D., Professor of Private International Law, Faculty of Law, Thessaloniki University. Attorney-at-law, Thessaloniki Bar Association, Member of two special committees of the Greek Ministry of Justice (Reform of the Procedural law, Approximation of Greek Law to the Maastricht Treaty), Member of the Greek Committee for Private International Law (Greek Ministry of Foreign Affairs)

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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