



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 2009



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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 Democratisation

The aim of this one-year academic programme is to educate professionals in the field of human rights and democratisation according to an action- and policy-oriented approach. The programme is organised with the co-operation of 41 Universities, in Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, The Netherlands, Poland, Portugal, Romania, 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 Interfaculty 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. organises 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 organised 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 Organisations, 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 2008, more than 100 Professors from 35 Schools of the Aristotle University of Thessaloniki and other Greek Universities (Democritus Univ. of Thrace, Univ. of Thessaly, 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 Organisations and Networks which belong to UNESCO.

*Professor Emer. 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 interfaculty postgraduate Programme of Education for Peace and Human Rights under the title "Contemporary World Problems and the Scientist's Responsibility".

The Programme (lectures, workshops, essay writing and presentations made by students) focuses on three 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 Organisations Officials (IGOs and NGOs) will teach and collaborate with the students.

National Director

Dr Dimitra Papadopoulou
Professor Emer. Of Social Psychology
and International Education
UNESCO Chairholder, A.U.Th.

Deputy National Director

Dr Anastasia Grammatikaki-Alexiou
Professor of Private International Law, A.U.Th.

Lecture Titles listed by Instructor

Professor Chryssogonos, Kostas: **The Incorporation of the European Convention of Human Rights in the National Legal Orders of the Member-States**

Professor Dikaiou, Maria: **Civic Participation and Social Change in Deprived Communities: An Ongoing Debate**

Dr Georgaca, Eugenie, Lecturer: **Defending the rights of people with mental health problems: the role of self-organization and advocacy**

Professor Grammatikaki-Alexiou, Anastasia: **New Family Law Issues and Human Rights: Same Sex Marriages and Surrogate Motherhood**

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

Dr Mattheoudakis, Marina, Assistant Professor: **Human Rights Education**

Professor Emer. Papadopoulou, Dimitra: **UNESCO and the Culture of Human Rights and Peace**

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

Tutor: Dr Maria Geka, Lecturer

Invited Speakers

Prof. Carmen Márquez-Carrasco

E.MA Chairperson
Professor of Constitutional Law,
University of Seville,
Spain

Lecture title:

International Criminal Law: Advances and Set-backs

Georgios Moschos

Deputy Ombudsman
for Children's Rights
Athens, Greece

Lecture title:

The role of Children's Ombudsman in protecting and promoting Children's Rights

Lectures listed by title

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I. The Incorporation of the European Convention of Human Rights in the National Legal Orders of the Member-States

Dr Kostas Chryssogonos
Professor of Constitutional Law

Summary

The European Convention on Human Rights belongs to the avant-garde of the international instrumentarium of human rights. Its practical relevance for the persons who are entitled to its protection depends however not only on the activity of the European Court of Human Rights, but also, or perhaps even more, on its effectivity inside the national legal orders of the member-states. Approximately three fourths of them have incorporated the Convention at a level above ordinary domestic legislation and most of the rest at a level equal to it. Furthermore, many national constitutional and other courts explicitly recognize and use the European Convention and the jurisprudence of its Court as a point for orientation, when they interpret similar provisions of their national constitutions. All this contributes to an essential upgrading of the protection of human rights overall in Europe.

II. Civic Participation and Social Change in Deprived Communities: An Ongoing Debate

Dr Maria Dikaiou
Professor of Social Psychology

Summary

One of the fundamental presuppositions for the implementation of democratic principles the civil society is seeking is citizen's participation on all levels of decision making regarding public and private life. Within this perspective, most of the requests expressed today for civic participation cover a wide range of needs from a national to a global level. The purpose of this study meeting is to discuss, focusing on community, some issues related to the complex and contradictory role civic participation *has or might have* in certain contexts. Findings from a number of applied social research programs (community interventions for education, research on prejudice and interventions for creating self-help groups) point out that citizen's participation is a multidimensional phenomenon, which does not always lead to social change. Contrary to the ongoing rhetoric, the view that civic participation has a catalytic effect on the creation of social-psychological change is challenged, as civic participation is not, in itself, panacea. Both questions about presuppositions and results of citizen's participation arise in this context, referring to efforts for reversing social inequalities in socially disadvantaged communities.

Selected Bibliography

- Campell, C., & Jovchelovitch, J.** (2000). Health, Community and Development: Towards a Social Psychology of Participation. *Journal of Community & Applied Social Psychology*, **10**, 255-270.
- Campell, C., & Murray, M.** (2004). Community Health Psychology: Promoting Analysis and Action for Social Change. *Journal of Health Psychology*, **9**, 187-195.
- Codor, S., Gibson, S.** (2007). 'Everybody's Entitled to Their Own Opinion': Ideological Dilemmas of Liberal Individualism and Active Citizenship. *Journal of Community & Applied Social Psychology*, **17**, 115-140.

III. Defending the rights of people with mental health problems: the role of self-organization and advocacy

Dr Eugenie Georgaca
Lecturer in Clinical Psychology

Summary

The rights of people with mental health problems are defined by human rights and patients' rights. A number of international Declarations articulate and set to protect the rights of people with mental health problems, and these Declarations have formed the basis of national legislation in many countries. Despite this, however, these rights are systematically violated by mental health services, through compulsory admission and treatment, as well as by wider society, through social discrimination which stems from the stigma accompanying mental illness. In the past few decades there has been considerable efforts by people with mental health problems themselves to promote and safeguard their rights through actions of self-advocacy. The organizations of users of mental health services aim to promote the views of users of mental health services in determining the development and function of mental health services, to monitor human rights violations and act against them, to develop alternative non-pathologising and non-discriminating mental health services run by users themselves and finally to articulate their own frameworks for understanding the experience of distress. This has increasingly led the users of mental health services to move from safeguarding legally determined rights to a

notion of active citizenship which centers around the right of self-definition and control over one's life and experience.

Selected Bibliography

Bracken, P., & Thomas, P. (2004). Postpsychiatry is not another model. *OpenMind*, 125.

Campbell, P. (1999). The service user / survivor movement. In C. Newnes, G. Holmes & C. Dunn (Eds.), *This is madness* (pp. 195-210). Bath: PCCS Books.

Perkins, R. (2002). Involving service users. In N. Harris, S. Williams, S. & T. Bradshaw (Eds.), *Psychosocial interventions of people with schizophrenia* (pp. 237-250). Basingstoke: Palgrave.

United Nations (1991). The protection of persons with mental illness and the improvement of mental health care (A/RES/46/119). Geneva: Author.

Wallcraft, J., & Michaelson, J. (2001). Developing a survivor discourse to replace the 'psychopathology' of breakdown and crisis. In C. Newnes, G. Holmes & C. Dunn (Eds.), *This is madness too* (pp. 177-190). Bath: PCCS Books.

World Health Organisation (2003). Advocacy for mental health. Geneva: Author.

IV. New Family Law Issues and Human Rights: Same Sex Marriages and Surrogate Motherhood

Dr Anastasia Grammatikaki-Alexiou
Professor of Private International Law

Summary

In recent years family law is faced with new challenges, as new concepts, such as same sex marriage and surrogate motherhood have made their appearance. State laws are trying to cope with these issues, sometimes passing new rules and quite often ignoring them. However, human rights are the threshold issue in the controversies that have been stimulated by social and legal pressures. Will they play an active role in further developments?

Selected Bibliography

Clare McGlynn, Families and the European Union Charter of Fundamental Rights: Progressive Change or Entrenching the Status Quo, *European Law Review* 2001, p. 582-598.

Aeyal M. Gross, Sex, Love, and Marriage: Questioning Gender and Sexuality Rights in International Law, *Leiden Journal of International Law* 2008, p. 235-253.

Michele Grigolo, Sexualities and the ECHR: Introducing the Universal Sexual Legal Subject, *European Journal of International Law* 2003, p. 1023.

Rachel Anne Fenton, Catholic Doctrine Versus Women's Rights: The New Italian law on Assisted Reproduction, *Medical Law Review* 2006, p. 73.

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 two decades 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. (2007), *Multicultural Education: Issues and Perspectives*, Hoboken, N.J.: Wiley.

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.

European Commission (2008), *Migration and Mobility: Challenges and Opportunities for EU Education Systems*. Green Paper, Bruxelles.

- Kesidou, A.** (2004), 'Aims and Practices in Intercultural Education', in Terzis, N.(ed): Intercultural Education in the Balkan Countries, *Proceedings of the International Conference, Ohrid, FYROM, 9-11 May 2003*, Thessaloniki: Kyriakidis.
- 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. Human Rights Education

Dr Marina Mattheoudakis
Assistant Professor of Theoretical and
Applied Linguistics

Summary

Human Rights Education (HRE) has been defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes. This course aims to provide students with the opportunity to reflect on (a) the aims and rationale of HRE, (b) the importance and role of HRE for the prevention of human rights violation, (c) the ways it can be promoted in all sectors of education.

During this course, we will also examine the importance of language issues to human rights and the areas in which language intersects with human rights (education, healthcare, language planning). To this aim, we will review the work done with respect to

- threats to and extinction of indigenous language
- language choice and repression in public activities
- how language constructs and reinforces gender ideologies.

Selected Bibliography

- Centre for Human Rights** (1994). United Nations Action in the Field of Human Rights. New York-Geneva: United Nations
- Council of Europe** (1992). Human Rights Education by Francine Best. Strasburg.
- Council of Europe** (1992). Human Rights Materials in British Schools by Cheryl Law and Margarita Rendel. Strasburg.
- Mattheoudakis, M.** (1999). Model United Nations: Promoting Learner Independence. *Newsletter IATEFL Learner Independence SIG*, 26/99: pp. 8-11.
- Mattheoudakis, M.** (2000). Human Rights and TEFL: Globalizing school education. *Conference Selections of IATEFL* (ed.) Alan Pulverness, pp. 101-102. (it can be downloaded from: <http://www.gilesig.org/>)
- Skutnabb-Kangas, Tove, & Robert Phillipson.** (1994). Linguistic Human Rights, past and present. *In Skutnabb-Kangas, Phillipson & Rannut, eds., Linguistic Human Rights: Overcoming linguistic discrimination.* The Hague: Mouton, pp 71-110.
- UNESCO**, The teaching of Human Rights. International Congress on the teaching of Human Rights, Vienna 12-16 September, 1978.
- UNESCO**, Education for Human Rights (1994). International Bureau of Education.
- UNICEF**, Teachers' handbook. SCF-UNICEF-UK co-production.
- Human Rights Links** (see p.33)

VII. UNESCO and the Culture of Human Rights and Peace

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

Topics

- I. UNESCO: Basic information on its history, mission and the main lines of its activities.
- II. Discussion on the content and the priorities for action of the Major Programmes of UNESCO on Education, Social and Human Sciences, Culture, Communication / Information (during 2007-2009).
- III. 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.

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.

VIII. Immigration and Human Rights: International and National Issues

Dr Zoe 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. Gradi-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.
- J. Y. Carlier**, Immigration and Asylum Law of the EU: Current Debates. Bruyant, Bruxelles 2005.

European Master's Degree in Human Rights and Democratisation

Schedule of Classes

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

<p>1st week: Monday 16 - Friday 20 February 2009</p> <p>18/2, Wednesday, 12:00-13:00, UNESCO Chair, Welcome Reception</p> <p>19/2, Thursday, 12:30, UNESCO Chair, Meeting with Prof. D. Papadopoulou</p>
<p>2nd week: Monday 23 - Wednesday 25 February 2009</p> <p>24/2, Tuesday, 11:30-13:30, UNESCO Chair, Prof. D. Papadopoulou</p> <p><i>Thursday 26/2/2009 – Tuesday 3/3/2009, Holidays (Carnival)</i></p>
<p>3rd week: Wednesday 4 - Friday 6 March 2009</p> <p>5/3, Thursday, 19:00-21:00, Room 114, Dr. A. Kesidou, Lecturer</p> <p>6/3 Friday, 11:30-13:30, UNESCO Chair, Prof. D. Papadopoulou</p>
<p>4th week: Monday 9 - Friday 13 March 2009</p> <p>13/3, Friday, 18:00-22:00, Room 114, Prof. M. Dikaiou</p>
<p>5th week: Monday 16 - Friday 20 March 2009</p> <p>19/3, Thursday, 15:00-17:00, Room 114, Dr E. Georgaka, Lecturer</p> <p>19/3, Thursday, 20:00-22:00, Room 114, Dr A. Kesidou, Lecturer</p> <p>20/3, Friday, 14:00-16:00, Room 109, Prof. Z. Papassiopi-Passia</p>
<p>6th week: Monday 23 - Friday 27 March 2009</p> <p>24/3, Tuesday, 14:00-16:00, Room 109, Prof. Z. Papassiopi Passia</p> <p>26/3, Thursday, 15:00-17:00, Room 114, Dr E. Georgaka, Lecturer</p>

<p align="center">7th week: Monday 30 March - Friday 3 April 2009</p> <p>2/4, Thursday, 18:00-22:00, Room 114, Prof. C. Chryssogonos</p>
<p align="center">8th week: Monday 6 - Friday 10 April 2009</p> <p>9/4, Thursday, 18:00-22:00, Room 114, Assist. Prof. M. Mattheoudakis</p>
<p align="center">Monday 13 - Sunday 26 April 2009</p> <p align="center">EASTER HOLIDAYS</p>
<p align="center">9th week: Monday 27 - Thursday 30 April 2009</p> <p><i>Programme to be announced</i></p>
<p align="center">10th week: Monday 4 - Friday 8 May 2009</p> <p>8/5, Friday, 16:00-20:00, Room 114, Mr G. Moschos</p>
<p align="center">11th week: Monday 11 - Friday 15 May 2009</p> <p>13/5, Wednesday, 10:00-12:00, Room 109, Prof. A. Grammatikaki 14/5, Thursday, 10:00-12:00, Room 109, Prof. A. Grammatikaki 15/5, Friday, 12:00-16:00, Room 114, Prof. C. Márquez-Carrasco</p>

Venue:

UNESCO Chair, Administration Building, A.U.Th., 1st floor
Room 114, School of Philosophy, "Old Building", A.U.Th.
Room 109, School of Law Building, A.U.Th.

Biographical Data

Kostas Chryssogonos: Professor of Constitutional Law and Human Rights in the Law Faculty of the University of Thessaloniki since 1989, after having earned his Ph.D. in the Law Faculty of the University of Hannover, Germany at 1987. He has published 15 books and more than 65 articles in Law Reviews or contributions to collective volumes, most of them in Greek, but also in English and German language.

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.

Eugene Georgaca: Lecturer in Clinical Psychology: Psychosocial Systems of Care at the Psychology Department, Aristotle University of Thessaloniki. B.A. in Philosophy, Psychology and Education at the Aristotle University of Thessaloniki, M.A. in Psychoanalytic Studies at the University of Kent, U.K., and Ph.D in Social and Clinical Psychology at Manchester Metropolitan University, U.K.. Her research interests include critiques of psychopathology, critical perspectives on mental health problems and especially psychosis, movements of users of mental health services, qualitative approaches to the study of social and clinical issues, and the function and effects of psychotherapy as an institution.

Anastasia Grammatikaki-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. She holds a B.A in Education, Philosophy and Psychology (Aristotle University of Thessaloniki) and a Ph.D. in Education (University of Heidelberg, Germany). In 1999 and 2000 she participated in a UNESCO research project regarding peace-building education in post-war Bosnia and Herzegovina. In the last decade she has been involved in various nationwide and European projects in the areas of Intercultural Education and Intercultural Communication funded by the Greek Ministry of Education and the E.U. She has wide teaching experience in the areas of Comparative Education, Intercultural Education, the European Dimension in Education, Research of Curricula and Textbooks, both on graduate and postgraduate level, as well as in teacher in-service training. She has been a member of the teaching staff of the UNESCO Chair on Education for Human Rights, Democracy and Peace of the Aristotle University for the last six years. In this

framework, she has lectured in the European Master's Degree in Human Rights and Democratisation in Thessaloniki and Venice and has also supervised an E.MA thesis concerning education in Bosnia and Herzegovina. Currently, she is a board member of the Hellenic Observatory for Intercultural Education.

Marina Mattheoudakis: Assistant Professor of Theoretical and Applied Linguistics. B.A in English Language and Literature (Aristotle University of Thessaloniki), M.A (University of Birmingham), Ph.D. (Aristotle University of Thessaloniki). Areas of interest: Second Language Acquisition, Language Teaching Methodology, Corpus Linguistics.

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., since 1997. Founder (1986) 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.

Dr Marina Mattheoudakis
Assistant Professor of Theoretical and Applied Linguistics

HUMAN RIGHTS LINKS

Research in Human Rights Education papers

http://www.hrea.org/pubs/HREA-Research-in-HRE-Papers_issue1.pdf

The Electronic Resource Centre for Human Rights Education

<http://www.hrea.org/erc/>

Archives of previous newsletters can be found at:

<http://www.hrea.org/lists/erc-l/markup/maillist.php>

Guidelines for National Plans of Action for Human Rights Education

[http://www.unhchr.ch/huridocda/huridoca.nsf/\(Symbol\)/A.52.469.Add.1%20and%20Corr.1.En?OpenDocument](http://www.unhchr.ch/huridocda/huridoca.nsf/(Symbol)/A.52.469.Add.1%20and%20Corr.1.En?OpenDocument)

Linguistic Rights

<http://www.unesco.org/most/ln1.htm>

Training and educational material

<http://www.unhchr.ch/html/menu6/2/training.htm>

United Nations

<http://www.un.org>

United Nations High Commissioner for Human Rights (UNHCHR)

<http://www.unhchr.ch>

United Nations High Commissioner for Refugees
(UNHCR)

<http://www.unhcr.ch>

UNICEF

<http://www.unicef.org>

UNESCO

<http://www.unesco.org>

United Nations and Human Rights: 50 Years

<http://www.un.org/Photos/hr.htm>

United Nations Development Programme

<http://www.undp.org>

Human Rights Watch

<http://www.hrw.org>

International Labour Organization

<http://www.ilo.org>

Amnesty International

<http://www.amnesty.org>

The International Committee of the Red Cross

<http://www.icrc.org>

Human Rights Education

<http://www.hrea.org>

The National Center for Human Rights Education (USA)

<http://www.pdhre.org>

Universal Declaration of Linguistic Rights

<http://www.linguistic-declaration.org/index-gb.htm>

*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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