



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 2010



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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 3<sup>rd</sup> 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 655 UNESCO Chairs worldwide, in 770 Universities and Research Institutes of 126 UNESCO Member States. Their objects are related to the fields of interest and action of UNESCO.

Among these Chairs, more than 90 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 2009, more than 100 Professors from 38 Schools of the Aristotle University of Thessaloniki and other Greek Universities (Democritus Univ. of Thrace, Univ. of Thessaly, Univ. of Ioannina, Univ. of the Aegean, 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 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) teach and collaborate with the students.

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



## Lecture Titles listed by Instructor

Professor Georgopoulos, Alexandros: **Non violence: H. D. Thoreau, L. Tolstoy, M. Gandhi, M. L. King**

Dr Glavinis, Panayotis, Assoc. Professor: **Financing for Development: The case of Human Rights, Democratization and Good Governance Projects**

Dr Kamtsidou, Iphigenia, Assist. Professor: **The protection of human rights at national and international level: convergences and diversions**

Dr Kesidou, Anastasia, Assist. Professor: **Multiculturalism and Intercultural Education**

Dr Mattheoudakis, Marina, Assist. Professor: **Human Rights Education**

Dr Nouskalis, Georgios, Lecturer: **The expulsion under article 3 of the European Convention on Human Rights**

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

Dr Pastourmatzi, Domna, Assoc. Professor: **Literature and Human Rights**

Dr Pitsela, Angelika, Assoc. Professor: **The Juvenile Justice System in Greece**

**Tutor:** Dr Eugenie Georgaca, Assistant Professor

Organization / coordination of the Programme:  
*Professor Emer. Dimitra Papadopoulou*

## **Invited Speakers**

**Ilias Liberis**

Executive Director  
of the Hellenic National Committee for UNICEF  
Athens, Greece

Lecture title:

*UNICEF and the Protection of Children's Rights*

## Lectures listed by title

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**I. Non violence:  
H. D. Thoreau, L. Tolstoy, M. Gandhi, M. L. King**

Dr Alexandros Georgopoulos  
Professor of Environmental Education

**Summary**

Gandhi insisted on Satyagraha (=truth force) which he related to approaching a conflict with an open mind. That is to acknowledge that my conception of "truth" might be partial and imperfect therefore I have to sit with my "enemy" and discuss until I progress toward a greater awareness in situations with more "truth" in them. At the same time he conceived every kind of social transformation to demand a specific amount of pain to be completed. During a violent struggle each of the conflicting groups attempts to impose that amount of pain on the others. According to Gandhi the non violent should take that "cost" upon him(her)self.

Martin Luther King shared with Gandhi the willingness to suffer as part of a commitment to non violence, was influenced by Marx only as far as concerns the weakness of traditional capitalism (and not Marxian materialism) and went on to propose that during a conflict both the one who suffers violence and the user of violence are victims of it. Whereas King considered love in the Christian sense of agape (ἀγάπη- he used the Greek term in his texts) as an understanding for all humans, Tolstoy went further to

allege that the meaning of Christianity should be understood only as the quintessence of non violence. He proceeded into the extreme logical conclusion of his previous conviction arguing that the modern nation-state is an instrument which institutionalizes violence therefore it should be dismantled. Thoreau with his seminal work "on the duty of civil disobedience" influenced all the previous philosophers by arguing that the state is powerful only as long as its citizens lend their power to it. Consequently if for instance citizens refuse to pay taxes, that same state becomes impotent, therefore we have both the opportunity and the duty to refuse our contributions if we disagree with any "injust" acts committed by it. That would be an effective means to block its function.

### **Selected Bibliography**

**Gandhi, M, K** (1963), *Non violent resistance*, Schocken Books, New York.

**King, M, L** (1991), Letter from Birmingham jail, in R. L. Holmes (ed.), *Nonviolence in theory and practice*, Wadsworth, Belmont, California.

**Thoreau, H.D.** (1991), On the Duty of Civil Disobedience in R.L.Holmes (ed.), *Nonviolence in Theory and Practice*, Wadsworth, Belmont, California

**Tolstoy, L** (1987), *Non Resistance to Evil*, in L. Tolstoy, *Writings on Civil Disobedience and Nonviolence*, Philadelphia, New Society Publishers.

## **II. Financing for Development: The case of Human Rights, Democratization and Good Governance Projects**

Dr Panayotis Glavinis  
Associate Professor of International  
Economic Law

### **Summary**

Development of less advanced economies is the thorniest global issue, which States need to tackle with urgency and perseverance in co-operation with the business community and civil society. International development requires synergies of state authorities and private sector around the world. It also needs financing. Public sources allocated to international development are procured either by governments and state agencies of developed nations, or by international organizations and multilateral development banks. They form the Official Development Assistance (ODA). Private sources contribute by means of foreign direct investment (FDI) and other private capital flows. It is the domestic and foreign private sector, which will mainly contribute to the achievement of global development goals. However, foreign investment and domestic resources will not be mobilized, unless States create the appropriate conditions. This course contributes to the understanding of ODA provided through donors' actions and programs. These are designed to meet their objectives either in a specific country or region (i.e., geographically) or in a specific sector of economic and

social activity within a country or region (i.e., thematically). It focuses on funding policies related to Human Rights, Democratization and Good Governance in aid recipient countries. Poverty reduction is the main objective of the global development policy. It will only be sustainably achieved where there are functioning participatory democracies and accountable governments. Corrupt and autocratic governments are likely to misuse development assistance either to maintain repression or for private enrichment at the expense of their populations. Such governments also generate conflict and instability in their region. Democratic, pluralist governments which respect Human Rights are less likely to resort to nationalism, violence or aggression, either internally or against their neighbours.

### **Selected Bibliography**

**E-book:** Students will find extensive materials for this course at the Blackboard Course "Financing for Development" at the following address:

<<http://blackboard.lib.auth.gr>> (course ID: 32U001)

### **III. The protection of human rights at national and international level: convergences and diversions**

Dr Iphigenia Kamtsidou  
Assistant Professor of Constitutional Law

#### **Summary**

The internationalization of the protection of human rights seems to be an extended guarantee of their respect. International treaties and conventions concerning rights and freedoms set limits to the States' interference in the fields of individual and social autonomy. However, it is obvious that the abstention of the political power of these areas is not sufficient to safeguard the fundamental rights; positive actions i.e. legislative or administrative measures have to be undertaken, in order for the members of different social groups to enjoy equal liberty and dignity. At the same time, international protection based on a minimal, common in all countries, core of each right, risks to restrain the normative effect of fundamental liberties. These conditions favor a constant dialogue between national and international legal orders, a close collaboration of their organs, especially the courts, as well as the renovation of the legal concepts and methods.



## Selected Bibliography

**Alston Ph. et al.**, The EU and human rights, Academy of European Law, European University Institute, Oxford N. Y., Oxford University Press, 1999.  
(=L'union européenne et les droits de l'homme, Bruxelles, Bruylant, 2001).

**Beddard R.**, Human rights and Europe, Cambridge, Grotius Publications, 1993.

**Gewirth A.**, The community of rights, Chicago, University of Chicago Press, 1996.

**Kastanas et al.**, Unité et diversité : notions autonomes et marge d'appréciation des états dans la jurisprudence de la Cour européenne des droits de l'homme, Bruxelles, Bruylant, 1996.

**Lapeyre A. et al.**, Les dimensions universelles des droits de l'homme, Bruxelles, Bruylant, 1990.

**Peters J. - Wolper A.**, Women's rights, human rights: international feminist perspectives, New York, Routledge, 1995.

**Renucci J-F.**, Droit européen des droits de l'homme, Paris, L.G.D.J., 2002.

**Risse-Kappen T. et al.**, The power of human rights: international norms and domestic change, New York, Cambridge University Press, 1999.

## **IV. Multiculturalism and Intercultural Education**

Dr Anastasia Kesidou  
Assistant Professor 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.

## **V. 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.36)

## **VI. The expulsion under article 3 of the European Convention on Human Rights**

Dr Georgios Nouskalis  
Lecturer of Penal Law

### **Summary**

The Convention for the Protection of Human Rights and Fundamental Freedoms, also known as the European Convention on Human Rights (ECHR), was adopted under the auspices of the Council of Europe. Article 3 of the Convention above prohibits torture, and "inhuman or degrading treatment or punishment". There are no exceptions or limitations on this right. The European Court of Human Rights has further held that this provision prohibits the expulsion of a person to a foreign state if they are likely to be subjected there to torture. Most cases under Article 3 are brought to prevent expulsion especially since the European Court ruled that it has the authority to issue binding measures under Article 34 of the Convention and Rule 39 of the Rules of the Court to stop expulsions whilst it decides whether such expulsions would constitute a Convention violation. Article 1 of the Additional Protocol of the Convention above also provides for a right to fair procedures for lawfully resident foreigners facing expulsion.

## Selected Bibliography

**Alastar Mowbray**, Cases and Materials on European Convention on Human Rights, Oxford University Press, 2<sup>nd</sup> ed, 2007.

**Elsbeth Guild/Paul Minderhaud**, (eds), Security of residence and expulsion, Protection of Aliens in Europe, Kluwer Law International, Hague, 2001.

**Jacobs, Francis Geoffrey/White, Robin**, The European Convention On Human Rights, Oxford University Press, 1996.

**Nascimbene Bruno**, Expulsion and detention in the European Union Countries, Giuffre Editors, 2001.

**European Parliament**, Asylum in EU member states, 2000.

**Marie, Claude-Valentin, Council of Europe, Directorate of Social and Health Affairs**, Preventing illegal immigration: juggling economic imperatives, political risks and individual rights, Council of Europe Pub., c2004.



## **VII. UNESCO and the Culture of Human Rights and Peace**

Dr Dimitra Papadopoulou  
Professor Emeritus  
of Social Psychology  
and International Education

### **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. Literature and Human Rights**

Dr Domna Pastourmatzi  
Associate Professor of American  
Literature and Culture

### **Summary**

Although, Article 4 of The Universal Declaration of Human Rights states that "No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms" and although Article 2 asserts that "everyone is entitled to all rights and freedoms" without any distinction made on the basis of race, color, and sex, world literature (a human cultural construct) reminds us of the diachronic violations of the inalienable human rights. Politically-conscious works of literature function as a remedy to historical and cultural amnesia, by exposing the degrading circumstances, social injustices, and value systems that have diachronically relegated individuals or groups of people to a marginalized existence. In their own special ways literary works may engage in forceful protests against all forms of oppression, discrimination, exclusion and dehumanization and/or validate through dramatizations the struggles of persons or peoples for human, political, civil, economic, cultural and other rights. This course aims to make students realize the contribution literature has made and continues to make to the international effort to secure universal human rights, mutual cultural understanding, and a peaceful

coexistence among nations. Particular attention will be paid on literature's ability to raise our consciousness regarding Women's and African Americans' struggles for a human identity and human rights.

### **Selected Bibliography**

**Agosin, Marjorie** (ed.) (2001), *Women, Gender, and Human Rights: A Global Perspective*. Rutgers UP.

**Cole, Mike** (ed.) (2006), *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. New York: Routledge.

**Davis Geoffrey V., and Peter H. Marsden** (eds.) (2004), *Towards a Transnational Future: Literature and Human Rights in a 'Post'-Colonial World*. Amsterdam: Rodopi.

**Schneir, Miriam** (ed.) (1972), *Feminism: The Essential Historical Writings*. New York: Random House.

**Smedley, Audrey** (1998), "'Race' and the Construction of Human Identity." *American Anthropologist*. vol 100. no3. 690-702.

## **IX. The Juvenile Justice System in Greece**

Dr Angelika Pitsela  
Associate Professor of Criminology  
and Corrections

### **Summary**

The following topics will be presented: Overview and main features of the Greek criminal legislation on minors, system of sanctions (educational measures, therapeutic measures and the detention in a young offender institution) and the administration of Juvenile Justice (juvenile courts, juvenile probation service, juvenile prisons). For a comparison, the following international instruments of the United Nations and the Council of Europe will be used: United Nations Convention on the Rights of the Child, United Nations Standard Minimum Rules for the Administration of Juvenile Justice, United Nations Rules for the Protection of Juveniles Deprived of their Liberty, and the Recommendations of the Committee of Ministers of the Council of Europe: Rec (2003) 20 "New Ways of Dealing with Juvenile Delinquents and the Role of Juvenile Justice" and Rec (2008) 11 "European Rules for Juvenile Offenders Subject to Sanctions or Measures".

## Selected Bibliography

- Courakis, N.** (1999), *Juvenile Delinquents and Society*. Athen, Komotini: Ant. N. Sakkoulas.
- Courakis, N.** (2003), 'A Typology of Juvenile Justice Systems in Europe'. In A. Manganas (ed.) *Human Rights - Crime – Criminal Policy. Essays in Honour of Alice Yotopoulos - Marangopoulos. Vo. A ' , 251-273*. Athens: Nomiki Bibliothiki.
- Pitsela, A.** (2004), 'Greece. Criminal Responsibility of Minors in the National and International Legal Orders'. *Revue Internationale de Droit Pénal* 75, 355-378.
- Spinellis, C.D.** (2007), 'The Juvenile Justice System in Greece'. In V. Patané (ed.) *European Juvenile Justice Systems. Vo. 1, 171-199*. Milano: A. Giuffrè.
- Spinellis, C.D. and Tsitsoura, A.** (2006). 'The Emerging Juvenile Justice System in Greece'. In J. Junger-Tas and S.H. Decker (eds.) *International Handbook of Juvenile Justice, 309-324*. Dordrecht: Springer.

# European Master's Degree in Human Rights and Democratisation

## Schedule of Classes

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

<p><b>1<sup>st</sup> week: Monday 15 – Friday 19 February 2010</b></p> <p>15/2, Monday, and 16/2, Tuesday: <i>Holidays (Carnival)</i></p> <p>19/2, Friday, 12:00-14:00, UNESCO Chair, Prof. D. Papadopoulou</p>
<p><b>2<sup>nd</sup> week: Monday 22– Friday 26 February 2010</b></p> <p>22/2, Monday, 12:30-14:00, UNESCO Chair, Welcome Reception</p> <p>25/2, Thursday, 18:00-20:00, Room 114, Dr. A. Kesidou, Assist. Professor</p>
<p><b>3<sup>rd</sup> week: Monday 1 – Friday 5 March 2010</b></p> <p>4/3, Thursday, 15:00-17:00, UNESCO Chair, Dr. A. Kesidou, Assist. Professor</p> <p>4/3, Thursday, 18:00-20:00, Room 114, Dr. M. Mattheoudakis, Assist. Professor</p>
<p><b>4<sup>th</sup> week: Monday 8 – Friday 12 March 2010</b></p> <p>11/3, Thursday, 18:00-22:00, Multimedia Lab, Dr. P. Glavinis, Assoc. Professor</p>
<p><b>5<sup>th</sup> week: Monday 15 – Friday 19 March 2010</b></p> <p>17/3, Wednesday, 14:00-16:00, UNESCO Chair, Prof. Papadopoulou</p> <p>18/3, Thursday, 18:00-20:00, Room 114, Dr. M. Mattheoudakis, Assist. Professor</p>
<p><b>6<sup>th</sup> week: Monday 22 – Friday 26 March 2010</b></p> <p>22/3, Monday, 12:00-14:00, UNESCO Chair, Dr. A. Pitsela, Assoc. Professor</p> <p>24/3, Wednesday, 12:00-14:00, UNESCO Chair, Dr. A. Pitsela, Assoc. Professor</p>

<b>Monday 29 March – Sunday 11 April 2010</b> <b>EASTER HOLIDAYS</b>
<b>7<sup>th</sup> week: Monday 12 – Friday 16 April 2010</b> 15/4, Thursday, 18:00-20:00, Room 114, Dr. G. Nouskalis, Lecturer
<b>8<sup>th</sup> week: Monday 19 – Friday 23 April 2010</b> 22/4, Thursday, 18:00-20:00, Room 114, Dr. I. Kamtsidou, Assist. Professor 22/4, Thursday, 20:00-22:00, Room 114, Dr. G. Nouskalis, Lecturer
<b>9<sup>th</sup> week: Monday 26 – Friday 30 April 2010</b> 29/4, Thursday, 18:00-22:00, Room 114, Dr. D. Pastourmatzi, Assoc. Professor
<b>10<sup>th</sup> week: Monday 3 – Friday 7 May 2010</b> 3/5, Monday, 12:00-15:00, UNESCO Chair, Mr Ilias Liberis 6/5, Thursday, 18:30-21:00, Room 114, Prof. A. Georgopoulos
<b>11<sup>th</sup> week: Monday 10 – Friday 14 May 2010</b> 13/5, Thursday, 20:00-22:00, Room 114, Dr. I. Kamtsidou, Assist. Professor

### **Venue**

UNESCO Chair, Administration Building, 1<sup>st</sup> floor  
Room 114, School of Philosophy, "Old Building"  
Multimedia Lab, Faculty of Law, 4<sup>th</sup> floor

### **Research Facilities**

Students may use the Multimedia Lab of the Faculty of Law, which provides free access to the internet and free use of the WESTLAW database for research purposes. They may also use all the Libraries of the Aristotle University of Thessaloniki.



## Biographical Data

**Georgopoulos, Alexandros:** Born in 1952, originally a chemist, he finished his Ph.D. at the University of Manchester (1981). Professor of the Aristotle University of Thessaloniki (Preschool Education Department) where he teaches since 1985. He wrote books on environmental education (1993), on the ecological problems of the planet (1996), on environmental ethics (2002), he edited another one on environmental education (2005) and published in Greek and foreign periodicals. A member of Greek and international environmental associations and editor of a local newspaper on ecology, peace, non violence and a candidate for the Greek Green Party.

**Glavinis, Panayotis:** Associate Professor of International Economic Law at the Faculty of Law of the University of Thessaloniki. He teaches International Trade Law, International Investment Law and Development Cooperation, at graduate and undergraduate level. He holds a DEA in International Law, a PhD on *International Construction Contracts* (EJA, Paris 1993) and the *habilitation à diriger des recherches* from Paris 2 University. He is experienced in matters related to infrastructure projects, foreign investments, international financing, including financing for development, international business transactions, intergovernmental bilateral and multilateral negotiations, international litigation and arbitration. He has acted as counsel in several international arbitrations, including construction and State-to-Investor arbitrations, under the ICC Rules, the

UNCITRAL Rules and the ICSID Rules. He is Member to the Arbitration Commission of the International Chamber of Commerce (Paris), Arbitration Mediterranean Council (Tunis) and Greek Arbitration Association (Athens). He participates as speaker and lecturer in many conferences and seminars held in Greece and abroad (most recently in Singapore, Prague and Tripoli).

**Kamtsidou, Iphigeneia:** Assistant Professor in Constitutional Law at the School of Law of the Aristotle University of Thessaloniki, teaching Constitutional Law, Human Rights, General Theory of State, Law-Gender-Equality, Internship in subjects of Public Law and Political Science. B.A. in Law (Aristotle University of Thessaloniki), M.A. in Public Law and PhD in Constitutional Law (Université Paris X-Nanterre). Invited professor in the Faculty of Law of Messina – Italy.

**Kesidou, Anastasia:** Assistant Professor (elected in February 2010) of Comparative and Intercultural Education at the Department of Education, Faculty of Philosophy, Aristotle University of Thessaloniki. She holds a BA 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 EU. Currently, she is a board member of the Hellenic Observatory for Intercultural Education. She is a member of the

UNESCO Chair/A.U.Th. for the last seven years. In this context, she has given lectures in the framework of the European Master in Thessaloniki and in Venice, and she has supervised an E.MA Thesis concerning education in Bosnia and Herzegovina.

**Liberis, Ilias:** Executive Director of the Hellenic National Committee for UNICEF. He was elected Vice-chair of Education for Development of the UNICEF National Committees (2000-2004). He participated in his 22 years carrier in many countries in the developing world. He has many publications in newspapers, magazines and "THE COSMOS" Natcom's Newsletter, regarding children's rights, developing world and Sustainable Development. He is Member of many societies and foundations.

**Mattheoudakis, Marina:** 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. She has been a member of the UNESCO Chair of the Aristotle University of Thessaloniki for 10 years and during this time she has been regularly involved in the undergraduate and postgraduate programme of the UNESCO Chair. Within this framework, she supervised the dissertation of an M.A. student on the impact of Human Rights Education in Ireland and Cameroon (2009-2010).

**Nouskalis, Georgios:** He was born in 1969 in Thessaloniki. Since 1992 he has been working as a lawyer in the same town. He completed his under- and post-graduate studies in the Law School of the Aristotle

University of Thessaloniki. He got a first degree in both levels of study, getting at the same time an honorary scholarship. He wrote a dissertation on the "Criminal protection of computer software" (ed. Sakkoula, Thessaloniki 2003) and a monograph "Criminal protection of personal data" (ed. Sakkoula, Thessaloniki 2005-2007). He has also participated in writing the monograph on Hellas for the International Encyclopaedia of Cyber Law, part VII, on Computer Related Crime. He is defendant Supreme Court Lawyer. He has undertaken the defence before the criminal courts of people who belong to the sensitive social groups, such as the under aged and the illegal immigrants.

**Papadopoulou, Dimitra:** Professor Emeritus of Social Psychology and International Education at the School of Psychology of A.U.Th. 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). National Director of the European Master.

**Pastourmatzi, Domna:** Associate professor of American Literature and Culture at the School of English, Aristotle University of Thessaloniki. B.A. in English (Aristotle University of Thessaloniki), M.A. and Ph.D. (Bowling Green State University, USA). Areas of interest: the politics of race and gender, feminist theory and criticism, women's rights, the politics of human identity in literature.

**Pitsela, Angelika:** She has graduated from the Law School of the Faculty of Law, Economic and Political Sciences of the Aristotle University of Thessaloniki. She obtained her Ph.D. in the Law School of the Albert -

Ludwigs University of Freiburg (Germany). She has been a member of the Criminological Research Group of the Max - Planck Institute for Foreign and International Criminal Law in Freiburg and she has worked for the Criminological Institute of the University of Cologne. She now serves as an Associate Professor of Criminology and Corrections at the Law School of the Faculty of Law, Economic and Political Sciences of the Aristotle University of Thessaloniki. She teaches: Criminology, Juvenile Law, Penitentiary Law and Economic Criminal Law to undergraduate and postgraduate students. Additionally, she gives courses to foreign students under the auspices of LLP/ERASMUS Programme on Juvenile Law, Criminology and Penitentiary Law.

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](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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