



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 2012



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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 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).

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 715 UNESCO Chairs worldwide, in 830 Universities and Research Institutes of 131 UNESCO Member States. Their objects are related to the fields of interest and action of UNESCO.

Among these Chairs, more than 80 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 the academic year 1993-1994.
- 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.

Some of the issues discussed in this academic Programme are the following:

- *various aspects of global environmental problems*
- *issues related to natural resources and their distribution*
- *international organizations and their contribution to the solution of international problems*
- *international efforts for the protection of human rights*
- *positive and negative uses of nuclear power*
- *chemical and biological warfare*
- *child neglect and abuse*

•illiteracy •social exclusion •a culture of peace and non-violence •homeless children •racism and xenophobia, •refugees •intercultural dialogue, etc.

Up until the end of 2011, more than 120 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 related to UNESCO.

*Professor Emer. Dimitra Papadopoulou
Director of the UNESCO Chair, A.U.Th.*

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
Prof. Emer. Dimitra Papadopoulou

Lecture Titles listed by Instructor

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

Professor Deliyianni-Kouimtzi, Vassiliki: **“Women and education in the Greek context: historical perspectives and transitions to adulthood”**

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

Dr Ktenidis, Joseph, Assist. Professor: **Fundamental Rights Protection in the EU Legal Order**

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

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

Professor Papazissi, Theofano: **Human Rights and Bioethics**

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

Professor Tzouriadou, Maria: **Minority handicapped children "Stigma" of double disability**

Tutor: Dr Eugenie Georgaca, Assistant Professor

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

Invited Speakers

Lambros Houssiadas

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

Ilias Liberis

General 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. 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.

II. “Women and education in the Greek context: historical perspectives and transitions to adulthood”

Dr Vassiliki Deliyianni-Kouimtzis
Professor of Psychology

Summary

The course aims at discussing the gendered character of education, using as an example the Greek educational system in the changing context of Greek society. Three main topics will be in the centre of interest:

- (a) The process of women’s access to education during the last two centuries
- (b) The role of schooling in the transitions of young women from adolescence to adulthood (discussion of Greek research findings)
- (c) The development of the cultures of femininity in Greece during the second half of the 20th century
- (d)

The course includes the presentation of research findings, classroom activities and group discussions

Selected Bibliography

- Arnot, M.** (2002a). Reproducing gender? Essays on educational theory and feminist politics. London: RoutledgeFalmer.
- Chisholm, L. & du Bois Reymond, M.** (1993). Youth transitions, gender and social change. *Sociology*, 27(2), 259-279.
- Du Bois-Reymond, M. & Chisholm, L.** (2006). Young Europeans in a changing world. In Du Bois-Reymond, M. & L. Chisholm *The Modernization of Youth Transitions in Europe*. J. Willey and Sons. Pp 1-10
- Sakka, D. & Deliyanni-Kouimtzi, V.** (2006). Adolescent boys' and girls' views of fatherhood in the context of the changing women's position. *Gender and Education*, 18 (1), 51-74.

III. 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. Strasbourg.
- Council of Europe** (1992), Human Rights Materials in British Schools by Cheryl Law and Margarita Rendel. Strasbourg.
- 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. 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.

VII. Human Rights and Bioethics

The Convention for the protection of human rights and dignity of the human being with regard to the application of biology and medicine: Basic principles

Dr Theofano Papazissi
Professor of Law

Summary

On April 4th, 1997 at Oviedo of Asturias the Member States of the Council of Europe, the European Community and other states signed the Convention for the protection of human rights and dignity of the human being with regard to the application of biology and medicine. The philosophy of the Convention is to ensure the application of the principles of the Human Rights as provided in several international Conventions since the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations on 10 December 1948. According to the Explanatory Report of the Convention "the term "human rights" refers to the Convention for the Protection of Human Rights and Fundamental Freedoms of 4 November 1950".

The Convention refers to the application of biology and medicine on human beings.

The first article defines the scope and the purpose of the Convention, which is the protection of the dignity and identity of human beings, then the next three articles: the primacy of the human being over of the interest of science, the equitable access to health care as obligation of the physicians and the guarantee

of professional standards of the healthcare professionals.

The articles 5-9 protect the person recognizing its right to consent by any medical intervention, as well other issues.

Selected Bibliography

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Mc Lean Sheila A. M., «Interventions in the Human Genome», *Law and the human genetics, regulating a Revolution*. Ed. R. Brownsword, W.R. Cornish, M. Llewelyn, ed. Hart Publishing, Oxford 1998, 1999, 89 ff.

Soria Bernat, *Ingeniería celular y tisular, in Gen-Ética*, ed. Federico Mayor Zaragoza y Carlos Alonso Bedate, ed. Ariel 2003, 123.

VIII. 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.

IX. Minority handicapped children "Stigma" of double disability

Professor Maria Tzouriadou
Professor of Special Education

Summary

Early in the 70's social scientists found that minority children were overrepresented in special education settings, mainly classified as children with mild mental retardation. This fact sparked a great deal of criticism as to the cause of this overrepresentation and as to the reasons why this is a problem. The criticism reflects inadequate understanding of special education classification, placement and programming. Other researchers again claimed that the overrepresentation data were simply exaggerated or distorted.

Since the 90's the shift to inclusive education and to the pedagogical approach of disability evaluation focused on difference and diversity issues within the frame of democracy and equality. It has been made clear that both handicapped children as well as minority children should receive inclusive education because difference and diversity are the two aspects of the social construct of disability. The category of learning disability has facilitated this aspect. However various questions have emerged as to the effectiveness and the political fairness of this approach.

Selected Bibliography

Courakis, N. (1999), *Juvenile Delinquents and Society*.
Athen, Komotini: Ant. N. Sakkoulas.

Artiles A.J. & Kozleski E.B., (2007). Beyond Convictions: Interrogating Culture, History, and Power in Inclusive Education, *Language Arts*, vol. 84, no. 4

Fine, M. & Asch A., (1988). Disability beyond Stigma: Social interaction, Discrimination and Activism, *Journal of Social Issues*, vol. 44, no 1, pp. 3-21

Nettles R. & Balter R., (2012). *Multiple minority identities: Applications for practice, research, and training*. Springer, New York

Norwich B., (2008). *Dilemmas of Difference, Inclusion and Disability: International perspectives and future directions*, Routledge, London

Reschly D. J., (1988). Minority Mild Mental Retardation Overrepresentation: Legal Issues, Research Findings, and Reform Trends in M. C. Wang, M. C. Reynolds & H. J. Walberg, *Handbook of Special Education: Research and Practice*, vol. 2, pp. 23-42

Warnock, M., (2005). *Special educational needs: a new look*. Impact

European Master's Degree in Human Rights and Democratisation

Schedule of Classes

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

<p>1st week: Monday 13 – Friday 17 February 2012</p> <p>15/2, Wednesday, 12:00-14:00, UNESCO Chair, Welcome Reception 17/2, Friday, 14:00-16:00, UNESCO Chair, Prof. D. Papadopoulou</p>
<p>2nd week: Monday 20– Friday 24 February 2012</p> <p>21/2, Tuesday, 12:00-14:00, UNESCO Chair, Prof. D. Papadopoulou</p>
<p>23/2 Thursday – 28/2 Tuesday: Holidays (Carnival)</p>
<p>3rd week: Tuesday 28 February – Friday 2 March 2012</p> <p>1/3, Thursday, 17:00-19:00, Room 114, Dr. M. Matthaïoudakis, Assist. Professor 1/3, Thursday, 19:00-21:00, Room 114, Dr. A. Kesidou, Assist. Professor</p>
<p>4th week: Monday 5 – Friday 9 March 2012</p> <p>8/3, Thursday, 17:00-19:00, Room 114, Dr. M. Matthaïoudakis, Assist. Professor 8/3, Thursday, 19:00-21:00, Room 114, Dr. A. Kesidou, Assist. Professor</p>
<p>5th week: Monday 12 – Friday 16 March 2012</p> <p>15/3, Thursday, 19:00-21:00, Room 114, Prof. M. Tzourïadou</p>
<p>6th week: Monday 19 – Friday 23 March 2012</p> <p>22/3, Monday, 19:00-21:00, Room 114, Prof. M. Tzourïadou</p>
<p>7th week: Monday 26 – Friday 30 March 2012</p> <p>29/3, Thursday, 17:00-21:00, Room 114, Prof. M. Dikaiou</p>

<p align="center">8th week: Monday 2 – Friday 6 April 2012</p> <p>5/4, Thursday, 17:00-21:00, Room 114, Prof. Th. Papazissi</p>
<p align="center">Monday 9 April – Friday 22 April 2012</p> <p align="center">EASTER HOLIDAYS</p>
<p align="center">9th week: Monday 23 – Friday 27 April 2012</p> <p>26/4, Thursday, 17:00-21:00, Room 114, Prof. V. Deliyianni-Kouimtzis</p>
<p align="center">10th week: Monday 30 April – Friday 4 May 2012</p> <p>3/5, Thursday, 11:00-13:30, Room 114, Professor Emer. L. Houssiadas</p>
<p align="center">11th week: Monday 7 – Friday 11 May 2012</p> <p>10/5, Thursday, 17:00-21:00, Room 114, Dr J. Ktenidis, Assist. Professor</p>
<p align="center">12th week: Monday 14 May – Friday 17 May 2012</p> <p>15/5, Tuesday, 12:00-14:00, UNESCO Chair, Dr. A. Pitsela, Assoc. Professor</p> <p>16/5, Tuesday, 12:00-14:00, UNESCO Chair, Dr. A. Pitsela, Assoc. Professor</p>

Venue

UNESCO Chair, Administration Building, 1st floor
Room 114, School of Philosophy, "Old Building"

Research Facilities

Students may use all the libraries of the A.U.Th., the library of the UNESCO Chair and the Computer Lab at the Central Library building.

Biographical Data

Dikaïou Maria: 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.

Deliyianni-Kouimtzis, Vassiliki: Professor of the School of Psychology, Department of Developmental and School Psychology. She is teaching "Feminist Perspectives in Psychology", "Gender Identities in Adolescence" and "Childhood and Youth Studies". During the last five years she has been the research Director of National and European Projects on Gender and Life Choices, Masculinities and Gender Identities, Marginalized Youth, Gender and Youth Transitions. She has published books and articles in the Greek and English language.

Georgaca Eugenie: Senior 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.

Houssiadas, Lambros: 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.

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.

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

Linguistic Rights

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

United Nations

<http://www.un.org>

United Nations High Commissioner for Refugees (UNHCR)

<http://www.unhcr.ch>

UNICEF

<http://www.unicef.org>

UNESCO

<http://www.unesco.org>

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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