



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 2014



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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 762 UNESCO Chairs worldwide, in 850 Universities and Research Institutes of 134 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 initiated the above academic activities and she is directing them 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 2013, more than 130 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.

The Aristotle University of Thessaloniki/UNESCO Chair is one of the founding Universities of this M.A. Programme and serves as the coordinating University for Greece.

National Director
Prof. Emer. Dimitra Papadopoulou

Lecture Titles listed by Instructor

Dr Akrivoulis E. Dimitrios, Assist. Professor: **The Rights of Man and the Rights of Citizen**

Dr Archimandritou Maria, Assist. Professor: **Views of Education in prison**

Dr Figgou Evangelia, Lecturer: **Social psychological and lay constructions of racism: From prejudicial attitudes to the study of discourse**

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

Professor Hadjiconstantinou Costas: **An Introduction to International Humanitarian Law**

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

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

Professor Mavroskoufis Dimitrios: **Between Nationalistic Fever and Post-modern Reformation: the Deadlock of Historical Education in the Balkan Countries**

Professor Tressou Evaggelia: **Social and Educational Exclusion of Minority Groups: the Case of Roma Children**

Tutor: Dr Georgaca Evgenia, Assistant Professor of Social and Clinical Psychology, Aristotle University of Thessaloniki

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

Invited Speakers

Ilias Liberis

Executive Director and Head of Communication
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. The Rights of Man and the Rights of Citizen

Dr Akrivoulis E. Dimitrios
Assistant Professor of International
Relations in the Balkans

Summary

A tension between the particular and the universal is invariably central to both the theory and the practice of human rights. Ever since the earliest “declarations of rights” founding the modern institution of citizenship, while embracing the idea of the unity of man, the tension between the man and the citizen has been articulated and continues to haunt discussions of who the subject of the rights of man really is. This course explores the intrinsic difficulties and contemporary challenges stemming from this tension.

Selected Bibliography

Agamben, G. (1998), *Homo sacer*. Stanford: Stanford University Press.

Arendt, H. (1951), *The origins of totalitarianism*. New York: Harcourt Brace.

Lefort, C. (1986), *The political forms of modern society*. Cambridge: Polity Press.

Lyotard, J.-F. (1994), "The other's rights." In *On human rights*, ed. S. Shute and S. Hurley. New York: Basic Books.

Rancière, M. (2004), Who is the subject of the rights of man? *South Atlantic Quarterly* 103(2/3): 297-310.

II. Views of Education in Prison

Dr Archimandritou Maria
Assistant Professor of
Criminology and Penology

Summary

Education in Prison has been an issue for a long time of the history of Imprisonment. Initially it was an obligation and it took the form of religious instruction. Later on, education took the shape of gendered vocational training and moral instruction. Recently, during the seventies in Europe, it formed part of the mandatory rehabilitation process.

Today, information and knowledge are indispensable aspects of modernity and education as systematic training and instruction is a key element of personal development as well as a fundamental human right. It is therefore necessary for the Prison Regimes to address the complicated issues that arise with regard to education in prison and take into account, at least in Europe the propositions of the Recommendation No. R (89) 12 of the EU Committee of Ministers.

The first principle of this Recommendation states that "All prisoners shall have access to education, which is envisaged as classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities".

Education is shaped differently when the overarching principle guiding prison life is retribution (past) or reformation, rehabilitation (present) and normalization (present-future).

Selected Bibliography

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L. M. Davis, R. Bozick, J. L. Steele, J. Saunders, J. N. V. Miles (2013), Evaluating the Effectiveness of Correctional Education, Rand Corporation.

D. van Zyl Smit, S. Snacken (2009), Principles of European Prison Law and Policy, Oxford, Oxford University Press.

D. Garland (1990), **Punishment and Modern Society: A study in Social Theory**, Oxford, Oxford University Press.

III. Social psychological and lay constructions of racism: From prejudicial attitudes to the study of discourse

Dr Figgou Evangelia
Lecturer in Social Psychology
of Intergroup Relations

Summary

The lecture concentrates firstly, on exploring the ways in which the constructs of "prejudice" and "racism" have been represented in the writings of social psychologists and secondly, on documenting their public understandings in particular contexts (in interview discourse and Focus Group discussions concerning minority groups in contemporary Greece). The review of social psychological accounts spans a considerable period of time: from the early accounts formulated in the first decade of the twentieth century until the recent theories of modern racism and the analysis of discourse. It does not attempt to do justice to the details of each theory. It mainly aims at identifying the main lines of argument put forward in different social and historical contexts. The analysis of lay discourse focuses on the common-sense representations of prejudice and racism articulated by the participants in an attempt to draw parallels with the ones formulated by social psychologists and to cast light on the contradictory and flexible character of social exclusionary rhetoric.

Selected Bibliography

- Balibar, E.** (1991), Is there a 'Neo-Racism'? In E. Balibar and I. Wallerstein (Eds), *Race, Nation, Class: Ambiguous Identities* (pp. 17-28), London: Verso.
- Barker, M.** (1981), *The new racism*. London: Junction.
- Billig, M., Condor, S., Edwards, D., Gane, M., Middleton, D., & Radley, A. (1988). *Ideological dilemmas: A social psychology of everyday thinking*, London: Sage.
- Figgou, L. & Condor, S.** (2006), Irrational Categorization, natural intolerance and reasonable discrimination: Lay representations of prejudice and racism, *British Journal of Social Psychology*, 45, 219-243.
- Dixon, J. & Levine, M.** (2013), (Eds), *Beyond the prejudice problematic: Extending the social psychology of intergroup conflict, inequality and social change*, Cambridge: Cambridge University Press.
- Wetherell, M., & Potter, J.** (1992), *Mapping the language of racism: Discourse and the legitimation of exploitation*, Hemel Hempstead: Harvester Wheatsheaf.

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

Dr Georgopoulos Alexandros
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

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- 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.

V. An Introduction to International Humanitarian Law (IHL)

Dr Hadjiconstantinou Costas
Professor of Public International Law

Summary

Historical development and sources

- Concept and philosophy
- Historical development and sources of contemporary IHL
- Contemporary efforts and future direction in the development of IHL
- Means and methods of warfare

Different types of armed conflicts

- The concept of armed conflict
- The distinction between international and non-international armed conflict: reasons, relativity and comparison of the two regimes
- Contemporary problems of qualification
- Practical consequences of problems of qualification

Implementation of IHL: The law

- The need for national measures of implementation in peacetime
- Dissemination, its means and its effectiveness
- The ICRC- IHL and Human Rights
- Humanitarian Intervention, Responsibility to Protect, the Neutral State, Targeting Law, Legality of weapons etc.

Selected Bibliography

- Abi-Saab R.** (1986), *Droit humanitaire et conflits internes: origines et évolutions de la réglementation internationale*, Genève, Henri Dunant Institut.
- Arnold R.** (ed) (2005), *International Humanitarian Law and the 21st Century's Conflicts*, Lausanne, Editions Inter-universitaires Suisse.
- Byers M.** (2005), *War Law: International Law and Armed Conflict*, London, Atlantic.
- Fleck D.** (ed) (2008), *The Handbook of International Humanitarian Law*, 2nd edn, Oxford, Oxford University Press.
- Green LC.** (2008), *The Contemporary Law of Armed Conflict*, 3rd edn, Manchester, Manchester University Press.
- Greenwood C.** (2006), *Essays on War in International Law*, London, Cameron.
- Kolb R., Hyde R.** (2008), *An Introduction to the International Law of Armed Conflicts*, Hart Publ., Oxford.

VI. Multiculturalism and Intercultural Education

Dr Kesidou Anastasia
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.

VII. Human Rights Education

Dr Mattheoudakis Marina
Associate 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.41)

VIII. Between Nationalistic Fever and Post-modern Reformation: the Deadlock of Historical Education in the Balkan Countries

Dr Mavroskoufis Dimitrios
Professor of Didactics &
of History of Education

Summary

In this presentation there is an attempt to examine in a critical way the efforts regarding the school history reformation in the South-Eastern European countries from the 1990s, as they are being expressed through the general directions and the specific actions supported by international, European and local organizations, as well as by other unions.

At first the presenter investigates the spirit and the aims of the relevant efforts. These are being placed under the umbrella of a pursuit to “learn to live together” with our neighbouring nations, the minorities and the immigrants in a multicultural environment, to “disarm history”, in order to cope with the traumatic experiences of the past, and to use history as a medium to make societies more democratic, a medium to the restructure of political consciousness and to the formation of new collective identities.

In succession, the presenter examines the effectiveness of the relevant actions (transformation of curricula, writing new school books, initial and in-service training of teachers), which, in order to be critically

evaluated, are being placed among the context of international situations and European policy.

The presentation reaches the conclusion that this attempt comes up against major obstacles, if not against a blank wall, because of strategic errors as well as of external factors. Most important amongst them are: the fact that the strategic planners are incapable of understanding thoroughly the balkanic reality, the lack of equal and bilateral communication, the absence of powerful and distinct political will, the doubtful validity of the current applied scientific paradigm and the underestimation of the power that the traditional ideological structures possess.

Selected Bibliography

Dimitras, Panayote Elias (2000), "Writing and Rewriting History in the Context of Balkan Nationalism", *Southeast European Politics*, 1 (1), 41-59, available at <http://www.seep.ceu.hu/volume1.1/dimitras.pdf>.

Dimou, Augusta [Hg.] (2009), *Transition and the Politics of History Education in Southeastern Europe*. Göttingen: V & R unipress.

Höpken, Wolfgang [Ed.] (1996), *Oil or Fire? Textbooks, Ethnic Stereotypes and Violence in South-Eastern Europe*. Georg-Eckert Institute, Hannover: Hansche Buchhandlung.

Koulouri, Christina [Ed.] (2002), *Clio in the Balkans. The Politics of History Education*, Thessaloniki: Center for Democracy and Reconciliation in the South East Europe (CDRSEE).

- Koulouri, Christina** [Ed.], *Teaching the History of the Southeastern Europe*, Thessaloniki: Center for Democracy and Reconciliation in South East Europe (CDRSEE) – Southeastern European Join History Project.
- Mavroskoufis, Dimitris K.** (2008), "The (Americano) Europeanization of the School History in the Balkans", in: Nikos P. Terzis [Ed.], *Proceedings of the 9th International Conference of BASOPED "European Unification and Educational Challenges in the Balkans"*. Thessaloniki-Greece: Kyriakidis Brothers, pp. 115-128.
- Pavlowitch, Stevan K.** (2004), "History education in the Balkans: how bad is it?", *Journal of Southern Europe and the Balkans*, 6 (1), 63-68.
- Todorova, Maria** (1997), *Imagining the Balkans*. Oxford: Oxford University Press.

IX. Social and Educational Exclusion of Minority Groups: the Case of Roma Children

Dr Tressou Evaggelia
Professor of Pedagogy
and the Education of special groups

Summary

The relationship between educational systems and poor families and the possibility to bridge the gap between what is, theoretically, possible and what is being practically done is an issue that needs examination when the children of certain groups fail in education. Such an example is the children of Roma communities.

Roma constitute the most vulnerable group in Europe. Poverty and exclusion are directly associated with their lives. Despite the EU expressed intention to achieve coordinated actions by all member states to include their Roma populations equitably, the degree of inclusion of most of them remains low, the life conditions unacceptable since an estimated 90% of the Roma population live much below the poverty level.

Illiteracy rates among the population are high, school attendance is erratic and dropout rates are high. A common explanation why Roma children do not attend or fail at school is that "they are not fit for school." However, an excluded community cannot be held responsible for failing to partake in the institutions of a society which has persistently deprived it from its basic rights to social resources obliging them to undignified living conditions.

Selected Bibliography

- Commissioner for Human Rights** (2012), *Human rights of Roma and Travellers in Europe*. Strasbourg: Council of Europe Publications.
- Freire, P. & Macedo, D.** (1987), *Literacy. Reading the word and the world*. Westport: Bergin & Garvey.
- Townsend, P. & Gordon, D.** (eds.) (2002), *World poverty. New policies to defeat an old enemy*. Bristol: The Policy Press.
- Thomas, W., Collier, V.** (1997), *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.

European Master's Degree in Human Rights and Democratisation

Schedule of Classes for Second Semester 2014

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

1st week: Monday 10 – Friday 14 February 2014

12/2, Wednesday, 12:00-14:00, UNESCO Chair, Introductory Meeting/Welcome Reception

14/2, Friday, 13:00-14:30, UNESCO Chair, Prof. D. Papadopoulou, *UNESCO and the Culture of Human Rights and Peace* (Introductory discussion)

2nd week: Monday 17 – Friday 21 February 2014

20/2, Thursday, 17:00-19:00, Room 114, Dr M. Matthaïoudakis, Assoc. Professor, School of English Language and Literature, A.U.Th.

Human Rights Education

20/2, Thursday, 19:00-21:00, Room 114, Professor D. Mavroskoufis, School of Philosophy and Education, A.U.Th.

Between Nationalistic Fever and Post-modern Reformation: the Deadlock of Historical Education in the Balkan Countries

3rd week: Monday 24 – Wednesday 26 February 2014

26/2, Wednesday, 17:00-19:00, Room 308, Dr. M. Matthaïoudakis, Assoc. Professor, School of English Language and Literature, A.U.Th.

Human Rights Education

27/2, Thursday - 4/3, Tuesday 2014: Holidays (Carnival)

4th week: Wednesday 5 – Friday 7 March 2014

6/3, Thursday, 17:00-19:00, Room 114, Professor D. Mavroskoufis, School of Philosophy and Education, A.U.Th.

Between Nationalistic Fever and Post-modern Reformation: the Deadlock of Historical Education in the Balkan Countries

6/3, Thursday, 19:00-21:00, Room 114, Professor E. Tressou, School of Primary Education, A.U.Th.

Social and Educational Exclusion of Minority Groups: the Case of Roma Children

5th week: Monday 10 – Friday 14 March 2014

13/3, Thursday, 17:00-19:00, Room 114, Professor E. Tressou, School of Primary Education, A.U.Th.

Social and Educational Exclusion of Minority Groups: the Case of Roma Children

13/3, Thursday, 19:00-21:00, Room 114, Dr M. Archimandritou, Assist. Professor, School of Law, A.U.Th.

Views of Education in prison

6th week: Monday 17 – Friday 21 March 2014

20/3, Thursday, 17:00-19:00, Room 114, Professor C. Hadjiconstantinou, School of Law, A.U.Th.

An Introduction to International Humanitarian Law

20/3, Thursday, 19:00-21:00, Room 114, Dr M. Archimandritou, Assist. Professor, School of Law, A.U.Th.

Views of Education in prison

7th week: Monday 24 – Friday 28 March 2014

27/3, Thursday, 17:00 – 21:00, Room 114, Dr E. Figgou, Lecturer, School of Psychology, A.U.Th.

Social psychological and lay constructions of racism: From prejudicial attitudes to the study of discourse

28/3, Friday, 17:00-19:00, Room 412, Professor C. Hadjiconstantinou, School of Law, A.U.Th.

An Introduction to International Humanitarian Law

8th week: Monday 31 March – Friday 4 April 2014

3/4, Thursday, 17:00–21:00, Room 114, Dr D. Akrivoulis, Assist. Professor, School of Balkan, Slavic and Oriental Studies, University of Macedonia

The Rights of Man and the Rights of Citizen

9th week: Monday 7 – Friday 11 April 2014

10/4, Thursday, 19:00–21:00, Room 114, Dr A. Kesidou, Assist. Professor, School of Philosophy and Pedagogy, A.U.Th.

Multiculturalism and Intercultural Education

14/4, Monday – 27/4, Sunday 2014: Easter Holidays

10th week: Monday 28 April – Friday 2 May 2014

29/4, Tuesday, 13:00-15:00, UNESCO Chair, Dr A. Kesidou, Assist. Professor, School of Philosophy and Pedagogy, A.U.Th.

Multiculturalism and Intercultural Education

11th week: Monday 5 – Friday 9 May 2014

8/5, Thursday, 17:00–21:00, Room 114, Professor A. Georgopoulos, School of Early Childhood Education, A.U.Th.

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

12th week: Monday 12 – Friday 16 May 2014

13/5, Tuesday, 17:00-21:00, Room 114, I. Liberis, Executive Director and Head of Communication of the Hellenic National Committee for UNICEF (Athens, Greece)

UNICEF and the Protection of Children's Rights

Venue

UNESCO Chair, Administration Building, 1st floor

Room 114, School of Philosophy, "Old Building"

Room 308, School of Philosophy, "New Building"

Room 412, School of Law

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

Akrivoulis, Dimitrios E.: Assistant Professor of IR in the Balkans, Dept of Balkan, Slavic and Oriental Studies, University of Macedonia. He has also taught at the Dept of Politics and IR of the University of Kent, and the University American College Skopje. He holds an LLB and an LLM (Law School, Aristotle University of Thessaloniki), and a PhD in IR (Dept of Politics and IR, University of Kent). He is an active member of the Political Studies Association, the British International Studies Association, the European Consortium for Political Research, the Hellenic Society of International Law and International Relations, etc. His interests include International Political Theory and Continental Political Thought. His work has been published by international publishing houses, such as Macmillan, Palgrave, Routledge, and Peter Lang.

Archimandritou, Maria: Maria Archimandritou, Ph.D, is an Assistant Professor of Criminology and Penology at the Aristotle University of Thessaloniki. She was a Visiting Professor of Criminology at Loyola University Chicago, a Researcher at New York University, and a Visiting Scholar at the University of Saarland-Saarbruecken, Germany. She started her academic route as a Greek State's Scholar in Penology serving as a research and teaching assistant at the Aristotle University Thessaloniki.

Maria Archimandritou is writing poetry since her high school years. She has published twelve collections of poetry and serves as a Vice President of the Thessaloniki Writers' Association. She is lifelong member of The Illinois Academy of Criminology, a member of the Hellenic Society of Criminology and other professional unions. She is fluent

in English, Italian and German and enjoys reading texts in French and Spanish.

Figgou, Evangelia: Lecturer in Social Psychology, at the School of Psychology of the Aristotle University of Thessaloniki. She holds a Master Degree in Social Psychology from the Aristotle University of Thessaloniki (Greece) and a Master Degree in Critical Social Psychology from Lancaster University (UK). At the University of Lancaster she also undertook her doctoral studies and completed her PhD. Her research interests lie in the field of social representations of immigration, national identity and citizenship. She has also studied the understandings of prejudice and racism in social scientific and lay discourse. She is involved in research projects, funded by national and European funding sources, investigating the above issues. Her recent publications appear in international journals such as *the British Journal of Social Psychology*, *the Journal of Community and Applied Social Psychology*, *the Journal of Ethnic and Immigration Studies*.

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.

Hadjiconstantinou, Costas: Professor of Public International Law at the Department of International Studies of the Law Faculty of the Aristotle University of Thessaloniki- Greece. He is the President of the Hellenic Society of International Law and International Relations and he was for several years President of the Law Faculty. He teaches International Public Law, International Organizations, International Environmental Law and International Humanitarian Law both at the graduate and post graduate level. He is a member of the Thessaloniki Law bar Association and the Greek Scientific Union. Among his books are: "The Unesco Convention against Discrimination in Education", "Issues of Arms Control and Disarmament", "The Legal Status of Antarctica", "The Dubious Legal Regime of Nuclear Weapons", "The Legal Dimension of Star Wars", "Approaches to International Humanitarian Law", "Preventive War or the Forgery of Logic" ect.

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 and Head of Communication 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 25 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).

Mavroskoufis, Dimitrios: Professor of Didactics & of History of Education at the Department of Education,

School of Philosophy & Education, Aristotle University of Thessaloniki. He was born in Thessaloniki (Greece) in 1954. After his basic studies on *Classical Languages (Ancient Greek & Latin) and History* at the Aristotle University of Thessaloniki, he taught in upper secondary schools (Lyceum). A few years later he studied in Postgraduate Programme *Pedagogy, History and Philosophy*, and, then, he worked out his thesis on *History of Education*. Between the years 1995 and 2005 he was external co-operator (lecturer) in the School of Philosophy and Education at Aristotle University, where he is teaching now as a professor of *Didactics* and of *History of Education*. From 1998 till 2005 he was, also, advisor – inspector in secondary schools. His research and writing interests are about the Teaching History in Primary and Secondary Education, the Curriculum Studies, the Intercultural Education, the History of Education, and the Educational Policy. He is member of EUROCLIO, of Balkan Society for Pedagogy and Education, of International Society for History Didactics, and of many national associations. He is also co-operating with International Bureau of Education (UNESCO) and with Universities from Albania, Bulgaria, Cyprus, Canada, Romania and Turkey.

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 since 1998.

Tressou, Evangelia: Professor of Pedagogy with emphasis on the education of special groups and on

mathematics teaching in the Department of Pedagogy and Social Exclusion, School of Primary Education, Faculty of Pedagogy at Aristotle University of Thessaloniki, Greece. Studies: BSc. Degree in Mathematics, Aristotle University of Thessaloniki, P.G.C.E. (Postgraduate Certificate in Education) School of Education, University of Leicester, England, PhD, School of Education, University of Leicester, England Research interests: social and educational challenges encountered by children of vulnerable groups at school; problems they face in mathematics, in particular; the use of literature in the teaching of mathematics; gender issues pertaining to both male and female students' relations with mathematics.

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>

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 Associates
<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>

UNESCO Chair Staff

Haralambos Kyriazopoulos, Secretary
BA, Studies in Greek Civilization, Hellenic Open University

Stella Dimitriadou, Secretary
BA, Architect, Aristotle University of Thessaloniki (A.U.Th.)

Elli Melliou, Attorney-at-Law, A.U.Th., M.A.

Elli Varvaki, Professor of Greek Language and Literature,
A.U.Th., Volunteer

Vasiliki Giatsiou, BA in Political Sciences, A.U.Th.,
Volunteer

Lefteris Georgiadis, Student, Faculty of Law, A.U.Th.,
Volunteer

***List of E.MA Students who prepared their M.A. Theses
in the UNESCO Chair/A.U.Th.,
under the supervision of A.U.Th. academics
(1999-2014)***

Year	Student	Supervisor
1999	Greco Corinna (Italy)	Prof. Dimitra Papadopoulou, School of Psychology
1999	Gabrielian Ana- Valerie (France)	Prof. Dimos Tsourkas, School of Law
2001	Rusu Mirela (Romania)	Dr Leonidas Papadopoulos, Lecturer, School of Law
2001	Radulescu Elena Beatrice (Romania)	Prof. Dimitra Papadopoulou, School of Psychology
2003	Hammerer Rosemarie (Austria)	Assoc. Prof. Vassiliki Deliyanni- Kouimtzis, School of Psychology
2003	Perez Rocha Immaculada (Spain)	Dr Konstantinos Tsitselikis, University of Macedonia, Thessaloniki
2003	Fernandez Pacheco Estrafa Patricia (Spain)	Prof. Grammatikaki-Alexiou, School of Law
2003	De Kort Frauke (The Netherlands)	Dr Anastasia Kesidou, Lecturer, School of Philosophy and Pedagogy

2004	Bart Verstraeten (Belgium)	Assist. Prof. Panayiotis Kordoutis, School of Psychology
2004	Agterhuis Sander (The Netherlands)	Dr Aristotle Constantinides, School of Law
2005	Bettaz Nejwa (Germany)	Assoc. Prof. Angeliki Pitsela, School of Law
2005	Brandt Nicola (Germany)	Dr Aristotle Constantinides, School of Law
2005	Trapani Vanessa (Italy)	Assist. Prof. Nikos Bozatzis, Dept. of Psychology, University of Ioannina
2006	Hau-Yan Wan (China)	Prof. Zoe Papassiopi-Passia, School of Law
2006	Yasemin Ugursal (Turkey)	Prof. Evi Nika-Sampson, School of Music Studies Co-Supervisor: Prof. Maria Dikaiou, School of Psychology
2006	Sara Maria Sorensson (Denmark)	Assist. Prof. Nikos Bozatzis, Dept. of Psychology, University of Ioannina
2007	Sara Memo (Italy)	Prof. Zoe Papassiopi-Passia, School of Law
2007	Christina Wurzinger (Austria)	Prof. Emer. Dimitra Papadopoulou, School of Psychology

2009	Joseph Cikuru- Mwanamayi (Rwanda)	Prof. Kostas Chryssogonos, School of Law
2009	Clíodhna Ni Ghiollagain (Ireland)	Assist. Prof. Marina Mattheoudakis, School of English Language and Literature
2009	Giulia Reccardini (Italy)	Prof. Zoe Papassiopi-Passia, School of Law
2009	Cécile Wendling (France)	Prof. Maria Dikaiou, School of Psychology
2010	Christine Laurence Krack (Luxemburg)	Assoc. Prof. Domna Pastourmatzi, School of English Language and Literature
2010	Lorena Isla (Spain)	Lecturer Georgios Nouskalis, School of Law
2010	Johanna Wöran (Austria)	Assoc. Prof. Panagiotis Glavinis, School of Law
2010	Staša Tkalec (Slovenia)	Assist. Prof. Ifigenia Kamtsidou, School of Law
2012	Nogues Maria- Cristina Moreno (Venezuela)	Assist. Prof. Marina Mattheoudakis, School of English Language and Literature
2012	Schiffer Miriam Isabel (Austria)	Prof. Emer. Dimitra Papadopoulou, School of Psychology
2012	Kuhn Paulina Barbara (Poland)	Prof. Maria Tzouriadou, School of Pedagogy

2013	Caterina Sirna (Italy)	Assist. Prof. Dimitrios Akrivoulis, Dept. of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki
2013	Marie Engberg Helmstedt (Denmark)	Assist. Prof. Lina Papadopoulou, School of Law
2013	Marcia Victoria Garcia Peñate (Guatemala)	Prof. Theofano Papazissi, School of Law
2014	Alexandra Ihora (Romania)	Prof. Evangelia Tressou, School of Primary Education
2014	Brina Sotlar (Slovenia)	Prof. Maria Dikaiou, School of Psychology
2014	Kasey Tyler (Australia)	Assist. Prof. Maria Archimandritou, School of Law

*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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(The Website is under construction)

