

OSCE Conference on Racism,  
Xenophobia and Discrimination  
Vienna, 4-5 September 2003

PC.DEL/966/03  
3 September 2003

ENGLISH only

**O S C E**

**Conference on Racism, Xenophobia  
and Discrimination**

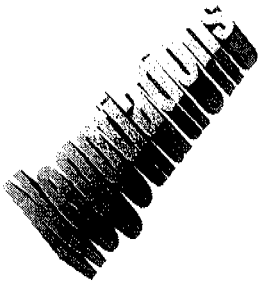
**Vienna 4 – 5 September 2003**

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**Vice President**  
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**SOCIAL AID OF HELLAS**

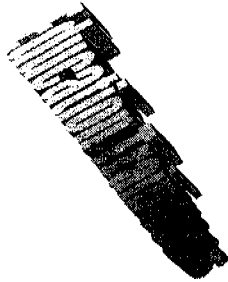


**Global Action Education  
Network**

**Close Cultural Gaps**

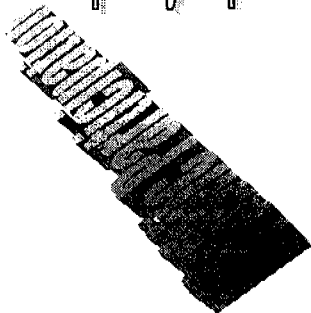


**National Educational  
Systems**

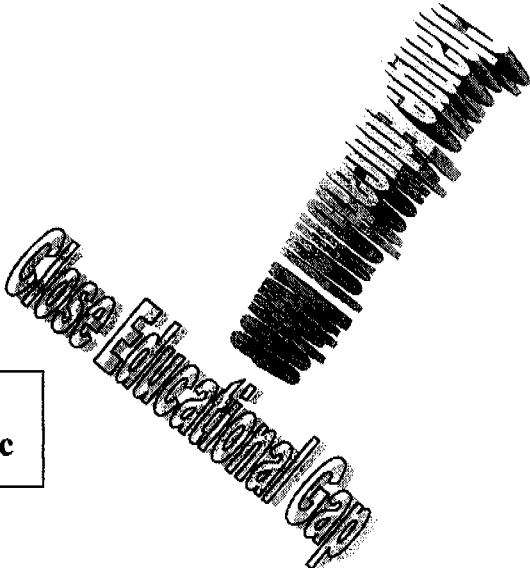


**Global Education  
Participation**

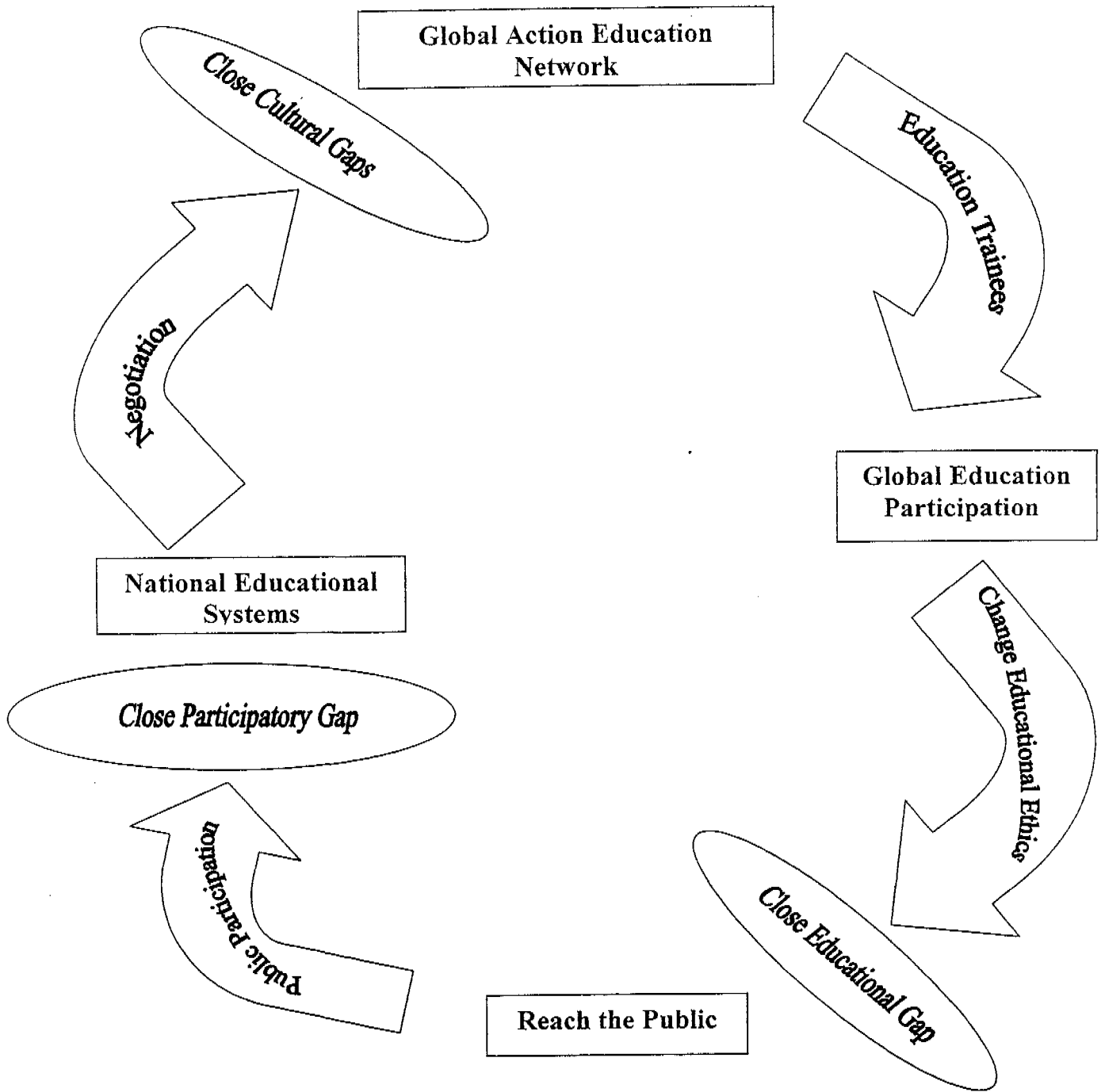
**Close the Participatory Gap**



**Reach the Public**



Transparency



Transparency

## **Diminishing the Cultural and Ethical Gaps through Education**

We propose a Global Action Education focused on:

Global Participation

Ethics

Operational Research

Empowering the Global Communications

While national politics on Education are often to reconcile broader ethical with those based on national terror and self-interest, many Global politics are [guided too, by instrumental approaches], remaining largely without any constraint. A major reason for both cases is the absence of national and global organized Education Action which will link the state as well as the Global Community with the civil society towards new Educational Principles.

The lack of new Educational Principles leads the whole system to ethics gaps and these Ethics Gaps are unfortunately instrumental to wide the Cultural Diversities in Schools and societies.

Our whole Educational Systems needs radical changes towards new orientations. Reorienting the meaning of participation through Education and in the Educational System too.

Education is a multi-faceted right with different facets quantitative and qualitative but we focus on three parameters.

1. Education shall be free But Elementary Education shall be compulsory.
2. Education will be directed to the full development of the human personality and shall promote tolerance.
3. Parents have a prior right to choose the kind of Education and shall be given to their children.

In that point we have to refer and point out the change of terminology, such as that today there is no fundamental Education, no Mass Education or Basic Education, neither Popular Education. Instead we use Elementary Education which is compulsory and “free”. The question of free Education like that of compulsory has to be approached programmatically.

Because in most countries “Free” means Education without fees but it can be taken to mean: with the provision of free textbooks, etc. So Education will be directed to the full development of the human personality, strengthening the respect of human rights and fundamental freedoms and promoting Empowerment.

Focused on these basic components we are obliged to point out that it is essential to recognize the basic right of members of National Minorities, also of Immigrants and Refugees living in foreign countries to carry on their own educational activities including the maintenance of Schools depending on the educational system of each country, also the use or the teaching of their own language provided however that this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities. And the attendance at such schools is optional.

All the Educational System has to include the notion of power as empower rather than shared power, because one of its main goals is to achieve to teach a culture of peace.

Our 21<sup>st</sup> century teachers have to consider that peace must be sustained through democratic participation and creativity. Our to-day school has to become ideal place for the exercise of tolerance and teaching too about the diversity but also and the wealth of cultural identities.

We propose to be paid special attention for improving curricula, adding new textbooks and other educational materials including the new technologies, presenting History as the “Ascent of Human beings” and not only focused on battles and wars. Battles and Wars have to be taught as Forms and Aspects of

“Human Folly” according to the Historian Barbara Tuchman, not as forms of Human Heroism.

Learning to live together has to be a main pillar of our Educational System. Another basic pillar has to be the Mainstreaming – a gender perspective. We mean that our contemporary teachers have to teach that Women’s issues, take out of marginalization to present to their students. The women are not nonentities, or victims of injustice but they are important agents of social change. Our teachers have to acquire the appropriate knowledge for teaching and inspiring the interchange and dynamics between women and men and also their interchange status in our Society.



A handwritten signature in black ink.

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## PROFILE OF SOCIAL AID OF HELLAS

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SOCIAL AID OF HELLAS has been founded in 1995 in Athens GR. and since then has developed collaboration and partnerships with Euro-Link Age, AARP of the USA, CARITAS in Spain, COFEMED under the Council of Europe and has participated in the European Program "Equal".

Now it is the umbrella for the NGOs "Woman and Development", "STEGI" and the "Groups of Social Exclusion - Center of Research and Development" - ONAKA.

SOCIAL AID OF HELLAS though it is a Greek Organization, it has developed international cooperation trying to promote U.N. Programs. Also through our joint-projects with other NGOs, we try to establish programs of Women in Balkan countries, East Asia and African countries.

SOCIAL AID OF HELLAS had actively participated in the International Symposium - Geneva Nov. 18-22, 2001, 2<sup>nd</sup> U.N. International Convention for Third Age in Madrid, March. 2002.

According to the U.N. records and their statistical data, in our recent world, the number of active and healthy women above 60 are immensely increased and have captured the world's attention as one of the defining challenges of the 21<sup>st</sup> c. and we face a tiding wave of Ageing people.

SOCIAL AID OF HELLAS has already established national and international coordinating mechanisms for ageing women. Our new program strategy for a Society for all ages is based on four pillars:



1. "Education, the safest way for longevity".
2. "Health with the adoption of the Beijing Declaration and the Platform of Action".
3. Participation of older women in the broader political process.
4. Human Rights for all Ages.  
Cultural Programs promoting civilization with respect to Multiculturalism.

On this four-sided Square, we organize our projects and we undertake the appropriate Programs: • Afghan Women (build and establish an up-to-date School for Nurses in Kabul).

- School in South India
- Development in Cameroon a large scaled Program with the cooperation of UNESCO and a Major NGO of Cameroon (Afrique FADES ACP) with the approval of the Government of Cameroon.

- Active cooperation with the General Secretariat of Equality-Equity of the Greek Government.

SOCIAL AID OF HELLAS has contributed to all the e-mail Conferences and discussions for the 2002 World Summit on Sustainable Development. Active participation accredited Member, part of the Major Groups of the NGO, in the Johannesburg WSSD. Invited Speaker presenting the Programs on the Balkan Women.

SOCIAL AID OF HELLAS carries Programs related with Elimination of Violence: active participation in Networks against Domestic violence and our plan of action against TRAFFICKING.

Also a participant in the European Program "Socrates" against Domestic Violence. Programs against Poverty and Hunger.

SOCIAL AID OF HELLAS has undertaken a common innovative Pilot-Program with Western University of Michigan for establishing in GREECE a GAC (Geriatric Assessment Center) for the multidimensional up-to-date needs of Third Age People and their Families too. Organization of an International Congress in Athens – June 2003 Third Age in the Third Millenium.

