Building a Multi-Ethnic and Multi-National Cyprus

**Report of a Structured Dialouge
Co-Laboratory Elementary School
Deryneia A'
2, 3, 16 November 2007**

Authors: Kerstin Wittig, Stella Gabriel and Mairy Ioannou
Editor: Yiannis Laouris

This booklet was prepared in the context of the project '**Building a Multi-Ethnic and Multi-National Cyprus to promote European Values and Regional and International Peace**'.

The main objective of the project is to promote awareness and increase the sensitivity of the Cypriot Society on how a multi-ethnic and multi-cultural Cyprus serves European values and promotes regional and international peace.

To meet the main objective, the project engaged students, teachers and parents in workshops and activities to create a vision map for a multi-cultural and multi-ethnic Cyprus. Participants were encouraged to visualize and implement specific activities, which contribute towards materializing the vision for a multi-cultural society.

The coordinating organization of this project is the Future Worlds Center (legal reg.: Cyprus Neuroscience and Technology Institute), based in Nicosia. The project's partner organizations are: the Cyprus Adult Education Association, the Human Rights and Education Network, the University of Cyprus (Department for Political Sciences), and the Young Cypriot Scientists Network.

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Facilitators

Dr. Yiannis Laouris

Ms. Tonia Loizidou

Ms. Kerstin Wittig

Ms. Mairy Ioannou

Participants

Students

Theodosia Kyriakoudi; Mairy Naami; Christos Chrysostomou; Kyriana Christou; Marilena Demetriou; Lenos Mastrou; Loukia Hadjistylianou; Andreas Chrysostomou; Eleni Hadjiadamou; Kyriakos Kyriakou; Antonia Papagianni; Florentia Papachrysostomou; Georgiana Fylaktou

Teachers

Stella Gavriel; Christina Knai; Andreas Chrysostomou; Eleftherios Papagiannis; Tasoula Moustaka; Pantelitsa Georgiou

Parents

Niki Artemi; Gavriella Polykarpou; Sari Soteriou; Georgoula Kostari; Poli Rousou; Costas Stratis.

The participants, i.e., the teachers, parents and students of the A' Deryneia Elementary School, are the primary and only authors of the views expressed in this report. It is imperative that the various statements are read having always in mind that they reflect individual perceptions (ref. Tsivacou's Law of Requisite Autonomy, 1997)

Introduction

This structured interactive workshop, hereafter called "co-laboratory" was organized as part of the project "Building a Multi-Ethnic and Multi-National Cyprus to promote European Values and Regional and International Peace." The main aim of the project is to promote awareness and increase the sensitivity of the Cypriot society on how a multi-ethnic and multicultural Cyprus serves European values and promotes regional and international peace. The project engages students, teachers and parents in Structured Dialogic Design Process (SDDP) co-laboratories (i.e., interactive workshops in which participants define the content of the dialogue) and activities to create a "vision map" for a multicultural and multi-ethnic Cyprus, as well as visualize and implement specific activities, which contribute towards materializing the vision for a multi-cultural society.

The co-laboratory at the Elementary School Deryneia A' was organized thanks to the enthusiastic and constructive support of Mrs. Stella Gabriel, teacher, Mr. Eleftherios Papagiannis, headmaster of the school, and a special permission of the Ministry of Education and Culture.

Acknowledgements

The Facilitation Team that organized the SDDP co-laboratories would like to thank the teachers and the headmaster of the Elementary School Deryneia A', the parents and especially the 14 students for their participation, their enthusiastic contributions, time, energy and expertise they brought to the dialogue. All 26 participants were willing to commit the necessary time and to work together to develop a shared understanding of the obstacles they experience in their daily school life. Moreover, they managed to envision an ideal future. Their hard work, perseverance and humour made the workshop's experience both richly diverse and productive.

Methodology: Structured Dialogic Design Process

The Structured Dialogic Design Process (SDDP) is a methodology that supports *democratic* and *structured* dialogue among a group of stakeholders. It is especially effective in resolving multiple conflicts of purpose and values, and in generating consensus on organizational and inter-organizational strategy. It is scientifically grounded on 7 laws of cybernetics/systems science and has been rigorously validated in hundreds of cases throughout the last 30 years.

The Future Worlds Center team has extensive experience in the application of the method. They have used it in many forums to facilitate organizational and social change. For example, they have used it in three large European networks of experts (Cost219ter[1], Cost298[2], Insafe[3] and the UCYVROK project[4].

The SDDP is specifically designed to assist inhomogeneous groups to deal with complex issues, in a reasonably limited amount of time. It enables the integration of contributions from individuals with diverse views, backgrounds and perspectives through a process that is structured, inclusive and collaborative.

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1 The Cost219ter is a network of experts from 20 countries (18 European plus USA and Australia) who are concerned on how broadband technologies and next-generation networks will make services more accessible and more transparent (ambient intelligence) to all (www.cast219ter.org). The Cost219ter community has used SDDP to define the obstacles that prevent practical broadband applications being produced and exploited. Based on the results of the structured dialogue, they developed their strategy for the next 3 years.
2 The Cost298 is a network of experts like the Cost219ter, which focuses on Broadband technologies for all (www.cost298.org).
3 Insafe is a network of 27 safer Internet Awareness Nodes throughout Europe (www.saferinternet.org). They used SDDP in many of their meetings to identify obstacles, develop vision and agree on action plans. The Cypriot node is at www.CyberEthics.info. These reports are on line.
4   The SDDP methodology was used to facilitate dialogue between Greek and Turkish Cypriots since 1994. This dialogue culminated to the formation of an embryonic peace movement. A number of publications are available upon request and at www.civilsocietydialogue.info.

A group of participants, who are knowledgeable of the particular situation are engaged in collectively developing a common framework of thinking based on consensus and shared understanding of the current and of a future *ideal* state of affairs. The SDDP promotes focused communication among the participants in the design process and their ownership of and commitment in the outcome.

Structure and Process in a typical SDDP Co-Laboratory

When facing any complex problem the stakeholders can optimally approach it in the following way:

1. Develop a shared vision of an ideal future situation. This ideal *vision map* serves as a *magnet* to help the social system transcend into its ideal future state.

2. Define the *problematique*, also known as the 'wall of inhibitors' i.e., develop a common and shared understanding of what are the obstacles that prevent the stakeholders' system from reaching its ideal state.

3. Define *actions/options* and produce a roadmap to achieve the goals.

The three phases are implemented using exactly the same dialogue technique. Each phase completes with similar products:

1. A *list* of all ideas and their clarifications [SDDP is a self-documenting process].

2. A *cluster* of all ideas categorized according to their common attributes [using a bottom-up approach].

3. A document with the *voting results* in which participants are asked to choose ideas they consider most important.

4. A *map* of influences. This is the most important product of the methodology. Ideas are related according to the influence they exert on each other. If we are dealing with problems, then the

most influential ideas are the *root causes*. Addressing those will be most efficient. If we deal with factors that describe a future ideal state, addressing and making progress on the most influential factors helps us materialize goals easier, faster, and more economically. At this stage we often re-discover the "erroneous priority" effect. This means that ideas which received most votes in the previous phase do not prove to be the most influential after the stakeholders engage in the relational inquiring phase.

In the following, the process of a typical SDDP session, with its phases, is described in more detail.

First   The breadth of the dialogue is constrained and sharpened with the help of a ***triggering question***. This is formulated by a core group of people, who are the Knowledge Management Team (KMT) and is composed by the owners of the complex problem and SDDP experts. This question can be emailed to all participants, who are requested to respond with at least three contributions before the meeting either through email or by entering their ideas in wikis.

Second All contributions/responses to the Triggering Question are recorded in the *Cogniscope II™* software. They must be short and concise: one idea in one sentence! The authors may clarify their ideas in a few additional sentences. These calrifications can also take place inside the wiki.

Third   The ideas are clustered into categories based on similarities and common attributes. If time is short, a smaller team can work on this process (e.g., between plenary sessions).

Forth   All participants get five votes and are asked to choose ideas that are most important to them. Only ideas that receive votes enter the next and most important phase.

Fifth   In this phase (relational inquiry phase), participants are asked to explore influences of one idea on another. They are asked to *decide whether making progress on one problem will make solving another problem easier*. If the answer is "Yes" voted by a great majority, an influence is established on the map of ideas. The way to read that influence is that items at the bottom are root causes (if what is being discussed are obstacles), or most influential factors (if what is being discussed are descriptors of an ideal situation or

actions to take). Those root factors must be given priority.

Sixth   Using the root factors, stakeholders develop an efficient strategy and come up with a road map to implement it.

Further Information on SDDP

You can begin your search on the Internet	Lovers of Democracy, Ozbekhan, Christakis, Club of Rome
Book by Aleco Christakis; A must for beginner or advanced practitioners	http://Harnessingcollectivewisdom.com
A Wiki for Dialogue community support	http://blogora.net
Institute for 21st Century Agoras	http://www.globalagoras.org
Lovers of Democracy; Description of the technology of Democracy	http://sunsite.utk.edu/FINS/loversofdemocracy/technologyofdemocracy.htm
New Geometry of Languaging And New Technology of Democracy by Schreibman and Christakis	http://sunsite.utk.edu/FINS/loversofdemocracy/NewAgora.htm
Applications of SDDP in the Cost219ter & Cost298 networks of experts from >20 countries by Laouris, Michaelides,Roe and Sapio	http://www.tiresias.org/cost219ter/inclusive_future/(19).pdf http://www.cost298.org
A methodological paper describing the application of synchronous/asynchronous SDDP	http://sunsite.utk.edu/FINS/loversofdemocracy/Laouris_Christakis_VirtualSDDP_2007_04_28.pdf

Cypriot applications with diverse stakeholders and complex situations: 1. Information technology in the service of peace building; The case of Cyprus. *World Futures*, *60,* 67–79	http://www.informaworld.com/smpp/content~db=all~content=a725289197?words=laouris*
2. A systemic evaluation of the state of affairs following the negative outcome of the referendum in Cyprus using a structured design process. In: Systemic Practice and Action Research, 2009, 22:1, pgs 45-75	http://www.springerlink.com/content/65025866mnk65p52/?p=4e796e7288eb4a6fa465fb901060a9ed&pi=0

A. Vision of an Ideal Multicultural School

During the first session of the co-laboratory, the participants engaged in a structured dialogue focusing on the triggering question:

What are descriptors of an ideal school that values the characteristics of the new multicultural European Cyprus, for the benefit of its pupils?

[Ποιά είναι τα χαρακτηριστικά του ιδανικού σχολείου που αξιοποιεί τα στοιχεία της νέας πολυ-πολιτισμικής Ευρωπαϊκής μας Κύπρου, προς όφελος των παιδιών;]

The participants of the interactive co-laboratory produced a total of 82 ideas characterizing an ideal multicultural school. All ideas are shown in *Table 1*. In a next step, a smaller group of the participants clustered the ideas. The following nine clusters were formed:

Cluster 1: Culture and civilization [Κολτούρα και Πολιτισμός]

Cluster 2: Friendship [Φιλία]

Cluster 3: Programs [Προγράμματα]

Cluster 4: Religion [Θρησκεία]

Cluster 5: Dances and Games [Χοροί και Παιχνίδια]

Cluster 6: Classroom [Τάξη]

Cluster 7: Language [Γλώσσα]

Cluster 8: Racism [Ρατσισμός]

Cluster 9: Various [Διάφορα]

The clusters are shown in *Table 2*.

Having classified all ideas according to the clusters, all participants were requested to chose their five most favorable ideas. The votes were widely spread among the ideas. 26 out of the 82 ideas received at least one vote. The resulting 31.7% is known as "spreadthink". It is a measure of the degree of disagreement.

The ideas that received most votes were:

Idea# 38 (11 votes): The children will not be treated as visitors [Τα παιδιά να μην αντιμετωπίζονται σαν επισκέπτες]

Idea# 2 (9 votes): Attitudes and skills to be developed for acceptance of new comers element and for cultuviating new culture [Να καλλιεργούνται στάσεις και δεξιότητες για αποδοχή του νεού στοιχείου και της νέας κουλτούρας]

Idea# 48 (9 votes): Trips and travels should be organised to get to know different cultures [Να οργανώνονται εκδρομές ή ταξίδια για γνωριμία διαφορετικών πολιτισμών]

Idea# 62 (7 votes):   The children will feel comfortable in the classroom regardless of race and home country [Τα παιδιά να νιώθουν άνετα στην τάξη τους ανεξάρτητα από φυλή και πατρίδα]

Idea# 1 (6 votes):   To have a flexible school curriculum according to the composition of the school [Να υπάρχει ευέλικτο αναλυτικό πρόγραμμα ανάλογα με τη σύνθεση του σχολείου]

Idea# 3 (5 votes):   Every child should have the chance to be taught his/her mother tongue [Να έχει την ευκαιρία το κάθε παιδί να διδάσκεται τη μητρική του γλώσσα]

Idea# 28 (5 votes):   Children that speak a different language would attend extra lessons for Greek as second language [Τα αλλόγλωσσα παιδιά να παρακολουθούν ειδικό μάθημα ελληνικών ως δεύτερη γλώσσα]

Idea# 44 (5 votes):   Enriching the school library with books written in various languages [Εμπλουτισμός της σχολικής βιβλιοθήκης με βιβλία που είναι γραμμένα σε διάφορες γλώσσες]

Furthermore, the following Ideas received one or more votes and were structured in the next step: Ideas # 10, 11, 13, 16, 20, 22, 23, 27, 30, 32, 42, 47, 51, 52, 53, 63, 67, 74

The voting results were used to select ideas for the subsequent structuring process. The participants managed to structure all 26 ideas that received one or more votes. The result of this phase is the created 'influence tree'. This highly complex influence map consists of eight different levels.
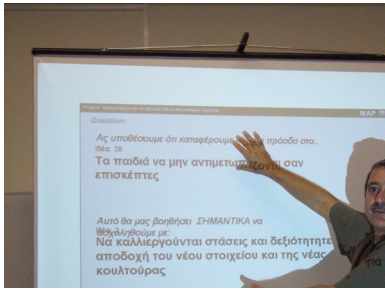
How to read the Influence Tree

Ideas at the bottom are considered to be the *most influential*. Making progress or achieving results in those bottom ideas makes it a lot easier to address those that lie higher in the map.

In summary, almost all participants approved that the lower level ideas are the most influential and agreed that any actions must address these ideas:

Idea# 1:   To have a flexible school curriculum according to the composition of the school [Να υπάρχει ευέλικτο αναλυτικό πρόγραμμα ανάλογα με τη σύνθεση του σχολείου]

Idea# 20:   The parents' associations and the teaching staff will be from many countries [Οι σύνδεσμοι γονέων και το διδακτικό προσωπικό θα είναι από πολλές χώρες]

Idea# 52:   The children will talk to their classmates about their

country: they will teach them [Τα παιδιά να μιλούν στους συμμαθητές τους για την πατρίδα τους: να τους κάνουν μάθημα]

Idea# 47: A hall for multiple purposes should be created, which will serve the needs of all cultures. [Να δημιουργηθεί αίθουσα πολλαπλής χρήσεως που να ικανοποιεί τις ανάγκες του κάθε πολιτισμού]

Idea# 48: Excursions and travel should be organised to get to know different civilizations. [Να οργανώνονται εκδρομές ή ταξίδια για γνωριμία διαφορετικών πολιτισμών]
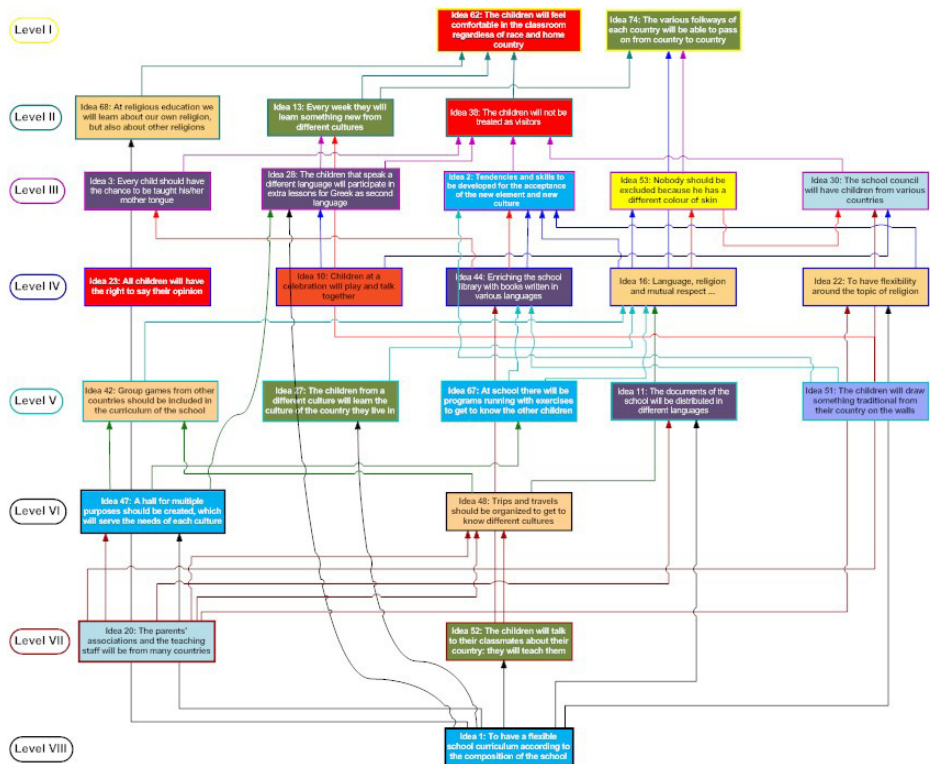
In particular, Idea #1 ('To have a flexible school curriculum according to the composition of the school'), which is the only idea on the deeper, 8th level of the tree, has proven to be the most influential: if the

school curriculum was more flexible, schools could react better and in a more flexible way to new challenges, to the rising number of foreign students, or would simply have more possibilities to include actions related to multiculturalism at their school. It is of course interesting to observe that the most influential idea is beyond the teachers', parents' and students' control, whereas those ideas on levels six and seven can be tackled by the school community itself.

Another highly influential idea is Idea # 20 ('The parents' associations and the teaching staff will be from many countries'). Although during the discussion many agreed that this idea is not in the school community's hand, yet steps could be taken to make progress towards increasing the number of non-Cypriot parents within the parents' associations by specifically inviting such parents to join and to participate.

Idea # 47 ('A hall for multiple purposes should be created, which will serve the needs of all cultures') was a much discussed idea that turned out to have influence on many other ideas at higher levels. It would offer space for activities and events at the school premises. Although scepticism was high whether this idea can be realised by the school community, the possibilities for securing sponsoring and funding could be explored. Also a rather small space could be created that might serve as an incubator for activites promoting multiculturalism at the school and in the classroom. If such an experiment proved successful, it would be easier to build it up.

In general the teachers, parents and students can tackle many of the ideas that turned out as most influential.

B. Obstacles to the Ideal Multicultural School

During the second session of the co-laboratory (3 and 16 November), the participants engaged in a structured dialogue focusing on the triggering question:

> *What obstacles hinder us from materializing the ideal school of a multicultural European Cyprus?*
>
> *[Ποιά εμπόδια μας δυσκολεύουν να δημιουργήσουμε το ιδανικό σχολείο μιας πολυ-πολιτισμικής Ευρωπαϊκής Κύπρου;]*

The participants of the co-laboratory collected a total of 76 factors hindering the ideal multicultural school from being materialized. All factors are listed in *Table 3*. As time was limited, Mrs. Stella Gabriel together with the students clustered all ideas between the first and second session. Eleven clusters were formed:

Cluster 1:   Education [Παιδεία]

Cluster 2:   Fear [Φόβος]

Cluster 3:   Racism [Ρατσισμός]

Cluster 4:   Time [Χρόνος]

Cluster 5:   Ministry [Υπουργείο]

Cluster 6:   Cypriot Society [Κυπριακή Κοινωνία]

Cluster 7:   Religion [Θρησκεία]

Cluster 8:   Buildings [Κτίρια]

Cluster 9:   Schools [Σχολεία]

Cluster 10:   Other Countries [Άλλες Χώρες]

Cluster 11:   Various [Διάφορα]

The clusters and all the ideas included in each of them can be found in *Table 4*.

All participants voted for their five most favorable factors. As with the first phase of the workshop, the votes were widely spread among most of the factors. Out of 76 factors, 18 received votes, i.e. the 'spreadthink' was 23.7%. The factors that received most votes were:

Factor# 10 (11 votes): Racism and xenophobia has not disappeared completely [Δεν έχει εξαλειφθεί πλήρως η ξενοφοβία και ο ρατσισμός]

Factor# 1 (5 votes): Economic problem at the state level [Οικονομικό πρόβλημα στο επίπεδο του κράτους]

Factor# 3 (4 votes): The fear for change and that we will lose our Greek Orthodox identity [Ο φόβος για την αλλαγή και ότι θα χάσουμε την Ελληνική Ορθόδοξη ταυτότητα μας]

Factor# 5 (4 votes): Ministry of Education [Υπουργείο Παιδείας]

Factor# 11 (4 votes): There is no flexibility in the school curriculum [Δεν υπάρχει ανάλογη ευελιξία στο αναλυτικό πρόγραμμα]

Factor# 48 (4 votes): Our adherence to stereotypes [Η προσκόλληση μας σε στερεότυπα]

In addition to the above, Factors # 6, 7, 23, 26, 28, 29, 32, 37, 58, 67, 71, 73 received one or more votes and were structured in the influence tree.

The voting results were used to select factors for the subsequent structuring process. The participants managed to structure all 18 factors that received one or more votes. The 'influence tree' created shows the root causes hindering the materialization of the ideal multicultural school. The influence map consists of six different levels of influence.

Obstacles to the Ideal Multicultural School Tree of Influence

How to read the Influence Tree

The factors at the bottom are considered to be most influential. Making progress or achieving results in those bottom ideas makes it a lot easier to address those that lie higher in the map.

In summary, almost all participants approved that the following factors are the most influential and agreed that actions addressing these obstacles must take these ideas into account:

Factor# 5: Ministry of Education [*Υπουργείο Παιδείας*]

Factor# 6: Centralized educational system [*Συγκεντρωτικό Εκπαιδευτικό σύστημα*]

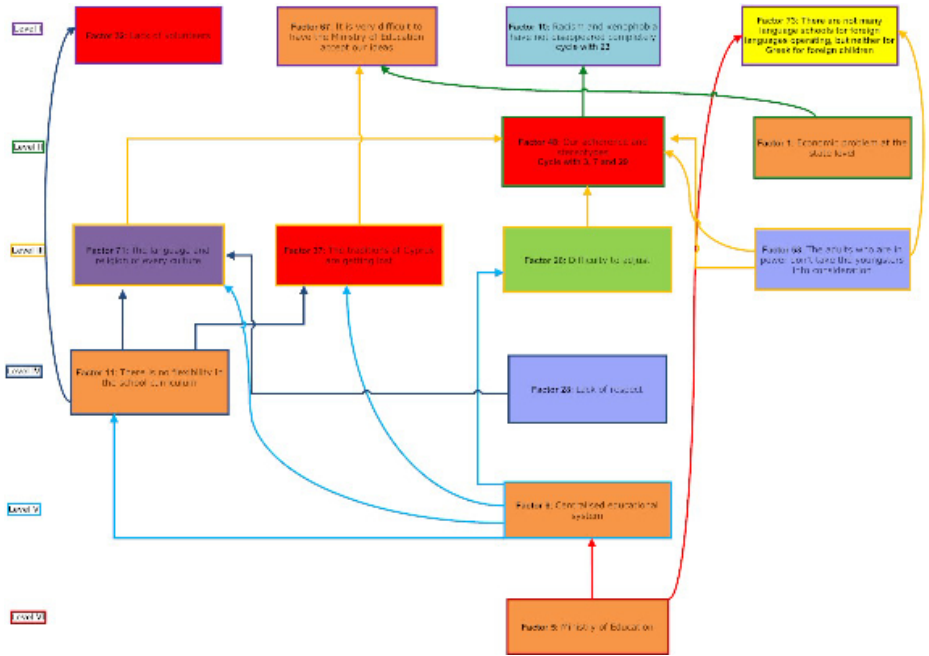Factor# 11: There is no flexibility in the school curriculum [*Δεν*

υπάρχει ανάλογη ευελιξία στο αναλυτικό πρόγραμμα]

Factor# 28:   Lack of respect [*Έλειψη αλληλοσεβασμού*]

As with the first map, the second tree of influence has identified root causes i.e., obstacles to an ideal multicultural school which are beyond the immediate school's or community's control. Factors #5, 6 and 11, in level six and five of the tree, are not within immediate reach by the school community. However, Factor #28 ('Lack of respect') can be addressed by teachers and parents and can be tackled in the classroom. Another influential factor is #58 ('The adults who are in power don't take the youngsters' opinions into consideration'), which indicates that those who decide do not necessarily take the students' needs into account when forming opinion and taking decisions.

In sum, a large number of obstacles is positioned outside of the school community and can not be tackled easily. However, progress can be made and factors can be addressed that might not be the strongest root causes, yet contribute to an overall improvement of the situation and ease the way for a multicultural school.

C. Action Plan for a multicultural School

Seventeen of the participants met for a workshop on the 26th of January, 2008 to design an action plan towards a multicultural school. During this workshop, a total of 15 actions were designed and prioritised. One action group was allocated to each of the actions, to be responsible for the coordination and implementation of that action. The following 15 actions have been designed for implementation with the support of the Future Worlds Center and the project 'Building a Multi-National and Multi-Ethnic Cyprus to promote European Values and Regional and International Peace':

1. It is not easy to teach the native language if there is no teacher to teach it. We need to find a teacher who can teach it.
    [*Δεν είναι εύκολο να διδάσκεται η μητρική γλώσσα αν δεν υπάρχει ο δάσκαλος να τη διδάξει. Να βρούμε δάσκαλο που να μπορεί να διδάξει.*]

2. To create a committee that includes teachers, parents, children, mayors and volunteers, so that their ideas can be heard especially at the Ministry of Education and Culture.
    [*Να συσταθεί νέα επιτροπή από εκπαιδευτικούς, γονείς, παιδιά, δημάρχους, εθελοντές ώστε να μπορούν να ακουστούν οι ιδέες ειδικά στο Υπουργείο Παιδείας και Πολιτισμού.*]

3. There should be a welcoming class that is constituted of psychologists, teachers and health visitors for children that speak a different language in order to prepare them.
    [*Να υπάρξει τάξη υποδοχής που να αποτελείται από ψυχολόγους, εκπαιδευτικούς, επισκέπτες υγείας, για αλλόγλωσσα παιδιά που να προετοιμάζει τα παιδιά.*]

4. We can assume responsibility to paint on the walls of the school the customs of other countries in order to learn them better.
    Να αναλάβουμε να ζωγραφίσουμε στους τοίχους του σχολείου

έθιμα άλλων χωρών ώστε να τα μάθουμε καλύτερα.

5. To organize "acquaintance weeks" with civilizations that the children from the school come from.
   [*Να οργανώσουμε «εβδομάδες γνωριμίας» με πολιτισμούς από τους οποίους προέρχονται παιδιά του σχολείου μας.*]

6. Purchase literary books in the native language of the foreign children. Help from the relevant embassy.
   [*Αγορά λογοτεχνικών βιβλίων στη μητρική γλώσσα των αλλόγλωσσων παιδιών. Βοήθεια από την ανάλογη πρεσβεία.*]

7. Welcoming of the children of other countries in the form of a festivity with traditional games.
   [*Υποδοχή παιδιών από άλλες χώρες υπό μορφή γιορτής, με παραδοσιακά παιχνίδια.*]

8. Team of parents, teachers, volunteers and people knowledgeable of European programs for further financing.
   [*Ομάδα γονέων, εκπαιδευτικών, εθελοντών, γνώστες των ευρωπαϊκών προγραμμάτων για περαιτέρω χρηματοδότηση.*]

9. Weekly import of toys from different countries.
   [*Εβδομαδιαία εισαγωγή παιχνιδιών από διάφορες χώρες.*]

10. Operation of an acquaintance program between the children.
    [*Λειτουργία προγράμματος γνωριμίας μεταξύ των παιδιών.*]

11. Not be provocative, in order to make the children feel comfortable.
    [*Όχι προκλητικός τρόπος για να κάνουμε τα παιδιά να αισθάνονται άνετα.*]

12. In the context of the home economy class, preparation of recipes and food. Multicultural kitchen.
    [*Στα πλαίσια του μαθήματος οικιακής οικονομίας, ετοιμασία συνταγών και φαγητών. Πολύ-πολιτισμική κουζίνα.*]

13. Organization of weekly acquaintance events with the different cultures of the children.
    [*Οργάνωση εβδομάδας εκδηλώσεων γνωριμίας με τους πολιτισμούς των παιδιών.*]

14. Availability of psychologists for children and parents. Organize presentations and series of lessons.
    [*Ύπαρξη ψυχολόγων για τα παιδιά και τους γονείς. Οργάνωση διαλέξεων, σειρά μαθημάτων.*]

15. Brief the Ministry of Education for the results and the responsibility it can undertake. Brief the parents.
    [*Ενημέρωση Υπουργείου Παιδείας για τα αποτελέσματα και την ευθύνη που μπορεί να αναλάβει. Ενημέρωση γονέων.*]

Intercultural Cooking Day

On the 7th of March, parents from six different countries prepared traditional recipes for all pupils. The pupils had the opportunity to taste food from Sweden, Palestine, Ukraine, Finland, England, and Cyprus. All pupils received copies of the recipes.

Intercultural activities during the lessons

Together with the project team, the teachers gathered various intercultural and interactive exercises, using internet resources such as SALTO and COMPASS, and integrated them into the different lessons. Teachers introduced common activites in their lessons to stimulate critical thinking concerning global interdependencies and promote multi-culturalism.

Painting of the School Walls

The teachers and students painted parts of the walls around the school yard. They painted colourful children, as well as the sentence 'All Different – All Equal' to demonstrate that all pupils are equal no matter how different they are.

Intercultural Games

Pupils went through the different classes and collected different games from various countries. During the Physical Education class, pupils learned and practiced the games, and also learned short phrases in the various languages necessary to play the games as they are played in the country they come from.

One morning was dedicated to intercultural games and the pupils had the opportunity to play different games in the school yard.

Conclusions

The aims of the co-laboratories were satisfied in the following ways:

1. Two extensive lists of ideas and factors were generated in response to the Triggering Questions;

2. The ideas and factors were clarified in plenary, thus enabling participants to achieve a better understanding of the views of other members and greatly expand their own horizons regarding the breadth and depth of issues which need to be taken into account;

3. The ideas and factors were clustered in an interactive manner, thus providing opportunities for further and deeper clarifications of salient distinctions between separate ideas. This process is crucial for what we call "evolutionary learning" (i.e., during the process participants "loose" connection to their own personal ideas and stereotypes in favor of a collective, and shared thinking);

4. Participants voted for the ideas and factors that they considered most important. They subsequently managed to "structure" all these ideas and produce one influence map for each Triggering Question. It must be noted that co-laboratories rarely manage to "structure" all ideas that receive votes;

5. An influence map has been produced per Triggering Question, the first contains 26 ideas, and the second contains 18 factors in the form of Trees of influence;

6. The participants had time to discuss the influence maps and in general agreed that the arrows in the map made sense to them;

7. **More importantly, the structured dialogue process empowered the participants to envision and implement actions which is very different from following a top-to-bottom curriculum given by the Ministry.**

Although some influential ideas and factors are beyond the power and capabilities of the school, several ideas were put into practice without major difficulties. The follow-up actions implemented proved that transformation of a school is possible. Students, parents and pupils have been working together to promote multiculturalism and are willing to continue to do so during the next school year.

Table 1 – Vision of an Ideal Multicultural School - List of all Ideas

1. To have a flexible school curriculum according to the composition of the school
    Να υπάρχει ευέλικτο αναλυτικό πρόγραμμα ανάλογα με τη σύνθεση του σχολείου

2. Tendencies and skills to be developed for the acceptance of the new element and new culture
    Να καλλιεργούνται στάσεις και δεξιότητες για αποδοχή του νεού στοιχείου και της νέας κουλτούρας

3. Every child should have the chance to be taught his/her mother tongue
    Να έχει την ευκαιρία το κάθε παιδί να διδάσκεται τη μητρική του γλώσσα

4. In one class there should be different children from different countries
    Σε μια τάξη να υπάρχουν διάφορα παιδιά από διάφορες χώρες

5. In a park there should be children from various countries and they play their traditional games
    Σε ένα πάρκο να υπάρχουν παιδιά από διάφορες χώρες και να παίζουν τα παραδοσιακά τους παιχνίδια

6. Knowledge competitions to be organised where children of different countries and ages have the right to participate
    Να διοργανώνονται διαγωνισμοί γνώσεων που θα δικαιούνται συμμετοχή παιδιά διαφορών χωρών και ηλικιών

7. All children will know the languages of their friends that are from different countries
    Όλα τα παιδιά να ξέρουν τις γλώσσες των φίλων τους που είναι από διαφορετικές χώρες

8. The children won't be racist and everyone will accept the other the way he/she is as well as his/her place of origin
    Τα παιδιά δεν θα είναι ρατσιστές και ο καθένας θα δέχεται τον άλλο όπως είναι όπως επίσης και το τόπο καταγωγής του

9. The children will do things together without having any differences
    Τα παιδιά να κάνουν πράγματα μαζί χωρίς να έχουν διαφορές

10. Children at a celebration will play and talk together
    Παιδιά σε μια γιορτή θα παίζουν και θα μιλούν μαζί

11. The documents of the school will be distributed in different languages
    Τα έντυπα του σχολείου να δίδονται σε διάφορες γλώσσες

12. People from different countries work together to do an experiment
    Άνθρωποι από διάφορες χώρες συνεργάζονται για να κάνουν ένα πείραμα

13. Folkways from the countries of which the children come should be included in the school curriculum
    Να εισαχθούν ήθη και έθιμα των χωρών από τις οποίες προέρχονται τα παιδιά στο αναλυτικό πρόγραμμα

14. Every week they will learn something new from different countries
    Κάθε εβδομάδα να μαθαίνουν κάτι καινούριο από διαφορετικές χώρες

15. The children, regardless of their colour will have the same educational opportunities
    Τα παιδιά ανεξαρτήτως χρώματος να έχουν τις ίδιες δυνατότητες μόρφωσης

16. Language, religion, respect for one another and basic mutual understanding
    Γλώσσα, θρησκεία, αλληλοσεβασμός και στοιχειώδης αλληλοκατανόηση

17. Different presentations by children from different countries
    Διάφορες εκδηλώσεις από παιδιά διαφορών χωρών

18. In all schools there should be small forests
    Σε όλα τα σχλοεία να υπάρχουν μικρά δάση

19. Opportunities should be the same for all
    Να υπάρχουν ίσες ευκαιρίες για όλους

20. The parents' associations and the teaching staff will be from many countries
    Οι σύνδεσμοι γονέων και το διδακτικό προσωπικό θα είναι από πολλές χώρες

21. The different countries will be developed by children from foreign countries
    Οι διάφορες κουλτούρες να αναπτύσσονται από παιδιά ξένων χωρών

22. To have flexibility around the topic of religion
    Να υπάρχει ευελιξία στο θέμα της θρησκείας

23. All children will have the right to say their opinion
    Όλα τα παιδιά να έχουν το δικαίωμα να πουν την άποψή τους

24. Children from different countries will all play together peacefully
    Παιδιά από διάφορες χώρες να παίζουν όλοι μαζί ειρηνικά

25. A theatre workshop should be organised with children from all countries
    Να δημιουργηθεί θεατρικό εργαστήρι από παιδιά όλων των χωρών

26. The children with a different religion should have the opportunity to be taught their own religion
    Τα παιδιά άλλων θρησκειών να έχουν την ευκαιρία να διδακτούν τη δική τους θρησκεία

27. The children from a different culture will learn the culture of the country they live in
    Τα παιδιά των άλλων πολιτισμών να μαθαίνουν το πολιτισμό της χώρας στον οποίο διαμένουν

28. The children that speak a different language will participate in extra lessons for Greek as second language.
    Τα παιδιά που μιλούν διαφορετική γλώσσα να παρακολουθούν ειδικό μάθημα ελληνικών ως δεύτερη γλώσσα.

29. Different children will learn traditional dances from other countries
    Διάφορα παιδιά να μαθαίνουν παραδοσιακούς χορούς από άλλες χώρες

30. The school council will have children from various countries
    Το συμβούλιο του σχολείου να έχει παιδιά από διάφορες χώρες

31. The children are all equal and no one will have any difference from the other
    Τα παιδιά να είναι όλα ίσα και να μην έχει κανένας διάφορα με τον άλλο

32. Girls and boys from different countries will play happily together
    Κορίτσια και αγόρια από διάφορες χώρες να παίζουν χαρούμενα μαζί

33. Children from different countries will collaborate during the lesson
    Παιδιά από διαφορετικές χώρες να συνεργάζονται κατά τη διάρκεια του μαθήματος

34. The best friends will be from different countries
    Οι κολλητοί φίλοι να είναι από διαφορετικές χώρες

35. Rich children will bring food to the poor children that are hungry
    Πλούσια παιδιά να παίρνουν φαγητό σε φτωχά παιδιά που πεινάνε

36. Every child to explain and teach a traditional game from his/her country
    Κάθε παιδί διηγείται και διδάσκει ένα παραδοσιακό παιχνίδι της δικής του χώρας

37. The children will sit quiet and happy in the classroom
    Στην τάξη τα παιδιά κάθονται ήρεμα και ευτυχισμένα

38. The children will not be treated as visitors
    Τα παιδιά να μην αντιμετωπίζονται σαν επισκέπτες

39. The children should not steal from other children so that all will be happy
    Να μην κλέβουν τα παιδιά από άλλα παιδιά για να είναι χαρούμενα

40. Traditional events should be organised at the schools so that the foreign children will learn about their country
    Να γίνονται παραδοσιακές εκδηλώσεις στα σχολεία έτσι ώστε τα ξένα παιδιά να μάθουν για τη χώρα τους

41. Camps should exist where a child can learn the culture of other countries
    Να υπάρχουν κατασκηνώσεις όπου κάποιο παιδί μπορεί να γνωρίσει τον πολιτισμό άλλων χωρών

42. Group games from other countries should be included in the curriculum of the school
    Να ενταχθούν στο πρόγραμμα του σχολείο ομαδικά παιχνίδια από άλλες χώρες

43. The children will be able to work with creativity and the chance to tell their opinion without problems
    Τα παιδιά να μπορούν να εργάζονται με δημιουργικότητα και να εκφράζουν την άποψη τους χωρίς προβλήματα

44. Enriching the school library with books written in various languages
    Εμπλουτισμός της σχολικής βιβλιοθήκης με βιβλία που είναι γραμμένα σε διάφορες γλώσσες

45. Children from different countries have discussions without quarrels
    Παιδιά από διάφορες χώρες κάνουν μια συζήτηση πολιτισμένα χωρίς τσακωμούς

46. Friends will come from different countries and each will teach about the people in his/her country
    Οι φίλοι να αποτελούνται από διάφορες χώρες και να διηγείται ο καθένας για τους ανθρώπους της χώρας του

47. A hall for multiple purposes should be created, which will serve the needs of each culture.
    Να δημιουργηθεί αίθουσα πολλαπλής χρήσεως που να ικανοποιεί τις ανάγκες του κάθε πολιτισμού.

48. Trips and travels should be organised to get to know different cultures.
    Να οργανώνονται εκδρομές ή ταξίδια για γνωριμία διαφορετικών πολιτισμών

49. Twinning of schools with schools in other countries should exist.
Να γίνουν επαφές του σχολείου με σχολεία άλλων χωρών

50. At the council we shouldn't just vote our friends
Στο συμβούλιο να μην ψηφίζουμε μόνο τους φίλους μας

51. The children will paint something traditional from their country on the walls
Τα παιδιά να ζωγραφίζουν στους τοίχους κάτι παραδοσιακό από τη χώρα τους

52. The children will talk to their classmates about their country: they will teach them
Τα παιδιά να μιλούν στους συμμαθητές τους για την πατρίδα τους: να τους κάνουν μάθημα

53. Nobody should be excluded because he has a different colour of skin
Να μη αποκλείουν κάποιον επειδή είναι άλλο το χρώμα του δέρματος του

54. The history class should treat all cultures as equal
Το μάθημα της ιστορίας να προβάλλει όλους τους πολιτισμούς ως ίσους

55. The students will not be called nicknames according to the countries they came from
Τα παιδιά να μη 'κολλούν' παρατσούκλια σε άλλα παιδιά λόγω της χώρας προέλευσης

56. From the first to the sixth class the children should have the same teacher
Από την πρώτη μέχρι την έκτη τάξη τα παιδιά να έχουν την ίδια δασκάλα/ο

57. Funding for educators in the context of student exchanges with other countries
Χρηματοδότηση εκπαιδευτικών για εκδρομές στα πλαίσια ανταλλαγής μαθητών με άλλες χώρες

58. When we are naughty and our teacher gets angry, we shouldn't make fun of her during the break with our classmates
Όταν είμαστε άτακτοι και μας θυμώνει η δασκάλα, στο διάλειμμα να μην την κοροϊδεύουμε με τους συμμαθητές μας

59. There should be associations where a child from a foreign country can meet children form his/ her country so that they won't feel different
Να υπάρχουν σύλλογοι όπου κάποιο παιδί από ξένη χώρα να γνωρίζει παιδιά από τη χώρα του έτσι ώστε να μη νιώθει διαφορετικό

60. At school, current topics will be discussed so that the foreign children will learn the problems of the country they live in and so that they will be sensitised too
Στο σχολείο να συζητούνται επίκαιρα θέματα για να μπορούν τα ξένα παιδιά να μάθουν τα προβλήματα της χώρας που ζουν και για να μπορέσουν να προβληματιστούν και εκείνα

61. Children from different countries will work together in a team for a project in the classroom
Παιδιά από διάφορες χώρες να συνεργάζονται στην τάξη ομαδικά για μια εργασία

62. The children will feel comfortable in the classroom regardless of race and home country
Τα παιδιά να νιώθουν άνετα στην τάξη τους ανεξάρτητα από φυλή και πατρίδα

63. Absence of xenophobia and racism
Εξάλειψη ξενοφοβίας και ρατσισμού

64. At the church people from other countries will also be allowed to enter

Στην εκκλησία να επιτρέπεται να μπαίνουν και άνθρωποι από άλλες χώρες

65. Every week at school they will learn new games from other countries
Κάθε εβδομάδα στο σχολείο να μαθαίνουν καινούρια παιχνίδια από άλλες χώρες

66. Children from different countries will leave school together at the end of the day
Τα παιδιά από διάφορες χώρες να σχολνάνε μαζί στο τέλος της ημέρας

67. At school there will be programmes running with exercises to get to know the other children
Στο σχολείο να λειτουργούν προγράμματα με ασκήσεις γνωριμίας με τα άλλα παιδιά

68. At religious education we will learn about our own religion, but also about other religions
Στα θρησκευτικά να ακούμε για τη θρησκεία τη δική μας αλλά και τη θρησκεία των άλλων

69. The children should not make fun of the children that are from other countries or from a different race
Τα παιδιά να μη κοροϊδεύουν τα παιδιά που είναι από αλλή χώρα ή από αλλή φυλή

70. Events for equality and multiculturalism should happen often
Να γίνονται συχνά εκδηλώσεις για την ισότητα και την πολυ-πολιτισμικότητα

71. Tolerance, persistence and patience so that we will succeed with the ideal European school
Ανεκτικότητα, επιμονή και υπομονή για να πετύχουμε το ιδανικό Ευρωπαϊκό σχολείο

72. We should be careful and quiet during the technology lesson so that we don't get hurt with the tools used
Να είμαστε προσεχτικοί και ήσυχοι στο μάθημα της τεχνολογίας για να μην κτυπήσουμε με τα εργαλεία

73. People from foreign countries should also have the chance to become priests
Να έχουν την ευκαιρία να γίνουν ιερείς και άνθρωποι από ξένες χώρες

74. The various folkways of each country will be able to pass on from country to country
Τα διάφορα ήθη και έθιμα κάθε χώρας να μπορούν να ταξιδέψουν από χώρα σε χώρα

75. Children from different countries will help a classmate who is sick
Παιδιά από διαφορές χώρες να βοηθούν ένα συμμαθητή τους που είναι άρρωστος

76. Children from many countries talk together about the things they do in their countries
Παιδιά από πολλές χώρες να μιλούν μαζί για τα πράγματα που κάνουν στις χώρες τους

77. When a child from another country doesn't have a rich vocabulary, a teacher should give him/her extra lessons
Όταν ένα παιδί από μια αλλή χώρα δεν έχει καλό λεξιλόγιο, κάποιος δάσκαλος/λα να του κάνει ειδικό μάθημα γι' αυτό.

78. In the classroom the desks are in mixed groups so that the children have the

opportunity to work together
Στην τάξη τα θρανία να είναι σε μικτές ομάδες για να έχουν την ευκαιρία τα παιδιά να συνεργάζονται.

79. At the school choir songs from other countries will be taught
    Στη χορωδία του σχολείου να διδάσκονται και τραγούδια από άλλες χώρες.

80. We the youngsters should help to transform our society in a friendly environment towards the foreign people
    Εμείς οι νέοι να βοηθήσουμε στο να εξελιχθεί η κοινωνία μας σε ένα φιλόξενο περιβάλλον προς το ξένο κόσμο.

81. Children from different countries dance the traditional dance of the country they live in, without resistance
    Παιδιά από διάφορες χώρες χορεύουν το παραδοσιακό χορό της χώρας που ζούν, χώρις αντιρρήσεις

82. At the art lesson we shouldn't throw pastel at our neighbours not to annoy our teacher
    Στη τέχνη να μην πετάμε παστέλ στους διπλανούς μας για να μη θυμώνει η δασκάλα

Table 2 – Vision of an Ideal Multicultural School Classifications

CLUSTER 1 CULTURE AND CIVILIZATION	CLUSTER 2 FRIENDSHIP	CLUSTER 3 PROGRAMMES

CLUSTER 1 — CULTURE AND CIVILIZATION

Idea 13
Folkways form the countries of which the children come should be included in the school curriculum

Idea 21
The different cultures will be developed by children from foreign countries

Idea 27
The children from a different culture will learn the culture of the country they live in

Idea 41
Camps should exist where a child can learn the culture of other countries

Idea 48
Trips and travels should be organized to get to know different cultures

Idea 52
The children will talk to their classmates about their country: they will teach them

Idea 74
The various folkways of each country will be able to pass on from country to country

Idea 76
Children from many countries talk together about the things they do in their countries

CLUSTER 2 — FRIENDSHIP

Idea 8
The children won't be racist and everyone will accept the other the way he/she is as well as his/her place of origin

Idea 9
The children will do things together without having any difference

Idea 31
The children are all equal and no one will have any difference from the other

Idea 34
The best friends will be from different countries

Idea 46
The friends will come from different countries and each will teach about the people in his/her country

Idea 50
At the council we shouldn't just vote for our friends

Idea 66
Children from different countries will leave school together at the end of the day

Idea 69
The children should not make fun of the children that are from other countries or from a different race

CLUSTER 3 — PROGRAMMES

Idea 1
To have a flexible school curriculum according the composition of the school

Idea 2
Tendencies and skills to be developed for the acceptance of the new element and new culture

Idea 6
Knowledge competitions to be organized where children of different countries and ages have the right to participate

Idea 14
Every week they will learn something new from different countries

Idea 15
The children, regardless of their colour will have the same educational opportunities

Idea 47
A hall for multiple purposes should be created, which will serve the need of each culture

Idea 49
Twinning of schools with schools in other countries should exist

Idea 54
The history class should treat all cultures as equal

Idea 57
Funding for educators in the context of student exchanges with other countries

Idea 59
There should be associations where a child from a foreign country can meet children from his/her country so that it won't feel different

Idea 67
At school there will be programmes running with exercises to get to know the other children

Idea 70
Events for equality and multiculturalism should happen often

CLUSTER 4 RELIGION	CLUSTER 5 DANCES AND GAMES	CLUSTER 6 CLASSROOM

CLUSTER 4 RELIGION

Idea 16
Language, religion an d mutual respect or one another and basic mutual understanding

Idea 22
To have flexibility around the topic of religion

Idea 26
The children with a different religion should have the opportunity to be taught in their own religion

Idea 64
At the church people from other countries will also be allowed to enter

Idea 68
At religious education we will learn about our own religion, but also about other religions

Idea 73
People from foreign countries should also have the chance to become priests

CLUSTER 5 DANCES AND GAMES

Idea 5
In a park there should e children from various countries and they play their traditional games

Idea 10
Children at a celebration will dance and talk together

Idea 17
Different presentations by children from different countries

Idea 24
Children from different countries will all play together peacefully

Idea 25
A theatre workshop should be organized with children from all countries

Idea 29
Different children will learn traditional dances from other countries

Idea 32
Girls and boys from different countries will play happily together

Idea 36
Every child to explain and teach a traditional game from his/her country

Idea 40
Traditional events should be organized at the schools so that foreign children will learn about their country

Idea 42
Group games from other countries should be included in the curriculum of the school

Idea 51
The children will draw something traditional from their country on the walls

Idea 65
Every week at school they will learn new games from other countries

Idea 79
At the school they will learn new games from other countries

Idea 81
Children from different countries dance the traditional dance of the country they live in, without resistance

CLUSTER 6 CLASSROOM

Idea 4
In one class there should be different children from different countries

Idea 12
People from different countries work together do to an experiment

Idea 23
All children will have the right to say their opinion

Idea 33
Children from different countries will collaborate during the lesson

Idea 37
The children will sit quite and happy in the classroom

Idea 56
From the 1st to the 6th class the children should have the same teacher

Idea 60
At school, current topics will be discussed so that the foreign children will learn the problems of the country they live in, and so that they will be sensitized, too

Idea 61
Children from different countries will work together in a team for a project in the classroom

Idea 62
The children will feel comfortable in the classroom regardless of race and home country

Idea 72
We should be careful and quiet during the technology lesson so that we don't get hurt with the tools

Idea 78
In the classroom the desks are in mixed groups so that the children have the opportunity to work together

Idea 82
At the art lesson we shouldn't throw pastel at our neighbours not to annoy our teacher

CLUSTER 7
LANGUAGE

Idea 3
Every child should have the chance to be taught in his/her mother tongue

Idea 7
All children will know the languages of their friends that are from different countries

Idea 11
The documents of the school will be distributed in different languages

CLUSTER 8
RACISM

Idea 38
The children will not be treated as visitors

Idea 53
Nobody should be excluded because he has a different colour of skin

Idea 55
The students will not be called nicknames according to the countries they come from

Idea 58
When we are naughty and our teacher gets angry, we shouldn't make fun of her during the break with our classmates

Idea 63
Absence of xenophobia and racism

CLUSTER 9
VARIOUS

Idea 18
In all schools there should be small forests

Idea 19
Opportunities should be the same for all

Idea 20
The parents' associations an the teaching staff will be from many countries

Idea 30
The school council will have children from various countries

Idea 35
Rich children will bring food to the poor children so that all will be happy

Idea 39
The children should not steal from other children so that all will be happy

Idea 43
he children will be able to work with creativity and the able to tell their opinion without problems

Idea 45
Children from different countries have discussions without quarrels

Idea 71
Tolerance, persistence and patience so that we will succeed with the ideal European school

Idea 75
Children from different countries will help a classmate who is sick

Idea 80
We the youngsters should help to transform our society in a friendly environment towards the foreign people

Table 3 – Obstacles to the Ideal Multicultural School - List of all Factors

1. Economic problem at the state level
    Οικονομικό πρόβλημα στο επίπεδο του κράτους

2. The teaching personnel and the parents' association don't choose the school curriculum
    Το διοικητικό προσωπικό και ο σύνδεσμος γονέων δεν επιλέγουν το σχολικό πρόγραμμα

3. The fear for change and that we will lose our Greek Orthodox identity
    Ο φόβος για την αλλαγή και ότι θα χάσουμε την Ελληνική Ορθόδοξη ταυτότητα μας

4. We can't learn the language of someone who comes to Cyprus quickly
    Δεν μπορούμε να μαθαίνουμε γρήγορα τη γλώσσα κάποιου που έρχεται στην Κύπρο

5. Ministry of Education
    Υπουργείο Παιδείας

6. Centralised educational system
    Συγκεντρωτικό Εκπαιδευτικό σύστημα

7. Lack of knowledge about other cultures and other religions
    Έλλειψη γνώσεων για τους άλλους πολιτισμούς και άλλες θρησκείες

8. Insecurity towards change
    Ανασφάλεια απέναντι στην αλλαγή

9. Lack of political will from any government
    Έλλειψη πολιτικής βούλησης από τις εκάστοτε κυβερνήσεις

10. Racism and xenophobia has not disappeared completely
    Δεν έχει εξαλειφθεί πλήρως η ξενοφοβία και ο ρατσισμός

11. There is no flexibility in the school curriculum
    Δεν υπάρχει ανάλογη ευελιξία στο αναλυτικό πρόγραμμα

12. Fanaticism
    Φανατισμός

13. Refusal of a closed society of Cyprus to accept anything new
    Άρνηση της κλειστής κοινωνίας της Κύπρου να δεχθεί κάτι καινούριο

14. Personnel in the decision centres lack appropriate specialised experience and personnel
    Προσωπικό στα κέντρα λήψεως αποφάσεων στερείται κατάλληλης πείρας, εξειδίκευσης και προσωπικού.

15. Something new and unknown usually frightens
    Κάτι νέο και άγνωστο συνήθως φοβίζει

16. Many people are not interested at all
    Πολλοί άνθρωποι δεν ενδιαφέρονται καθόλου

17. The people that don't want a multicultural school
    Οι άνθρωποι που δε θέλουν ένα πολυ-πολιτισμικό σχολείο

18. Racism prevents every dream from becoming reality
    Ο ρατσισμός εμποδίζει κάθε όνειρο να πραγματοποιηθεί

19. The space that will be built
    Ο χώρος που θα κτιστεί

20. The President of the Republic
    Ο πρόεδρος της Δημοκρατίας

21. The books that come late
    Τα βιβλία που αργούν να έρθουν

22. There is not enough time
    Δεν υπάρχει αρκετός χρόνος

23. It will be difficult for the children to accept the new student
    θα είναι δύσκολο στα παιδιά να δεχτούν το νέο μαθητή

24. The parents that don't desire multicultural schools
    Οι γονείς που δεν επιθυμούν πολυ-πολιτισμικά σχολεία

25. There are not many teachers from other countries in Cyprus so that the teaching staff could be composed from many countries
    Δεν υπάρχουν πολλοί δάσκαλοι από άλλες χώρες στην Κύπρο έτσι ώστε το διδακτικό προσωπικό να αποτελείται από πολλές και διάφορες χώρες

26. Difficulty to adjust
    Η δυσκολία προσαρμογής

27. The children don't want to work together with other children that come from other countries
    Τα παιδιά δε θέλουν να συνεργαστούν με άλλα παιδιά που είναι από άλλη χώρα

28. Lack of respect
    Έλειψη αλληλοσεβασμού

29. The position of the foreign students towards the school or their new country of residence
    Η στάση των αλλοδαπών μαθητών απέναντι στο σχολείο ή στη νέα χώρα διαμονής τους

30. The dedication of the educational system to knowledge
    Η προσήλωση του εκπαιδευτικού συστήματος στη γνώση

31. The heavily loaded school curriculum doesn't leave the teacher the freedom to organise activities
    Το βαρυφορτωμένο αναλυτικό πρόγραμμα δεν αφήνει την ελευθερία στον εκπαιδευτικό να εφαρμώσει δραστηριότητες

32. Lack of volunteers
    Έλλειψη εθελοντών

33. Lack of a vision for a multicultural society
    Έλλειψη οράματος για πολυ-πολιτισμικές κοινωνίες

34. Exclusion of those that are at the frontline of the decision process
    Αποκλεισμός αυτών που βρίσκονται στην πρώτη γραμμή από τη διαδικασία λήψης αποφάσεων

35. Lack of interest and persistence
Έλλειψη ενδιαφέροντος και επιμονής

36. The importance of values
Η σημασία των αξιών

37. The traditions of Cyprus are getting lost
Οι παραδόσεις της Κύπρου χάνονται

38. Lack of mind of many people
Έλλειψη μυαλού από πολλούς

39. In Cyprus the people have not developed into an open-minded multicultural society
Στην Κύπρο οι άνθρωποι δεν εξελίχθηκαν και δεν σκέφτονται πως να αναπτύξουν την πολυ-πολιτισμικότητα

40. The adjustment of the students and parents
Η προσαρμογή των μαθητών και των γονιών

41. Lack of respect for the religion of every child
Η έλλειψη σεβασμού της θρησκείας του κάθε παιδιού

42. The school curriculum
Το πρόγραμμα του σχολείου

43. The number of students in one school
Ο αριθμός των μαθητών σε ένα σχολείο

44. Lack of mutual respect
Έλλειψη αλληλοκατανόησης

45. It is very difficult for the foreign students to learn Greek
Είναι πολύ δύσκολο οι αλλόγλωσσοι μαθητές να μάθουν τα ελληνικά

46. Children that come from various countries don't know Greek
Παιδιά που έρχονται από διάφορες χώρες δεν ξέρουν ελληνικά

47. They prevent us from drawing something traditional at the walls
Μας εμποδίζουν να ζωγραφίζουμε στους τοίχους κάτι παραδοσιακό

48. Our adherence to stereotypes
Η προσκόλληση μας σε στερεότυπα

49. The people that plan and decide don't have immediate contact with the subject
Οι άνθρωποι που σχεδιάζουν και αποφασίζουν δεν έχουν άμεση επαφή με το αντικείμενο

50. The everyday needs diminish the time
Οι ανάγκες της καθημερινότητας μειώνουν το χρόνο

51. Bad behaviour towards the foreigners
Άσχημη συμπεριφορά απέναντι στους ξένους

52. Egoism
Εγωισμός

53. The Cypriot doesn't open his arms to offer the foreigners a harmonic and calm environment
Ο Κύπριος δεν ανοίγει την αγκαλιά του για να προσφέρει τους ξένους ένα αρμονικό και ήσυχο περιβάλλον

54. The time that is left for the children
    Ο χρόνος που απομένει στα παιδιά

55. The Parliamentarians in the Parliament
    Οι βουλευτές της Βουλής

56. The Ministers
    Οι Υπουργοί

57. Not all rights seem to apply for everybody
    Δεν τηρούν όλοι τα ίδια δικαιώματα για όλους

58. The adults who are in power don't take the youngsters into consideration
    Οι μεγάλοι που έχουν εξουσία δεν λαμβάνουν υπόψη τους μικρούς

59. Sometimes the teachers disagree with a multicultural school
    Μερικές φορές οι δάσκαλοι διαφωνούν για ένα πολυ-πολιτισμικό σχολείο

60. Lack of male (teachers) at the school and increase of female (teachers)
    Έλλειψη ανδρών στα σχολεία και αύξηση γυναικών (δασκάλους)

61. The interference of the church
    Η ανάμιξη της εκκλησίας

62. The focusing and value that society puts to 'high' IQs
    Η προσήλωση και εμμονή της κοινωνίας στο 'ψηλό' δείκτη νοημοσύνης

63. The youngsters don't take this problem into consideration because their concern is in going out
    Οι νέοι δεν λαμβάνουν υπόψη αυτό το πρόβλημα γιατί η έγνοια τους είναι στις εξόδους

64. In Cyprus there are not many places for entertainment
    Στην Κύπρο δεν υπάρχουν πολλοί χώροι για ψυχαγωγία

65. We are afraid that maybe they are better than us
    Φοβόμαστε μήπως είναι καλύτεροι από μας

66. Not enough workshops are offered for the youngster
    Δε δημιουργούνται αρκετά εργαστήρια για απασχόληση των νέων

67. It is very difficult to have the Ministry of Education accept our ideas
    Είναι πολύ δύσκολο να δεχτεί το Υπουργείο Παιδείας τις ιδέες μας

68. It is not possible to have children from all countries in one class
    Σε μια τάξη δε γίνεται να υπάρχουν παιδιά από όλες τις χώρες

69. The war between countries and their disagreements
    Ο πόλεμος μεταξύ των χωρών και οι διαφωνίες τους

70. The Cyprus problem prevents the schools in Famagusta from operating
    Το κυπριακό πρόβλημα εμποδίζει να λειτουργήσουν τα σχολεία στην Αμμόχωστο

71. The language and religion of every culture
    Η γλώσσα και η θρησκεία του κάθε πολιτισμού

72. The European Union
    Η Ευρωπαϊκή Ένωση

73. There are not many language schools for foreign languages and for Greek language for foreign children

Δε δημιουργούνται πολλά φροντιστήρια ξένων γλωσσών αλλά και ελληνικών για αλλόγλωσσα παιδιά

74. The resistance of other countries
    Οι αντιρρήσεις των άλλων χωρών

75. The other continents
    Οι άλλες ηπείροι

76. They shouldn't feel that comfortable in the class
    Δεν πρέπει να νιώθουν και τόσο άνετα στην τάξη

Table 5 – Obstacles to the Ideal Multicultural School - Clusters

CLUSTER 1 EDUCATION	CLUSTER 2 FEAR	CLUSTER 3 RACISM
Factor 4 — We can't learn the language of someone who comes to Cyprus quickly	**Factor 8** — Insecurity towards change	**Factor 12** — Fanaticism
Factor 26 — Difficulty to adjust	**Factor 10** — Racism and xenophobia have not disappeared completely	**Factor 14** — Personnel in the decision centres lack appropriate specialized experience and personnel
Factor 27 — The children don't want to work together with other children from other countries	**Factor 13** — Refusal of a closed society of Cyprus to accept anything new	**Factor 17** — The people that don't want a multicultural school
Factor 29 — The position of the foreign students towards the school or their new country of residence	**Factor 15** — Something new and unknown usually frightens	**Factor 18** — Racism prevents every dream from becoming reality
Factor 45 — it is very difficult for the foreign students to learn Greek	**Factor 16** — Many people are not interested at all	**Factor 23** — It will be difficult for the children to accept the new student
Factor 46 — Children that come from various countries don't know Greek	**Factor 65** — We are afraid that maybe they are better than us	**Factor 24** — The parents that don't desire multicultural schools
Factor 58 — The adults who are in power don't take the youngsters into consideration		**Factor 28** — Lack of respect
Factor 63 — The youngsters don't take this problem into consideration because their concern is going out		**Factor 51** — Bad behaviour towards the foreigners
Factor 68 — It is not possible to have children from all countries in one class		**Factor 52** — Egoism
Factor 76 — They shouldn't feel that comfortable in the class		**Factor 53** — The Cypriot doesn't open his arms to offer the foreigners a harmonic and calm environment
		Factor 57 — Not all rights seem to apply for everybody
		Factor 58 — The adults who are in power don't take the youngsters into consideration

CLUSTER 5
MINISTRY

Factor 33

Lack of a vision for a multicultural society

Factor 49

The people that plan and decide don't have immediate contact with the subject

Factor 55

The Parliamentarians in the Parliament

Factor 56

The Ministers

Factor 67

It is very difficult to have the Ministry of Education accept our ideas

Factor 1

Economic problem at the state level

Factor 2

The teaching personnel and the parents' association don't chose the school curriculum

Factor 5

Ministry of Education

Factor 6

Centralised educational system

Factor 9

Lack of political will from any government

Factor 11

There is no flexibility in the school curriculum

Factor 20

The President of the Republic

Factor 21

The books that come late

Factor 25

There are not many teachers from other countries in Cyprus so that the teaching staff could be composed from many countries

Factor 30

The dedication of the educational system to knowledge

Factor 31

The heavily loaded school curriculum doesn't leave the teacher the freedom to organise activities

CLUSTER 4
TIME

Factor 22

There is not enough time

Factor 50

The everyday needs diminish the time

Factor 54

The time that is left for the children

CLUSTER 6
CYPRIOT SOCIETY

Factor 32

Lack of volunteers

Factor 37

The traditions of Cyprus are getting lost

Factor 39

In Cyprus the people have not developed into an open-minded multicultural society

Factor 40

The adjustment of the students and parents

Factor 44

Lack of mutual understanding

Factor 48

Our adherence and stereotypes

Factor 64

In Cyprus there are not many places for entertainment

Factor 70

The Cyprus problem prevents the schools in Famagusta from operating

CLUSTER 7 — RELIGION

Factor 3
The fear for change and that we will lose our Greek Orthodox identity

Factor 7
Lack of knowledge about other cultures and other religions

Factor 36
The importance of values

Factor 41
Lack of respect for the religion of every child

Factor 61
The interference of the church

Factor 71
The language and religion of every culture

CLUSTER 8 — BUILDINGS

Factor 19
The space that will be built

Factor 34
Exclusion of those what are at the frontline of the decision process

Factor 47
They prevent us from drawing something traditional at the walls

Factor 66
Not enough workshops are offered for the youngsters

Factor 73
There are not many language schools for foreign languages operating, but neither for Greek for foreign children

CLUSTER 9 — SCHOOLS

Factor 42
The school curriculum

Factor 43
The number of students in one school

Factor 59
Sometimes the teachers disagree with a multicultural school

Factor 60
Lack of male (teachers) at the school and increase of female (teachers)

CLUSTER 11 — VARIOUS

Factor 35
Lack of interest and persistence

Factor 38
Lack of mind of many people

Factor 62
The focusing and value that society puts on 'high' ICs

CLUSTER 10 — OTHER COUNTRIES

Factor 69
The war between countries and their disagreeing

Factor 72
The European Union

Factor 74
The resistance of other countries

Factor 75
The other continents

Organizers

Eleftherios Papagiannis, Headmaster of the Elementary School Deryneia A'

Stella Gavriel, Teacher of the Elementary School Derynei A'

Facilitation Team

Dr. Yiannis Laouris is a Senior Scientist and President of the Cyprus Neuroscience and Technology Institute. He heads the "New Media Lab," and the Neuroscience Lab. Neuroscientist (MD, PhD) and Systems engineer (MS) trained in Germany and the US. Publishes in the area of learning through computers, the web and mobile phones and about the potential role of IT to bridge the gaps (economic, gender, disabilities etc.) in our society. Participates in Cost219ter: Accessibility for All, and Cost276: Knowledge Management. He was the Founder of a chain of computer learning centers for children (www.cyber-kids.com). The curriculum (a new learning theory based on an educationally relevant and socially responsible approach) developed by members of the applicant organization under his supervision received 7 international awards for innovation and social responsibility.

Ms. Kerstin Wittig has an MA in International Relations/Peace and Conflict Studies, Educational Sciences and Islamic Sciences from the University of Tuebingen, Germany. She has conducted a 3-months field research for her MA dissertation on bi-communal activities in Cyprus in 2004. Kerstin has been with CNTI since October 2005. She heads the Development Education Unit. Her main responsibilities include developing of new projects, drafting of project proposals, networking with European NGOs, especially in the field of Cultural Diversity and Development Education. She is also the project coordinator for 'Building a Multi-

Ethnic and Multi-National Cyprus to promote European Values and Regional and International Peace'. Starting January 2008 she is the Head of the Development Education and Humanitarian Affairs Unit.

Ms. Tonia Loizidou holds a BSc in Psychology from Central Michigan University, USA and an MSc in Applied Psychology from Brunel University, UK. She is also in the process of receiving her qualification in Cognitive Behavioural Therapy from Beck Institute of Cognitive Therapy and Research, USA. She has been working with the CNTI since May 2006 holding the position of the Administrator. She has been member of various projects such as the "Extending EU Citizenship" and "Human Rights" program, she is coordinating the "Peaceful Europe" project and holds the psychologist's position for the "Unit for the Rehabilitation of Victims of Torture." Her future involvement includes also scientific research.

Ms. Mary Ioannou is a clinical psychologist working for the Ministry of Health, Mental Health Services, placed in the Central Cyprus Prison and at the Children and Adolescents Psychiatric Unit of Archiepiskopos Makarios III Hospital since 2006. She has been working as an external associate with Future Worlds Center since 2008. She undertook a project on PTSD (Post Traumatic Stress Disorder) which was focused on the education of professionals possibly dealing with this disorder through lectures and workshops. She is also part of the SDDP facilitation team for several projects.

Building a Multi-Ethnic and Multi-National Cyprus to promote European Values and Regional and International Peace

IMPLEMENTED BY:

Future Worlds Center (legal reg.: Cyprus Neuroscience and Technology Institute)

Human Rights Education Network

University of Cyprus

Cyprus Adult Education Association

Young Cypriot Scientists Network

SPONSORED BY:

CONTACT INFORMATION:

Future Worlds Center
(legal reg.: Cyprus Neuroscience and Technology Institute)
5 Promitheos Street, offices 4 & 9
1065 Nicosia, Cyprus
Tel: +357 22873820
Fax: +357 22873821
www.futureworldscenter.org