Building a Multi-Ethnic and Multi-National Cyprus

Building a Multicultural School Report of a Structured Dialogue Co-laboratory Highgate School Nicosia 03, 04, 14 April 2008

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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, as well as 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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The participants, i.e. the teachers, parents and students of the Highgate School in Nicosia, are the primary and only authors of the views expressed in this document.

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 workshop at the Highgate School in Nicosia was organized on the 3rd, 4th and 14th April thanks to the enthusiastic and constructive support of Mrs. Eva Argyrou.

Acknowledgements

The Facilitation Team that organized the SDDP co-laboratories would like to thank the teachers and the headmistress of the Highgate School of Nicosia, and the participating parents. The Facilitation Team would like to especially thank the students for their participation, their

enthusiastic contributions, time, energy and expertise they brought to the dialog.

All 17 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].

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. 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.

3 Insafe is a network of 27 safer Internet Awareness Nodes throughout Europe. 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

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.

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 or 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 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 clarificatoions [SDDP is a self-documenting process].

number of publications are available.

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 [erroneous priority effect = most popular ideas do not prove to be the most influential!]
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, then working on the most influential factors means that achieving the final goal will be easier/faster/more economic, etc.

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 wikis.

Second — All contributions/responses to the triggering questions 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.

Third — The ideas are clustered into categories based on similarities and common attributes if time is short. A smaller team can do this process to reduce time (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 go to the next and most important phase.

Fifth — In this phase, participants are asked to explore influences of one idea on another. They are asked to *decide whether solving one problem will make solving another problem easier*. If the answer is 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 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.informaworld.com/smpp/content~db=all~content=a725289197?words=laouris* http://www.springerlink.com/content/65025866mnk65p52/?p=4e796e7288eb4a6fa465fb901060a9ed&pi=0

A. Vision of an Ideal Multicultural School

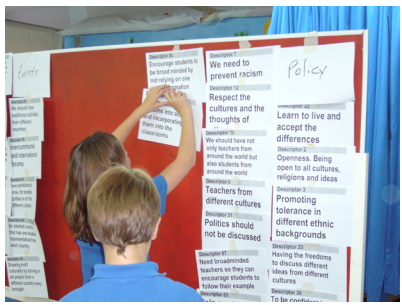
During the first session of the workshop, the participants engaged in a structured dialogue focusing on the triggering question:

What are characteristics of an ideal multicultural school?

The participants of the interactive workshop collected a total of 75 descriptors characterizing the ideal school. All descriptors can be found in *Table 1* below. In the next step, a smaller group of the participants clustered all ideas. The following four clusters were formed:

Cluster 1:	Curriculum
Cluster 2:	Community
Cluster 3:	Events and Activities
Cluster 4:	Policies

The clusters and all the descriptors included in each of them can be found in *Table 2*.



Having classified all ideas according to the clusters, all participants voted for their five most favorable descriptors. The votes were widely spread among most of the descriptors. The descriptors that received the most votes were:

Descriptor# 52 (6 votes):	Encouraging listening and tolerance of different views
Descriptor# 19 (4 votes):	Open minded teachers from different cultural backgrounds
Descriptor# 29 (4 votes):	Bullying control in a multicultural manner
Descriptor# 41 (4 votes):	A multi cultural school should have students who are comfortable and not intimidated to announce their religion, culture or nationality
Descriptor# 74 (4 votes):	Don't impose your political ideas on other students

Furthermore, the following Descriptors received one or more votes and were structured in the next step: Descriptors# 8, 13, 23, 23, 26, 43, 25, 35, 42 58, 72

The voting results were used to select ideas for the subsequent structuring process. The participants managed to structure all 19 descriptors that received one or more votes and were selected important according to their interrelations. The result (*Table 3*) is the created 'influence tree', showing the root causes facilitating the materialization of the ideal multicultural school. The highly complex influence map consists of six different levels of influence.

Influence Tree

The tree of influence developed in this first part of the workshop is divided into six different levels. Descriptors at the bottom are considered to be most influential. Making progress or achieving results in the bottom descriptors makes it a lot easier to address those that lie higher in the map.

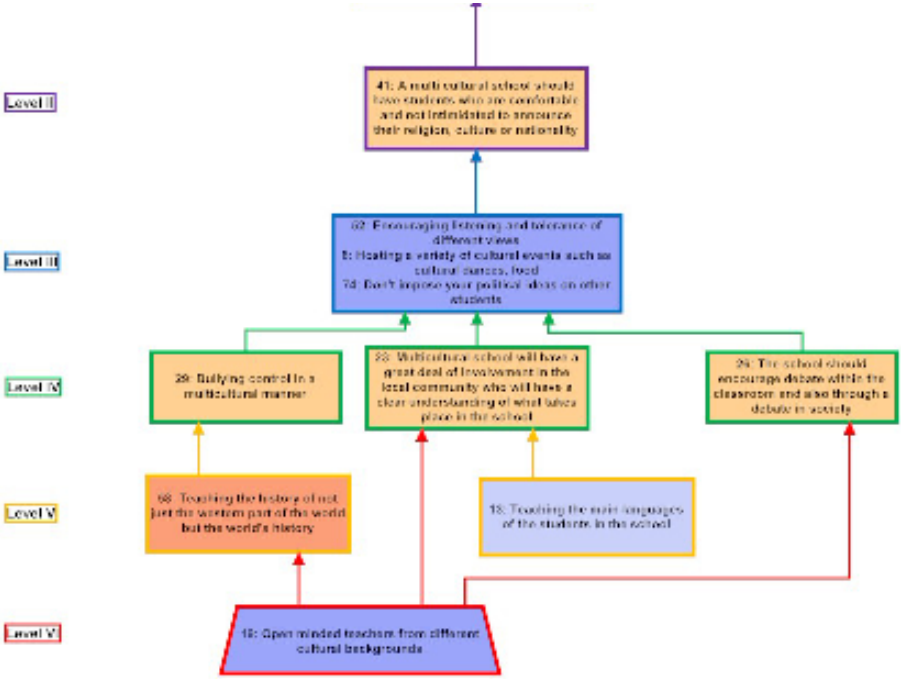
In summary, almost all participants approved that the following ideas are the most influential and agreed that further actions must take these ideas into account:

Descriptor# 19:	Open minded teachers from different cultural backgrounds
Descriptor# 20:	Having the freedoms to discuss different ideas from different cultures
Descriptor# 13:	Teaching the main languages of the students in the school

Descriptor# 58: Teaching the history of not just the western part of the world, but the world's history

In particular, Descriptor# 19 *Open minded teachers from different cultural backgrounds* and Descriptor# 20 *Having the freedoms to discuss different ideas from different cultures* constituting the descriptors on the sixth level of the tree, have proven to be the most influential. Great emphasis is put on the selection of the teachers and their influence within the classroom and school. Moreover, the atmosphere created in the school has shown to be influential. Having open-minded teachers and being in an environment which encourages the freedom to discuss different cultures has proven essential to achieving a multicultural school. Participants agreed that teachers at Highgate School are already open-minded, and therefore, the most influential descriptor has already been materialised.

Vision of an Ideal Multicultural School: Tree of Influence



Two other influential descriptors are Descriptor# 13 *Teaching the main languages of the students in the school* and Descriptor# 58 *Teaching the history of not just the western part of the world but the world's history*. These two descriptors refer to the actual teaching in the school and to the subjects that are taught. Participants agree that teachers' training plays a very influential role in the shaping of the school and the way multiculturalism is promoted. Even though the most influential descriptors are not within the direct influence of the school, the students, parents, and teachers, many other vision descriptors can be addressed and tackled by the school and the school community itself.

Table 1 – Vision of an Ideal Multicultural School List of all Descriptors

1. Teach tolerance by celebrating differences
2. Openness. Being open to all cultures, religions and ideas
3. Promoting tolerance in different ethnic backgrounds
4. Teaching lessons and workshops on individual cultures that we may not have heard of before to help us learn more about our surrounding world
5. To be kind and polite with others and help them
6. Teachers from different cultures
7. We need to prevent racism
8. Hosting a variety of cultural events such as cultural dances, food
9. Celebrating the different festivals that each person in this school has by having different nights
10. Lessons on various religions and cultures of the world including foreign languages
11. To create the awareness that difference is part of nature and its richness
12. Respect the cultures and the thoughts of others
13. Teaching the main languages of the students in the school

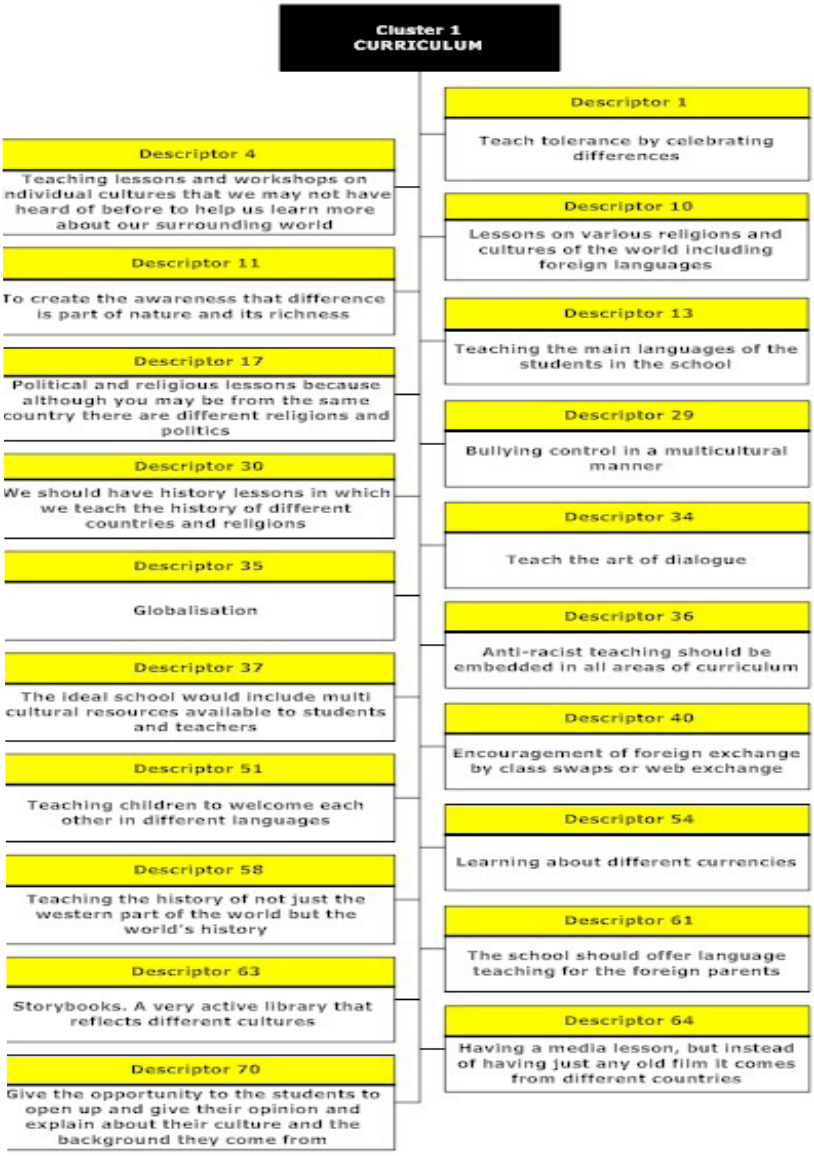
14. The ideal school teaches acceptance regardless of history and conflict
15. Cultural exchange. Encouraging interest in all areas of culture and ethnicity
16. Extending the multicultural principle outside of the school by inviting the families to participate in social clubs
17. Political and religious lessons because although you may be from the same country there are different religions and politics
18. We should have not only teachers from around the world but also students from around the world
19. Open minded teachers from different cultural backgrounds
20. Having the freedoms to discuss different ideas from different cultures
21. A multicultural school helps students learn how to synthesise difference in a way that will create benefits for all concerned and for society as a whole
22. Learn to live and accept the differences
23. Multicultural school will have a great deal of involvement in the local community who will have a clear understanding of what takes place in the school
24. An ideal multicultural school enhances sensitivities to manners of cultural exchange
25. Cultural and artistic workshops that include dance, song, art and film
26. The school should encourage debate within the classroom and also through a debate in society
27. Events in which classes work together expressing different countries cultures through dances, research and other things
28. To be confident in what you do even if you come from a different country
29. Bullying control in a multicultural manner
30. We should have history lessons in which we teach the history of different countries and religions
31. Politics should not be discussed

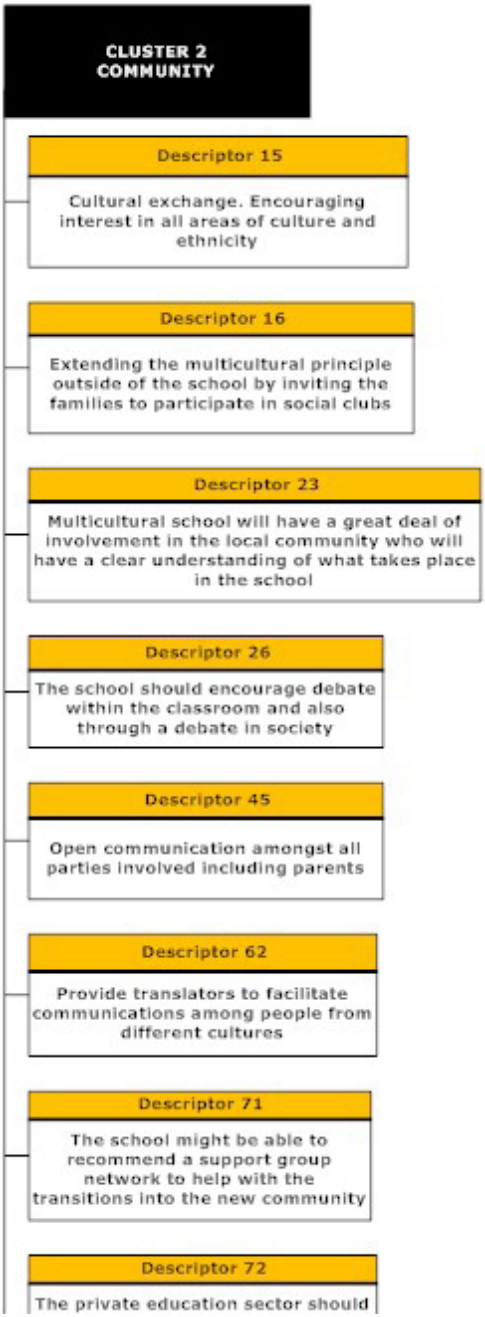
32. Involvement in different organisations from all around the world
33. Having students from different nationalities feeling like a big family with close relationships
34. Teach the art of dialogue
35. Globalisation
36. Anti-racist teaching should be embedded in all areas of curriculum
37. The ideal school would include multi cultural resources available to students and teachers
38. The people within a multi cultural school should reflect the multi ethnic backgrounds
39. Intercommunal and international forums
40. Encouragement of foreign exchange by class swaps or web exchange
41. A multi cultural school should have students who are comfortable and not intimidated to announce their religion, culture or nationality
42. To respect others
43. To encourage open-mindedness when travelling to different countries for different cultural events (festival of flowers in India)
44. We should have trips to different religious places
45. Open communication amongst all parties involved including parents
46. Travelling to different countries and involvement in activities in sports among the other schools
47. Discourage hooliganism
48. Partake in the cultural life of each cultural group
49. Songs and dances of other nations and cooking together
50. Taking cultural customs into account and incorporating them into the classrooms
51. Teaching children to welcome each other in different languages
52. Encouraging listening and tolerance of different views

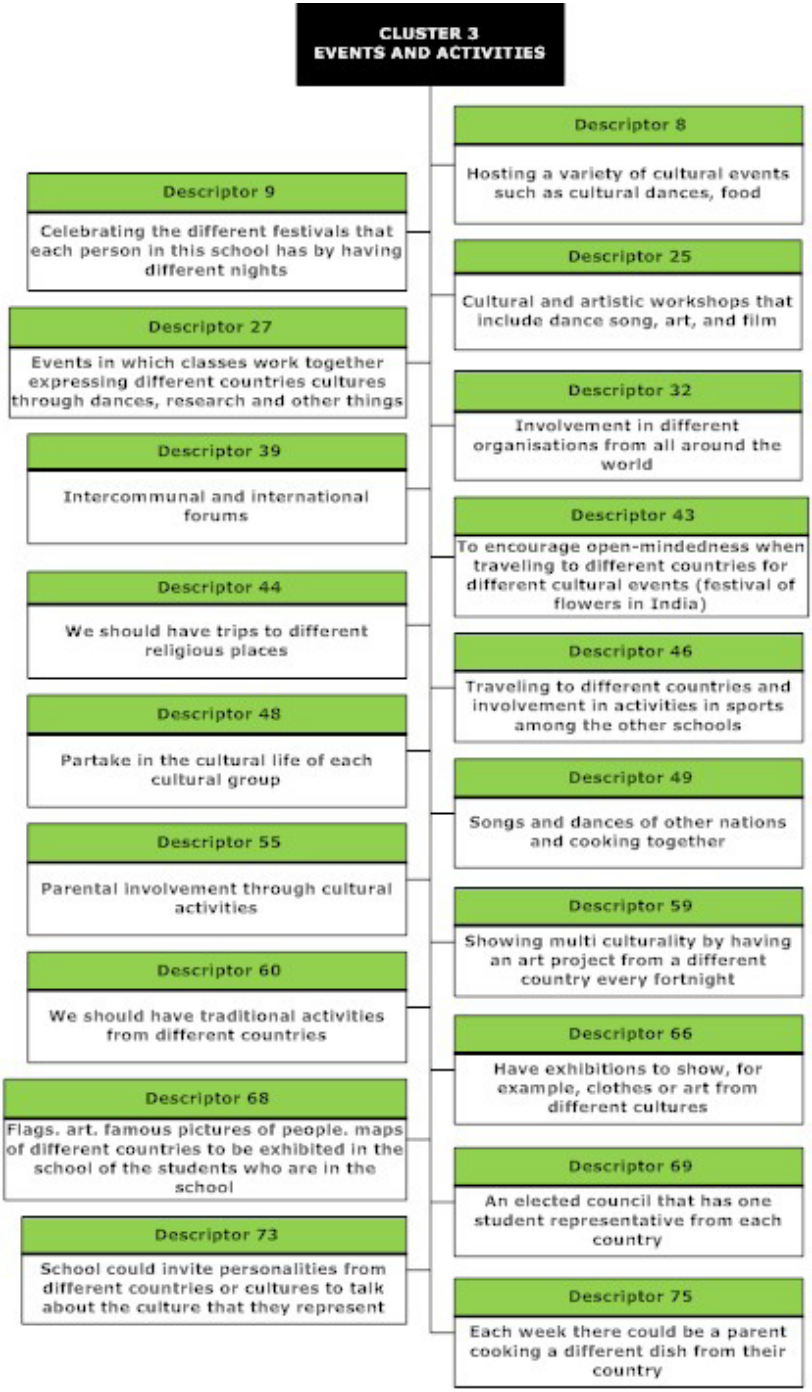
53. Social and emotional support through counselling and student mentoring
54. Learning about different currencies
55. Parental involvement through cultural activities
56. Encourage students to be broad minded by not relying on one sided information
57. Initially protecting the less numerous or weakest cultural groups
58. Teaching the history of not just the western part of the world but the world's history
59. Showing multi culturality by having an art project from a different country every fortnight
60. We should have traditional activities from different countries
61. The school should offer language teaching for the foreign parents
62. Provide translators to facilitate communications among people from different cultures
63. Storybooks. A very active library that reflects different cultures
64. Having a media lesson, but instead of having just any old film it comes from different countries
65. Help create awareness that we are a multi cultural school
66. Have exhibitions to show, for example, clothes or art from different cultures
67. Need broadminded teachers so they can encourage students to follow their example
68. Flags, art, famous pictures of people, maps of different countries to be exhibited in the school of the students who are in the school
69. An elected council that has one student representative from each country
70. Give the opportunity to the students to open up and give their opinion and explain about their culture and the background they come from
71. The school might be able to recommend a support group network to help with the transitions into the new community

72. The private education sector should have an organisation that represents its views and needs at a ministerial level
73. School could invite personalities from different countries or cultures to talk about the culture that they represent
74. Don’t impose your political ideas on other students
75. Each week there could be a parent cooking a different dish from their country.

Table 2-Vision of an Ideal Multicultural School




CLUSTER 2
COMMUNITY
Descriptor 15
Cultural exchange. Encouraging interest in all areas of culture and ethnicity
Descriptor 16
Extending the multicultural principle outside of the school by inviting the families to participate in social clubs
Descriptor 23
Multicultural school will have a great deal of involvement in the local community who will have a clear understanding of what takes place in the school
Descriptor 26
The school should encourage debate within the classroom and also through a debate in society
Descriptor 45
Open communication amongst all parties involved including parents
Descriptor 62
Provide translators to facilitate communications among people from different cultures
Descriptor 71
The school might be able to recommend a support group network to help with the transitions into the new community
Descriptor 72
The private education sector should


CLUSTER 3
EVENTS AND ACTIVITIES
Descriptor 8
Hosting a variety of cultural events such as cultural dances, food
Descriptor 9
Celebrating the different festivals that each person in this school has by having different nights
Descriptor 25
Cultural and artistic workshops that include dance song, art, and film
Descriptor 27
Events in which classes work together expressing different countries cultures through dances, research and other things
Descriptor 32
Involvement in different organisations from all around the world
Descriptor 39
Intercommunal and international forums
Descriptor 43
To encourage open-mindedness when traveling to different countries for different cultural events (festival of flowers in India)
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Descriptor 46
Traveling to different countries and involvement in activities in sports among the other schools
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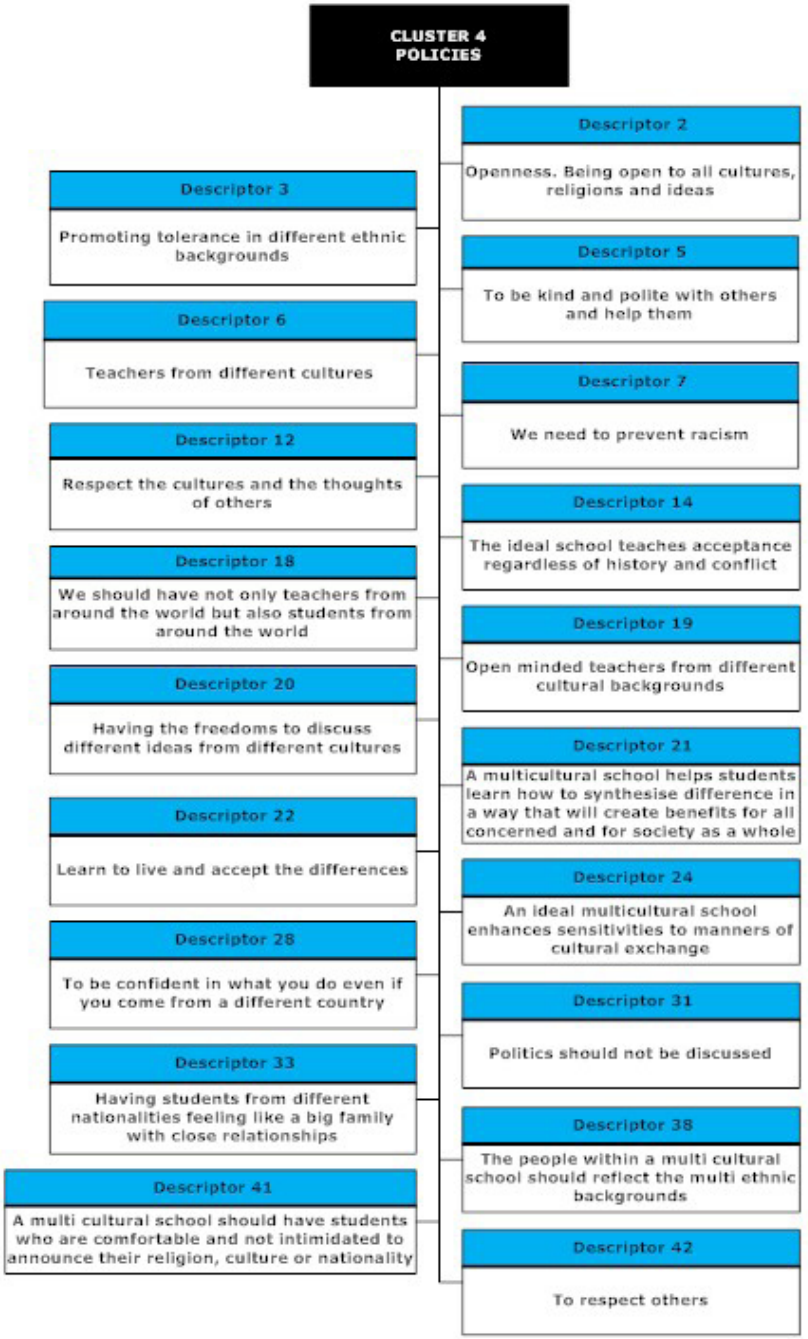
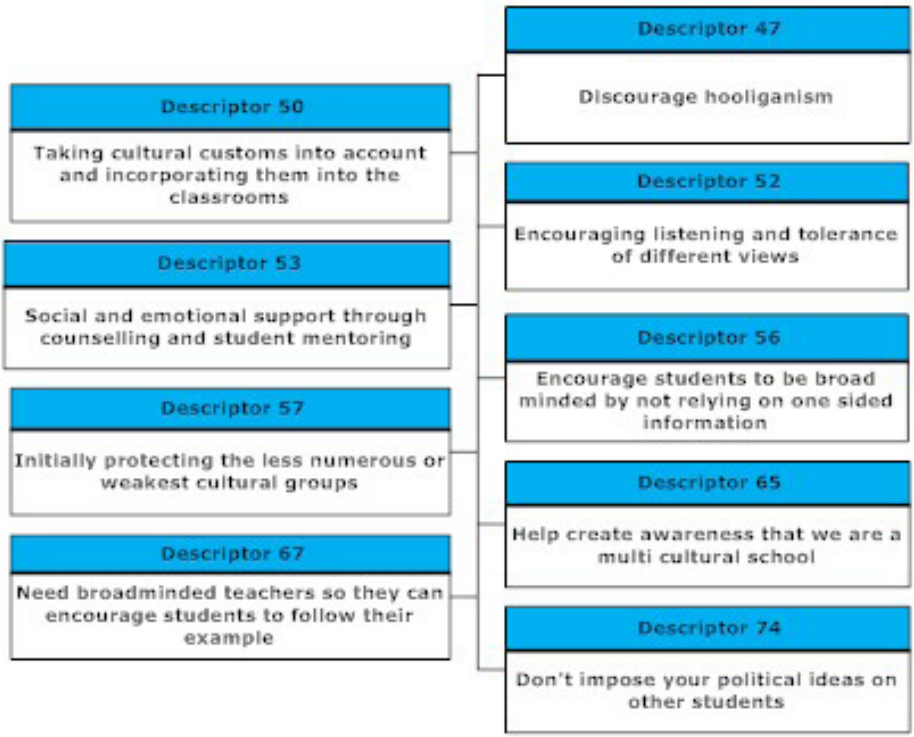

CLUSTER 4
POLICIES
Descriptor 2
Openness. Being open to all cultures, religions and ideas
Descriptor 3
Promoting tolerance in different ethnic backgrounds
Descriptor 5
To be kind and polite with others and help them
Descriptor 6
Teachers from different cultures
Descriptor 7
We need to prevent racism
Descriptor 12
Respect the cultures and the thoughts of others
Descriptor 14
The ideal school teaches acceptance regardless of history and conflict
Descriptor 18
We should have not only teachers from around the world but also students from around the world
Descriptor 19
Open minded teachers from different cultural backgrounds
Descriptor 20
Having the freedoms to discuss different ideas from different cultures
Descriptor 21
A multicultural school helps students learn how to synthesise difference in a way that will create benefits for all concerned and for society as a whole
Descriptor 22
Learn to live and accept the differences
Descriptor 24
An ideal multicultural school enhances sensitivities to manners of cultural exchange
Descriptor 28
To be confident in what you do even if you come from a different country
Descriptor 31
Politics should not be discussed
Descriptor 33
Having students from different nationalities feeling like a big family with close relationships
Descriptor 38
The people within a multi cultural school should reflect the multi ethnic backgrounds
Descriptor 41
A multi cultural school should have students who are comfortable and not intimidated to announce their religion, culture or nationality
Descriptor 42
To respect others


Descriptor 47
Discourage hooliganism
Descriptor 50
Taking cultural customs into account and incorporating them into the classrooms
Descriptor 52
Encouraging listening and tolerance of different views
Descriptor 53
Social and emotional support through counselling and student mentoring
Descriptor 56
Encourage students to be broad minded by not relying on one sided information
Descriptor 57
Initially protecting the less numerous or weakest cultural groups
Descriptor 65
Help create awareness that we are a multi cultural school
Descriptor 67
Need broadminded teachers so they can encourage students to follow their example
Descriptor 74
Don't impose your political ideas on other students

B. Obstacles to the Ideal Multicultural School

During the second and third session of the workshop (04 and 14 April), the participants engaged in a structured dialogue focusing on the triggering question:

What obstacles do we face in our efforts to create an ideal multicultural school?

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 4*. The following six clusters were formed:

Cluster 1: Resources and Training

Cluster 2: Community

Cluster 3: Relationships

Cluster 4: Policy

Cluster 5: Political

Cluster 6: Curriculum

Table 4 – Obstacles to the Ideal Multicultural School List of all Factors

1. Biased views
2. The political situation of the country
3. The economic problem of the school
4. The environment we are surrounded by not accepting multicultural school
5. No funds for organising and paying for different events such as festivals, dances, etc.
6. Racism effects the students' opinion and how they act

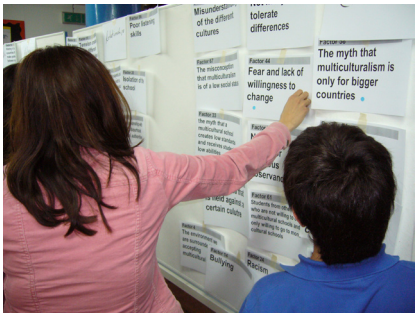
7. How could we get good available Turkish language teachers
8. Lack of recognition of Turkish teachers' qualifications
9. The actual premises of the school
10. Lack of interactive resources
11. The existing stereotypes
12. The need for further training for teachers in all sectors of the school
13. Narrow minded parents who are not 'ready' or willing to be part of this multicultural process
14. Bullying
15. Having closed minded members of staff
16. Students who are uncomfortable and intimidated
17. Poor leadership
18. Will we be able to follow the curriculum but also learn about the rest of the world's history
19. Poor external communication links which leads to rumor and Public Relations problems
20. Isolation of the school
21. Ignorance about a particular culture
22. Poor curriculum in cultural facts
23. Recognition of the school by the government
24. Racism
25. People not respecting each other
26. Students who are unwilling to go through this multicultural process
27. Will students be willing to learn other languages
28. Will we be able to fit in all the extra multicultural activities into an already busy timetable
29. Lack of funds for exchange with other schools from other countries
30. Identifying which cultures or religions will be investigated
31. Media might influence and focus on the negative aspect of the country or culture and that can influence views coming into the

school

32. No cooperation amongst each other
33. The myth that a multicultural school creates low standards and receives students of low abilities
34. The lack of knowledge of where to find correct information and facts
35. Poor external support
36. Allowing religious classes to be taught but not just the religion of the country but other countries religions as well
37. Not enough multicultural pictures and posters etc,
38. Lack of public resources
39. How to find teachers that can actually teach us about cultural dances and other aspects
40. Not understanding the school's ethos
41. Bad relationship with the neighbourhood and local authorities
42. Lack of training and assisting staff in integrating multiculturalism
43. Students are not sensitized to receive different forms of physical expression and interaction
44. Fear and lack of willingness to change
45. Having staff who pretend to be open-minded while they are only in need of the job
46. Students who are not willing to go to the events like dances, films and stuff like that
47. Criticism of different opinions
48. Poor relationships between parents and school
49. Not many people tolerate differences
50. Being too careful and sensitive as not to offend nationalistic opinion
51. Not willing to move forward
52. No possibility of having initiative by the teachers
53. Lack of guest speakers from multicultural backgrounds

54. Lack of government support
55. Tension created over different views and ideas
56. Poor listening skills
57. Lack of strong links between school and cultural groups
58. The myth that multiculturalism is only for bigger countries
59. Providing one sided information or sources
60. Fear of consequence
61. Students from other countries who are not willing to come to multicultural schools and are only willing to go to mono cultural schools
62. Exclusive Parents Teachers Association
63. Lack of freedom of speech
64. Misconceptions about the traditional role of a teacher in a particular culture
65. Students who may try to change the opinions of other students in a negative way
66. Misunderstanding of the different cultures
67. The misconception that multiculturalism is of a low social status
68. Finding trained teachers in core subjects from multicultural backgrounds that meet the teaching standards of the school
69. Propaganda that is held against a certain culture
70. History of certain countries that might make problems between students
71. The student influx at different times of the year makes it difficult to maintain clear school ethos
72. Finding parents who are willing to come and participate
73. Not providing space for religious observances
74. The influence of the greater countries
75. People who work at the school who don't respect children's rights
76. Different political views
77. Bad coordination

The clusters and all the ideas included in each of them can be found in *Table 5*.



Having classified all factors according to the clusters, all participants voted for their five most favorable factors. As in the first phase of the workshop, the votes were widely spread among most of the factors. The factors that received most votes were:

Factor# 3 (9 votes):	The economic problem of the school
Factor# 44 (6 votes):	Fear and lack of willingness to change
Factor# 9 (5 votes):	The actual premises of the school
Factor# 17 (5 votes):	Poor leadership
Factor# 60 (5 votes):	Fear of consequence
Factor# 11 (4 votes):	The existing stereotypes

In addition to the above, Factors # 2, 7, 13, 21, 22, 23, 32, 33, 34, 40, 44, 45, 54, 58, 69, 70, and 74 received one or more votes and were structured in the influence tree.The voting results were used to select the most influential factors for the subsequent structuring process. The participants managed to structure all 23 factors that received one or more votes and were selected important according

to their interrelations. The influence tree created (*Table 6*) shows the root causes hindering the materialization of the ideal school. The influence map consists of seven different levels of influence.

Influence Tree

The second tree of influence that was created shows seven different levels. As noted above, 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 further actions must take these ideas into account:

Factor# 13: Narrow minded parents who are not 'ready' or willing to be part of this multicultural process

Factor# 11: The existing stereotypes

Factor# 44: Fear and lack of willingness to change

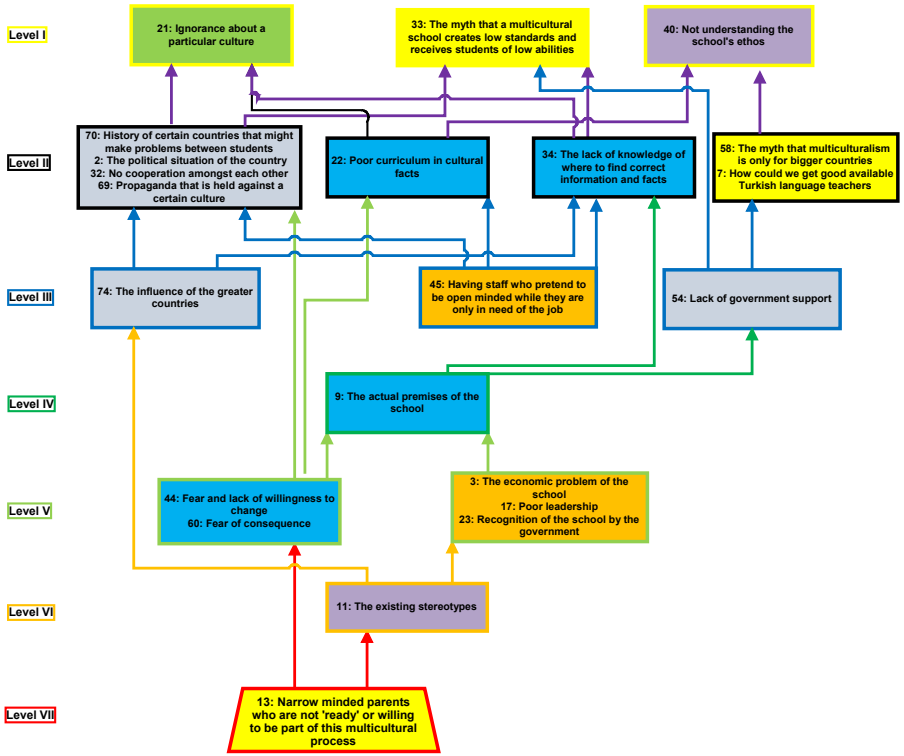
Factor# 60: Fear of consequence

Factor# 3: The economic problem of the school

Factor# 17: Poor leadership

Factor# 23: Recognition of the school by the government

Obstacles to the Ideal Multicultural School: Tree of Influence



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 the plenary session, thus enabling participants t o achieve a better understanding of the views of other members of the Consortium as well as to greatly expand their own horizon regarding the breadth and

The results of the obstacle root cause map indicate that the major obstacles in achieving the vision lie within the school community, people's attitude, and perception. The most influential factor, the 'root' is: Factor# 13: *Narrow minded parents who are not 'ready' or willing to be part of this multicultural process*. Participants agree that parents play a very crucial role in promoting multiculturalism, as children adopt and are influenced by attitudes, prejudices and perceptions of their parents. Along with the root obstacles, the following ones also indicate the need for a transformation on the personal and inter-personal level: *The existing stereotypes*, *Fear and lack of willingness to change*, and *Fear of consequence*. These are obstacles that cannot be transformed easily, however, students, parents, and teachers can collaborate to tackle them and there are many possibilities within the school environment to work on issues such as stereotypes and fears. *Poor leadership* (Factor# 17) is a topic more difficult to address, but could be done through trainings. Only Factor# 3: *The economic problem of the school* and Factor# 23: *Recognition of the school by the government* are outside of the school's immediate control.

In sum, progress can be made on different levels and several factors can be addressed through a range of activities, involving teachers, students, and the parents to contribute to an even more open and inclusive school.

depth of issues which need to be taken into account;

3. The descriptors 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 19 descriptors, and the second contains 23 factors in the form of a tree 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.

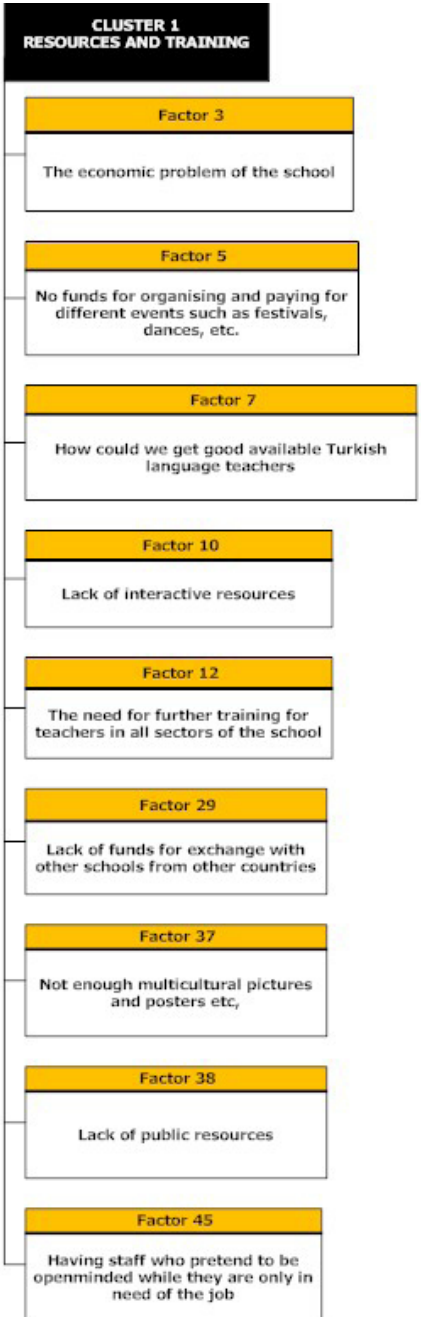
Further to the above, the participants and the facilitation team will gather once again and will develop an Action Plan towards a more inclusive multicultural school, based on the two influence maps created in the interactive workshop sessions. Although some of the most influential ideas and factors are beyond the power and capabilities of the school, several of the other ideas can be put into practice without major difficulties. It is the goal of the next workshop to identify those factors and ideas and to decide with what means and under whose responsibility and which timeframe these factors will be put into action. The project will support the teachers, parents, and students and will offer its facilitation services when needed.

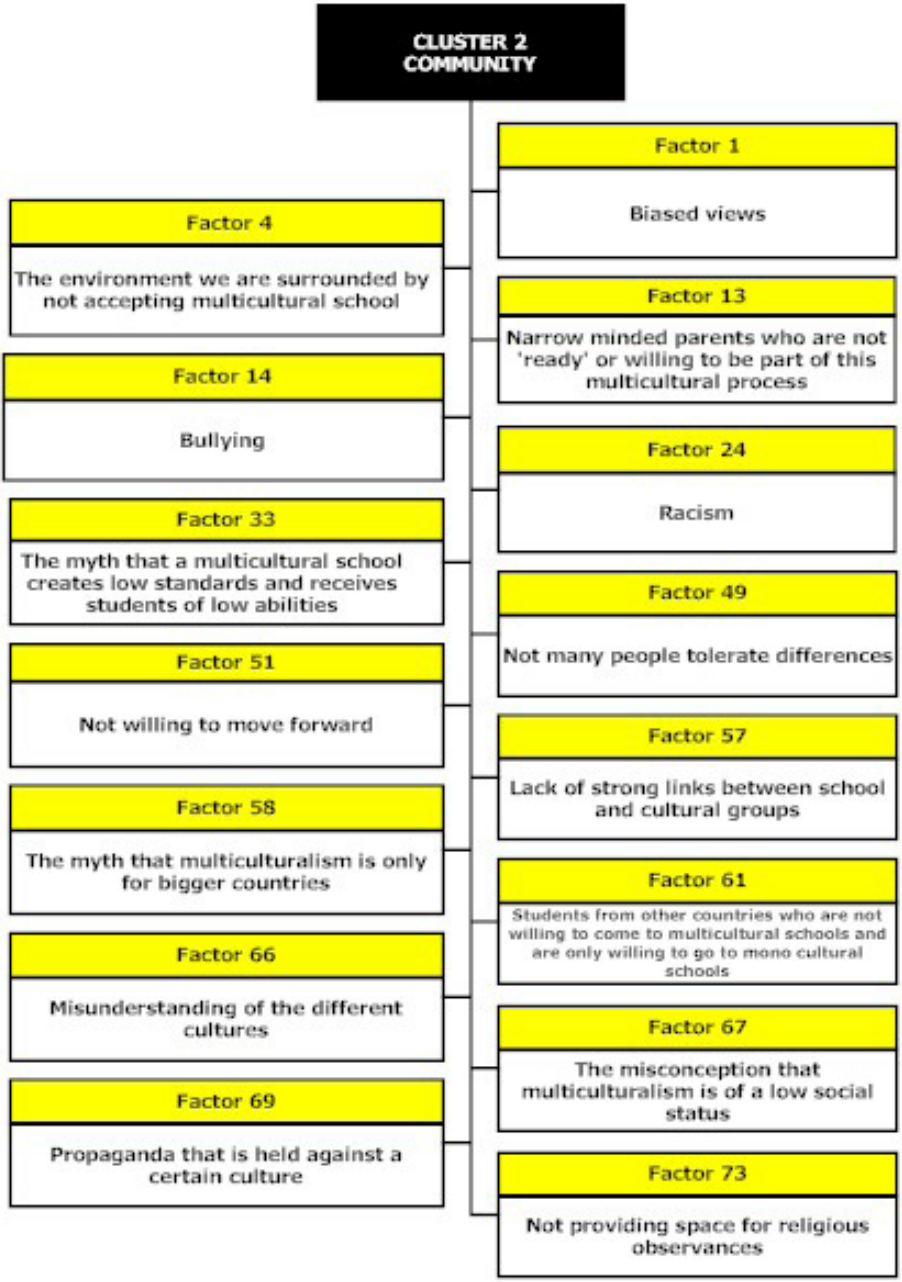
Not willing to move forward
Poor listening skills
Criticism of different opinions
No possibility of having initiative
lack of strong links between school and cultural groups
Exclusive Parents Teachers Association
Misunderstan of the differe cultures
Fear and lack of willingness to change
Not many people tolerate differences
Lack of government support
Providing one sided information or sources
Lack of freedom of speech

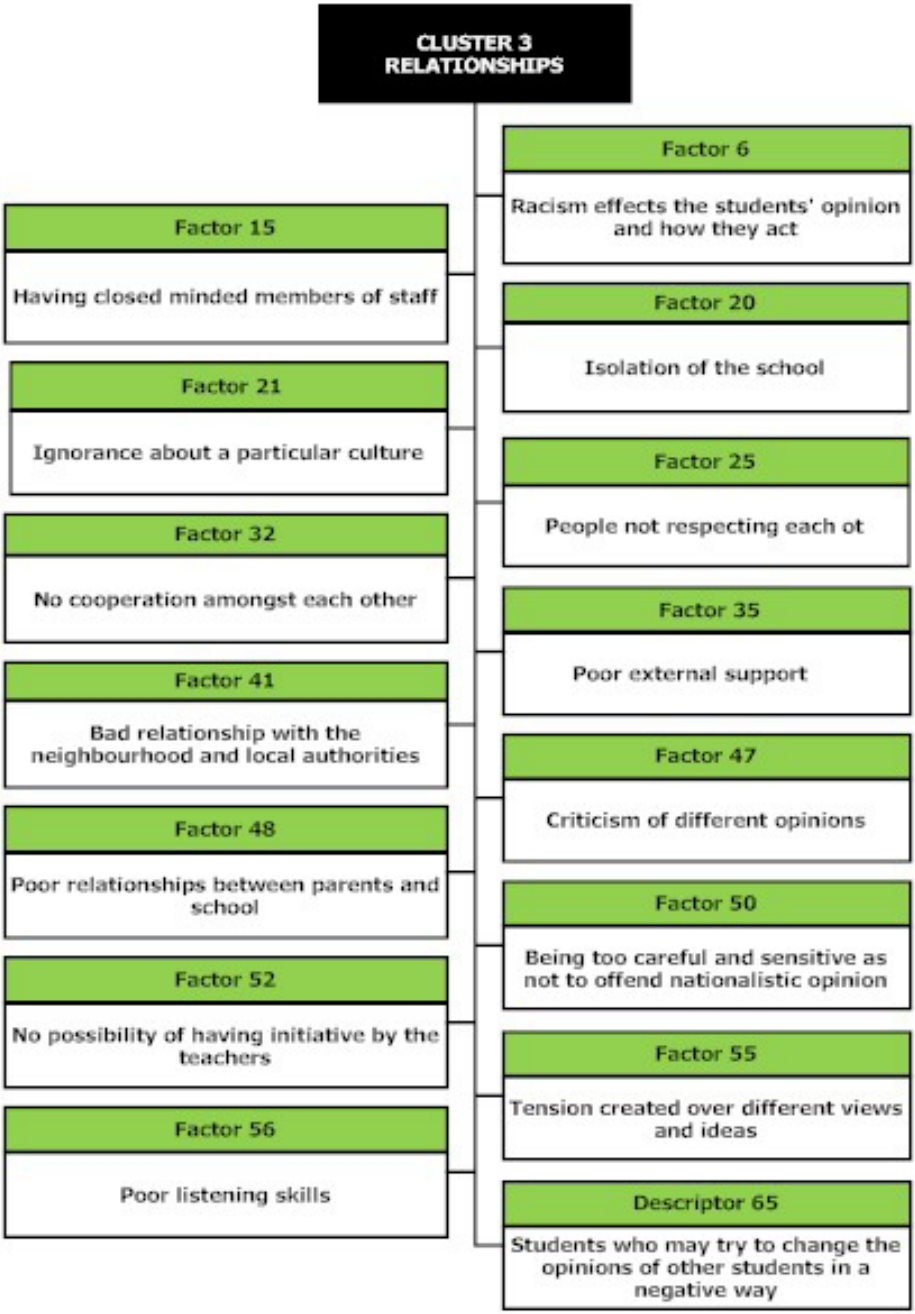
Biased views
Racism effects the students' opinion and how they act
The existing stereotypes
Students who are uncomfortable and intimidated
Ignorance about a particular culture
The political situation of the country
How could we get good available Turkish language teachers
Poor leadership
Poor curriculum is cultural facts
The economic problem of the school
Lack of recognition of Turkish teachers' qualifications
Recognition of the school by the government
The actual premises of the school
Bullying
Racism

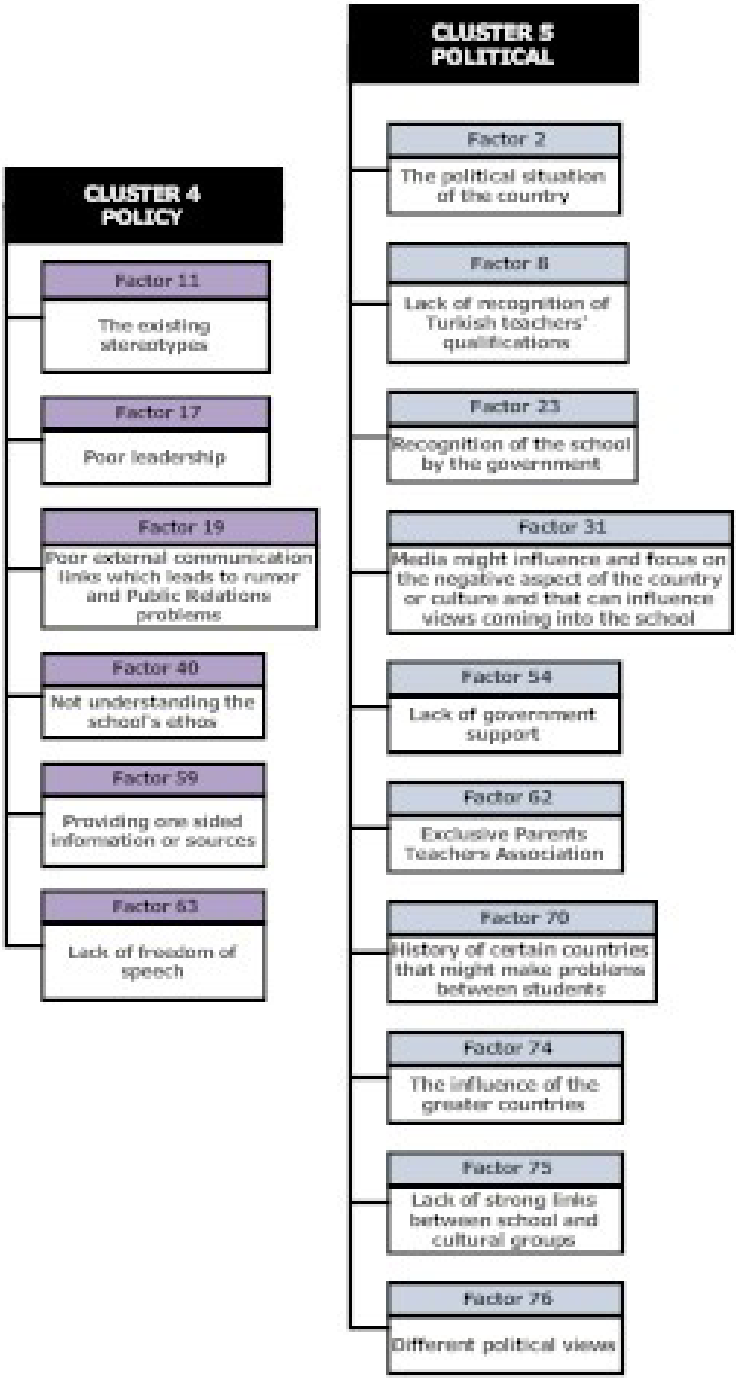
FEYLE

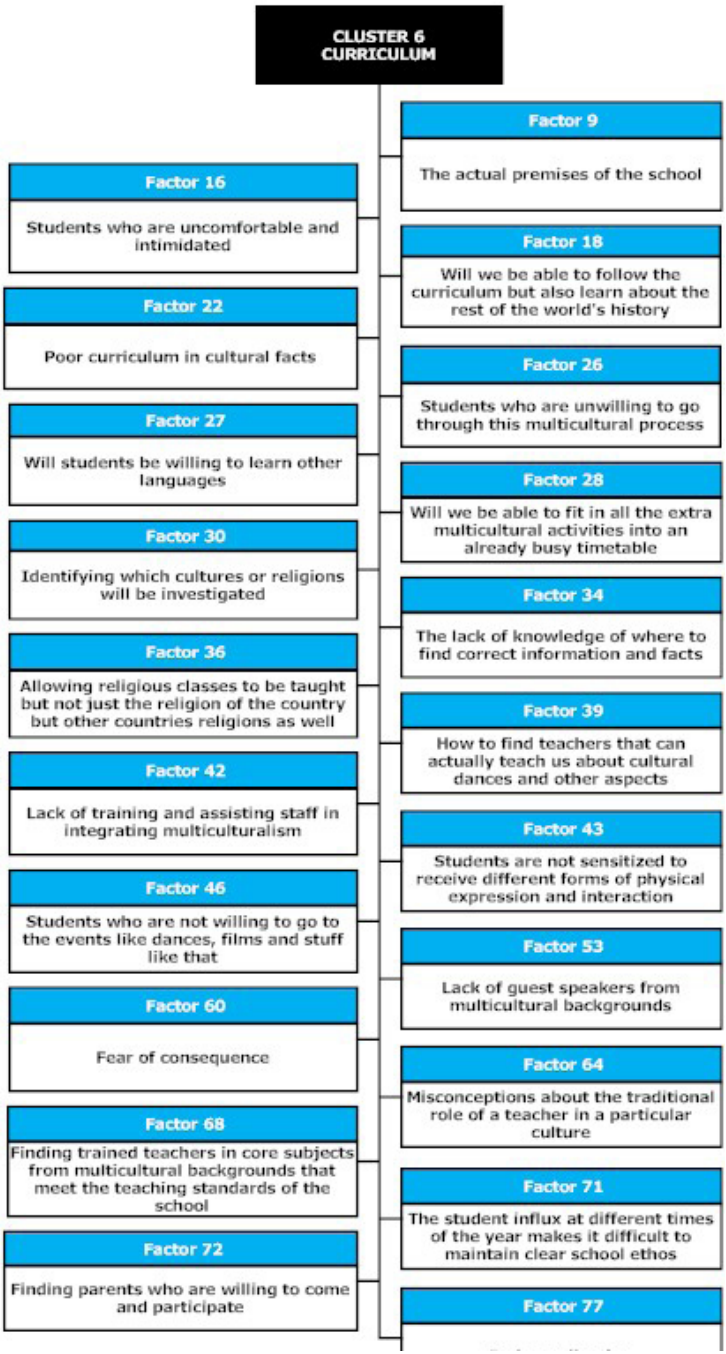
Table 5 – Obstacles to the Ideal Multicultural School: Clusters




CLUSTER 2
COMMUNITY
Factor 1
Biased views
Factor 4
The environment we are surrounded by not accepting multicultural school
Factor 13
Narrow minded parents who are not 'ready' or willing to be part of this multicultural process
Factor 14
Bullying
Factor 24
Racism
Factor 33
The myth that a multicultural school creates low standards and receives students of low abilities
Factor 49
Not many people tolerate differences
Factor 51
Not willing to move forward
Factor 57
Lack of strong links between school and cultural groups
Factor 58
The myth that multiculturalism is only for bigger countries
Factor 61
Students from other countries who are not willing to come to multicultural schools and are only willing to go to mono cultural schools
Factor 66
Misunderstanding of the different cultures
Factor 67
The misconception that multiculturalism is of a low social status
Factor 69
Propaganda that is held against a certain culture
Factor 73
Not providing space for religious observances


CLUSTER 3
RELATIONSHIPS
Factor 6
Racism effects the students' opinion and how they act
Factor 15
Having closed minded members of staff
Factor 20
Isolation of the school
Factor 21
Ignorance about a particular culture
Factor 25
People not respecting each ot
Factor 32
No cooperation amongst each other
Factor 35
Poor external support
Factor 41
Bad relationship with the neighbourhood and local authorities
Factor 47
Criticism of different opinions
Factor 48
Poor relationships between parents and school
Factor 50
Being too careful and sensitive as not to offend nationalistic opinion
Factor 52
No possibility of having initiative by the teachers
Factor 55
Tension created over different views and ideas
Factor 56
Poor listening skills
Descriptor 65
Students who may try to change the opinions of other students in a negative way


CLUSTER 5
POLITICAL
Factor 2
The political situation of the country
Factor 8
Lack of recognition of Turkish teachers' qualifications
Factor 23
Recognition of the school by the government
Factor 31
Media might influence and focus on the negative aspect of the country or culture and that can influence views coming into the school
Factor 54
Lack of government support
Factor 62
Exclusive Parents Teachers Association
Factor 70
History of certain countries that might make problems between students
Factor 74
The influence of the greater countries
Factor 75
Lack of strong links between school and cultural groups
Factor 76
Different political views
CLUSTER 4
POLICY
Factor 11
The existing stereotypes
Factor 17
Poor leadership
Factor 19
Poor external communication links which leads to rumor and Public Relations problems
Factor 40
Not understanding the school's ethos
Factor 59
Providing one sided information or sources
Factor 63
Lack of freedom of speech


CLUSTER 6
CURRICULUM
Factor 9
The actual premises of the school
Factor 16
Students who are uncomfortable and intimidated
Factor 18
Will we be able to follow the curriculum but also learn about the rest of the world's history
Factor 22
Poor curriculum in cultural facts
Factor 26
Students who are unwilling to go through this multicultural process
Factor 27
Will students be willing to learn other languages
Factor 28
Will we be able to fit in all the extra multicultural activities into an already busy timetable
Factor 30
Identifying which cultures or religions will be investigated
Factor 34
The lack of knowledge of where to find correct information and facts
Factor 36
Allowing religious classes to be taught but not just the religion of the country but other countries religions as well
Factor 39
How to find teachers that can actually teach us about cultural dances and other aspects
Factor 42
Lack of training and assisting staff in integrating multiculturalism
Factor 43
Students are not sensitized to receive different forms of physical expression and interaction
Factor 46
Students who are not willing to go to the events like dances, films and stuff like that
Factor 53
Lack of guest speakers from multicultural backgrounds
Factor 60
Fear of consequence
Factor 64
Misconceptions about the traditional role of a teacher in a particular culture
Factor 68
Finding trained teachers in core subjects from multicultural backgrounds that meet the teaching standards of the school
Factor 71
The student influx at different times of the year makes it difficult to maintain clear school ethos
Factor 72
Finding parents who are willing to come and participate
Factor 77

Organizers

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Facilitation Team

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Mrs. 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 joined the CNTI in May 2006 and is member of various projects such as the "Extending EU Citizenship" and "Human Rights" program. She is a trained SDDP facilitator, coordinator of the "Peaceful Europe" project and holds the psychologist's position for the "Unit for the Rehabilitation of Victims of Torture."

Kerstin Wittig

Mrs. Kerstin Wittig has an M.A. 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 M.A. dissertation on bi-communal activities in Cyprus in 2004. Kerstin has been with CNTI since October 2005. 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 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.

Larry Fergeson

Mr. Larry Fergeson is a Research Associate working in various projects. He started as an MA student of the Conflict Resolution Graduate Program of the Portland State University and continued as a part-time Associate in 2004. His interests include applications of technology to promote transparency, fight exclusion and human trafficking as well as a tool to bridge the digital, literacy and economic divide. He now returned to Cyprus and re-assumed his responsibilities as part-time Coordinator of the Talk of the Island project.

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

Implemented by:

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