Building a Multi-cultural School

Report of a Structured Dialog Co-Laboratory

Elementary School Deryneia A'

02,03,16 November 2007

Designed by Ryan Quadros

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.
The project is part of UNDP's initiative Action for Cooperation and Trust (ACT), which receives support from the Americal people through a grant from USAID.

This project addresses three immediate target groups:

- students of different ages
- parents
- teachers

Furthermore, through a number of additional actions, such as Panel Discussions, a Conference and Information Events it targets the Cypriot society, at large.

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Facilitators

Dr. Yiannis Laouris

Mrs. Tonia Loizidou

Mrs. Kerstin Wittig

Participants

Students	Teachers	Parents
Theodosia Kyriakoudi	Stella Gavriel	Niki Artemi
Mairi Naami	Christina Knai	Gavriella Polykarpou
Xristos Xrysostomou	Andreas Chrysostomou	Sari Soteriou
Kyriana Christou	Eleftherios Papagiannis	Georgoula Kostari
Marilena Demetriou	Tasoula Moustaka	Poli Rousou
Lenos Mastrou	Pantelitsa Georgiou	Costas Stratis
Loukia Hadjistylianou		
Loukia Hadjiyianni		
Andreas Chrisostomou		
Eleni Hadjiadamou		
Kyriakos Kyriakou		
Antonia Papagianni		
Florentia Papachrysostomou		
Georgiana Fylaktou		

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 document.

Introduction

This structured interactive workshop 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 this 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 co-laboratories (i.e., interactive workshops in which participants define the content of the dialog) 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 Elementary School Deryneia A' was organized thanks to the enthusiastic and constructive support of Mrs. Stella Gabriel, teacher, and Mr. Eleftherios Papagiannis, headmaster at the school.

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 participating parents and especially the 14 students for their participation, their enthusiastic contributions, time, energy and expertise they brought to the dialog.

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 Cyprus 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 in the peace process of Cyprus[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.

A group of participants, who are knowledgeable of the particular situation are engaged in collectively developing a common framework of

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 number of publications are available.

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 current problematique, i.e., develop a common and shared understanding of what are the obstacles that prevent the stakeholders' system from being in its ideal state.
3. Define actions/options or a roadmap to achieve the goals.

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

1. A list of all ideas [SDDP is a self-documenting process].
2. A cluster of all ideas categorized using common attributes.
3. A document with the voting results [erroneous 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 more precisely:

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.

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. 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 their favourite (most important to them) ideas. Only ideas that received votes go to the next and most important phase.

Fifth — In this phase, participants are asked to explore influences of one idea on another. For example, they might be asked to decide whether solving one problem will make solving another problem easier. If the answer is yes (great majority) an influence is established on a 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, we 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.	http://www.cnti.org.cy/CNTI_research/Publications/Full%20Papers/TFP_World%20Futures2004.pdf http://www.cnti.org.cy/CNTI_research/Publications/Full%20Papers/RevivingPeaceArticle2007_04_13.pdf

Agenda of the Co-Laboratory

The interactive workshop was planned to last two days – one afternoon/evening session and one morning/afternoon session. As the time available was too short to create the influence maps in a manner that included all ideas selected by the participants, the workshop team together with all students, parents and teachers decided to extend the workshop to a third date – an afternoon session on 16 November.

The first session focused on the Vision of a multicultural school, whereas the second session focused on the Obstacles that prevent the ideal multicultural school from being materialised. The agenda of the co-laboratory was the following:

Friday, 02 November 2007 3.30pm – 7.30pm	
3.30 pm – 4.00 pm	Welcome, Introduction to Methodology
4.00 pm – 5.00 pm	Generation of Ideas for a multicultural school (Vision)
5.00 pm – 5.30 pm	Clarification of Ideas (Vision)
5.30 pm – 5.45 pm	**Coffee Break**
5.45 pm – 6.00 pm	Classification of Ideas (Vision)
6.00 pm – 6.15 pm	Voting of Ideas (Vision)
6.15 pm – 7.30 pm	Development of Tree of Influence (Vision)

Saturday, 03 November 2007 9.30am – 3.00pm	
9.30 am – 9.45 am	Welcome, Introduction to the workshop
9.45 am – 11.15 am	Tree of Influence (Vision)
11.15 am – 11.30 am	Coffee Break
11.30 am – 12.45 pm	Discussion of Tree of Influence (Vision)
12.45 pm – 2.00 pm	LUNCH
2.00 pm – 3.00 pm	Generation of Factors (Obstacles)

As the time available was too short to go through all stages of the second (Obstacles) together, the parents, students and teachers met independently for the clustering and voting process, and got together in a third workshop session with the facilitators to create the Tree of Influence for the Obstacles.

Friday, 16 November 2007 3.30pm – 5.30pm	
3.30 pm – 4.00 pm	Prioritization of Factors (Obstacles)
4.00 pm – 5.30 pm	Tree of Influence (Obstacles)

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 the characteristics of an ideal school that values the characteristics of the new multicultural European Cyprus, for the benefit of the 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 workshop collected a total of 82 ideas characterizing the ideal multicultural school. All ideas can be found in Table 1 below. In a next step, a smaller group of the participants clustered all ideas. The following nine clusters were formed:

Cluster 1: Culture and civilization [Κολτούρα και Πολιτισμός]

Cluster 2: Friendship [Φιλία]

Cluster 3: Programmes [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 and all the ideas 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 ideas. Given the rather large size of the group, the votes were widely spread among most of the ideas. 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): 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]

Idea# 48 (9 votes): Trips and travels should be organised to get to know different cultures [Να οργανόνονται εκρομές 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 στη 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]

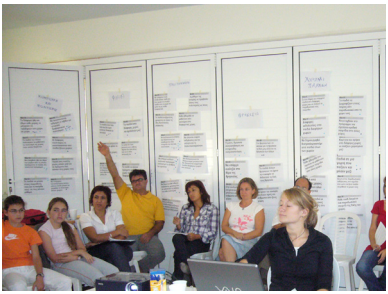
Idea# 3 (5 votes): Every child should have the chance to be taught his/her mother tongue [Να έχει την ευκαιρία το κάθε παιδί να διδάσκεται τη μητρική του γλώσσα]

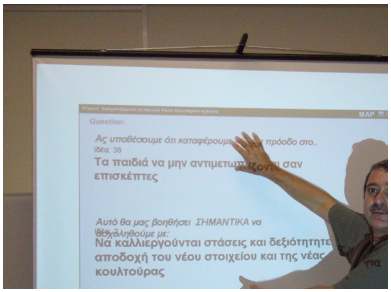
Idea# 28 (5 votes): The children that speak a different language will participate in extra lessons for Greek as second language [Τα αλλόγλωσσα παιδιά να παρακολουθούν ειδικό μάθημα ελληνικών ως δεύτερη γλώσσα]

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 26 ideas 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 eight different levels of influence.





How to read the Influence Tree

The tree of influence developed in this first part of the workshop is divided into eight different levels of influence. Ideas 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 ideas are the most influential and agreed that further actions must take these ideas into account:

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 each culture. [Να δημιουργηθεί αίθουσα πολλαπλής χρήσεως που να ικανοποιεί τις ανάγκες του κάθε πολιτισμού]

Idea# 48: Trips and travels should be organised to get to know different cultures. [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'), constituting the only idea on the eighth 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 a raising 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 level six and seven can be tackled by the school community itself.

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

Idea # 47 ('a hall for multiple purposes should be created, which will serve the needs of each culture') was a much discussed idea which shows to have influence on many other ideas on higher levels, offering space for activities and events at the school premises. However, scepticism was

high that this idea can be realised by the school community. However, possibilities of sponsoring and funding can be explored and even a rather small space might be created and might serve as a incubator for many ideas promoting multiculturalism at the school and in the classroom.

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 workshop (03 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 Ευροπαϊκής 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 4. As time was limited, Mrs. Stella Gabriel together with the students clustered all ideas in between the two dates of the second session. The following 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 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# 10 (11 votes):

Factor# 1 (5 votes):

Factor# 3 (4 votes):

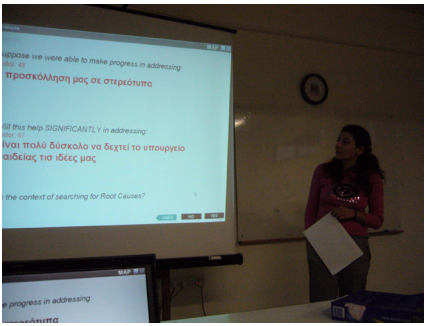
Factor# 5 (4 votes):

Factor# 11 (4 votes):

Factor# 48 (4 votes):

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 the most influential factors for the subsequent structuring process. The participants managed to structure 18 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 multicultural school. The influence map consists of six different levels of influence.



How to read the Influence Tree

The second tree of influence that was created shows six different levels of influence. 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# 5: Ministry of Education [Υπουργείο Παιδείας]

Factor# 6: Centralized educational system [Συγκεντροτικό 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]

Even more than in the first map, the second tree of influence shows the root causes of the obstacles to an ideal multicultural school beyond the immediate school community's control. Factors #5, 6 and 11, which constitute level six and level five of the tree, are outside factors and 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 their decisions.

In sum, a large number of obstacles is allocated 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 root cause, but yet contribute to an overall improvement of the situation and contribute to ease the way for a multicultural school.

C. Action Plan for a multicultural School

17 of the participants met for a workshop on 26 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, 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, volunteers, so that their ideas can be heard especially at the Ministry of education.

   Να συσταθεί νέα επιτροπή από εκπαιδευτικούς, γονείς, παιδιά, δημάρχους, εθελοντές ώστε να μπορούν να ακουστούν οι ιδέες ειδικά στο Υπουργείο Παιδείας.

3. There should be a welcoming class that is constituted of psychologists, teachers, 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. To draw on the walls of the school the customs of other countries in order to learn better.
   Να αναλάβουμε να ζωγραφίσουμε στους τοίχους του σχολείου έθιμα άλλων χωρών ώστε να 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. To buy literary books the native language of the foreign children. Help from the relative embassy.
   Αγορά λογοτεχνικών βιβλίων στη μητρική γλώσσα των αλλόγλωσσων

παιδιών. Βοήθεια ανάλογης πρεσβείας.

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, knowers 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. Make the children feel comfortable but not in a provocative way
Όχι προκλητικός τρόπος για να κάνουμε τα παιδιά να αισθάνονται άνετα

12. In the frames of the domestic economy class, preparation of recipes and food. Multicultural kitchen.
Στα πλαίσια 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. Psychologists for the children and parents. Organize of speeches, series of classes.
Ύπαρξη ψυχολόγων για τα παιδιά και τους γονείς. Οργάνωση διαλέξεων, σειρά μαθημάτων.

15. Briefing the Ministry of Education for the results and the responsibility that can undertake. Briefing of the parents.
Ενημέρωση Υπουργείου Παιδείας για τα αποτελέσματα και την ευθύνη που μπορεί να αναλάβει. Ενημέρωση γονέων.

Intercultural Cooking Day

On 7 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.

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 activities during the lessons

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 then dedicated to the intercultural games and the pupils had the opportunity to play all the 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 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 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 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.

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. The follow-up workshop and the actions implemented proof that a transformation of the school is possible. Students, parents and pupils have been working together to promote multiculturalism are will 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 παραδωσιακά 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 difference
   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 εργασήρι 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 μη 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 παραδωσιακές 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 το 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. The 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 τς 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 οργανόνονται 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 αλλών χωρών

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

51. The children will draw something traditional from their country on the walls
Τα παιδιά να ζωγραφίζουν στους τοίχους κάτι παραδωσιακό 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 it won't feel different
Να υπάρχουν συλλόγοι 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 would 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 ζούν 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 στη 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 στη 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 προγρμάμματα 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 another 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 τη 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 πρσεχτικοί και ήσυχοι στο μάθημα της τεχνολογίας για να μη 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 ξέρει 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
Στη τάξη τα θρανεία να είναι σε μικτές ομάδες για να έχουν την ευκαιρία τα παιδιά να συνεργάζονται.

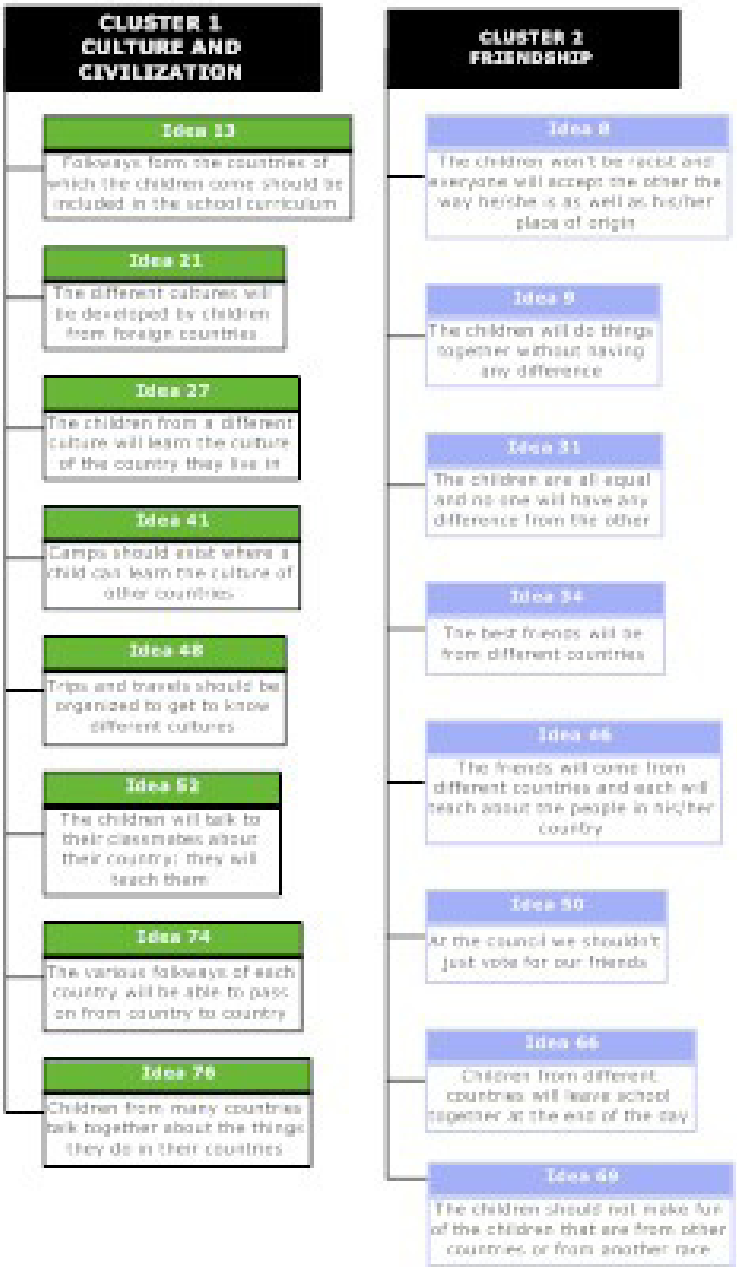
79. At the school choir songs from other countries will be taught
Στη χορωδία του σχολείου να διδάσκονται και τραγούδια από άλλες χώρες.

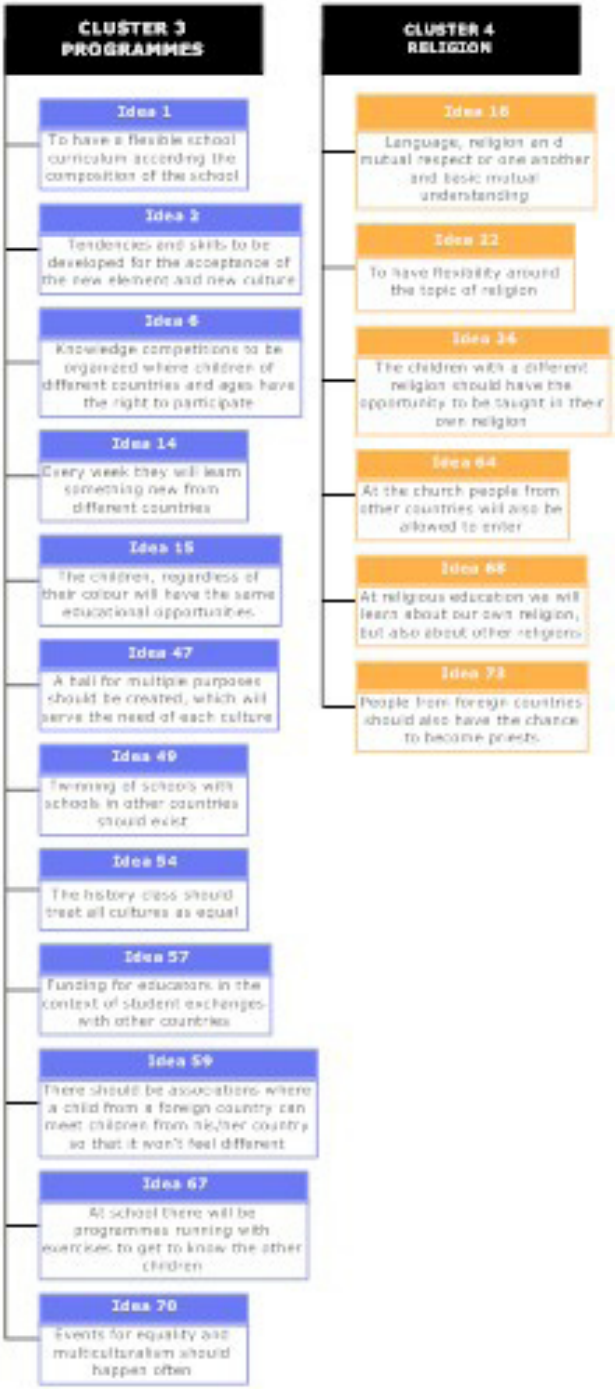
80. We the youngsters should help to transform our society in a friendly environment towards the foreign people
Εμείς οι νέοι να βοηθήσουμε στο να εξελιχθεί η κοινωνία μας σε ένα φιλόξενο περιβάλλον προς το ξένο κόσμο.

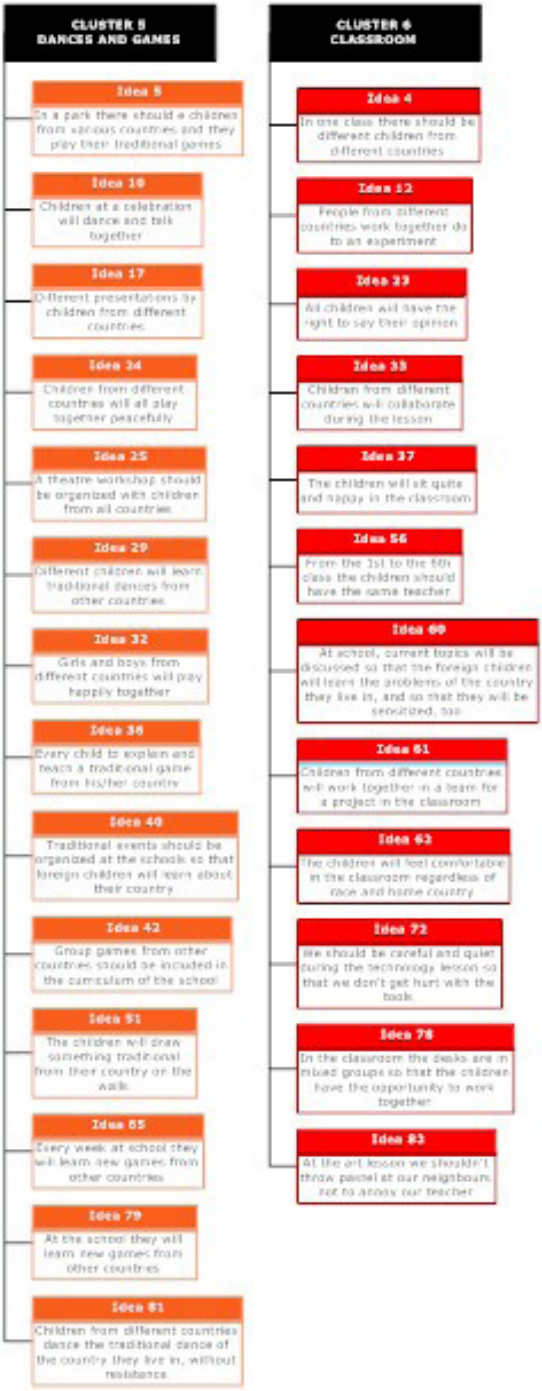
81. Children from different countries dance the traditional dance of the country they live in, without resistance
Παιδιά από διάφορες χώρες χορεύουν το παραδωσιακό χορό της χώρας που ζούν, χώρις αντιρρήσεις

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

Table 2 – Vision of an Ideal Multicultural School Classifications




CLUSTER 3
PROGRAMMES
Idea 1
To have a flexible school curriculum according the composition of the school
Idea 3
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
Idea 16
Language, religion and mutual respect or one another and basic mutual understanding
Idea 22
To have flexibility around the topic of religion
Idea 34
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 66
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 63
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 83
At the art lesson we shouldn't throw pascel at our neighbours not to annoy our teacher

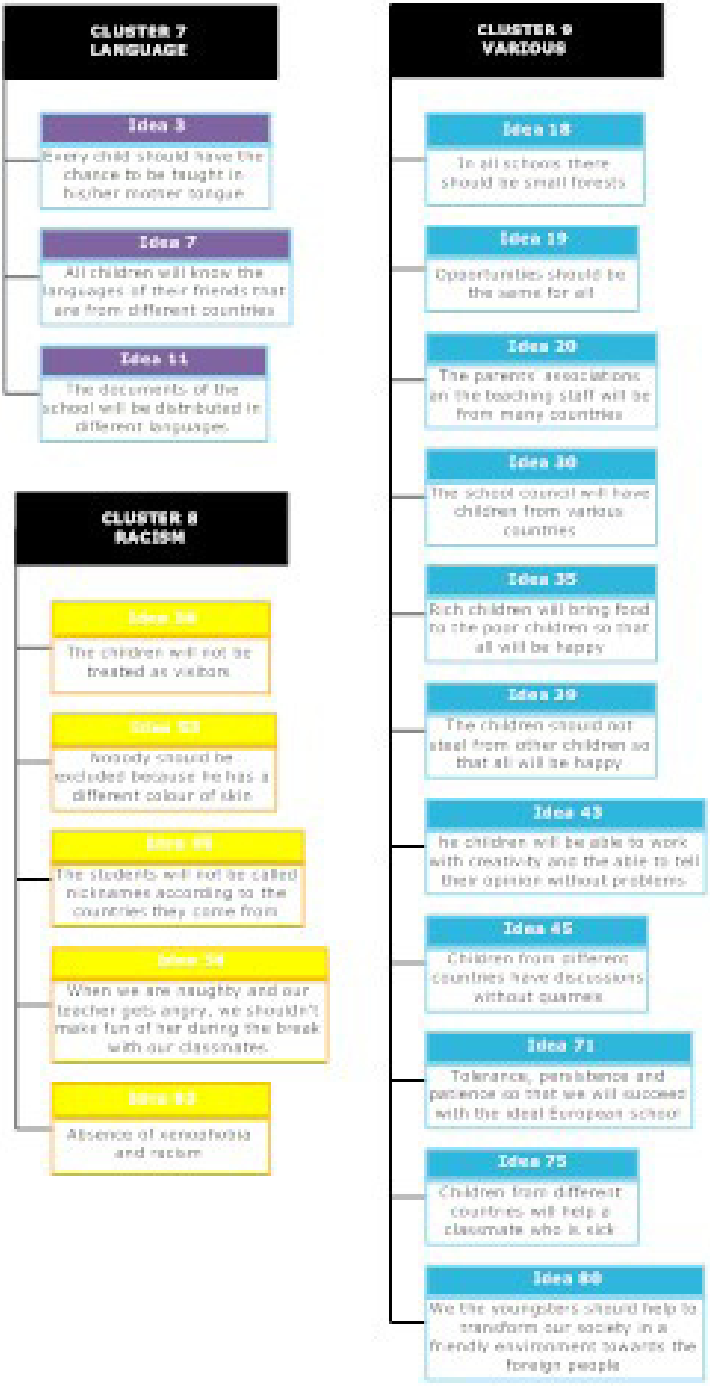

CLUSTER 7
LANGUAGE
Idea 3
Every child should have the chance to be taught in his/her mother tongue
Idea 7
All children will know the languages of their friends that are from different countries
Idea 14
The documents of the school will be distributed in different languages.
CLUSTER 8
RACISM
Idea 24
The children will not be treated as visitors
Idea 25
Nobody should be excluded because he has a different colour of skin
Idea 26
The students will not be called nicknames according to the countries they come from
Idea 34
When we are naughty and our teacher gets angry, we shouldn't make fun of her during the break with our classmates.
Idea 53
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 all 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 - Vision of an Ideal Multicultural School

TREE OF INFLUENCE

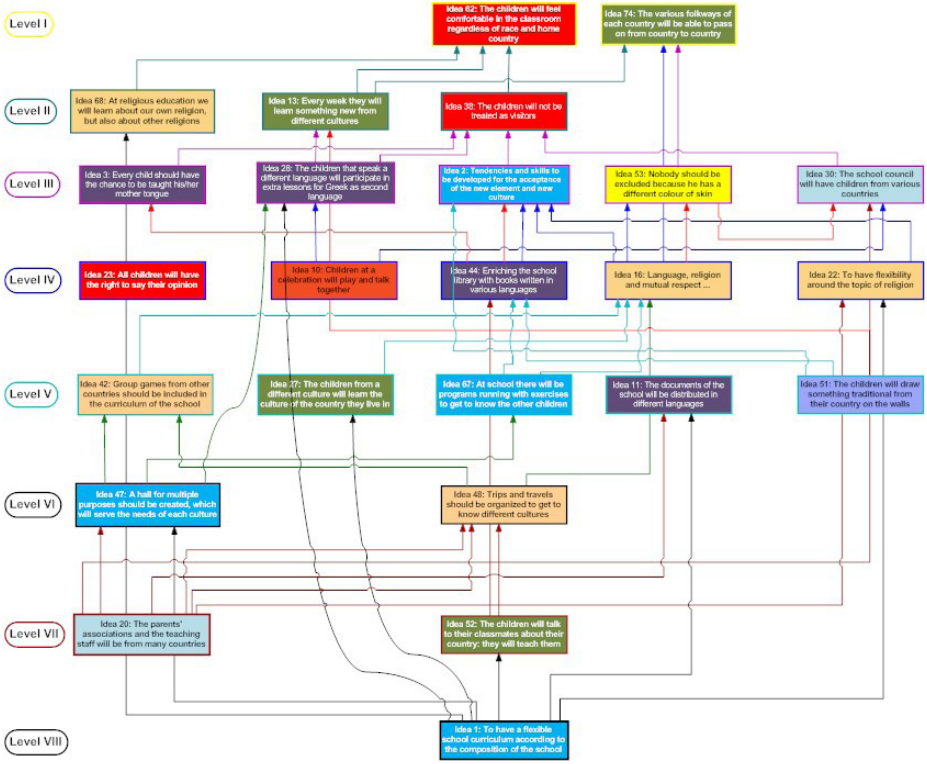


Table 4 – Obstacles to the Ideal Multicultural School List of all Factors

1. Economic problem at the state level
   Οικονομικό πρόβλημα στο επίπεδο του κράτους
2. The teaching personnel and the parents' association don't chose 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
   Δε μπορούμε να μαθαίνουμε γρήγορα τη γλώσσα κάποιου που έρχεται στην Κύπρο
5. Ministry of Education
   Υπουργείο Παιδείας
6. Centralised educational system
   Συγκεντροτικό 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 form 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 βαρυφορτομένο 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 στη 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 παραδώσεις 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 επιμοδίζουν 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 disagreeing
Ο πόλεμος μεταξύ των χωρών και οι διαφωνίες τους

70. The Cyprus problem prevents the schools in Famagusta from operating
Το κυπριοκό πρόβλημα επμοδίζει 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

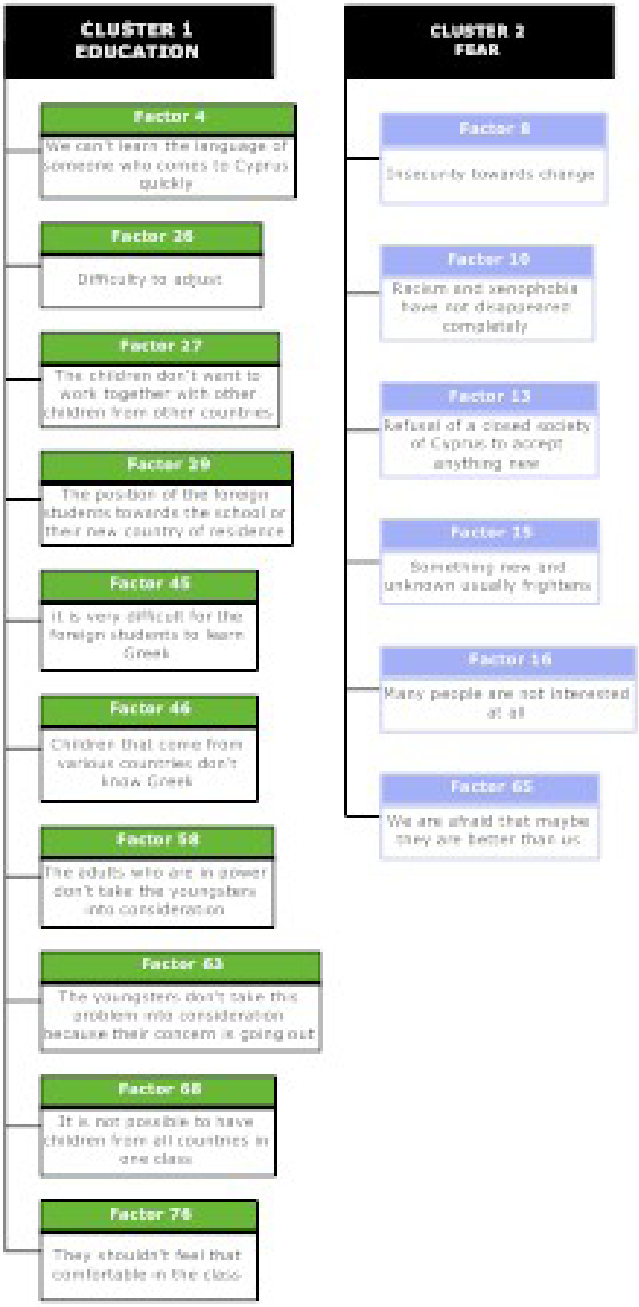
73. There are not many language schools for foreign languages operating, but neither for Greek for foreign children
Δε δημιουργούνται πολλά φροντιστήρια ξένων γλωσσών αλλά και ελληνικών για αλλόγλωσσα παιδιά

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

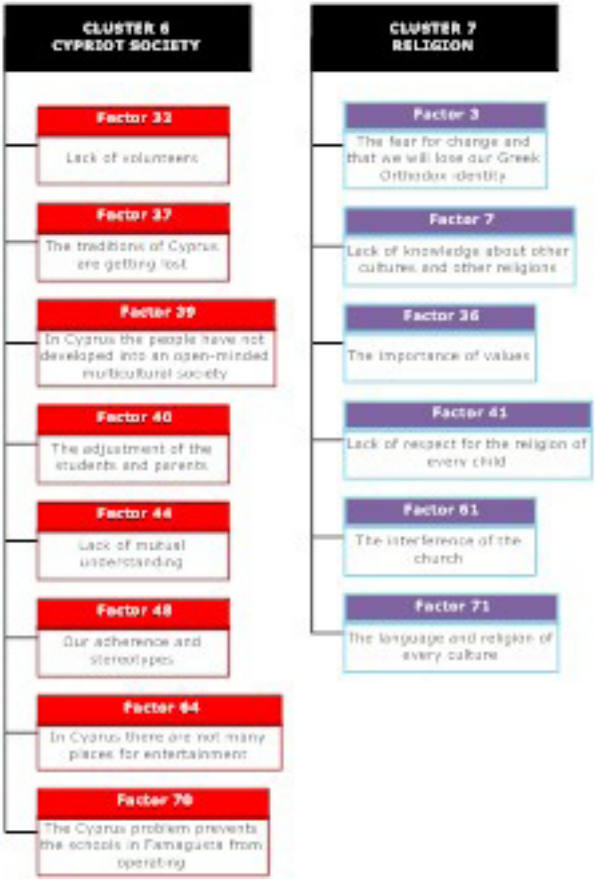
75. The other continents
Οι άλλες ηπείροι

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 3
RACISM
Factor 12
Paradoxon
Factor 14
Personnel in the decision centres lack appropriate specialized experience and personnel
Factor 17
The people that don't want a multicultural school
Factor 18
Racism prevents every dream from becoming reality
Factor 23
It will be difficult for the children to accept the new student
Factor 24
The parents that don't desire multicultural schools
Factor 28
Lack of respect
Factor 51
Bad behaviour towards the foreigners
Factor 52
Egoism
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 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 5
MINISTRY
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 8
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
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


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

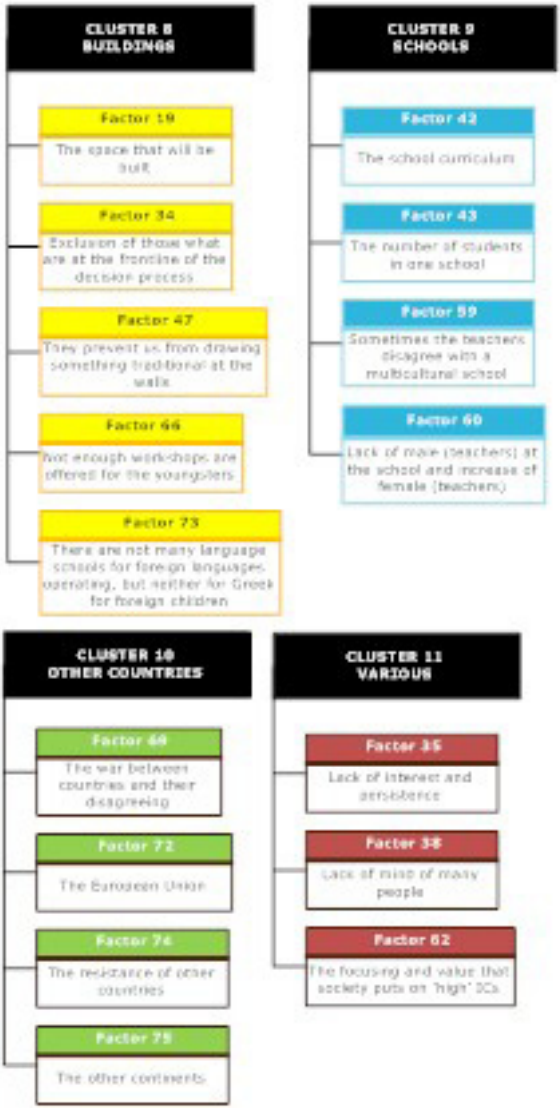
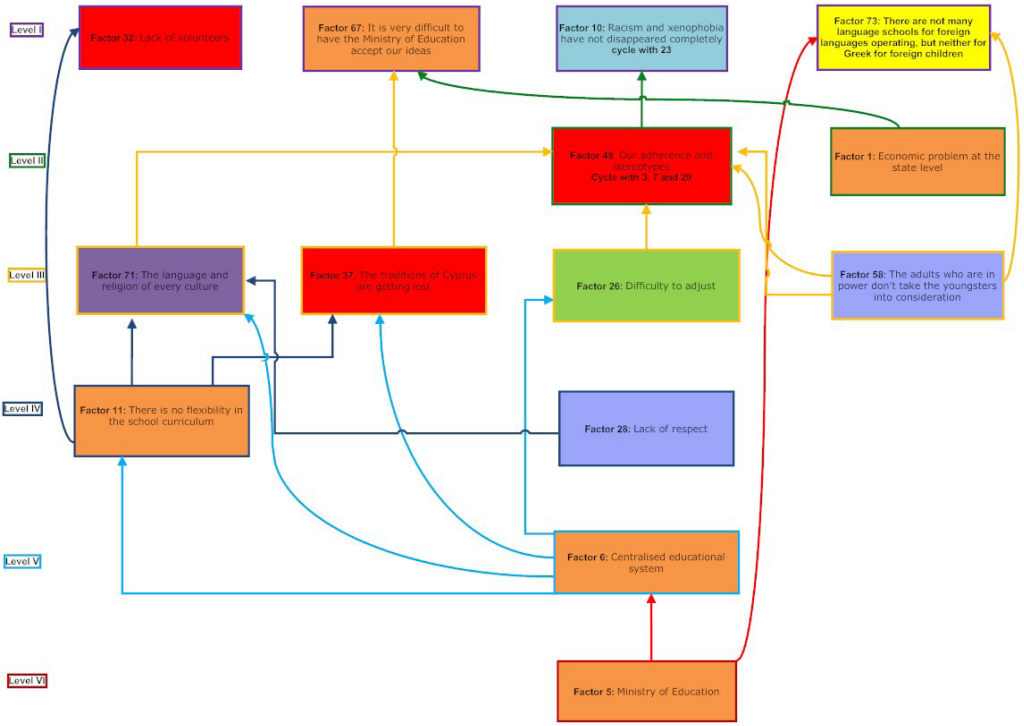

CLUSTER 8
BUILDINGS
Factor 19
The space that will be built
Factor 34
Exclusion of those what are at the frontline of the decision process
Factor 47
They prevent us from drawing something traditional at the walls
Factor 66
Not enough workshops are offered for the youngsters
Factor 73
There are not many 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 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
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

Table 6 – Obstacles to the Ideal Multicultural School Tree of Influence



C. Taking Action

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, volunteers, so that their ideas can be heard especially at the Ministry of education.

   Να συσταθεί νέα επιτροπή από εκπαιδευτικούς, γονείς, παιδιά, δημάρχους, εθελοντές ώστε να μπορούν να ακουστούν οι ιδέες ειδικά στο Υπουργείο Παιδείας.

3. There should be a welcoming class that is constituted of psychologists, teachers, 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. To draw on the walls of the school the customs of other countries in order to learn better.
Να αναλάβουμε να ζωγραφίσουμε στους τοίχους του σχολείου έθιμα άλλων χωρών ώστε να 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. To buy literary books the native language of the foreign children. Help from the relative embassy.
Αγορά λογοτεχνικών βιβλίων στη μητρική γλώσσα των αλλόγλωσσων παιδιών. Βοήθεια ανάλογης πρεσβείας.

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, knowers 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. Make the children feel comfortable but not in a provocative way
Όχι προκλητικός τρόπος για να κάνουμε τα παιδιά να αισθάνονται άνετα

12. In the frames of the domestic economy class, preparation of recipes and food. Multicultural kitchen.
Στα πλαίσια 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. Psychologists for the children and parents. Organize of speeches, series of classes.
Ύπαρξη ψυχολόγων για τα παιδιά και τους γονείς. Οργάνωση διαλέξεων, σειρά μαθημάτων.

15. Briefing the Ministry of Education for the results and the responsibility that can undertake. Briefing of the parents.
Ενημέρωση Υπουργείου Παιδείας για τα αποτελέσματα και την ευθύνη που μπορεί να αναλάβει. Ενημέρωση γονέων.

Organizers

Eleftherios Papagiannis, Headmaster of the Elementary School Deryneia A'

Stella gavriel,

Facilitation Team

Yiannis Laouris

Dr. Yiannis Laouris is a Senior Scientist and President of CNTI. He heads the "New Media in Learning," 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.

Tonia Loizidou

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 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.

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.

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

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CONTACT INFORMATION

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

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