

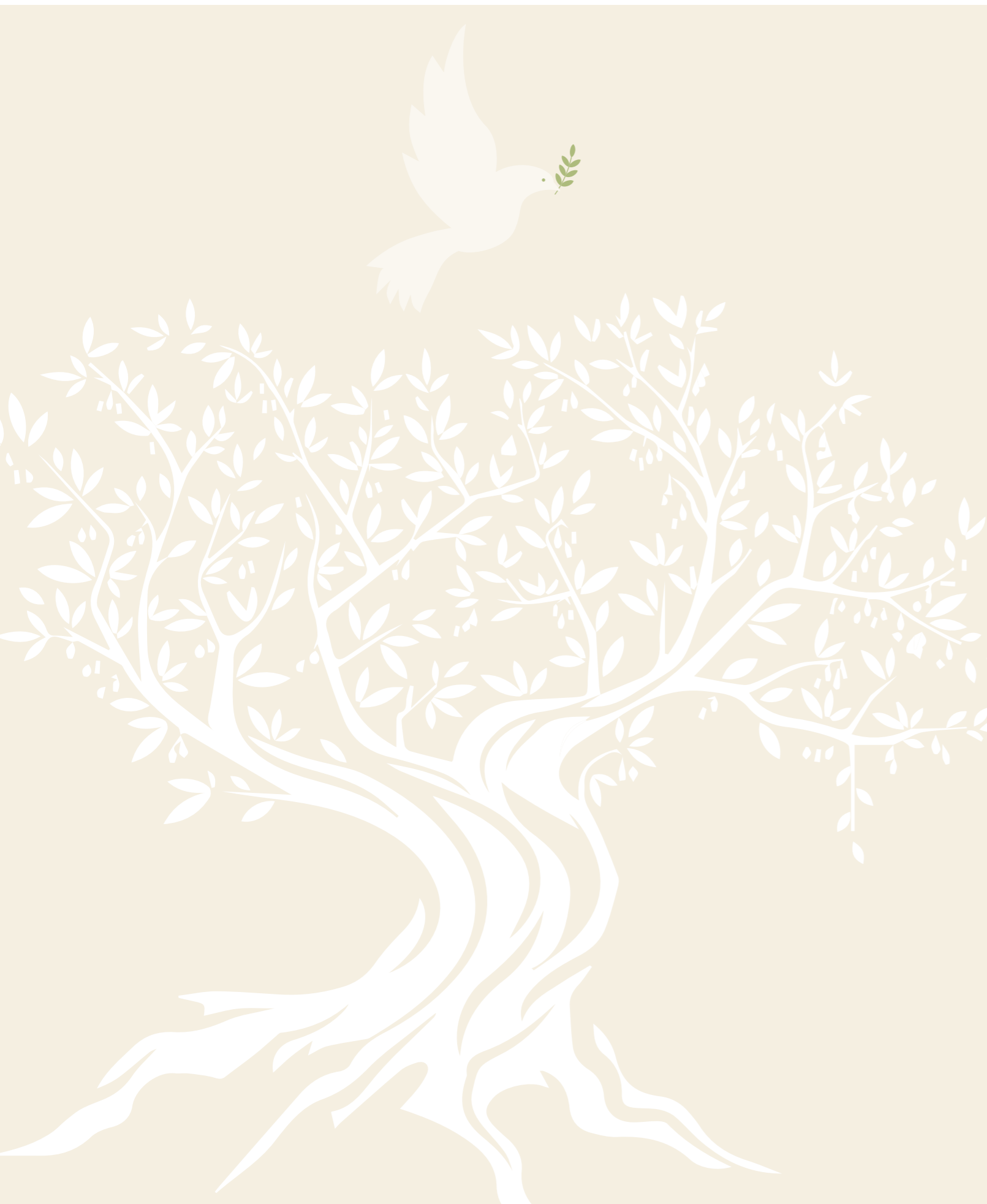


SPRING - FALL 2017

# PEACE EDUCATION CYPRUS 2017

A joint initiative between Portland State  
University and Future Worlds Center





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### **Sponsors**

Conflict Resolution Department, Portland State University

Hatfield School of Government, Portland State University

Rotarian Action Group for Peace

This report has been prepared in the context of the “Peace Education Peace CYPRUS 2017, Cyprus Initiative” Project ([http://futureworlds.eu/wiki/Peace\\_Education\\_Initiative\\_2017](http://futureworlds.eu/wiki/Peace_Education_Initiative_2017)), which was funded by the Sponsors mentioned above, and implemented by Portland State University-Conflict Resolution Program, in collaboration with Future Worlds Center (FWC). The report presents the results of two, 2-day long workshops (29 Sep - 1 Oct, 7 Oct - 8 Oct) that took place at the Home for Cooperation in the Buffer Zone.

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## Executive Summary

The project brought together six Greek and five Turkish Cypriot, educators, academics and other civil young actors concerned with education in two facilitated workshops for the purpose of addressing *Challenges* facing the respective educational systems and explore *Reforms* that if integrated into the existing educational systems, could facilitate reconciliation. The first workshop took place 29 Sep - 1 Oct and the second 7 Oct - 8 Oct, 2017. Both events were hosted at the Home for Cooperation in the Buffer Zone. The workshops were implemented using the Structured Democratic Dialogue Methodology. Following two days of deliberations the participants identified the following four as the most influential obstacles:

- #36: Political instability regarding reconciliation
- #05: The involvement of motherlands
- #32: The impact of religion
- #34: Denial to interact with the other

The second workshop focused on exploring possible actions and/or reforms. As deep drivers with great potential in contributing towards effectively addressing the identified challenges, the following emerged:

- #06: Encouraging interaction between schools
- #16: Creating a network of teachers
- #24: Students' participation in the program
- #11: Organising exchange programmes and visits
- #20: Implementing group working and organising common courses for this purpose
- #30: Partnerships between schools and the society in general

The participants were encouraged to take initiatives to implement activities and a small grant program was announced to support them. The first two initiatives addressed reform proposals #06 (Encouraging interaction between schools), #16 (Creating a network of teachers) and #11 (Organising exchange programmes and visits).

## Project Background

The justification for designing and launching this project is grounded, on one hand on the observation that the Cyprus educational systems continue to include many nationalistic symbols, and present and interpret history in ways that perpetuate the conflict, and on the other hand, on the hope that well-thought, surgical reforms of the existing educational systems could be catalytic and supportive of mutual understanding, cooperation and peaceful coexistence among the people of Cyprus.

The project brought together Greek and Turkish Cypriot, academics and educators in a series of facilitated workshops for the purpose of addressing a) the challenges facing the respective educational systems in light of the continuing peace process and prospects for a settlement, and b) the needed reforms to be designed and integrated into the existing educational systems so as to render education in the respective communities catalytic and supportive of mutual understanding, cooperation and the peaceful coexistence of the Turkish- and Greek- speaking Cypriots. Through a designed and facilitated process, taking advantage of the Structured Democratic Dialogue Methodology, the participants were called upon to address various aspects of education at the elementary and high school (and possibly university level) in search for elements that may enhance reconciliation, cooperation and mutual respect and understanding especially among the Greeks and Turks of Cyprus. Such elements could include curriculum issues, extracurricular activities, teacher and student exchanges, joint research, training, etc. aiming at constructive ways of build bridges across the two educational systems.

Starting in Spring 2017, the project envisioned a series of workshops in three phases to take place over approximately a year apart. This Report documents the results of two Phase I, two 2-day long workshops, which took place at the Home for Cooperation in the Buffer Zone in Nicosia 29 Sep - 1 Oct and 7 Oct - 8 Oct, 2017.

## About Structured Democratic Dialogue

All discussions between participants were facilitated using the Structured Democratic Dialogue (SDD) methodology. The SDD uses a strict and structured facilitation process supported by technology to capture the authentic opinions and views of participants. Specially designed software helps shorten the time needed to explore the influence that one idea might exert on another using an intelligent optimization algorithm known as Interpretive Structural Modeling (ISM).

For about 3-4 hours participants submitted single-sentence responses, as well as long clarifications in response to specific Triggering Questions. For the two Co-Laboratories (this term is preferred over 'workshop' to emphasize the fact that participants explore and discover together), the Triggering Questions used were:

Challenges

What are the challenges facing the respective educational systems in light of the continuing reconciliation process so as to render education in the respective communities catalytic and supportive of mutual understanding, cooperation and peaceful coexistence among the people of Cyprus?

Actions

What are needed reforms designed and integrated into the existing educational systems so as to render education in the respective communities catalytic and supportive of mutual understanding, cooperation and peaceful coexistence among the people of Cyprus?

During the first few hours, other participants were encouraged to ask clarifications, but no judgment questions were allowed. A bottom-up approach was subsequently applied to cluster all Statements into groups according to similarity and then participants were asked to choose the five they considered most important. The Statements that received two or more votes entered the final discussion in which participants explored influence relations such as:

If we make progress in addressing Challenge (or Action) X  
Will this help us SIGNIFICANTLY address Challenge (or Action) Y?

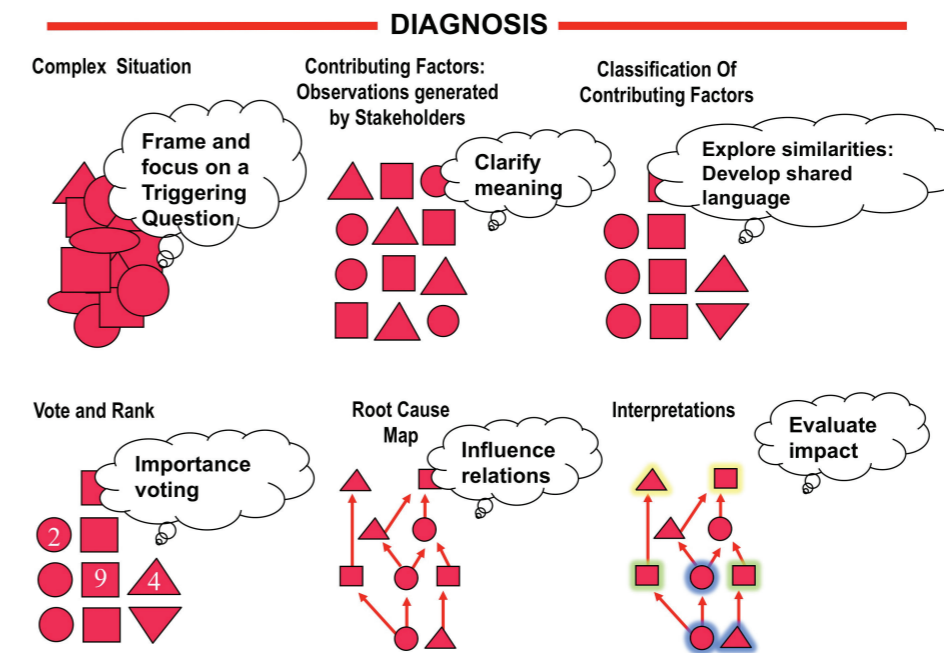
Since the number of combinations is in the order of several hundreds, the Interpretive Structural Modeling (ISM) algorithm was applied to reduce them to less than one to two hundred using inductive logic, thus making it possible for the participants to explore the full spectrum of the issue. The result was an Influence Map, which is a tree structure that represents the collective wisdom of the participants and their consensus as to which Challenges (or Actions) are the most influential, i.e., ideas that end up at the root of the corresponding map, are much more influential when it comes to addressing the overall challenge (or action).

The SDD approach emerged in the '70s out of the works of the Club of Rome founded by Aurelio Peccei an Italian Industrialist (1970). John Warfield and his group are credited for developing the ISM algorithm, the scientific grounding within a Science of Generic Design, and the first version of the methodology, which was known as Interactive Management (IM) (Warfield, 1976, 1982; Warfield & Cardenas, 1994). IM evolved into SDD through contributions of Aleco Christakis and the 21st Century Agoras Group (for books and comprehensive reviews: Christakis and Bausch, 2006; Flanagan and Christakis, 2009; Schreiberman & Christakis, 2007; Laouris 2012). Hasan Özbekhan, co-founder and first director of the Club of Rome wrote the original prospectus for The Club of Rome, The Predicament of Mankind (Club of Rome, 1970), which served as vision for systems scientists addressing issues of energy, overpopulation, depletion of resources and environmental degradation.

Özbekhan is credited for the formulation of the Axiom of Engagement, which states "it is unethical to design action plans for complex social systems without the engagement of the community of stakeholders." The SDD evolved into its present format, which harnesses digital technologies with contributions of Yiannis Laouris and his group at Future Worlds Center. They have introduced a hybrid version, i.e., partly face-to-face and partly synchronous (Laouris and Christakis, 2007) and they developed a free App known as IdeaPrism<sup>1</sup>, which allows the collection of contributions (both text and video) as well as their evaluation using multiple criteria (e.g, SMART, Impact, Feasibility, Probability, etc.).

They have also developed Cogniscope v3 using requirements proposed by the international community of practitioners for a next-generation tool (conducted as virtual SDD in 2012; Laouris, Y., Christakis, A. N., Dye, K. M., et al., 2012), ISM Parallel<sup>2</sup>, and other advanced tools used in the SDDs of this project (see section: Using Cutting Edge Technologies). Laouris is credited for the Law of Requisite Action, which states that "the capacity of a community of stakeholders to implement a plan of action effectively depends strongly on the true engagement of the stakeholders in designing it. Disregarding the participation of the stakeholders the plans are bound to fail<sup>3</sup>."

The graph illustrates the steps of implementation of a typical SDD process.



The SDD methodology was chosen over other options for a number of reasons, such as (a) its current format makes extensive use of technology, thus making it more efficient and attractive to young people, (b) the results of the discussions reflect the genuine views and authentic opinions of the participants (i.e., no "editing" of what is said is permitted), (c) the implementation of SDD introduces and cultivates important aspects of democratic processes, and (d) the project coordinators are world pioneers, have

extensive experience and have implemented co-laboratories worldwide using SDD.

<sup>1</sup> [www.IdeaPrism.net](http://www.IdeaPrism.net)

<sup>2</sup> [ekkotek.com/index.php/products/wisdom-tools/ism-parallel](http://ekkotek.com/index.php/products/wisdom-tools/ism-parallel)

<sup>3</sup> [dialogicdesignscience.wikispaces.com/Laws+%287%29](http://dialogicdesignscience.wikispaces.com/Laws+%287%29)



## Using Cutting Technologies Key Terms

The Structured Democratic Dialogues for this project took full advantage of cutting-edge technologies both theoretical and technological.

### **SDD: Structured Democratic Dialogue**

A dialogue conducted in compliance with the Dialogic Design Science. Also referred to as Structured Democratic Dialogue Process, or Structured Dialogic Design Process (SDDP).

### **ISM: Interpretive Structural Modeling**

Invented by John N. Warfield (1989). Provides a structured method for dealing with complex situations: generates a visual map of the situation (or problem) that is used to obtain new insights, and construct new approaches to the problem at hand. Incorporates pairwise comparison, transitive logic and concept synthesis to construct an influence map. ISM is embedded in the CogniScope v3.2 Classic, Concertina, Logosofia and IdeaPrism.

[http://reinventdemocracy.info/w/Interpretive\\_Structural\\_Modeling](http://reinventdemocracy.info/w/Interpretive_Structural_Modeling)

### **Cogniscope v3.2 Classic**

Software that supports the implementation of face-to-face dialogues designed in compliance with the requirements imposed by Dialogic Design Science. The original CogniScope™ was designed by Aleco Christakis and developed by CWA Ltd. and was running only on Windows 95 machines. The requirements for CogniScope v3.2 Classic were developed by theoreticians and practitioners from across the world, that participated in a virtual SDDP organized by Future Worlds Center and the Institute for 21st Century Agoras in 2012. The Classic v3, developed by Ekkotek Ltd., runs on Windows and Mac computers, and includes almost all requirements requested by the community.

<http://ekkotek.com/index.php/products/wisdom-tools/cogniscope3>

### **IdeaPrism**

Available as App and on the web, it facilitates the implementation of face-to-face as well as asynchronous and hybrid dialogues. The only tool that allows video clarifications, App-to-App communication, voting using multiple criteria as well as real-time virtual projections of all SDD outputs, either as web walls or as illustrations ready to be projected using a beamer.

<http://www.ideaprism.net>

<https://itunes.apple.com/us/app/idea-prism/id769448500?mt=8>

<https://play.google.com/store/apps/details?id=com.iziss.ideaprism&hl=en>





## Further Information on SDD methodology



### Begin your search on the Internet

Use keywords such as: Structured Democratic, Dialogue, Dialogue Design, Lovers of Democracy, Hasam Ozbekhan, John Warfield, Aleco Christakis, Yiannis Laouris, Club of Rome, Civil Society Dialogue<sup>1</sup>.



### Books and Reviews

Christakis, A.N. and Bausch, K. (2006). How People Harness Their Collective Wisdom and Power to Construct the Future in Co-Laboratories of Democracy. Information Age Publishing, Inc.

Flanagan, T. R., and Christakis, A. N., (2009). The Talking Point: Creating an Environment for Exploring Complex Meaning. Information Age Publishing Inc.

Laouris, Y., and Dye, K. (2017). Manual for Organizing Structured Democratic Dialogue\* Events: The SDD Playbook, Future Worlds Center Press, Nicosia, Cyprus

Bausch, K. (2015). With Reason and Vision: Structured Dialogic Design, Ongoing Emergence Press, Cincinnati, OH 45274

Laouris, Y. (2012). The ABCs of the science of structured dialogic design. International Journal of Applied Systemic Studies, 4(4), 239-257.



### Software



### Wikis and Websites

<http://www.dialogicdesignscience.wikispases.com>

[blogara.wikifoundry.com](http://blogara.wikifoundry.com)

[http://www.futureworlds.eu/wiki/Structured Dialogic Design Process](http://www.futureworlds.eu/wiki/Structured_Dialogic_Design_Process)



### Practice Centers

Future Worlds Center: [www.futureworldscenter.org](http://www.futureworldscenter.org)



Institute for 21<sup>st</sup> Century Agoras: [www.globalagoras.org](http://www.globalagoras.org)



### Demosophia

Lovers of Democracy: Description of the technology of Democracy: [sunsite.utk.edu/FINS/loversofdemocracy/](http://sunsite.utk.edu/FINS/loversofdemocracy/)



### Selected Recent Publications of the Future Worlds Team

Laouris, Y., and Michaelides, M. (2017). "Structured Democratic Dialogue: An application of a mathematical problem structuring method to facilitate reforms with local authorities in Cyprus." European Journal of Operational Research. <https://doi.org/10.1016/j.ejor.2017.04.039>

Laouris, Y., Dye, K. M.C., Michaelides, M., and Christakis, S.N. Co-laboratories of Democracy: Best Choices for Designing Sustainable Futures (2014) In: G.S. Metcalf (ed.), Social Systems and Design, Translational Systems Sciences 1, DOI 10.1007/978-4-431-54478-4\_7, Springer Japan. 175-193.

Laouris, Y. 2014 Reengineering and Reinventing both Democracy and the Concept of Life in the Digital Era (2014). In: L. Floridi (ed.), The Onlife Manifesto, DOI 10.1007/978-3-319-04093-6\_16, Springer International Publishing Switzerland.

<sup>1</sup> [en.wikipedia.org/wiki/Civil\\_Society\\_Dialogue\\_project\\_in\\_Cyprus](http://en.wikipedia.org/wiki/Civil_Society_Dialogue_project_in_Cyprus)



## The Challenges Co-Laboratory

The first Co-Laboratory took place at the Home of Cooperation at the buffer zone in Nicosia between 29th Sep. and 1st Oct. The event started with 3 presentations by representatives of the hosts and organizers to stimulate thinking and kindle ideas on behalf of the participants:

Prof. Harry Anastasiou, Head of Conflict Resolution Program, Portland State University introduced the background of the project, the aims and the envisioned future expansion.

Mrs. Eleni Tanou, Deputy District Governor, Rotary club of Nicosia-Aspelia, spoke on behalf of Rotary Cyprus and the region and expressed their support to the initiative.

Mr. Andreas Matsangos, President of Rotary Club Larnaca - Kition talked on behalf of a regional Rotary and their local support.



What are the challenges facing the respective educational systems in light of the continuing reconciliation process so as to render education in the respective communities catalytic and supportive of mutual understanding, cooperation and peaceful coexistence among the people of Cyprus?



## Idea Generation

After carefully examining together the Triggering Question, the participants were asked to state their ideas, responding to the TQ, using a single-sentence statement. In this phase, the Facilitator asked one by one, in a round-robin manner, all participants for their statements. The process continued in multiple rounds until all ideas have been collected. The ideas were recorded using the Cogniscope Classic v.3 software. In parallel, and during the short break before the next stage, the Technical Assistant copied the ideas in IdeaPrism and matched them to their corresponding authors.

## Clarifications

The participants were then invited to stand in front of the group and actually “pitch” their ideas for 1-2 minutes. Each participant got the floor to explain his/her idea(s) to the rest of the participants. The goal was that everyone was clear about the meaning. Clarifications were now recorded directly through IdeaPrism and made available on the cloud.

The participants produced 36 Ideas (i.e., Shortcomings) in response to the Triggering Question.

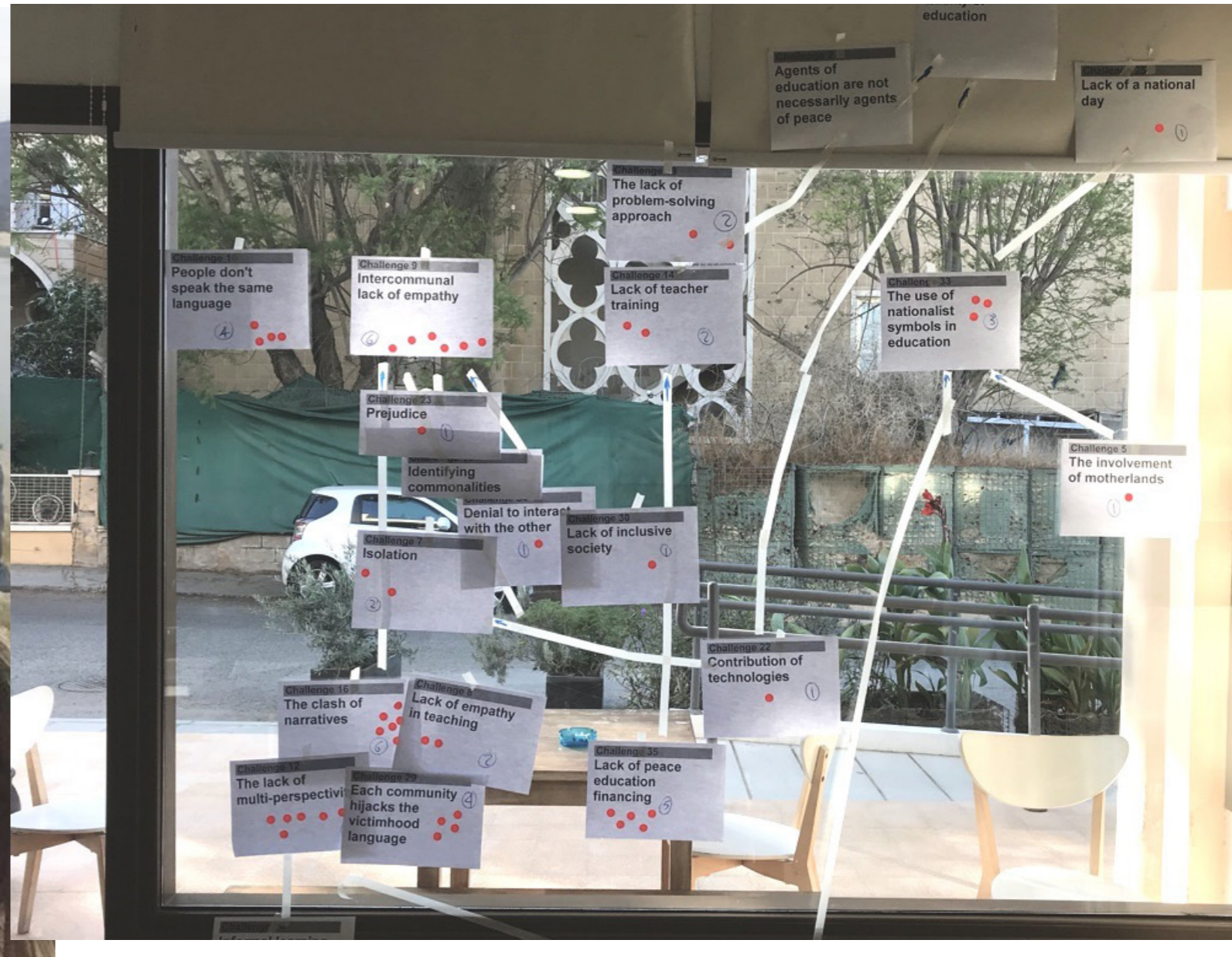
## Clustering Ideas into Groups

The next step involved the clustering of observations using a bottom-up approach. This process takes much longer than top-down clustering methods, because it encourages discussion. Evolutionary learning takes place as the participants are encouraged to explore how specific aspects of their ideas might make them similar to other ideas; a process that forces them to draw further distinctions. Participants were asked to respond to a question like the one shown below and if 2/3 of them agreed, then the ideas were placed in the same cluster.

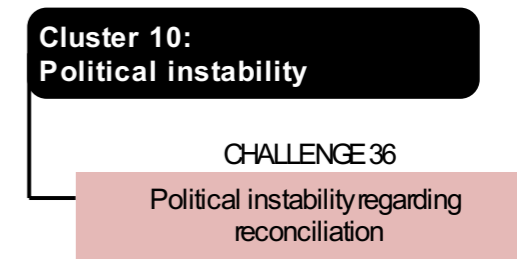
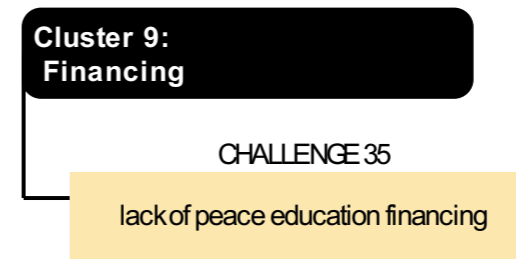
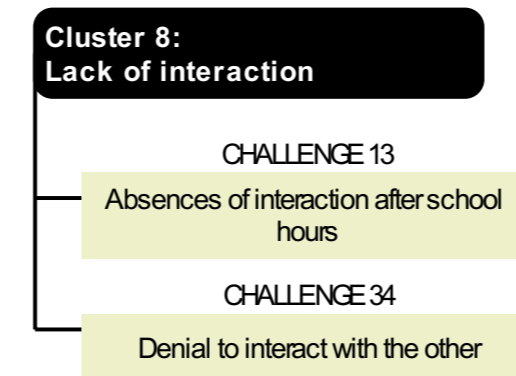
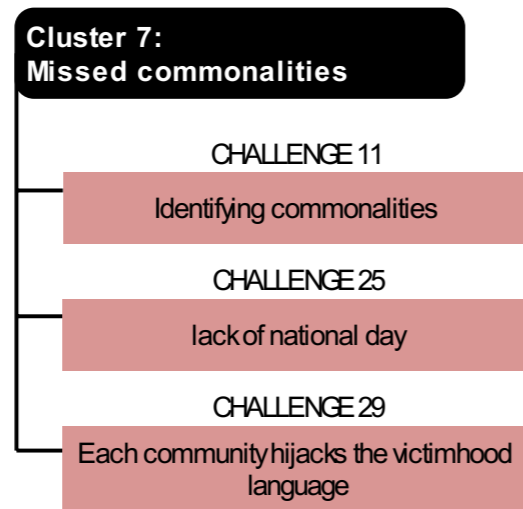
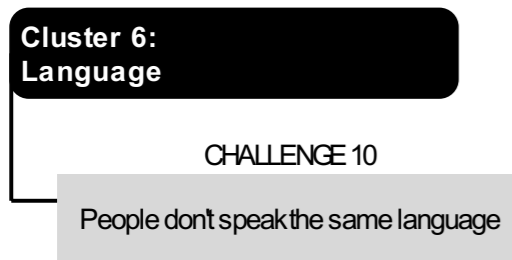
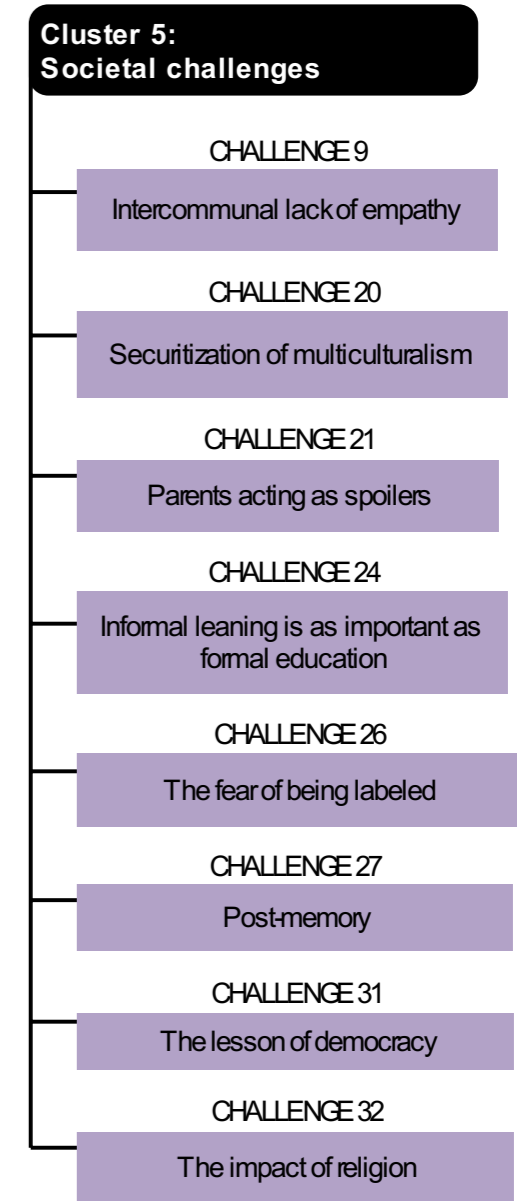
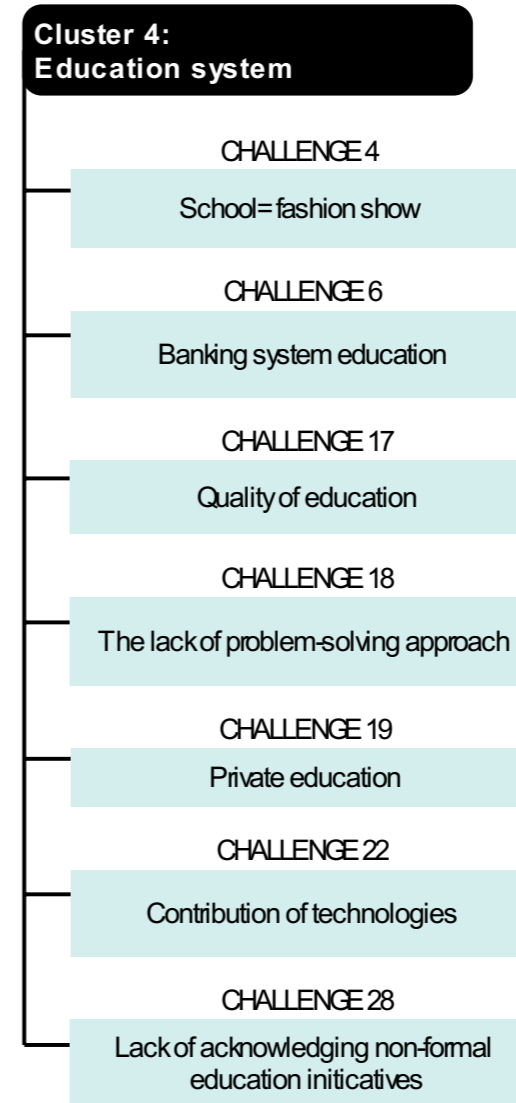
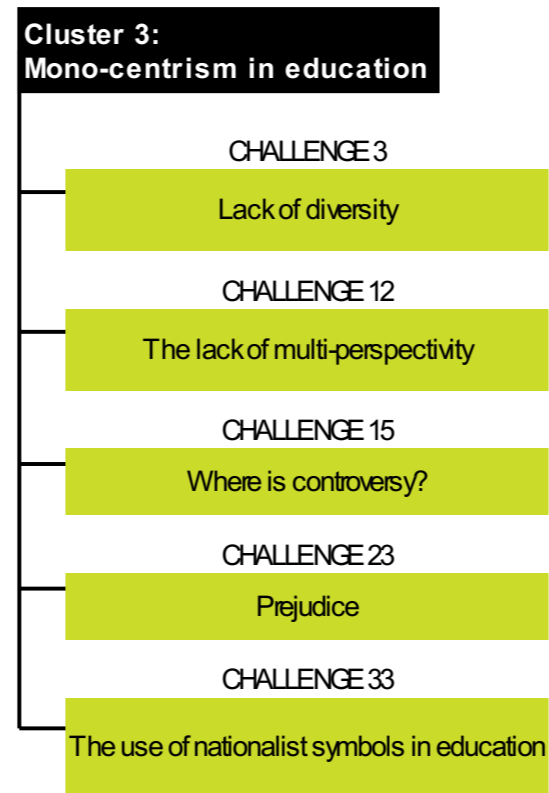
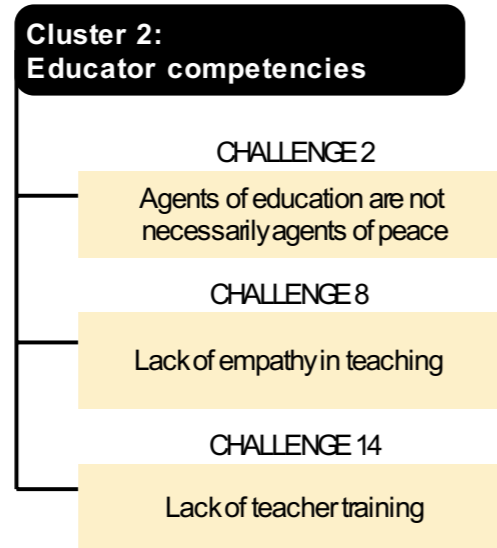
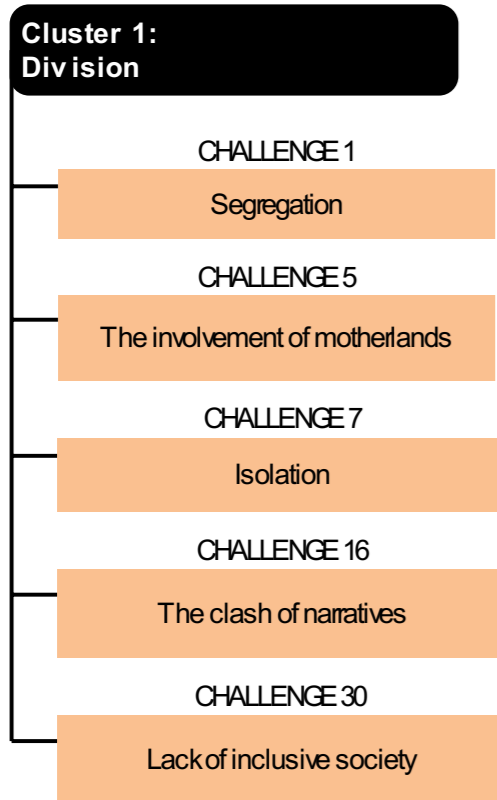
**Does Idea X have SIGNIFICANT common attributes with Idea Y to justify putting them in the same Cluster?**

This process is typically conducted with the support of Cogniscope v.3. If time is short, a smaller team can do this process. To accelerate the process of clustering during this Co-Laboratory, and to allow more discussions and interactions between them, participants started the process with Cogniscope and then grouped the ideas into clusters by hand.

The photographs and drawings of the clusters are shown in the following pages.







## Voting

After all ideas have been clustered, the participants were asked to choose the five ideas that they considered more important from the pool of all ideas. Ideas that received at least two votes were selected for the next stage. After those ideas were structured, participants were given a second vote (this time only 3 stickers) and asked to select, now more wisely (using the experience they collected during the process), among those ideas with 2, 1 or no votes. Based on their second voting, an additional five ideas were structured.

For this SDD the ideas that received votes are shown below along with their effective number of votes.

Votes	Idea
6	<b>09: Intercommunal lack of empathy</b>
6	<b>12: The lack of multi-perspectivity</b>
6	<b>16: The clash of narratives</b>
5	<b>35: Lack of peace education financing</b>
4	<b>10: People don't speak the same language</b>
4	<b>29: Each community hijacks the victimhood language</b>
3	33: The use of nationalist symbols in education
2	06: Banking system education
2	07: Isolation
2	08: Lack of empathy in teaching
2	14: Lack of teacher training
2	18: The lack of problem-solving approach
1	01: Segregation
1	05: The involvement of motherlands
1	11: Identifying commonalities
1	21: Parents acting as spoilers
1	22: Contribution of technologies
1	23: Prejudice
1	25: Lack of a national day
1	27: Post-memory
1	30: Lack of inclusive society
1	32: The impact of religion
1	34: Denial to interact with the other



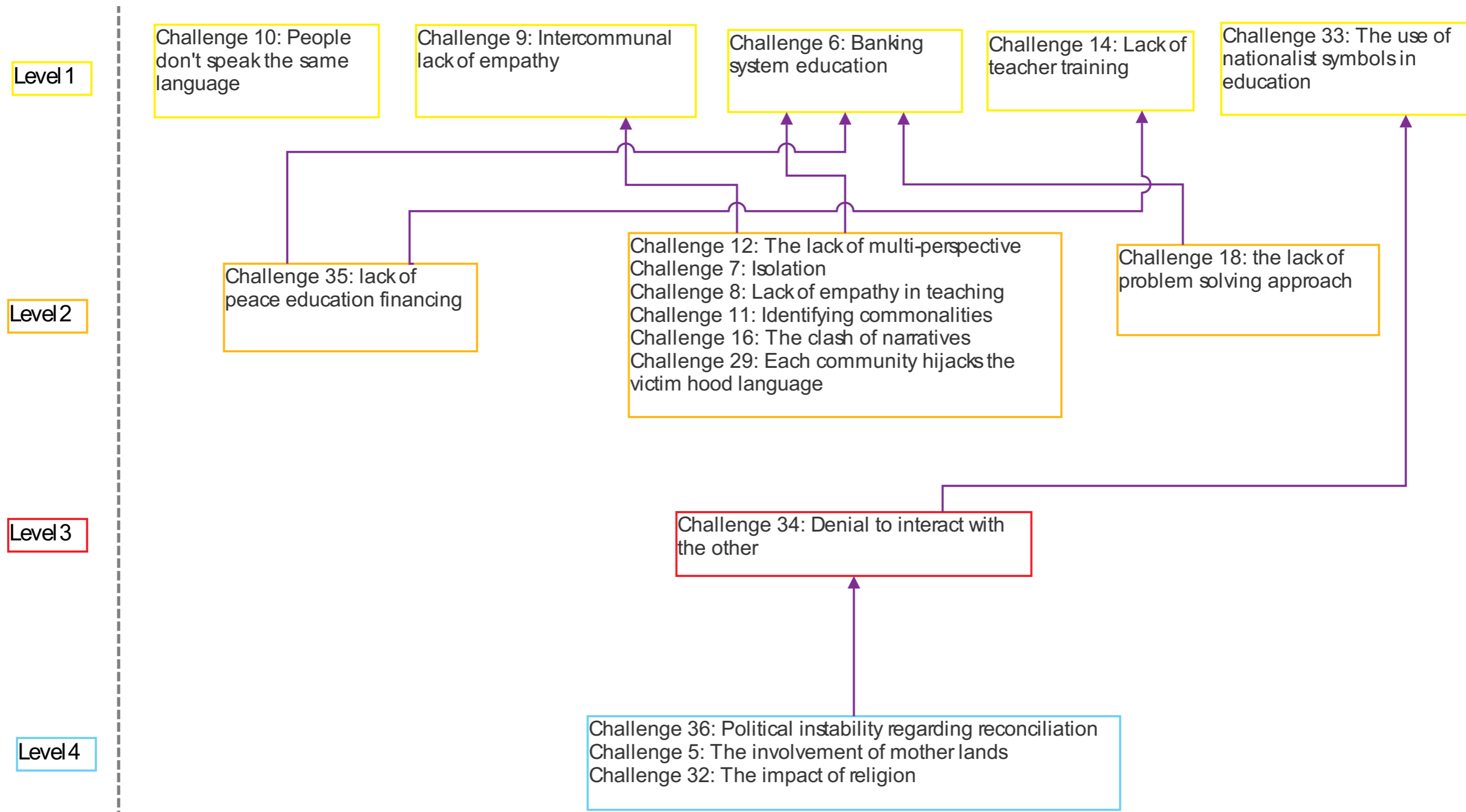


The SDD Process supports participants identify Root Causes and/or those Challenges that if addressed, tangible change could take place. This is achieved through pairwise comparisons as explained above. As a result of two full days of deliberations the participants identified the following four as the most influential obstacles:

- #36: Political instability regarding reconciliation
- #05: The involvement of motherlands
- #32: The impact of religion
- #34: Denial to interact with the other

## Key Challenges

- #36: Political instability regarding reconciliation
- #05: The involvement of motherlands
- #32: The impact of religion
- #34: Denial to interact with the other



The participants discussed the challenges in detail and concluded that the next step should be to explore interventions and initiatives which could address those key challenges tht ended up in the root of the tree, in tangible and meaningful ways. This was the aim of their next Dialogue.

Note: The ideas at the root of the MAP, i.e., #36, #5, and #32 were among those chosen during the second voting. They all have received only 1 or zero votes. This is an amazing discovery, because if participants were not asked to re-vote and/or if participants did not structure all ideas, they would had never discovered these deep drivers! It is notable that even participants who had never experienced SDD before, learn to look for deep drivers even after one session.

## From Diagnosis to Action

The participants re-convened a week later (7-8 Oct. 2017) at the same location to explore options. They were asked to propose actions through which the identified Challenges, could be effectively addressed. The first day event started with a talk by Mr. Marios Epaminondas, Officer for European and International Affairs at Ministry of Education and Culture, Founding member of the Association for Historical Dialogue and Research who presented previous and current initiatives in Cyprus related to educational reforms. Marios, as member of a bicommunal committee for education, also informed the participants of the political will to implement necessary adjustments and/or reforms in the educational systems to support reconciliation.



What are needed reforms designed and integrated into the existing educational systems so as to render education in the respective communities catalytic and supportive of mutual understanding, cooperation and peaceful coexistence among the people of Cyprus?



Votes Idea

- 5 13: Bicommunal workshops for young people on global learning
- 5 15: The friendships of Cyprus
- 5 27: Remove nationalist and religious symbols (visual or oral) from schools
- 4 02: Writing a common curriculum (start with special needs education)
- 4 06: Encouraging interaction between schools
- 4 16: Creating a network of teachers
- 4 20: Implementing group working and organising common courses for this purpose
- 3 03: Obligatory teaching of both languages in formal education
- 3 09: Developing extra-curricular facilitator trainings under an international brand
- 3 28: Collaboration among psychologist associations
- 2 10: Teach religious instruction for a multicultural world
- 2 11: Organising exchange programmes and visits
- 2 12: Organising dancing/theatrical group
- 2 19: Create a bicommunal school in the buffer zone
- 1 01: Publishing Common Books
- 1 05: Teach civic education classes in schools
- 1 07: Approval by the Ministry of Education
- 1 08: Create common oral history project
- 1 18: Model United Nations simulations for Cyprus
- 1 21: Review of curriculum and educational resources
- 1 25: Identifying commonalities - Environment





**Cluster 1:  
Joined Curricula**

- ACTION 1  
Publishing Common Books
- ACTION 2  
Writing a common curriculum
- ACTION 3  
Obligatory teaching of both languages
- ACTION 4  
Teach 20th century philosophy in secondary schools
- ACTION 5  
Teach civic education classes in schools
- ACTION 8  
Create common oral history project
- ACTION 10  
Teach religious instruction for a multicultural world
- ACTION 17  
Bi communal perceptions manual
- ACTION 20  
Implementing group working and organising common courses for this purpose
- ACTION 21  
Review of curriculum and educational resources

**Cluster 2:  
Extracurricular interactions**

- ACTION 6  
Encourage interaction between schools
- ACTION 11  
Organising exchange programmes and visits
- ACTION 12  
Organising dancing/theatrical group
- ACTION 13  
Bi communal workshops for young people on global learning
- ACTION 14  
Kibbutz inhabited by both communities
- ACTION 15  
The friendships of Cyprus
- ACTION 22  
Food technology classes

**Cluster 3:  
Political embracing**

- ACTION 7  
Approval by the Ministry of Education
- ACTION 27  
Remove nationalist and religious symbols

**Cluster 4:  
Engaging international actors**

- ACTION 9  
Developing extra-curricular facilitator trainings under and international brand

**Cluster 5:  
Networking- Education educators**

- ACTION 16  
Creating a network of teachers
- ACTION 26  
Civic education teachers' training to foster difficult dialogue

**Cluster 6:  
Big educational projects**

- ACTION 19  
Create a bi communal school in the buffer zone
- ACTION 29  
Creating a network of museum educators

**Cluster 7:  
Public engagement**

- ACTION 23  
Educating the adults
- ACTION 28  
Collaboration among psychologist

**Cluster 8:  
Students engagement**

- ACTION 18  
Model United Nations simulations for Cyprus
- ACTION 24  
Student's participation in the programme

**Cluster 9: Diverse partnerships**

- ACTION 25  
Identifying commonalities - environment
- ACTION 30  
partnerships between schools and the society in general



The SDD Process explores options and through pairwise comparison a map is constructed which reveals the “deep drivers,” i.e., the actions with the greatest potential to contribute towards effectively addressing the identified challenges. As it can be seen from the MAP, the following emerged:

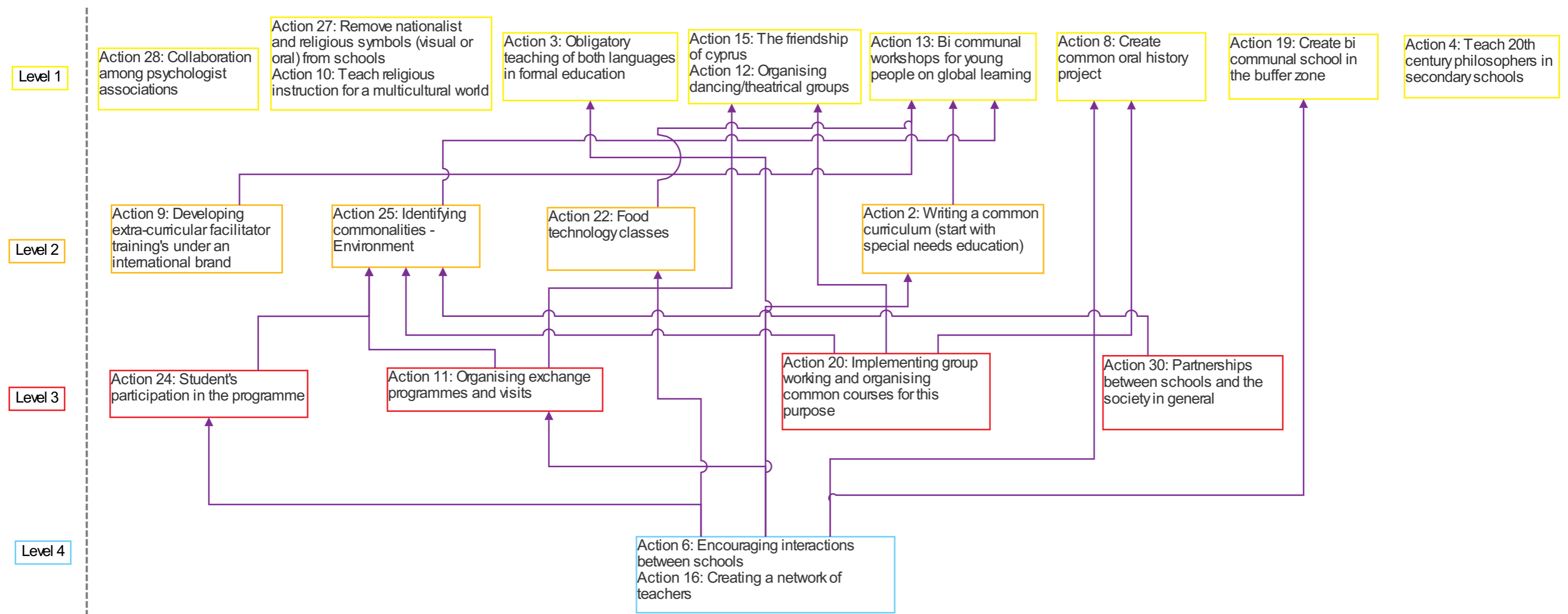
- #06: Encouraging interaction between schools
- #16: Creating a network of teachers
- #24: Students’ participation in the program
- #11: Organising exchange programmes and visits
- #20: Implementing group working and organising common courses for this purpose
- #30: Partnerships between schools and the society in general

During the last half day, the participants came up with practical projects and ideas on what initiatives they would be interested to take which if implemented would produce tangible positive change. They were also encouraged to apply to a small grant scheme that foresees up to 400 euro per initiative to help them with the implementation. At the time of this Report preparation five individuals submitted proposals and two implemented them. The first two actions implemented addressed actions #06 (Encouraging interaction between schools), #16 (Creating a network of teachers) and #11 (Organising exchange programmes and visits).

## Key Actions

- #06: Encouraging interaction between schools
- #16: Creating a network of teachers
- #24: Students’ participation in the programm
- #11: Organising exchange programmes and visits
- #20: Implementing group working and organising common courses for this purpose
- #30: Partnerships between schools and the society in general

It is interesting to note that the ideas that ended up at the root of the MAP (i.e., Actions 6 & 16) were not the ones that received the most votes during the previous voting step. This observation has been described as “Erroneous Priorities Effect” in the sense that if actions were to be taken based on the voting without going through the step of exploring influences of one action on another, the deepest drivers would had been never discovered.





## Short Report of selected Teachers' Initiatives

Two of the participants, Ulus Irkad and Maria Loizou decided to design an initiative to address the following actions:

#06: Encouraging interaction between schools

#16: Creating a network of teachers

#11: Organising exchange programmes and visits

#30: Partnerships between schools and the society in general, by bringing together GCc and TCs teachers from the two sides to discuss and plan interactions.

Before the actual meeting with the GC teachers, the TC teachers had a planning meeting at Mikri Salamina. Subsequently, they visited GC teachers at the Community and Peace Center of Fasulla Village in Limassol. They discussed plans and agreed about goals and visions. They invited

Mr. Marios Michaelides, an experienced SDD Facilitator to assist them in their dialogues, even though the dialogues were not in compliance with the SDD Methodology. Marios divided the group into smaller ones who chose to work on common projects. For example, one group agreed that even though the ministries could not formally support cross visits, the schools could decide to exchange visits at their own initiatives. Another idea that came out was to create a network in order to facilitate future encounters. Some other group suggested to prepare a manifesto for reforming educational systems. A final group talked about methods of communication between them. In sum, they concluded that continuing interactions and relations are extremely important. They decided to create a road map and to move on this road with confidence.





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