# Professional capacity dealing with diversity in Cyprus

Report of the NAOS study visit March 2016

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## 1. Introduction

### 1.1 NAOS: background and goals

Countries face challenges in catering for the diverse needs of migrant students and narrowing the gaps in education outcomes between native students and immigrant students. (Inter)national evidence (OECD 2010 Reviews of Migrant Education) suggest that strategies to raise education outcomes for migrant students need to focus on school level and system level, such as:

- preparing school leaders and teachers to meet the needs of diverse student groups;

- increasing student opportunity to learn language (mother tongue as well as language of instruction) in regular school lessons;

- encouraging schools to build capacity in the area of dealing with diversity;

- making collaboration between school and community more effective.

The central topic in NAOS is professional capacity concerning dealing with diversity related to migration (in all its different forms). Professional capacity includes innovative forms of cooperation between educational professionals and other professionals dealing with children. Bender Sebring, Allensworth, Bryk, Easton and Luppescu (2006) who view professional capacity as one of the fundamentals of school improvement define it as follows:

"Professional capacity encompasses the quality of the faculty and staff recruited and maintained in a school, their base beliefs and values about responsibility for change, the quality of ongoing professional development focused on local improvement efforts, and the capacity of a staff to work together as a cohesive professional community focused on the core problems of improving teaching and learning." (p. 12).

The objective of NAOS is to strengthen professional capacity in the partner countries and their respective schools. With the ultimate goal to increase educational attainment and reduce drop out and unemployment among groups of migrant children. NAOS is a star that refers to the fundament of a Greek building. By choosing this name, we emphasize the idea that professional capacity is the fundament of good quality education.

The OECD country reviews in "Closing the gap for immigrant students" (2010) shows that developing policies and curricular adaptations at the national level is not enough for closing the achievement gap between native and immigrant students. It also needs institutional changes, made within every school, including changes in school leadership, teaching methodologies and school-home co-operation. NAOS wants to take a deeper look at what kind of institutional changes inside schools are needed by looking at the professional capacity in schools.

Naos is complementary to the SIRIUS policy network carried out from 2012 - 2014. SIRIUS has promoted and enhanced knowledge transfer among stakeholders in order to improve the education of children and youngsters from migrant background. One of the focal points in Sirius was

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professional capacity. The difference between the Sirius activities in this area and the Naos activities concern the specific focus on pre- and in-service modules for professional development as well as the inclusion of schools in the network.

The current project partners (see below) have been chosen on the basis of complex migration histories (Netherlands and Belgium), language instruction (Estonia and Lithuania), a variety of strategies for building professional capacity (Norway and Lithuania), economic crisis in combination with educational issues (Portugal and Greece) and new EU countries facing future immigrants and educational challenges (Croatia and Cyprus). All partners in the Naos network are centres of expertise which will yield critical, theoretical and empirical contributions to the development of knowledge and practice on professional capacity. In each of the countries, the centre of expertise will connect to a set of schools and support the Naos activities.

The Naos partners:

| Name of the Organisation |
| --- |
| Risbo B.V. |
| Forum za slobodu odgoja |
| UNIVERSIDADE DO PORTO |
| Public Policy and Management Institute |
| Tartu Rahvusvaheline Kool Tartu International School MTÜ |
| PAIDAGOGIKO INSTITOUTO KYPROU - CYPRUS PEDAGOGICAL INSTITUTE |
| University of Patras |
| UNIVERSITEIT ANTWERPEN |
| Algemeen Pedagogisch Studiecentrum |
| HOGSKOLEN I OSTFOLD |

## 1.2 The study visit: content and procedure

A review of the literature (Severiens, Wolff & Van Herpen, 2014) shows that strengthening professional capacity with the aim to stimulate school success among diverse groups of migrant students asks for expertise in five content areas.

1.  Urban teachers (or teachers in classrooms with diverse student populations) should first of all know about language development in classes of pupils whose first language is not the language of instruction.
2.  These teachers should be competent in using pedagogic and didactic resources that support the learning of all their pupils. Diverse classes need different didactic resources and different types of instruction than homogeneous classrooms. If schools and teachers are committed to encouraging the talents of all their pupils they should have knowledge of the use of teaching materials, methods and types of instruction designed for diverse classes.

3. Urban teachers should know about social psychology issues such as stereotyping, teacher expectations and ethnic-identity development issues.
4. Urban teachers that succeed in engaging the parents of their diverse pupils as well as
5. cooperate with community organisations on a basis of equality will further support school achievement in their urban schools.

The review by Severiens et al. concludes that if schools are committed to increasing achievement among migrant groups, and closing the achievement gap, they should facilitate high levels of professional capacity in these areas of expertise.

Naos organizes ten study visits in a period of three years. The general aim of these study visits is to collect and exchange good practices between schools. These good practices concern one of the areas of expertise as described above. In this way, each area of expertise will be the topic of two separate study visits.

Each of the ten partners was asked to choose an area of expertise and indicate two schools with a good practice in this area. During the kick-off meeting the distribution of areas of expertise was made as follows:

| Organizing Partner | Visiting partner 1 (writers) | Visiting partner 2 | Theme |
|---|---|---|---|
| Belgium | Netherlands | Greece | School-community relationships/parent participation |
| Greece | Croatia | Norway | Social psychology |
| Norway | Netherlands | Cyprus | Language/pedagogy/social psychology |
| Croatia | Portugal | Lithuania | School - community relationships |
| Cyprus | Belgium | Netherlands | Social psychology/School - community relationships |
| Estonia | Greece | Belgium | Pedagogy |
| Lithuania | Cyprus | Estonia | Language/pedagogy |
| Portugal | Estonia | Netherlands | School-community relationships/pedagogy |
| Netherlands | Lithuania | Croatia | School-community relationships/language |
| Netherlands | Norway | Portugal | Pedagogy |

Some partners indicated that whereas the distinction in the five areas of expertise could be made on a conceptual level, in practice many schools combine different areas and conduct activities in several areas at the same time. For example, oftentimes parent participation and school-

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community relationships are combined, but other combinations are also possible. In the schedule above it becomes clear how the areas of expertise are combined in each of the study visits.

**Procedure**

The focus during the study visits is on the good practice itself, but especially on the in-service training or professional development activity that supported the development of the good practice. Two general questions guide the study visit:

1. What does the good practice entail?

2. How were the teachers prepared for this good practice?

In the first session of the study visit, these general questions are translated to more detailed questions that refer to the specific area(s) of expertise and are relevant given the context of the study visit. In general, a distinction is made between questions regarding the context, the goals of the good practice, the activities, the results and the professional development activities.

This more specific set of questions guides the school visits as well the reflection during the final session of the study visit. In paragraph 3.3 the questions that were used in the Study visit in Cyprus are phrased.

All participants take turns taking notes (observations and notes of interviews), which are shared with the partner responsible for writing the report. The writing partner analyses the notes and wrote the report according to the general questions and the basic categories (context, goals, activities, results and professional development).

### 1.3 Participants in the Cyprus study visit

The study visit started with a presentation by the organizing partner (Cyprus Pedagogical Institute – see: 2.2.) on education in Cyprus, the theme of professionalization, the Ministries antiracist policy (see: 2.5) and their own institutional role in that. They organized and participated in the visit to two schools. The visiting partners were the Netherlands and Belgium (which was responsible for the report). In total, a group of five visiting participants took part in the study visit, among which were teachers with expertise in the area of education and migration.



*The NAOS-visiting team in Cyprus:*

*At the top (f.l.t.r.): Elize Jong  (NL), Hanna De Koning (NL), Sabine Severiens (NL), Paul Mahieu (B)*

*Bottom:  Tomislav Tudjman (NL), Elena Christofidou (Cyp),  Antonia Spyropoulu (Cyp), Raf Raeymaekers (B)*

### 1.4 Content of this report

This report will describe the first Naos study visit that took place on February 29 and March 1st and 2nd. Both the introduction as well as the school visits will be described in separate chapters. The report will end with some general reflective notes prepared by the group in a "debriefing" session.

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*The Dutch-Belgian visitors in meeting*

## 2.    Context

### 2.1 Cyprus

Cyprus is the third largest island in the Mediterranean Sea with a population of approximately 840,000 inhabitants, as estimated in 2011 (Statistical Service-Republic of Cyprus, 2011). Cyprus has a long historical and cultural tradition which is now interacting with the political and economic commitments of the island following its recent entrance to the European Union (Zembylas, 2002). According to Zembylas (2002) Cyprus can be considered as a developing post-colonial country that struggles to find a balance between local traditions and global influences. Cyprus has had an adventurous history, mainly because of its geographical position at the juncture of three continents, and that has indirectly influenced the current education situation in Cyprus. The last five centuries for instance are a good illustration of that adventurous history: first Cyprus was conquered by the Ottomans (1571- 1870); then it passed to the British Empire which ruled the island until 1960, when it was declared an independent republic (Papadakis, 2008). In 1974, Turkey invaded the island and occupied approximately 40% of the total territory of the Republic. In 1990, Cyprus applied for membership of the European Union and took over the European orientations for its formal education. In 2004 Cyprus entered the European Union and this development along with the globalization on both economic and cultural levels created new needs to modernize science education in Cyprus (Zembylas, 2002).

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### *2.2 About immigrants: An Example of An Integration program by local authorities*

Based on the presentations made during the study visit it is stated that:

During the last years Cyprus has become a host country for immigrants. The immigration flow has particularly increased after Cyprus' entry to the EU and the economic and social growth of the last two decades. At the same time, the area around Cyprus is ravaged by war, causing continuous and intensifying waves of refugees to arrive from the Middle East and North Africa. As a result, the Cypriot society receives a mixed flow of immigrants from third world countries – economic immigrants and beneficiaries of international protection – turning it into a multicultural society, a society with many colours.

It is important for every European country to create conditions for a smooth integration of Third Country Nationals (TCNs) and for their participation in the country's social life. Successful integration is beneficial to both the host country and the immigrants themselves. Cyprus is implementing integration policies for immigrants, utilizing the funding opportunities and best practices offered by the EU. The integration of immigrants is an important part of the EU immigration policy. Apart from consolidating equal opportunities for all, the integration process helps us to understand immigrants and to create cohesive societies in which there is no room for xenophobia, discrimination and racism.

The successful integration of immigrants and of their family members in the local society is both a challenge and an opportunity for the Cypriot society. Integration is a priority in order to preserve social cohesion and also to help immigrants become part of the workforce for the economic development of the country.

Social integration is a two way process of adaptation to the new multicultural life conditions. This process affects both immigrants and the local residents in the host country.

The "Colourful Societies" project has been designed by local authorities to enhance the interactive process of integrating immigrants into the Cypriot society. It is based on European practices that proved effective for furthering integration in a multicultural environment. The project is a continuation of the project that had been implemented for the Annual Programme 2011.

The main objective of the project is the involvement and active participation of the municipalities of the Nicosia district in the exploitation and use of socio-cultural services already offered to third country nationals (TCNs). This would create opportunities for the TCNs to integrate in the local context and to interact with the local community.

The first priority of the program is to support, through the Local Authorities, third country nationals during the integration process, by eliminating the risk of social exclusion.

In the Nicosia district, the program relies on a collective effort of a number of partners: the Municipality of Aglantzia, being the lead partner, the Municipalities of Strovolos, Latsia and Dali, the Nicosia Development Agency (ANEL), the Communication Consultants Opinion &

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Action Services Ltd and the Strovolos Municipality Multifunctional Foundation. Through ANEL three more municipalities – those of Egkomi, Tseri and Yeri – are involved in the program.

The program is co-funded by the European Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%). The total budget of the program for 2016 is €150,000.

Services and activities

The program offers services and implements activities with a bearing on:

• The promotion of cooperation between local authorities and organized groups of immigrants (TCNs)

• The provision of social welfare programs to immigrants

• The implementation of training, capacity building and orientation activities

• The organization of mixed cultural and sport exchanges between immigrants and the local society.

### 2.3 Cyprus educational system

*(Based on: Kambouri, 2012)*

The Cypriot educational system has its own particularities characterized by a centralization of powers (Pashiardis, 2004). The administrative government body for education is the Ministry of Education and Culture, which is responsible for all educational institutions in Cyprus via the inspectorate and the headmasters. The Ministry of Education and Culture not only prepares and enforces the new legislation concerning education, but it prescribes also in detail the syllabi, the national curriculum and the national textbooks (Pashiardis and Ribbins, 2003; Pashiardis, 2004). The constitution of 1960 assigned the responsibility for education to the Greek Cypriot and Turkish Cypriot communal chambers. After withdrawal of the Turkish Cypriots from all state institutions, the government proceeded with the establishment of the Ministry of Education in 1965. Under this ministry, the education system evolved to its present structure: one to two-and-a-half years of pre-primary schooling for children aged three to five-and-a-half; six years of primary school for children aged five-and-a-half to eleven-and-a-half; six years of secondary schooling, followed by two to three years of higher education for those who don't go to study abroad (Solsten, 1991).

*Pre-primary and primary education in Cyprus*

Pre-primary education and primary education are very closely related. An evidence for this is that they share the same National Curriculum. The development of pre-primary education is

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a relatively recent phenomenon in Cyprus. In 1973 only eleven percent (11%) of the children younger than five attended public or private nurseries or kindergartens. Following the 1974 invasion, the state became much more involved with pre-primary education through the establishment of nurseries and kindergartens for the thousands of refugees from northern areas. Since the Turkish invasion of 1974 pre-primary education is a main priority in order to support refugee families, equalize educational opportunities across economic groups, and enable more mothers to secure gainful employment. The 1980s saw a further expansion of public education of this kind (Zembylas, 2002). Pre-primary institutions include public, private, and community-based nursery schools, day care centres, and kindergartens (Ministry of Education in Cyprus, 2003).The nursery schools are certified and supervised by the Ministry of Education and Culture, the day care centres by the Department of Social Welfare and Services.

Today, education is compulsory in the early years, beginning at the age of three. It is however the parents' prerogative to choose a public or private nursery school for their children. Parents are also free when to start the pre-primary education. After that primary schools provide a six-year compulsory program for children who have reached the age of five years and nine months (insula europae, n.d). Since 1962, primary education has been compulsory for children from six (6) to twelve (12). Schools operate in every community of at least fifteen children. Area schools serve neighbour communities with fewer than fifteen pupils. Parental choice is not an option – children must attend the school in their area (State University, n. d).

*Secondary education in Cyprus*

Secondary education, which is free of charge just as the pre-primary and primary education, is open without examination to all children who have completed the primary schooling. Secondary education extends over six years (12-18). It is divided in two cycles, each consisting of three grades: the lower or Gymnasium (12-15) and the upper or Lyceum (15-18). In Cyprus education is compulsory up to the age of fifteen and almost 100% of the students reach this level because education in Cyprus has a high priority in all social groups (Ministry of Education in Cyprus, 2003). During the first stage, the Gymnasium, all students are being taught the same general subjects, with a special emphasis on the humanities. The second stage consists of either the Lyceum, which offers five main fields of specialization (classical studies, science, economics, business and languages), or a vocational-technical course (Solsten, 1991). An important challenge at the beginning of the 1990s was to provide an education that was more responsive to the economic needs. The first vocational-technical schools were established after independence in an attempt to provide the rapidly expanding economy with technicians and skilled workers. However, Cypriots still preferred academic rather than technical courses, for reasons of social prestige. Cyprus therefore faced a chronic shortage of skilled workers and a high rate of unemployment among university graduates. In the second half of the 1980s, this trend has ended. Today at the Lyceum, students are taught a number of compulsory main subjects. At the same time they are required to choose a number of topics they want to study more in depth. Schools of the second category aim at providing industry with technicians and craftsmen. Vocational

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schools train many students for work in the country's important tourist industry; technical schools emphasize on mathematics, science, and training in various technologies.

Cyprus Educational System – Some numerical data* -1-

| | Schools | Pupils | Teachers |
|---|---|---|---|
| Pre-primary schools | 264 | 11769 | 752 |
| Primary schools | 340 | 49612 | 4144 |
| Special Schools | 9 | 343 | 148 |
| Secondary schools | 109 | 45004 | 6023 |
| Evening schools | 5 | 651 | |
| VET schools | 12 | 4284 | 505 |
| VET evening schools | 2 | | 125 |

*Annual Report (2013) Ministry of Education and Culture

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*A comparison with other countries*

As the PISA study shows, the level of Cyprus' educational output is rather low. In this graph example, the vertical axis corresponds to educational achievement in mathematics, while the horizontal axis reflects the impact of parents' SES on this achievement; being on the left side implies low impact of status on performance, whereas right side means higher impact. For context in our country's instance, when we compare it with the Flemish education, the level of mathematics performance is much lower. On the other hand the (negative) influence of (low) socio-economic status of parents is less prominent (near average for EU).
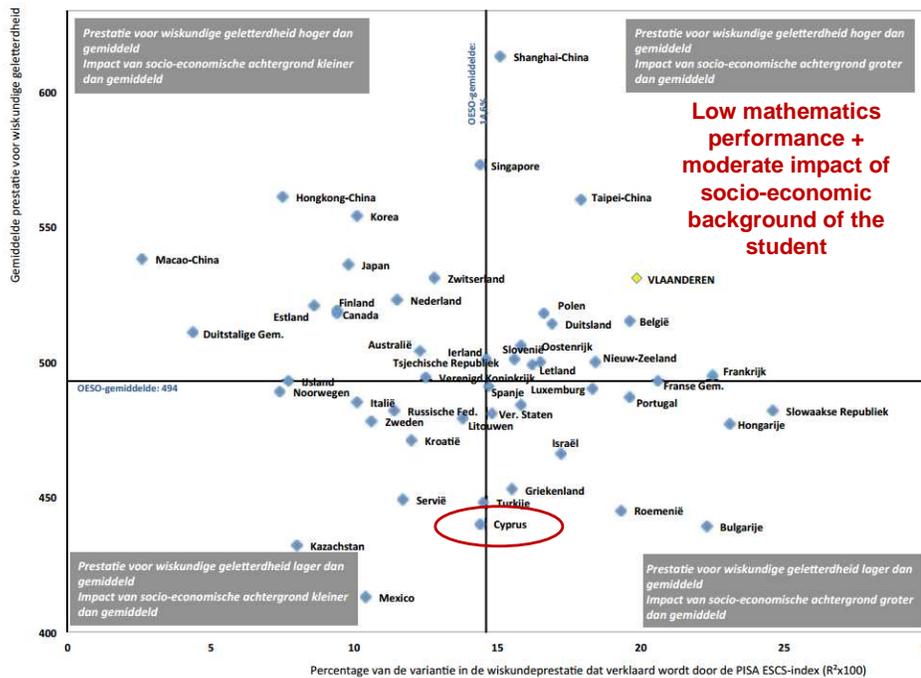


Source: OECD PISA 2009 database Table II.1.1

## 2.4 MOEC's antiracist policy implementation

Within the NAOS-project, a very relevant priority of the Cypriot ministry for school year 2015-16 is the antiracist policy – a goal all schools should adhere to: the ministry wants the awareness of students with regard to racism and intolerance heightened, and also wants to promote equality and respect, in the context of the No Hate Speech Movement of the Council of Europe.

As schools are the carriers of the government policy, implementing the antiracist policy is in line with the international and European conventions that Cyprus has signed and constitutes an official government measure against racism:

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- UN Convention for the Rights of the Child

- Recommendation CM/Rec (2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

- European Social Charter

The policy is spread over a school year. Schools have to promote the antiracist policy with the staff of the school and with the students and parents. Afterwards they have to implement the antiracist education activities in Health Education and other subjects aiming to sensitize students for the goals that have been set for the school year. At the end of the school year the schools have to send an Annual Recording Report Form to the Ministry.

Aim of the Code & Guide is NOT to characterize or identify individuals as 'racist' or 'not racist', but to:

- Identify all direct or indirect, purposeful or involuntary, acts and processes which lead to negative discrimination against individuals or groups based on their (perceived) diversity

- Develop urgent actions for the prevention and treatment of racist incidents, and

- Develop an antiracist culture.

Aim of the code is:

- To develop the awareness among teachers, students and their families on issues of racism and to give them the feeling they can talk safely about those issues.

- To identify manifestations of racism that were not visible beforehand.

- To reduce the number of racist incidents.

- To empower the children, who reported the majority of racist incidents, and the school leaders in addressing incidents and protecting the victims.

- To clarify the boundaries between racist, bullying or delinquency incidents.

The code of conduct against racism plays a central role in this policy. This includes:

- The necessity for development and implementation

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- A theoretical background about identity, diversity, 'race', prejudice, stereotype, discrimination, racism, xenophobia, nationalism, intolerance, homophobia, transphobia, bullying, hate speech, under-reporting and racist incidents.

- Aim and goals of the project.

- Responsibilities and commitments for all members of the school community

One of the tools for schools is the "Guide for Managing and Recording Racist Incidents". This includes:

- Steps for managing racist incidents

- Sanctions (reflection form, observation, written reprimand, community service, compensation, discussions with parents, deprivation of participation in events and sports, suspension)

- Reflection form

- Recording Form

- Annual recording Report Form

**2.5Professional development of teachers in Cyprus; the role of the Cyprus Pedagogical Institute (CPI)**

As shown in the next figure, the Pedagogical Institute (CPI) is one of the departments of the Ministry of Education and Culture (MOEC). It was established in 1973, following a decision of the council of Ministers and an expert's report.

## Cyprus Educational System
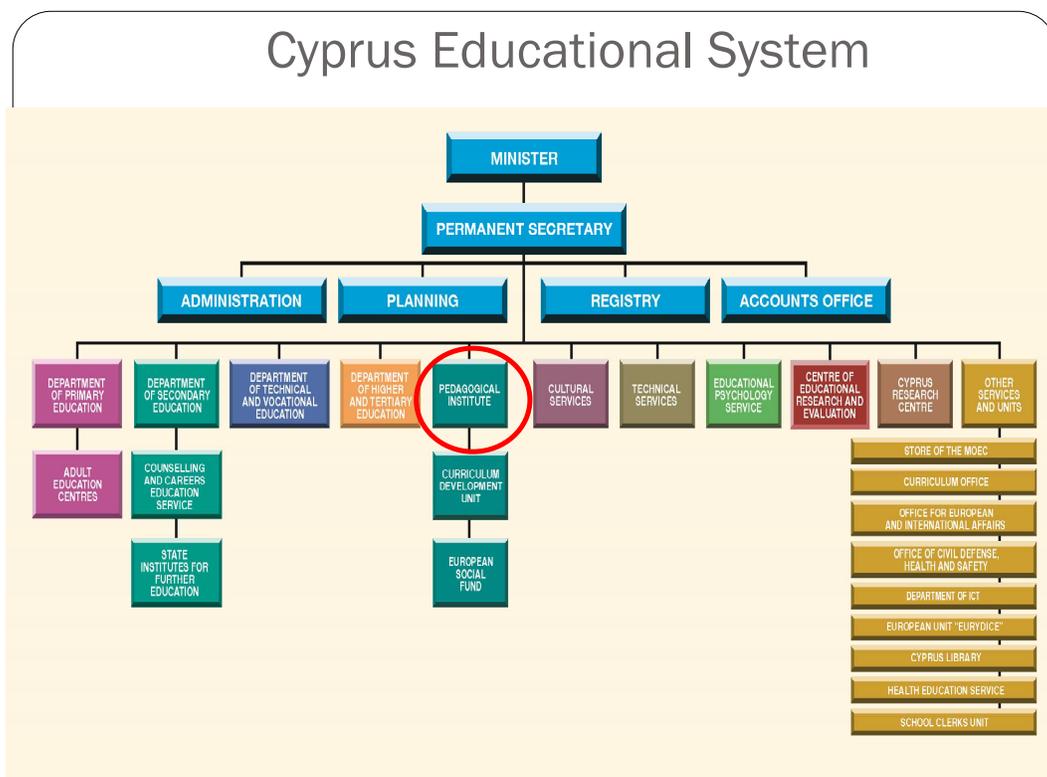


CPI contains five departments

- Department of Educational Documentation
- Department of Educational Technology
- Department of Teachers' In-service Training
- Department of Educational Research and Evaluation (until the establishment of the Centre for Educational Research and Evaluation in 2008)
- Curriculum Development Unit

As part of its mission the CPI tries to ensure the Continuous Professional Development (CPD) of teachers (all levels and all posts) and to promote the MOEC policy and the quality upgrading of the educational system. Its role is described as: "To promote CPD of all

teachers in the system, based on the international and European trends in education, the local needs and MOEC priorities, and to advise/facilitate the ministry in policy making in educational matters."

Two important priorities are:

1.      Emphasis on school-based, decentralized actions and support to all teachers

2.      Enhancing the evidence based policy regarding CPD and support to teachers

CPI cooperates with a lot of partners:

•       All departments of the MOEC (e.g. Primary, Secondary Technical and Vocational) and all services (e.g. Educational Psychology Service) – interdepartmental committees

•       Direct link with the CERE – evidence based policy

•       Universities and research centres in Cyprus (designing or / and offering programs)

•       The European Commission (CPI staff represents the MOEC at several committees and expert groups in Brussels)

•       Universities abroad (Greece, the UK, etc.)

•       Local organizations and bodies (e.g. School for Parents)

•       British Council

•       Experts from Cyprus and abroad on specialized subjects

•       ...

As their strengths the CPI mentions:

•       The horizontal' structure within the MOEC – representing and serving all the sectors/directions in the MOEC

•       The systemic and holistic approach of topics/issues (e.g. policy for ICT in education)

•       Bottom up and top down practices

•       Participatory models of action

•       Links with the CERE – efforts to communicate research and practice

- Identification of 'good practices' across the school system

- Direct and constant communication with schools – 'mediator' of the MOEC policy to schools

- Balance between theory and practice

As challenges they mention:

- The INSET programs are not obligatory for all teachers – The professional development of teachers largely relies on personal commitment (no official framework for the teachers' competences within the CPD in Cyprus)

- INSET is not evaluated with regard to its impact on teaching and learning

- Accreditation of the CPD programs

- Promotion of school based professional learning

Starting from these challenges the CPI is working on a new system that provides opportunities for professional learning:

- For teachers in a systematic way,

- On a needs assessment basis either of the school or the individual teacher

- With an emphasis on reflection

### 3.    Preparing School visits

### 3.1 Focus school visits: Social Psychology and School-Community relationships

Social psychology as well as 'relationships and collaboration between the school and its environment' is a central subject during the study visits. These two areas of expertise refer to the five areas being addressed by the NAOS network (see paragraph 1.2). The choice of the area of school-community relationships is based on the assumption that the development of the environment has a supporting effect on the development of the child. 'Collaboration' is understood to mean involving the neighbourhood in education and using the school facilities for the development of the neighbourhood. Parent involvement and participation are important focus areas here.

Basic knowledge by schools and their teachers over concepts emanating from social psychology research are also thought to be critical. Educators need to become increasingly aware of the prevalence of theories like stereotype threat, avoid deficit thinking, and constantly seek to eliminate the consequential effects of racism in all its facets.

### 3.2 Choice of the schools

As agreed at the kick off meeting by the NAOS-project partners, the CPI was asked to select a primary and secondary school which could boast a good track record in working with immigrants. Thanks to its role as a "go between" the Central Cypriot policy (MOEC) and the local schools (cfr. supra), the CPI was in a good position to make these choices.

During the whole stay in Cyprus, the Belgian and Dutch partners were accompanied by Ms. Elena Christofidou and Ms. Antonia Spyropoulu. They introduced the NAOS-partners in the following schools:

•       The 3rd Lakatameia Primary School. This school was selected for having applied the Anti-Racism Code (cfr. supra) for two years in a row, with very good results.

•       The Platy Secondary School. This Gymnasium was selected for running the Program for Teaching Greek as a Second language. This school counts relatively many foreign students.

In both schools the visiting group was given a warm reception, with snacks and drinks.  The Gymnasium even staged a folkloristic music and dance performance by students. Both visits had an identical format: introduction by the headmaster, interviews with the headmaster and

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with teachers, parents and students, a walk through the school building and a "debriefing" session.

*Pedagogical institute*



*Folkloristic act by students of the Gymnasium*

**3.3Questionnaires**

## Questionnaire for teachers and principal

The scheme below shows the general questions that have been the starting point for all NAOS study visits.

| | TEACHERS | PRINCIPAL |
|---|---|---|
| **CONTEXT** | -Have you in your school experienced any form for bullying, racism and/or other expressions of xenophobia amongst colleagues, students and/or parents?<br><br>-How do you acknowledge racism in your school?<br><br>-What is the context of your school/classroom?<br><br>-What kind of group formation is made within school? (intercultural, homogeneous, etc) | - How will you describe the school<br>- What are the characteristics of the school?<br>-How would you describe the school's student population?<br>-Who are described as minority students?<br>-How would you describe the local context of the school, such as the quality of living, employment/unemployment, among the students' parents, socio-economic conditions for parents and students?<br>-What are the school's basic values (e.g. visions of the school)?<br>-How may I recognize those values?<br>-Have you in your school experienced any form for bullying, racism and/or other expressions of xenophobia amongst colleagues, students and/or parents?<br>-What is the history of the school concerning (projects in the area of) social psychology and Language? |
| **GOALS** | -What is the general school approach/ vision to diversity?<br>-How may I recognize those values?<br><br>-What's the background of this approach<br><br>-What are the goals of these practices?<br>-Focus on process or progress? | -What is the general school approach/ vision to diversity?<br>-How may I recognize those values?<br><br>-What's the background of this approach<br><br>-What are the goals of these practices?<br>-Focus on process or progress? |
| **ACTIVITIES** | -How do you reach these goals?<br>-What are the main activities?<br>-Do you have any specific measures with regard to avoid racism and discrimination at school?<br>-Specific methods of developing self-identity to students?<br>- Are there any curricular topics/tools/methods addressing the topics about racism, acceptance, tolerance, diversity?<br>-In what ways are teaching methods and materials used to make students aware of their attitudes towards each other and towards 'other' cultures, and to promote understanding and tolerance | -How do you reach these goals?<br>-What are the main activities?<br>-Do you have any specific measures with regard to avoid racism and discrimination at school?<br>- How do they detect and minimize the reasons of social inequalities?<br>-Specific methods of developing self-identity to students?<br>- Are there any curricular topics/tools/methods addressing the topics about racism, acceptance, tolerance, diversity?<br>-In what ways are teaching methods and materials used to make students aware of their attitudes towards each other and towards 'other' cultures, and to promote understanding and |

| | | |
|---|---|---|
| | - How to you make use of examples and content from a variety of cultures in the school's curriculum | tolerance |
| **RESULTS** | -To what extend do you reach the goals?<br>-Do you feel satisfied with the activities? (teacher's perceptions).<br>-Why/Why not?<br>- In what ways do you consider minority students to be included? | -To what extend do you reach the goals?<br>-Do you feel satisfied with the activities? (principal's perceptions)<br>-Why/Why not?<br>- In what ways do you consider minority students to be included?<br>-Does school keep data of students' perspectives/attitudes about "otherness" (racism, acceptance, tolerance, diversity)? |
| **PROFESSIONAL PREPARATION** | -How do you acknowledge bullying, racism and/or other expressions of xenophobia at school?<br>-Is there an explicit or implicit training program/ policy at school?<br><br>-How are you as a teacher supported to understand, investigate, and to determine how cultural assumptions, frames of reference, perspectives and biases in the disciplines affect the construction of knowledge?<br><br>-How do you get prepared for the activities?<br><br>-How is the relationship between administrative tasks/ pedagogical tasks/ professionalization? | -What kind of preparation does the school offer to the teachers?<br>-How do you support teachers to understand, investigate, and to determine how cultural assumptions, frames of reference, perspectives and biases in the disciplines affect the construction of knowledge?<br><br>-How do teachers influence on decision making in daily work?<br>- How do school leaders open up for teachers to influence?<br><br>- How is the relationship between administrative tasks/ pedagogical tasks/ professionalization? |

### Questionnaire for the parents

| | Parents |
|---|---|
| **CONTEXT** | -Do you feel that your child's learning needs in terms of languages are tended top in the classroom?<br>-Do you feel that the school adapts to the learning needs of your child?<br>-Does the school help your child to develop its talents?<br><br>Please explain and give examples. |
| **GOALS** | -What do you expect from these practices? |
| **ACTIVITIES** | Do you feel that your child's learning needs in terms of languages are tended top in the classroom? |
| **RESULTS** | -Do you feel that you gain benefits from these practices? Why/ Why not?<br>How is the school doing it in your eyes? |

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| PROFESSIONAL PREPARATION | -Are teachers prepared to deal with diversity? In what way?<br>-How can it be improved etc.? |
| --- | --- |

The general questions above have been elaborated in questions about the school context, the objectives in this specific theme, the activities, the results and the activities in respect to professional development:

The school's environment:

- Of what kind of population is the neighbourhood composed? The school? The class?
- What about parents/pupils from low SES?
- What is the culture/lifestyle of the community?
- Do they (the school teachers) really understand the community?
- Are there any intercultural tensions among students?
- Do they deal with them? How?
- What is the school's track record as far as collaboration with its environment is concerned?
- What forms of support are there (e.g. projects, social work, subsidies)? What influence do the residents and organizations have on the development of the neighbourhood?

Objectives:

- What are the objectives as far as collaboration at the classroom level is concerned? At the school level?
- Who sets these objectives?
- What is the balance between respecting a culture and encouragement to integrate?
- What does the school expect to achieve?
- To what extent are parents involved/do parents participate?
- What do parents expect from this collaboration?

Activities:
- What sort of things are organised at the level of the class, the school, the community?
- Who sets the activities agenda?
- Are there any specific activities to manage intercultural tensions?
- Are community members used as interpreters for parents?

Results:

- What are good practices? What works?
- What is one proud of?
- What can be improved?
- How have the parents benefitted?

Professional development of teachers:

- Do the teachers follow the development of (government) policy? Developments in the neighbourhood?
- How does one respond to this?
- What should teachers/the school learn?
- How and where does one acquire the necessary competencies? Who supports this?
- How do they share knowledge and experience with others?
- How can the headmaster facilitate and support this?

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### 4.    Observations at the 3rd Lakatameia Primary School

### 4.1 Context

The school is located in the centre of the Lakatameia municipality. It is situated in the South-West of Nicosia, 11 km. from the city centre. The region counts 40,000 inhabitants, 7 primary and 3 secondary schools.  The school was established in 1986 and counted at the moment of the visit 350 students (from 6 to 12 year) and 25 primary teachers including 1 special education teacher, 1 speech therapist and 9 members of the non-teaching staff. The pupils have a traditional urban characteristic: a mix of pupils from upper and lower social-economic status.  Most students are coming from Greek-Cypriot families. About 10 % of the school population has a migrant background.

The school has existed for 30 years. We observed a very open school also because of the open architecture and a school culture with a lot of cultural artefacts.

The NAOS delegation was received by the headmaster, the advisor, the coordinator and some special needs teachers. The interviews were organized in parallel sessions with the headmaster and coordinator, resp. teachers and parents. The discussions were very frank. Afterwards different classrooms could be visited. In each class separate items on diversity – embodied in images, materials and slogans – were presented.

### 4.2 Goals

The vision of the school is to create a school where all children and teachers will experience love, care, progress, joy of learning and success in a safe environment of happiness. All the school actors make an effort to create opportunities for everyone to develop their personal talents and skills while showing mutual understanding, accepting diversity and respecting the values of democracy and humanism.

In this school 'working about diversity' goes further than only dealing with racism. Incidents which can be seen as racial ones rarely happen. Most of the time the school is dealing with other problems like bullying pupils who wear glasses or are corpulent. That's why the school focusses on other less visible forms of diversity. They want to reveal (uncover) hidden forms of racism and bullying.

The coordinator in this school is an important key player. He told us the following: "We have no particular problems, but children should be made aware that they live and learn in a diverse society. This awareness is important because of the current political problems in our country."

*Focus Social Psychology: Anti-bullying policy and implementation of the Code against Racism*

In the past there were a few incidents with bullying and racism in this school. Due to those incidents the school has a strong anti-bullying policy. The introduction of the Code against Racism in the school was seen as a tool to make that policy even stronger. Through the implementation of the Code they could deal more systematically with those diversity issues, they could involve more teachers, they could improve the expertise on the subject and they could invest more in professionalization.

The school decided to implement the Code because of 1) the acceptance and recognition that even in this school incidents of racist behaviour took place; 2) the outspoken ambition of the school to take action against racism and discrimination; 3) the recognition that the Code could possibly offer a systematic approach.

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**4.3 Activities**

The implementation of the Code addresses 3 key areas:

1. Staff development

2. Expansion of the supporting base

3. Enrichment of the school curriculum

To implement the Code the different school actors (teachers, community, parents and students) have to be informed first. All parties must be convinced of the importance of the program. One lesson the pedagogical coordinator learned: "Begin with the staff, then the parents and finally the pupils."

*Key Area 1: Staff Development*

To develop the staff, the school organized some school-based activities: presentations, teaching, coordination and interaction. The school also cooperated with external organizations like the Pedagogical Institute of Cyprus. And staff members participated at several conferences.

The pedagogical coordinator followed (voluntarily) five additional courses on dealing with diversity and on implementing the Code into the school. He also visited some other schools to learn more about the way they were implementing the Code.

The school provided literature and videos with real life good practices to support teachers. They also offered the teachers a 4 day course on "implementing the subject of diversity in their daily courses".

The subjects were clarified during staff meetings by roleplaying. The school had to convince the teachers that it is not only about 'the Turkish Cypriot conflict', but about all differences.

During the interviews with the delegation the teachers mentioned regular meetings with colleagues, searching the world wide web, sharing materials in official courses and internal continuous education as good tools to develop themselves professionally.

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*Key Area 2: Expansion of the supporting basis*

To expand the supporting basis the school informed the families and the community in general:

•        Information meetings conducted by staff members and guests during morning and evening hours.

•        Lectures on "Managing diversity".

•        Various newsletters and announcements.

•        Notification of the Code of Good Behaviour.

•        Printing posters, creating works of art and printing logos on T-shirts.

The teachers and the school coordinator have a close relationship with the parents. These two groups communicate frequently both formally and informally about the development of the children. They are constantly looking for good cooperation. The parents also feel welcome in the school. They indicate that they are really concerned about the school.

During the interviews the parents confirmed the strong collaboration with the school. Parents were involved in the school's policy about diversity. They had to read and sign the leaflet on that policy. Moreover, the school invited them to participate in policy discussions during special evenings and other events.

The parents appreciate the headmaster and they support the 'zero tolerance policy' on racism. They don't experience discrimination in the school – a pupil for instance who doesn't speak the Greek- Cypriot dialect can become the president of the class. But they understand the importance of being alert for such incidents.

The pupils were convinced very fast according to the teachers. They had immediately a lot of concrete questions and relevant applicable situations about the subject.

*Key Area 3: Enrichment of the school curriculum*

On curriculum level the school highlighted the fact that children consequently keep reporting incidents. They mentioned also the strength of the children's voice and the aggregation of policies in the Code of Good Behaviour. Finally, significant attention is paid towards the development of knowledge and attitudes about racism and discrimination in all the subjects taught, in the curriculum as well as in other school events.

Some concrete examples the teachers gave in the interviews follow:

- The Art teacher started from a bullying incident in her Artefacts lessons. She linked self-esteem to the work of Picasso 'The women of Algiers'.

- The language teacher teaches her pupils that language is a discriminatory practice. An example is that she pointed out that the Greek word for doctor is discriminating because the word is a male word.

- The teachers try to use more diverse learning methods and materials.

- Some Art teachers had a discussion with the pupils about their values. The pupils had to make a work of art to express their values.

- The introduction of "the BOX": pupils reflect personally on bullying incidents. They write how they feel as bullying victims and put the note in the box. Also the culprit has a document to fill in and to share his reflections. The notes are discussed in the classroom.

### 4.4 Results

There was no evidence-based evaluation of the implementation of the Code but the reactions of the actors involved are very positive.

During the interviews the teachers and the principal reported a higher awareness in the school. Teachers now recognize bullying-behaviour of pupils and know how to react. They know how they can speak and teach about racism, discrimination and bullying.

As a consequence of the open discussion about incidents in the school some racist incidents have been revealed.

The teachers report less bullying incidents. There are less notes in the bullying-box.

The teacher of the 6th class experienced a change in his classroom: "Now the pupils accept diversity more. They have all felt some emotions of being discriminated. And now they recognize these emotions."

 Enduring character

The Code is included in the school curriculum and program activities, with a link to the wider school policy. For instance there is a connection with the Code of Good Behaviour because of the holistic approach regarding undesirable behaviour.

- Emphasis on the cultivation of positive values – prevention

- Emphasis on informing

- Strengthening the voice of the weak groups

- Simplifying the management procedures

The leaflet for parents and pupils lends the project a more enduring character: they have to read it together and sign it. Parents are strongly involved in the project: they feel connected with the school policy on diversity and they participate in the artistic expressions of the pupils on the playground.

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### 4.5    Summary & considerations

Below, the considerations during the reflection session after the study visit are summarized point by point:

The school had to deal with a few barriers to implement the Code. There were some negative attitudes and prejudices expressed by children, teachers and families. Some children and families refused to accept the consequences of the implementation of the Code, some families didn't accept the designation of an incident as "racism".

The protocol of the official implementation demanded the school policy to create a large amount of material. This material was quite visible in the school.

There was a danger of a focused and isolated approach. However, the school's orientation on inclusion – and not only on racism (and more specific on the Cypriot conflict) – overcame the danger of an isolated approach. Because of this open scope people could accept and recognize the problem ("discrimination also exists in our school").

The whole team was involved in the implementation process. The headmaster and teachers strongly wanted to take action because they recognized the problem. The school staff had a solid plan to implement the Code – that's why they undertook systematic and consistent efforts. The implementation of the code was visible in all the curriculum and all of the lessons and school events.

From the beginning the school involved parents in the policy making. This was a very important step in the implementation process.

The external support from the Pedagogical Institute of Cyprus and the Open University of Cyprus was also very valuable for the implementation process.

The school describes the implementation of the Code as a journey of learning. There were some doubts at the beginning but there was optimism at the same time. They realized that their struggle should be based on a common and continuous action. Informing parents and children about each new step during the process was very important. That's why the action became a visible priority and many obstacles, difficulties and resistances were encountered. During the process opportunities for reflection and redesigning the approach presented themselves.

Maybe the last sheet of the PowerPoint presentation by the school condenses the main result for the school:

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*Recommendations*

Nowadays the policy about diversity in this school is more about integration with respect for other cultures and values. It is not about learning from differences. Pupils have to tolerate and respect each other but they are not really supported to develop their own personal cultural identity in this school. The implementation of the Code can be a good starting point for this alternative vision about dealing with diversity in terms of recognizing differences and offering opportunities for learning from each other.

The teachers mentioned the importance of informal learning for their professional development. Nowadays teachers have to follow a lot of official training courses so they have less time to learn in a natural way.

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## 5. Observations at Platy Secondary School



### 5.1 Context

Archbishop Makarios III – Platy Gymnasium started its operation during the school year 1984 – 1985. After the tragic events of 1974 the need for the creation of a new school in the area of Platy appeared. The Refugee settlement, the housing of civil servants, and of Elementary and High school teachers made the need of a new school even stronger.

The school personnel consists of 61 people.

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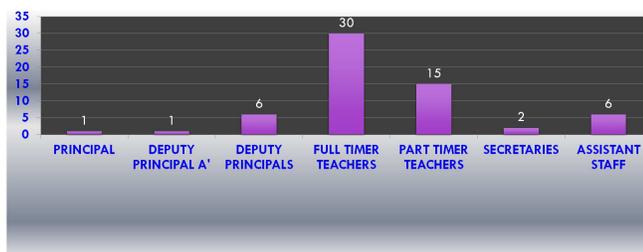
383 boys and girls are enrolled in the school. 5,25% are foreign language students, 2,36% are foreigners who know Greek. From all students 97,64% are Christians and 2,36% are Muslims. The students come from different socioeconomic backgrounds. They are children who have working or unemployed parents, single or divorced parents; some of them come from families which receive public allowance, or of other religions. However all of them connect to each other, co-exist, cooperate, and obey the same rules.

### 5.2 Goals

The initial presentation of the school revealed the strong interrelationship of the school with the cultural and religious identity of the country. This is evident from the following PowerPoint images of the inauguration.



"Archbishop Makarios III – Platy Gymnasium continues its operation and plays an important role in cultivating principles in its students. It preserves the Educational, Religious, Democratic, National and Human ideals which should characterize each citizen."

There is a strong positive attitude to the subject of 'no discrimination'.

Students feel connected with each other. The message is: follow the school regulations, participate in the activities and wear the school uniform.

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**5.3 Activities**

*School Policy regarding students from immigrant backgrounds*

1. Based on the Language and Literature curriculum thematic units were elaborated about Racism, Equality, Discrimination, All Same – All Different, Migration, Friendship, and other subjects. All students attended these units and could take/set examples. Through various other school subjects – again within the curriculum – all students are taught about racism, accepting differences, co-existence and living with one another.

2. Extra Math lessons – 2 periods – are given by a volunteer Math teacher.

3. A Romanian student who attends the literacy program has been also put into the intensive Greek program, and is thus attending 12 more periods of Greek whenever possible within the school timetable.

4. Religion Studies at school is provided as a multicultural subject and therefore religion is not imposed as a dogma. The students attend their Greek class whenever the timetable allows it, otherwise they are in the religion class but they are not assessed.

5. When an orthodox religious service is scheduled, the students can choose to stay in the school library or go to church and attend the service.

6. Permission is given to Muslims to leave school early on Friday, in order to go to the mosque to exercise their religious duties.

7. The school counsellor interviews and gets informed about difficulties these students and/or their families might face. Emotional and financial support is given when needed. The form teachers as well as the Deputy Headmasters are willing to help and guide these students.

8. During the school year 2014-2015, teachers volunteered and covered part of the cost of travelling to and from school, as some of the migrant students come from other parts of Nicosia than the local area of the school.

9. All of the students took part in the Educational Program/Contest with the title "Cyprus 1974-2015, I remember, I contest, I create…" under the supervision of two of their teachers. The program was organized in cooperation with the Department of Primary Education of Serres, the Embassy of Cyprus in Greece, the Department of Educational Radio and Television of the Ministry of Education, Research and Religion of Greece and the Ministry of Education and Culture of Cyprus. The program included a guided tour along the "green line", comparing and identifying parallels with similar or same conditions and experiences from their countries. The students directed a short film and created an installation.

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10. Students of class B1 trying to disclose new forms of behaviour against Racism organized a debate with the title "I become the 'other' – I get in somebody else's shoes" (meaning in the shoes of one I consider to be different).

*Cooperation of School and Parents*

There has always been an excellent cooperation between the school and the families, as well as regular communication and briefing about the performance and the conduct of the students. "We consider each child unique but all of them as equal members of the school."

Three parents participated in the meeting with the NAOS-delegation: two Palestinian men and a Romanian mother. They say that it is very difficult for them to enrol their children in private schools for financial reasons. However, they are satisfied with this school because of its specific program for their target group. Their main concern is the opportunity for their children in the long run. "Students should be helped otherwise than with language alone".

The teachers would stimulate the parents to speak Greek at home.

*Teaching Greek to foreign-speaking students*

"Since the school year 2014-2015 we have had the program of Teaching Greek as a Second Language for foreign-speaking students in the school. Last year 12 students enrolled and attended 20 periods of Greek per week. This year the school has 21 foreign-speaking students who attend this program, and 9 foreign-speaking students who attend regular classes. The foreign-speaking students are allocated in two levels and are taught 18 periods of Greek per week, with basic elements of History and Civilization. In addition, they attend their regular classes for the remaining 20 teaching periods."

Teachers' concerns focus on language. Newcomers should first get a solid immersion so they can quickly keep up with the regular courses. But "regular" teachers feel they may be incompetent. When these teachers' students do not understand what is being taught, the teachers use "google translate" or switch to "peer teaching".

In addition to the school's effort to deal with diversity, facilitations and opportunities are offered to these students. Such as the "Code of Conduct against Racism" and the "Management and Registration Guide for Racial Incidents".

During this year the school will participate in the program to apply the "Code of Conduct against Racism" and the "Management and Registration Guide for Racial Incidents". These are policy documents of the Ministry of Education and Culture, aiming to prevent, identify, manage and address racist incidents in primary, secondary and technical education in Cyprus.

These are the steps the school takes in order to apply the Code successfully:

1.      Education of assistant headmasters and teachers of foreign language students and information of the staff in a pedagogical meeting.

The assistant headmistress responsible for the application of the Code in the school as well as the teachers of foreign language students, have attended a seminar on the application of the code, organized last November (2015) by the Ministry of Education and Culture and the Pedagogical Institute of Cyprus.

All the assistant headmasters of the school informed the school teaching staff on the explanation and the application of the Code.

2.      Application of the Code in the school

•       Two periods with the teacher in charge of the class division on how to present the Code of Conduct against racism to students.

•       Information of the Central Student Council and the chairs of the class sections, as well as the distribution of material against racism.

•       Organization of an in-school painting contest on the subject of racism.

3.      Who is involved?

All the students in the school, the teachers who will report the incidents and the responsible headmasters who will give the proper penalty for each incident.

4.      Printed matter given to teachers and students

The school has provided the teachers in charge of the class division with a paper that was to be discussed during a scheduled two-hour meeting with the class. The paper focused on the subject of violence and racism. The responsible of the program attended the seminar on the Code and prepared a summary of the presentations and workshops. The summary was given to all the assistant headmasters and the teaching staff of the school.

5.      Involvement of students and the Central Students Council.

Any student who sees an incident or is a victim of a racist incident should report it to the responsible assistant headmaster of the class. The student victimizer fills in a form that the Ministry of Education and Culture has established. The school will send the final report in June 2016 to the Ministry of Education and Culture.

6.      Disciplinary offences – misconduct frequency-sentences

Our interviewees are thankful they don't have many racism incidents. When it happens the necessary sentences are applied so the problems stop immediately. The responsible of the application of the Code in the school handled 3 disciplinary incidents:

•       Threat with a small knife near a bus stop after school hours

•       A foreign language student insulting a teacher

•       Clash between a local student and a student with migrant background.

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School activities are transcending classes. There is a school choir as well as celebration days with a strong focus on traditions (cfr. the dance and music presentation during the visit). There is a strong belief that the participation of students in those activities will help their integration.

The school has a special G2L (Greek 2nd language) program in which one of the parents is involved, as arranged with the Ministry of Education. Pupils with migrant background go to the local school specified by the Ministry of Education and Culture. There are more schools providing such additional lessons. Pupils get along with the 18 hours language training in the regular program

The school participates in the School against Racism project. There the focus is on micro racism. The aim is to raise awareness among students. It focuses on prevention. There are no major problems. Minor problems are solved in the school.

The school has a special G2L team. They are specially trained. The problem is the professional development of teachers specialised in other fields than language. Language problems can affect learning results in those fields. Teachers cannot handle it well here. There are two training days a year for the team. The subjects during these days are carried out by the trainers of the Pedagogical Institute. At present, additional training is provided by the university within a PhD project "Dealing with diversity". Furthermore, the school collects additional funds through the sale of products in the canteen. Teachers pay transport and books for poorer students.

Parents are satisfied with the education at this school. A lot of attention and support for the students. Parents will be called when problems arise. Students learn the language relatively quickly. There is also focus on the culture of the pupil, a student for instance was asked to write a poem about his country.

The project 'School Anti-Racism' is provided by (UNCRC) HFC (Hope for Children). They provide the materials.

They also offer activities in schools. They work with small groups of students and bring the great "anti-racism" subject close to the experience of the children through involvement assignments:

• What will you take if you have to flee?

• Who do you choose as a roommate?

*Professional development*

The school has a dedicated Greek-second-language (G2L) team. They are specially trained. However, they see a problem especially with teachers of other fields: they also are

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confronted with (the effect of) language problems but don't know how to handle these problems. There are two training days a year for the team. These days are given by trainers of the CPI.  At present, additional training is provided by the university within a PhD project "Dealing with Diversity". The interviewed teachers furthermore lacked materials, additional books, educational vision and an own class room.  They ask for more cooperative meetings (at this time 4 x/ year).

### 5.4 Results

There is no "evidence based" data about the results.

Parents are satisfied with the education at this school, e.g. the attention and support for the students. Parents will be called when problems arise. Students learn the language relatively quickly. There is also focus on the culture of the pupil, a student for instance was asked to write a poem about his country. But the interviewed parents also confirmed the focus on Greek language.

Parents propose some improvements:

- More education tailored to students who speak English fluently – they still have to follow the whole program. (There is no level differentiation)

- Guidance to follow school: students sometimes have just found their niche and should consider further education

- Concerns about the exams for other subjects ... Parents consider additional exams.

The main wish is that the school works with a clear plan for the student – a plan that goes beyond the grid and the boxes, and focuses on the development of the individual child.

Teachers are asking for more money, books and other materials.

### 5.5 Summary & considerations

In this school, working with migrants is totally focused on integration through the Greek language, which is, after all, seen as a condition for better school results. The NAOS-team observed a focus on 'adaptation' and less on valuing differences and developing the own cultural identity of the migrant pupils. Growing into the Greek-Cypriot culture is important. Traditions are seen as very important.

There is certainly a response to the wishes of the parents, but no parent participation.

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Teachers are asking for more means. Parents ask for a broader long term perspective for their children.

*Recommendations*

After the study visit the NAOS-team formulated some general recommendations for the school:

- Recognize the need for more professional development, not only in language teaching.

- Create more space for formal (now 4 h / year) and informal communication and interchange

- Try to expand the (existing) interchange with other schools throughout the city.

## 6. Reflection of the study visit in Cyprus

Cyprus is a southern Mediterranean island, and compared with northern European countries gets a significant amount of immigrants.  The recent history of the country reveals that a lot of Cypriot people are refugees in their own country after the 1974 Turkish invasion on the island. As a European Union Member State, Cyprus recognizes the importance of effective protection of people forced to abandon their homes and seek protection. Furthermore, Cyprus' own history is filled with the witnessing of mistreatment of people in ravaging war times, meaning most Cypriot families understand the difficulties and suffering displacement can cause first hand.

The division of the country is omnipresent. But in discussions about migration, multi-cultural co-existence or tolerance, this topic is systematically being avoided.

Cyprus has a centralized policy. Pupils of a migrant background go to the local school specified by the Ministry of Education and Culture. The code against racism was conceived by the central government and handed over to the schools.

The relatively small size of the country essentially facilitates the centralized policy. CPI can play an intermediary role between the Ministry and all Cypriot schools. Thereby the CPI succeeds to translate the fundamental principles of  the  government in daily school life by providing training courses and advice and by offering concrete pedagogical-didactic tools (such as a form to report incidents).

As the professional development literature advocates, professionalization consists of more than the provision of education and training. It is a complex process of engagement, cooperation (with parents, NGOs, local authorities, and so on) and skill development.

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Perhaps the most crucial conclusion of the visit is the fact that the two schools have fundamentally different perspectives in dealing with migrants. In the elementary school, we saw a prototypical *integration* approach based on principles as "love, care, progress, joy of learning and success". A policy of integration of immigrants needs an integral approach in which the whole school culture, the (safe) school environment and the pedagogical-didactic actions in the class room all have their place.

In the secondary school there was more talk of *assimilation*, with language courses, introduction to Greek and Cypriot culture and a segregated approach to religions.

Comparing both schools, the NAOS-team also distinguishes two different (and even opposite) strategic approaches and their consequences. In the primary school the group could observe an idealistic approach with a lot of "immaterial" goals and tools. The result seemed an enthusiastic team that believes in its mission. In the secondary Gymnasium the strategy was rather "rationalistic": improving the quality of education by optimising the Greek language level of the pupils. The result was also more materialistic: the wish for more means, money and better outcomes.

Both schools have in common that they try to implement the "Code of Conduct against Racism" and cooperate actively with the Cyprus Pedagogical Institute. On the other hand we observed a different approach: in the secondary school this cooperation was rather instrumental, while in the primary school we saw a more process-oriented approach.

The different approaches in both schools seem to be the result of a mix of factors: the historically established school culture, the pedagogical educational project of the school, the school population, the relationship with (external and internal) actors and – last but not least – the leadership style of the headmasters and the type of school.

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