=TOLERANCE=

Open Educational Resources
for educating in diversity

AEQUITAS

Xeno-Tolerance

**Supporting VET teachers and trainers
to prevent radicalisations**

Analysis of needs

**NATIONAL REPORT
Cyprus**

Aequitas (CY)

Intellectual Output n° 1

http://allo-tolerance.eu

July 2016

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1 Summary

This report provides an overview of the situation of radicalisation dynamics in the Cypriot educational system which, as will be demonstrated below, is directly interlinked with the political situation of the country. Today, Cyprus has an ethnocentric and nationalist public education system which is directly linked to the Greek Orthodox Church. This is a strong institutional framework which facilitates not only the continuation of hatred against the Turkish Cypriots but, also, groups who may, even remotely resemble 'the enemy.' What is not present in Cyprus is the rise of Islamist extremism. The report considers means and methods that have been adopted for purposes of promoting solidarity and tolerance but, unfortunately, the strong ethnocentric core of the public education system prevents relevant activities and actions from being effective and sustainable. Moreover, teachers do not receive adequate initial or continuous training on DTRP, with primary school teachers receiving higher levels of such training than secondary school teachers, for the reasons discussed below. Non-formal education is a growing area in Cyprus which has a lot to offer in terms of DTRP. However, it is also marred by weakness since there is not, as yet, any established qualification grounds on who can be a non-formal trainer whilst the recognition of non-formal training is only now being considered by the State. The learning methods range from the establishment of an educational committee to the implementation of workshops for pupils on themes such as racism and xenophobia. The report closes with recommendations for the guidelines which seek to render activities and methods proposed, therein, more effective whilst the resources put forth are from both Cyprus and supra-national institutions.

2 Introduction

Racism, xenophobia and religious discrimination are on the rise in Cyprus. Hate speech and hate crime are rising and in May 2016, for the first time, the people elected two MPs from the neo-nazi party 'ELAM' – a sister organisation of Greece's Golden Dawn. The rise in immigration[1] and the current financial crisis have constituted trigger factors for deeper nationalistic and ethnocentric sentiment that, have for time immemorial, marred the country's development and inter-ethnic relations. In this framework, the educational system is not immune to racism, xenophobia and intolerance. On the contrary, it has constituted a source of the promotion of radical, ethnocentric and nationalistic sentiments and attitudes amongst pupils. In Cyprus, the situation of radicalisation dynamics in the educational context is directly interlinked with the Turkish invasion in 1974. This particular context continues to constitute a significant obstacle in the promotion of tolerance and understanding of diversity with the situation becoming more complex following the increasing diversity of schools as a result of immigration. Following the events of 1974, the education system was constructed and developed within the national narrative of a victim identity with the perceived necessity towards training children for purposes of serving the national cause which revolved and continues to revolve around the just cause, namely to *'Never Forget' (Δεν Ξεχνώ')*. The educational system attempts to achieve the just cause through the construction of a strong ethnocentric identity, a reality that can be witnessed at all levels of formal education, starting from pre-school during which children formulate a general hatred towards a specific national group, namely the Turks, and, as they proceed through the educational system, the hatred becomes further embedded in their mindset. This hatred is directly linked with the formulation of a strong national identity and predominantly occurs through the history, literature and religious studies curricula. The enemy is found in the Turk due to the country's history although, other national groups who may

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[1] The percentage of non-native students during the 1995-1996 school year was 4.41%. This rate rose gradually to 13% by 2011-2012.

remotely resemble characteristics of that enemy are assimilated in the children's understanding of the enemy. An example of the problematic curricular is the history text of the sixth grade in which Muslims/Arabs are described using the terms 'barbaric' and 'uncivilised.' The above reality has led to an educational system which has the potential to radicalise students. This climate has not assisted in the improvement of inter-ethnic ties between the Greek and Turkish Cypriot communities and has not allowed for the establishment of a truly multicultural setting.

Cypriot schools have witnessed incidences of violent behaviour towards foreign students in schools. KISA noted that it has received reports of racist and xenophobic bullying with a large number of migrant children, especially teenagers, dropping out of schools in whole or in part due to this bullying. An infamous example was an attack against a young person of African descent by a group of youngsters. The Ombudsperson condemned this incident as unacceptable and criticised the unwillingness of the authorities to identify and tackle incidents of racism in schools. Her recommendations included the immediate setting up of a mechanism to record, evaluate and monitor such incidents in schools. Shortly afterwards, the Observatory on School Violence, discussed later on, was established. The Ombudsperson also stressed the need for intercultural education to be reinforced in order to promote tolerance and combat xenophobia. Following the entry of Cyprus to the European Union in 2004, the country had to bring about some changes to its educational system (and not only) for purposes of promoting the values of tolerance, diversity and multiculturalism. This has resulted in an internal conflict of the system where, on the one hand, there exists the deep routed nationalistic and ethnocentric identity and, on the other, celebrations of diversity and multiculturalism. The problem is that the latter does not function effectively as it was created and developed not due to the true desire of the system to alter but due to exterior forces and, also, it is called to work within a system which was created around a different ethos, one of nationalism and orthodoxy. Furthermore, the potential for developing a culture of solidarity and diversity and combating racism and xenophobia is directly hampered by the fact that the country's educational system is so centralised that political will, funding and direction needs to come from the Ministry of Education and Culture. In brief, the country's educational system has been shaped on the remnants and deep trauma emanating from the 1974 invasion. The system directly promotes sentiments of nationalism and radicalisation against the 'enemy' which is loosely constructed to be not only the Turk but any other group which resembles characteristics of Turks. As such, what marks the Cypriot educational context is the unresolved ethnic conflict which, as demonstrated above, has influenced, amongst many other things, the situation of radicalisation dynamics in the educational context. Moreover, the rise in the number of migrant pupils has constituted a challenge for the schools, both in terms of ensuring effective integration of the pupils but, also, in relation to the need for adopting an intercultural approach in an increasingly diverse school environment. In this realm, migrant children face marginalisation and/or segregation whilst the intercultural approach to the curricula and education system more generally is lacking and unstructured. In the Concluding Observations of the ICERD to Cyprus, the Committee expressed its concerns at the reports of racist incidents in schools against migrant children and called on Cyprus to ensure that measures are taken with a view to creating an environment of tolerance and understanding of cultural diversity in schools as well as in society at large.

3 Training of teachers, trainers and educators

Given AEQUITAS' experience with the non-formal educational sector and thus the integration of this field in the present report in addition to the formal educational sector, a distinction between the two must be made before proceeding with the consideration of the training of teachers, trainers and educators. The European Commission defines formal learning as being typically provided by education or training

institutions, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective. The European Commission holds that non-formal learning is not provided by an education or training institution and typically it does not lead to certification. However, it is structured, in terms of learning objectives, learning time and learning support. Non-formal learning is intentional from the learner's point of view.

3.1 Initial Training

3.1.1 What is the current situation?

The current situation in relation to the integration of DTRP in the initial training of teachers in the formal educational setting differs according to the level of education. Primary school teachers are graduates of schools of education and, as such, during their initial training, receive training on how to be teachers. Upon graduation, they are eligible to be primary school teachers with no requirement to receive any further qualification. Within the curriculum at the University of Cyprus (the State University), there are courses on themes such as the philosophy of education and diversity that stimulates students to think critically about issues such as promoting tolerance and preventing radicalisation. Of course, the training that a student will receive on DTRP at an initial level will very much depend on the university his or her choice and the number, relevance and quality of related modules. However, for teachers of secondary and technical education, the situation is different since they receive no initial training on how to be effective teachers who deal with, *inter alia,* issues of conflict. The only type of relevant training is semi-initial. What this means is that an individual studies, for example, mathematics. He/she is then placed on a long waiting list to be appointed as a teacher in the public education system and habitually waits for years before appointment. Approximately one year before appointment, the Ministry of Education calls them to be appointed to a pre-service programme conducted by the University of Cyprus for a period of one academic year. As noted on the programme website 'one of the programme's purposes is to enrich each graduate's potential with all necessary experiences and abilities that will render him capable of interpreting pedagogical theories and transforming the content of various cognitive subjects, so as to be able to play a successful role both in class and in the broader school environment.' It must be highlighted that the improvement of the quality of teaching through teacher training is one of the pillars on which the effort for education reform has been based. Within this context, the pre-service training of secondary school teachers, which was previously carried out by the Cyprus Pedagogical Institute, was upgraded and assigned to the University of Cyprus in 2007. Thus, a secondary school teacher or a technical teacher completes his or her university studies and then takes part in the pre-service programme. This is all the initial and semi-initial training the teachers of these levels receive. However, even within this programme there is no inclusion of a module on DTRP or DTRP related issues. Their effectiveness as teachers is considered to be enhanced by the incorporation of modules such as teaching methods with no reference to DTRP. Any subsequent training for teachers of all levels of formal education is optional and will be discussed in the section on continuous education. Furthermore, it must be underlined that a large number of secondary school teachers in Cyprus have graduated from the Hellenic system in subjects such as history, archaeology and philology. The schools in this system could be characterised has having deeply conservative and nationalist roots in terms of the academic culture they create for their students. So, at least for those coming from the above schools, it could be argued that they have already been cultured in developing an idea of a grandiose nation (the Greek nation). Moreover, a central problem with the Cypriot educational system is that, even if a graduate has received initial training on methods, activities and tools that can be used for themes such as dealing with conflicting situations and promoting tolerance, the training on DTRP and related themes is not sufficient and, upon entering the formal educational system as

teachers (which may be a while after any training on such issues), they are essentially entering a very strong and deep rooted organisation which directly or indirectly dictates to them that they are agents for creating new patriots. All continuous training for teachers is optional. It is significant to refer to a research study conducted by the Centre for Educational Research and Evaluation (KEEA 2010) which looked at whether educators in Cyprus were aware and trained on how to promote solidarity and assist in the integration of foreign students. This study demonstrated that more than half of the sample educators were trained on intercultural issues, either by attending seminars or taking courses during their graduate and undergraduate studies. Moreover, results showed that educators were well prepared to implement practical methods to enhance the intercultural awareness of all students. However, it is important to note that most of the educators wished for more training on issues of multiculturalism and on practical ways to support the integration of foreign students in the school environment.

In relation to non-formal trainers in Cyprus, there is no particular avenue of training or any formal qualifications a non-formal trainer must gain in order to function within this capacity. Instead, there is an informal route of experience and competences gained following the participation in local, national and European seminars, youth mobilities and other educational activities which aim at developing skills of non-formal trainers in their capacity as such but also in relation to particular themes, such as human rights education, as a tool to be used within non-formal training. In relation to AEQUITAS' work, trainers and facilitators of educational projects needs to participate in training on non-formal education as well as trainings which are directly relevant to the topic of a particular activity. For example, if there is to be a project on gender equality, the appointed trainer must have undergone training on this theme and related issues such as gender mainstreaming. Moreover, all trainers need to have undergone training on related handbooks of the Council of Europe which are based on principles of human rights education (such as COMPASS, All Different All Equal and A Manual on Combating Hate Speech Online). However, there is currently discussion within the sphere of civil society and other competent authorities for purposes of designating basic requirements for persons who wish to be non-formal trainers.

3.1.2 Inclusion in initial training

Before considering the integration of DTRP in the initial and continuous training of teachers, trainers and educators, it must be noted that Cyprus' educational system is so centralised (Pashiardis 2004) that in order for there to be sustainable strategies and measures for purposes of developing tolerance and preventing radicalisation, there needs to be centralised will and action. As such, for anything to be incorporated in initial training there is the requirement of political will. Secondly, it must be reiterated that initial training, *per se,* exists only for primary school teachers. For secondary school teachers, persons study general subjects such as mathematics and, one year preceding appointment to the public educational system receive a pre-service training. However, given that this may occur years after their initial graduation this cannot be deemed to be initial but, rather, semi-initial training. It is, of course, something that needs to be rectified but it is endemically related to the educational structure and system that goes beyond the scope of this project. The inclusion of such topics in the initial training of primary school teachers is a reality in a more general sense as referred to above. Whether or not such topics are included depend on the university a student goes to given that there is no subsequent training for those entering schools. It would, thus, be very difficult to incorporate these topics in the initial training of primary school teachers. For secondary school teachers, given that this is an established pre-service programme, contact could be made with this programme for the incorporation of DTRP in that programme. The pre-service programme aims at contributing to the development of the ability of the educator to observe systematically, to analyze the relations and interactions taking place in the classroom and at school in general and to organize and direct the teaching process and critically to analyse the teaching task.

However, no modules on DTRP or directly related issues are available. Contact could be made with academics working on the programme, but the chances of success are limited given the rigid structure and system of Cypriot public education.

For non-formal learners, there is no initial training, as such, and so there is no framework through which such topics could be included at an initial level. Instead, non-formal trainers amalgamate knowledge, skills and experiences from a range of trainings and seminars in Cyprus and abroad before participating in relevant activities as trainers.

3.2 Continuous training

3.2.1 What is the situation?

The Cyprus Pedagogical Institute offers optional seminars on issues related to DTRP for primary, secondary and technical teachers. Their duration varies. Some seminars are offered to teachers of a particular level, for example, with some seminars just for primary school teachers and some seminars for teachers of all levels. The important issue is that these seminars are not compulsory for teachers. There are two types of trainings. Firstly, there is a list of training subjects issued by the Institute at the start of every semester. Schools look at this list and if there are any courses which interest them then they come into contact with the Institute which visits the school and carries out the training for teachers during their conference time which is from 1.15pm – 2.15 pm. There is no obligation for any school to participate in any of these trainings. However, if the school administration decides that a particular training is to occur then the teachers are obliged to participate. As well as the trainings occurring within the school according to the school needs and interest of its teachers, the Institute offers some other trainings which are for teachers from any school. These, too, are optional. For these, any teacher can participate but there is a maximum number of participants so early application is required. Teachers register for participation through the Cyprus Pedagogical Institute and seminars usually occur in more than one city. These take place over a period of five meetings which go for 80 minutes each. It could be assumed that the teachers who opt to spend time participating in seminars on these issues in their free time are often those who are anyhow sensitised on issues of tolerance and wish to further advance their knowledge and skills. Following the adoption of the Anti-Racist Code of Conduct, schools have demonstrated increased interest to have teacher training in relation to DTRP issues. In relation to the efficacy of the continuous training of teachers in relation to all issues and not just DTRP, there are currently ongoing discussions of altering the system whereby officers from the Institute visit schools and, instead, integrate their presence and thus their training programmes within each school.

Examples of such seminars include:

1. Seminars which are organised by the Cyprus Pedagogical Institute and take place within schools and are dependent on the interest expressed by schools in having such seminars take place.

Seminars (Optional) 2015-2016:

Title: **Effective communication**

Type: Experiential Seminar

Level: All levels (teachers), parents and pupils

Aim: To inform participants on how they can apply basic social skills and create healthy relationships including the identification, analysis and implementation of conflict resolution methods and development of mediation skills.

Duration: 80 minutes

Title: **Conflict resolution**

Type: Experiential seminar

Level: Pre-school, primary and secondary (teachers)

Aim: To empower participants on issues of conflict resolution.

Duration: 80 minutes

Title: **Conflict resolution**

Type: Lecture

Level: Primary/Secondary (teachers)

Aim: To empower participants on issues of communication in school, conflict resolution methods and non-violent communication.

Duration: 80 minutes

Title: **Difference in school: anti-racist policy and action**

Type: Experiential seminar

Level: All levels (teachers)

Aim: Presentation of the anti-racist policy of the Ministry of Education discussed in section 3 as well as an exploration of notions of identity, difference, 'race', prejudice, stereotypes, discrimination, racism, homophobia, hate speech and inadequate reporting of racist incidents. Participants also explored potential challenges in implementing the policy and how to overcome them.

Duration: 80 minutes

Title: **Teaching controversial issues within the framework of human rights education**

Type: Experiential seminar

Level: All levels (teachers)

Aim: To equip teachers with techniques and strategies when teaching controversial issues.

Duration: 80 minutes

Title: **Different identities in a school environment**

Type: Experiential seminar

Level: Primary (teachers)

Aim: To empower teachers to understand the notion of different identities that exist in a school environment as well as stereotypes, discrimination and prejudice so that teachers are able to know how to identify and tackle such issues in a just way.

Duration: 80 minutes

Title: **Sensitising students on racism and intolerance**

Type: Experiential seminar

Level: Secondary (teachers of Greek and teachers of Ancient Greek)

Aim: To equip teachers with ideas on how they can assist students in cultivating skills and attitudes against racism and prejudice and promote equality and respect within the No Hate Speech Movement of the Council of Europe.

Duration: 80 minutes

Title: **Literature against hate speech**

Type: Experiential seminar

Level: Secondary (Literature teachers)

Aim: To equip teachers with methods to tackle the issue of hate speech through the literature lesson.

Duration: 80 minutes

All the above are available here:

Cyprus Pedagogical Institutes: Seminars' on a school basis:

<http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=990%3A2015-2016&catid=94%3A2012-01-12-09-58-36&Itemid=360&lang=el> [Accessed 10 June 2016]

2. Seminars (Optional) for 2015 which call teachers on a general level rather than making arrangements with particular schools:

Title: **Conflict Resolution – mediation in schools**

Aim: To provide continuous education for teachers on the theory and practice of anger management, resolution of conflict and the use of mediation skills and tools and the reduction of tension in the classroom and in other areas of the school

Level: Teachers of all levels (maximum 20 persons in each group)

Duration: 5 sessions of 2 ½ hours each

Place: Limassol, Larnaca, Nicosia

Website: http://www.pi-eggrafes.ac.cy/pdf/GC05.030_2016.pdf [Accessed 5 June 2016]

Title: **Managing the classroom – communication and teaching techniques in a democratic classroom.**

Level: Teachers of all levels (maximum 20 persons in each group)

Aim: To equip teachers with the ability to ensure effective communication and management of the school classroom and the establishment of a positive and democratic climate in the classroom:

Duration: 5 sessions of 2 ½ hours each

Place: Limassol, Nicosia

Website: http://www.pi-eggrafes.ac.cy/pdf/GC06.023_2016.pdf [Accessed 5 June 2016]

Seminars: optional 2015-2016

Title: **Stereotypes and prejudice: Towards an education based on human rights**

Aim: To provide continuous education for teachers on combating stereotypes and prejudices through a human rights based approach.

Level: Teachers of all levels (maximum 20 persons in each group)

Duration: 5 sessions of 2 ½ hours each

Place: Paphos

Website:

http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1426&Itemid=440&lang=el [Accessed 5 June 2016]

Seminars: optional 2015-2016

Title: **Code of Conduct against Racism and Code of Management and Recording of Racist Incidents**

Aim: To equip teachers with the skills to use the anti-racist code of conduct and guide

Level: Teachers of all levels (maximum 20 persons in each group)

Duration: 5 sessions of 2 ½ hours each

Place: Larnaca and Nicosia

Website:

http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1426&Itemid=440&lang=el [Accessed 5 June 2016]

For non-formal learners, continuous education is of utmost significance since there is no structured initial training to become non-formal educators. Persons in this environment come from a variety of educational backgrounds and no particular requirement exists *vis-a-vis* their studies. However, there is no structure of this continuous education and, unless particular requirements are imposed from the organisation one belongs to, non formal educators do not need to, for example, follow particular modules or trainings. Some interviewees noted that their professionalisation in the realm of non-formal learning more generally

and DTPR in particular was dependent on their own initiatives and that if they wished to participate in training courses and continuous education they often had to bear the financial cost (until these costs were reimbursed). The current situation results in an unstructured system whereby trainers are more able to tackle DTPR according to the training support and regulations offered by his/her organisation. This is a central obstacle in ensuring the quality of DTPR in non-formal education and the general pursuit of further recognition of non formal education by State institutions and the validation of learning outcomes. Interviewees from this framework underlined the need for cooperation between competent institutions and organisations for the designation of training requirements for those wishing to become non-formal educators.

3.2.2 Inclusion of DTPR in initial training

As noted in section 2.1.2, incorporating DTRP into the initial training of primary school teachers is almost impossible as primary school teachers do not undergo any pre-service training as do secondary school teachers. They are graduates of pedagogical institutes of recognised universities. It is theoretically possible to proceed with contacting the pre-service programme for secondary schools. However, as well as structural difficulties, practical and funding difficulties would of course arise if we were to design and implement (on a long-term basis) a module on DTRP. There is no formal process to follow to contact the pre-service training department. We could send a letter to the department expressly with the need to incorporate a module on DTRP, providing quantitative and qualitative data to reinforce this point, as well as good practices from other countries. Therein, we could refer to the outputs of this project and that these will be useful for the content and teaching of any such module. In addition, we could establish a set of seminars and training courses on DTRP and related matters for teachers who have recently graduated. In our experience, a two-day seminar on such issues could attract approximately 15 -20 persons at a time. It would also be good if we could extend the opportunity of such training session in the framework of continuous trainings, thereby incorporating teachers who already are within the school environment or who are not recent graduates. We would need to do this in all major cities and also in rural areas where no formal training sessions for teachers essentially occur. There is no initial training for non-formal trainers, rather, non-formal trainers go through a range of training experiences in Cyprus and abroad before becoming involved in this field as a trainer.

4 Existing actions, methods and learning sources

4.1 Bi-communal Technical Committee on Education

Language: Greek, Turkish, English

Short description: The Committee was established to consider how education can contribute to conflict transformation, peace, reconciliation and the countering of prejudice, discrimination, racism, xenophobia and extremism. The Committee also works on devising a mutually acceptable mechanism for the implementation of confidence building measures in schools of the two educational systems and promotes contact and co-operation between students and tutors from the two communities. The decision to appoint this committee came after an attack in November 2015 on Turkish Cypriot cars by school pupils during an anti-occupation demonstration in the capital.

Keywords: Education for peace, anti-racist education, creation of a human rights culture of respect and acceptance, inter-ethnic conflict, education as a tool for reconciliation.

Type: Technical Committee

Creator: The Committee was appointed by the President of the Republic of Cyprus and the leader of the 'Turkish Republic of Northern Cyprus' in the framework of the current peace talks for reunification of the island.

Date of creation: 2016

Where to find it (contact person): Greek Cypriot president of the Committee Michalinos Zembylas. No formal website or other contact details for the Committee.

Pedagogical descriptor: This is a technical committee investigating means and methods that can be used within the educational context to promote an anti-racist climate and a climate of peace (with a particular focus on the ethnic groups at conflict in Cyprus, namely the Greek Cypriots and the Turkish Cypriots.

Target group: Teachers and pupils

Level: All levels of formal education

Proposal for use: As noted, this committee was established for the particular issues faced in Cyprus (inter-ethnic conflict). Its format can, nevertheless, be adopted to address other issues that a country faces and that can be (at least partially) tackled through education and on other levels. An example is the establishment of a school committee on the consideration of potential inter-religious conflict that may exist in the form of increased Islamophobia in the school environment. Such a committee may also be established to address other issues such as Islamic extremism and far-right extremism amongst pupils, students and learners more generally.

Activities inducted: The bicommunal Technical Committee on Education organised its first event on the 1st June which was a pilot programme bringing together 50 Greek Cypriot and 50 Turkish Cypriot students, as well as educators from both communities of the divided island. Moreover, deliberations continue as to the measures that are to be proposed.

Pedagogical modalities: The committee has not yet issued its proposals. At the moment, there are technical deliberations by the three working groups. There has been one activity of the committee using principles of peace education to bring together pupils of the two communities through workshops.

Rights: (cost/copyright-OER/description): The first activity of the Committee mentioned above has been publicised openly and reference and replication of this activity is not prohibited:

http://www.sigmalive.com/en/news/local/144955/bicommunal-technical-committee-to-organise-its-first-event

Evaluation of transfer possibilities: A Committee could be transferred to other countries to deal with particular contexts, for example, inter-religious conflicts that may mar society and the educational settings of schools. It does not have to emanate from a policy decision but, rather, localised and individual decisions within schools (insofar as they have the autonomy to do this).

4.2 Code of Conduct against Racism and Code of Management and Recording of Racist Incidents

Language: Greek

Short description: In response to a report by the Ombudsperson on racist violence in schools, the Ministry of Education and Culture drafted a Code of Conduct against Racism and a Guide for Managing and Reporting Racist Incidents in Schools. This manual is divided into two basic parts, the Code of

Conduct to combat racism and the Guide for managing and recording racist incidents as well as a Table of Sanctions. It includes the Self-reflection Document, the Document for the Registration of Racist Incidents and the Yearly Document of Reference of Racist Incidents. The Code and the Guide have been prepared by the Ministry of Education and Culture, the Cyprus Pedagogical Institute and the Curriculum Development Unit, with the contribution of the Anti-Discrimination Authority. It provides advice on how to prevent and deal with racist incidents and violence committed within the school context. It sets out an antiracist policy, with a broad notion of "racism", and provides schools and teachers with detailed advice on how to prevent and deal with racist incidents and violence committed within the school context. The Code was officially presented in June 2014. It is expected to contribute to a decrease in bullying and discrimination based on any form of diversity through the promotion of empathy rather than punishment. The Code was applied on a pilot basis in five primary and two secondary schools in three cities during the school year 2014-2015. In the school year 2015-2016, the Ministry of Education and Culture suggested that all schools introduce the Code under the goal "sensitising pupils against racism and intolerance and promotion of equality and respect" in the context of the No Hate Speech Movement of the Council of Europe, and so far 75 schools have done so. This document was updated in January 2016.

Keywords: Code of Conduct, Anti-Racism, Recording Racist Incidents, Schools

Type: Text

Creator: Ministry of Education and Culture

Date of creation: 2014

Where to find it (contact person):

Authors: Dr. Elena Papamichail (Ministry of Education and Culture): papamichael.e@cyearn.pi.ac.cy

Dr. Michalinos Zembylas (Open University Cyprus) m.zembylas@ouc.ac.cy

Available at:

http://www.ombudsman.gov.cy/Ombudsman/ombudsman.nsf/All/4E90A39191DE8B85C2257E8100424 C0E/$file/Kodikas_Symperiforas_Nov2015.pdf

Pedagogical descriptor: Manual

Target group: School children

Level: Private and Secondary Education

Proposal for use: This document is a useful one for educational environments. However, to increase efficacy there should be several pilot runs of its use in several schools, for example, so as to see potential obstacles, good practices and issues that need to be changed or addressed. The pilot runs were implemented in Cyprus to ensure maximisation of the document's benefit to the anti-racist nature of the schools.

Activities inducted: It contains a code of conduct for pupils, teachers and the school's management for purposes of ensuring a culture of non-discrimination and equality with no space for racism and xenophobia. The second part contains details of how the school must manage and record racist incidents, including warning procedures and punishments.

Pedagogical modalities: Rather than containing pedagogical activities. *per se*, this document contains general provisions on conduct of persons who are part of the school environment. For example, it notes

that the school must promote mutual respect and actively combat racist incidents. It also contains punishment details.

Rights: (cost/copyright-OER/description): This document is openly accessible through the Ministry of Education and Culture's website free of charge as referred to above.

Evaluation of transfer possibilities: This document can be used in an array of formal and non-formal educational contexts such as primary schools, secondary schools, technical schools, vocational educational schools, colleges and universities and also in the ambit of non-formal education within NGOs, youth centres, religious groups and other organisations in which young people and/or learners come together.

4.3 Observatory against Violence

Language: Greek

Short description: In 2009, the Ministry of Education created an Observatory against Violence to record and analyse episodes of violence in schools and separately record and assess all incidents with a racist and xenophobic content. The Observatory provides assistance to victims and to schools as well as advice to the media on how to portray such events. It also carries out educational seminars on issues such as conflict resolution and mediation in the school environment. It was created using the methodology developed by and in close cooperation with the International Observatory of Violence in Schools and the European Observatory on School Violence. Between 2010 and 2015, it recorded a total of 765 violent incidents, although there is no data on how many of these were racially motivated.

Keywords: Racist violence, racist bullying, observatory

Type: Observatory

Creator: Ministry of Education and Culture

Date of creation: 2009

Where to find it (contact person): Panikos Louka, Coordinator of Observatory. Email:paratiritirio-via@schools.ac.cy , telephone: +357 22800909.

http://www.moec.gov.cy/paratiritirio_via/

Pedagogical descriptor: Violence Observatory managed by the Ministry of Education and Culture.

Target group: Pupils of all levels of formal education.

Level: All levels of formal education.

Proposal for use: ECRI considered this to be a notable example of best practices in combating racism in education which can be easily transposed in particular contexts.

Activities inducted: The Observatory records, encodes, and analyses data on the extent and forms of violence at school and also offers assistance to victims of violence. It deals, *inter alia*, with racist violence. Since 2010, the Observatory has held a nationwide survey on victimisation in schools, published articles on the prevention and combating of school violence and rewarded schools for their good practices against violence. They also organised seminars and provided training on issues such as conflict resolution, mediation and bullying. In addition, the Observatory created a network of governmental and non-governmental organisations against school violence in collaboration with other social partners. Another programme was that of mediation between schools and their students, aiming to reduce conflict amongst

schools. Since 2012, a third of secondary schools have implemented this tool. A group of students that participated in mediation stressed the positive changes they experienced and how they developed positive links with their school. They also said it gave them incentives to learn and set goals for their future. Both the programme and the positive attitude of their teachers at that time were the catalysts that helped them change their negative attitude towards school.

Pedagogical modalities: Recording and analysis of data, psychological and other support to victims as well as implementation of workshops relevant to the issue of school violence.

Rights: (cost/copyright-OER/description): No limitation to the replication of this practice in other educational environments.

Evaluation of transfer possibilities: This can be used in all schools with no limitation. It can also be formulated in such a way so as to become part of other environments where education occurs including youth centres, organisations and youth groups. It can be adopted on an institutional level or a more localised level, such as the creation of such observatories in particular schools.

4.4 Anti-Racist workshop in Agios Maronas Primary School

Language: Greek

Short description: The workshop had the title 'The story behind a vision' and was organised by the teachers of the school in co-operation with the pupils. It was funded by the Institute for Maronite Welfare and was supported by the Parent's Association and the School Board.

Keywords: Anti-racism education, one day workshop, primary school

Type: Workshop

Creator: Agios Maronas Primary School

Date of creation: 31st March 2016

Where to find it (contact person): Agios Maronas Primary School: http://kormakitis.net/portal/?p=10804

Pedagogical descriptor: The pupils participated in solidarity-based learning by doing workshops which aimed at developing their understanding of standing up against racism. The activities were creative and allowed the development of their organisational skills, critical thinking and cultivation of imagination and creativity.

Target group: Primary school pupils

Level: Primary School

Proposal for use: This workshop is easily designed and implemented in educational environments. The aspect of this activity which rendered it particularly effective was the collaboration with institutions such as the UNHCR and The Red Cross, which took an active part in the workshop. Such a partnership would need organisation and time and this must be borne in mind.

Activities inducted: Activities included the use of art and music to develop the ideas of peace and equality. Also, there was a role play as well as an experiential activity in addition to talks and activities carried out by The Red Cross and the UNHCR.

Pedagogical modalities: Solidarity based, learning by doing approach, incorporating creative methods such as music and art to promote the skills, knowledge and attitudes necessary for the creation of an anti-racist culture amongst the participants.

Rights: (cost/copyright-OER/description): The overview of this workshop is openly accessible through the website cited above.

Evaluation of transfer possibilities: This workshop is an activity which is easily transferable to all formal and non-formal educational contexts insofar as the content is adapted according to the level and skills of the learners.

4.5 Presentation at Kalogera Primary School by an Officer of the Anti-Discrimination Unit of the Ombudsperson's Office

Language: Greek

Short description: An officer of the Ombudsperson's Office carried out a presentation at the primary school on the issue of racism and discrimination. The Ombudsperson's Office was invited by the School in the framework of implementing the Code of Conduct against Racism and Code of Management and Recording of Racist Incidents and in the realm of the Ministry of Education and Culture's goal on sensitising pupils on racism, intolerance and promoting equality and respect.

Keywords: Workshop against racism and discrimination, Ombudsperson, primary school

Type: Workshop

Creator: Ombudsperson's Office and Kalogera Primary School (Larnaca)

Date of creation: 29 February 2016

Where to find it (contact person): Ombudsperson's Office:

 http://www.ombudsman.gov.cy/ombudsman/ombudsman.nsf/All/2BFC2C2313F8EE18C2257F6F00501886?OpenDocument and/or Kalogera Primary School (Larnaca)

Pedagogical descriptor: Workshop

Target group: Primary school pupils

Level: Primary School

Proposal for use: This activity is a classic workshop that can be adapted according to the level and age of participants. Direct collaboration with an institution such as an Ombdusperson usually requires some time and formal communication.

Activities inducted: Workshop with presentations on racism and xenophobia, adapted and presented in a manner appropriate for the age of participants.

Pedagogical modalities: Workshop with creative and solidarity based methods of communication in core concepts such as racism and xenophobia to young pupils.

Rights: (cost/copyright-OER/description): The objectives, methodology and outputs of this workshop are openly available on the aforementioned website.

Evaluation of transfer possibilities: Workshops conducted by institutions such as the Ombudsperson's Office are relevant to all formal and non-formal educational environments and for all ages of learners

ranging from primary school to VET, to non-formal training courses and more. All that needs to be adapted is the modality of presenting key topics to match the needs of target group.

4.6 Other Ombudsperson's Projects

Language: Greek

Short description: The Ombudsperson's, the UNHCR and the Ministry of Education organised a project during which 17 secondary and technical schools were visited in four districts for purposes of presentations on and discussions with the pupils on racism. The aim was the prevention and combating of racism, the endowment of a sense of an anti-racist conscience and the acceptance of difference in the school environment.

Keywords: Ombudsperson's, Ministry of Education, UNHCR anti-racist education, workshops

Type: Workshops

Creator: Ombudsperon's Office

Date of creation: 2014

Where to find it (contact person): Ombudsperson's Office (Anti-Discrimination Unit). The project is referred to in the 2014 report of the Unit referred to in the bibliography.

Pedagogical descriptor: Workshop

Target group: Secondary school pupils

Level: Secondary School

Proposal for use: This activity is a classic workshop that can be adapted according to the level and age of participants. However, the workshops were not organised by schools themselves but by competent authorities.

Activities inducted: Workshop with presentations on racism and xenophobia, adapted and presented in a manner appropriate for the age of participants.

Pedagogical modalities: Workshop with creative and solidarity based methods of communication in core concepts such as racism and xenophobia for young pupils.

Rights: (cost/copyright-OER/description): The objectives, methodology and outputs of this workshop are openly referred to in the Ombudsperon's 2014 report.

Evaluation of transfer possibilities: Workshops conducted by institutions such as the Ombudsperson's Office are relevant to all formal and non-formal educational environments and for all ages of learners ranging from primary school to VET, to non-formal training courses and more. All that needs to be adapted is the modality of presenting key topics to match the needs of the target group. However, the initiative of such a project lies on the aforementioned institutions rather than schools themselves.

For a list of some of the presentations conducted by the Ombudsperson's Office at schools on the theme of racism and xenophobia please look here:

http://www.ombudsman.gov.cy/ombudsman/ombudsman.nsf/page34_gr/page34_gr?OpenDocument

4.7 Other Ombudsperson's Projects

Language: Greek

Short description: In co-operation with the Pedagogical Institute of Cyprus, optional seminars were organised in two districts which were directed at teachers and headmasters with the aim of sensitising them and increasing their knowledge on human rights, discrimination, migration and refugees all within the framework of further disseminating and effectively implementing the aforementioned anti-racist Code of Conduct.

Keywords: Ombudsperson, Pedagogical Institute of Cyprus.

Type: Workshops

Creator: Ombudsperson's Office

Date of creation: 2014

Where to find it (contact person): Ombudsperson's Office (Anti-Discrimination Unit). The project is referred to in the 2014 report of the Unit referred to in the bibliography.

Pedagogical descriptor: Workshop

Target group: School teachers, School management

Level: Secondary Schools

Proposal for use: This activity is a classic workshop for teachers and head masters/head mistresses of formal education that is easily transferable. This workshop is solely for sensitising the teachers. Subsequently, another workshop could be prepared on how staff can present these issues to the pupils.

Activities inducted: Workshops with presentations on human rights, equality, racism and xenophobia.

Pedagogical modalities: Formal power-point presentations accompanied by participants' discussion.

Rights: (cost/copyright-OER/description): The objectives, methodology and outputs of this workshop are openly referred to in the Ombudsperson's 2014 report.

Evaluation of transfer possibilities: This activity can be conducted both internally and externally for teachers and school management. It can also be transferred to the non-formal educational sector where non-formal trainers and educators are sensitised and empowered on the issues of racism and xenophobia.

4.8 EU funded project: Education for a Culture of Peace Workshops

Language: Greek, Turkish, English

Short description: The Education for a Culture of Peace workshops co-implemented by POST Research Institute (POST-RI) and the Association of Historical Dialogue and Research (AHDR) focus on issues related to combating racism and xenophobia. For example, on the 5th December 2015, the second series of workshops entitled "Migration, Refugee Rights and Antiracism Education" took place with the participation of more than 70 educators from the Greek Cypriot and Turkish Cypriot communities of Cyprus at four venues located in the UN Buffer zone. These took place within the framework of the European Union-funded project "Education for a Culture of Peace." The project aims to bring about societal change and transform the current status-quo through a bottom-up approach, by engaging educators, young people, parents, community members and civil society in an educative and transformational process. Since January 2015, workshops have taken place in several locations across the

existing divide in Cyprus and a total of 180 educators from both communities are now active in the project. In 2016, implemented and pending activities include workshops for students and a summer youth theatre camp in collaboration with TheatrEtc.

Keywords: combating racism and xenophobia, bi-communal, bottom-up approach, peace education, youth camp, anti-racism education.

Type: Educational project with various activities.

Creator: POST Research Institute (POST-RI) and the Association of Historical Dialogue and Research (AHDR)

Date of creation: 2014-2017

Where to find it (contact person): Project Manager Mehves Beyidoglu. More information at: http://www.ahdr.info/viewarticlesub.php?scid=70

Pedagogical descriptor: The workshops of this project adopt a non-formal educational approach through solidarity-based, learner centred methods. The planned summer youth camp will use theatre as the key educational tool.

Target group: Educators, young people, parents, community members and civil society

Level: Civil society

Proposal for use: Whilst a very strong aspect and objective of this project is combating racism and xenophobia, it has been designed within the Cypriot context and the particularities of the bi-communal tensions that exist. Thus, if this project is to be adopted in another country, this aspect must be modified.

Activities inducted: This project incorporates educational workshops on themes such as combating racism and xenophobia and promoting peace (amongst the two communities) for a variety of target audiences such as young people and parents as well as a summer youth camp using theatre as a tool for learning.

Pedagogical modalities: European project composed of workshops and theatre for the youth summer camp.

Rights: (cost/copyright-OER/description): Any information on the objectives, methods and ongoing activities as well as outputs of the project can be openly accessed at the website above.

Evaluation of transfer possibilities: This is a long-term project that can be implemented within the framework of NGOs and youth organisations as well as in the realm of formal education. Given the variety of target audiences and the fact that there are several activities, this is a long-term project which requires strong organisation.

4.9 Say No to Racism

Language: English

Short description: The exchange involved 24 participants from 4 European countries to explore the phenomena of racism and xenophobia, gain the ability to recognise racism, stereotypes and prejudices and acquire the skills, knowledge and confidence to challenge such phenomena within their own communities. The exchange promoted respect, understanding and appreciation of cultural diversity and allowed participants to embrace the values necessary for a human rights culture, such as non-discrimination, human dignity, equality and respect. Moreover, the project allowed participants to

embrace the universality of rights, regardless of ethnic/religious/national or cultural group, and become inspired and empowered to be advocates of the rights and freedoms of actual and potential victims of racism and xenophobia with a view to establishing a more inclusive and just Europe.

Keywords: Human Rights Education, anti-racist education, non-formal learning, transnational youth exchange

Type: Youth Exchange

Creator: AEQUITAS

Date of creation: 8-15 March 2014

Where to find it (contact person): AEQUITAS (info@aequitas-humanrights.org)

http://www.aequitas-humanrights.org/portfolio/say-no-to-racism-march-2014/

Pedagogical descriptor: The youth exchange used non-formal learning as the central tool and, particularly, human rights education. It adopted a learner-centred, solidarity based approach throughout.

Target group: Young people, members of the participating youth organisations

Level: Civil society

Proposal for use: This kind of activity is useful and relevant for a variety of contexts and frameworks. What is necessary for the trainer/organiser/facilitator is knowledge and training on the human rights education handbooks and general tools of non-formal learning.

Activities inducted: Activities from Council of Europe handbooks such as COMPASS and All Different All Equal which included role plays and structured debates. The use of art and music was adopted throughout.

Pedagogical modalities: The exchange was designed on principles of non-formal learning, using human rights education as the key learning device.

Rights: (cost/copyright-OER/description): All information on the objectives, methods and outputs of the project can be retrieved from the aforementioned website or following contact with AEQUITAS.

Evaluation of transfer possibilities: Given the duration of this course, it would be difficult to incorporate it, in the same format, within the formal educational setting. Instead, it could be incorporated in a summer activity organised by a school or a school could take parts of the activity, such as role plays, and incorporate them in their curricula in a variety of classes.

4.10 Talk about Racism and Xenophobia: Silence is not a Solution

Language: Greek

Short description: The Ombudsperson's Office, the UNHCR and the Representation of the European Commission in Cyprus organised a school competition for the school year 2012/2013 entitled 'Talk about Racism and Xenophobia: Silence is not a solution.' The organisers called for the submission of a school newspaper against racism and xenophobia, prepared by pupils of secondary education. The competition aimed to inform and sensitise young people on issues concerning migration and asylum and, more particularly, on the prevention and handling of incidents of xenophobia and racism occurring within the school community. Overall, 21 schools, 9 gymnasiums and 11 lyceums and technical schools participated in the competition.

Keywords: anti-racism education, school competition,

Type: School competition

Creator: The Ombudsperson's Office, the UNHCR, the Representation of the European Commission in Cyprus.

Date of creation: 2012/2013

Where to find it (contact person): Ombudsperson's Office, European Commission representation in Cyprus, UNHCR

http://www.no-discrimination.ombudsman.gov.cy/en/content/school-competition-talk-about-racism-and-xenophobia-silence-not-solution

http://ec.europa.eu/cyprus/news/20130621_schoolawards_en.htm

Pedagogical descriptor: Multi-School competition for the creation of a school newspaper against racism and xenophobia.

Target group: Secondary school pupils

Level: Secondary school

Proposal for use: This competition was quite successful particularly because it was a high profile event with the participation of institutions such as the European Commission representation and the UNHCR. However, organising such an event with the participation of such institutions takes quite a bit of time and organisation.

Activities inducted: Students of schools which participated in the competition conducted research on racism and xenophobia and subsequently wrote their own newspaper on the issues.

Pedagogical modalities: A classic school competition requiring students to research and write on the topic .

Rights: (cost/copyright-OER/description): The objectives, methodology and outputs of this project are openly accessible on the websites referred to above.

Evaluation of transfer possibilities: This kind of activity can be implemented in all types of educational contexts insofar as the content and, potentially, the methodology is adaptable. For example, if it were to be conducted in a primary school another method could be opted for such as a creative writing competition or an art competition.

5 Needs

5.1 Teaching/training in groups presenting social difficulties

The educator must have adequate knowledge of the social difficulties marking the particular learning environment and be aware of the difficulties faced by each person. Moreover, it is particularly significant that the educator himself/herself is free of any attitudes of prejudice/intolerance to the particular social difficulties faced. The educator must subsequently demonstrate sensitivity to the social difficulties without segregating those who are affected by such difficulties. It is important that the educator adopts the 'all equal all different' approach in his/her teaching and general attitude towards the learners. Given the particular difficulties that may come about when teaching such groups, it is important to know when to

request assistance (if possible) from support staff/other educators so as to render the procedure as smooth as possible.

5.2 Preparing learners to live and work successfully in a pluralistic society

The educator (formal or non-formal) plays a major role in preparing or enhancing the ability of learners to live and work successfully in a pluralistic society. There are an array of resources available that will become accessible within the framework of this project that can be incorporated in the formal curriculum of an educational system (without, therefore, having the need to have a separate module on, for example, DTRP). In the case of non-formal learning, the structure is much looser and, thus, integration of such activities is easier. The educator must rigorously aim to work towards values of pluralism through the integration of such activities. However, it is imperative that the educator is first adequately trained on their use (if applicable) so as to ensure effectiveness.

5.3 Building critical thinking skills, increasing understanding of diverse perspectives

Critical thinking skills and increasing understanding of diverse perspectives can be developed through a range of educational activities that will be made available through the framework of this project. The importance is to ensure a structured and systematic approach to the development of this skill (as is the case with the ability to live in a pluralistic society). When seeking to develop critical thinking skills, educators can use real life devices such as news reports, other texts and imagery to trigger the thought process of learners and allow them to develop the skill under consideration, always with the guidance of the educator. It is best, when seeking to develop this skill, for educators to take a neutral position of facilitator rather than the position of a teacher who may be seen as dictating a particular opinion. The latter approach will prevent the development of this skill.

Overview of observable indicators of radicalisation and principles of effective intervention

When considering the observable indicators of radicalisation that will be developed, it is recommended that these indicators are not considered in a rigid fashion as differences may arise from case to case. Further, in relation to effective intervention, it is very important that the way in which the indicators are approached and subsequently implemented are not done in a fashion which may cause educators or school systems to be criticised of an Orwellian approach to their pupils' thoughts/belief-system, social/religious background and affiliations.

Typologies of problematic situations

The recommendation regarding the typologies are mostly directed at the project partners. Creating a typology of problematic situations is not easy. Firstly, the nature of 'problematic' needs to be determined before we subsequently develop a typology. Then, when creating the typologies, the variation of problematic situations and the combination of different situations must be taken into account. In relation to educators, it must be underlined that, given these variations/combinations, the typologies are not to be approached in a rigid manner.

5.4 Resources that can be used after adaptation:

I. Code of Conduct against Racism and Code of Management and Recording of Racist Incidents
II. Presentations for parents and teachers on the anti-racist code
III. Leaflet for parents on the anti-racist code

IV. Presentation for parents on racism and hate speech

V. Workshop for pupils on the anti-racist code (presentation available)

VI. Handbook for primary school teachers on discovering and accepting difference 'Discovering the Elephant.' The handbook incorporates activities and supporting material.

The above are available (in Greek) here:

<http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1425:2015-11-09-15-15-51&catid=101:2015-11-09-09-03-32&Itemid=439&lang=en>

UNHCR activities for promoting tolerance in the classroom (some for primary schools and some for secondary schools). These are available in Greek

http://www.pi.ac.cy/pi/files/epimorfosi/antiratsistiki/UNHCR_refugee_rights_activities.pdf

There are also resources developed by institutions for general contexts rather than the Cypriot (or Greek) context which may also be useful:

UNICEF videos:

Teach Respect: <https://www.youtube.com/watch?v=KQJ0KKhhP4I> [Accessed 16 June 2016]

Teach Respect Mimicking: <https://www.youtube.com/watch?v=AcMktHRCf0w> [Accessed 16 June 2016]

Put racism in the right place: https://www.youtube.com/watch?v=SOD8h2cEUIg [Accessed 16 June 2016]

Council of Europe handbooks

There are several human rights education handbooks which incorporate supporting material for educators as well as activities that can be used with learners on issues of human rights, promotion of tolerance, prevention of radicalisation etc. These handbooks are based on principles of non-formal learning but can also be incorporated in the formal educational setting. Some of them (such as COMPASS) are available in several languages, so please check the respective links to see if your language is available. Translations of the No Hate Speech Manual are forthcoming.

All Different All Equal: A manual on combating racism, discrimination and related issues

http://www.coe.int/t/dg4/youth/coe_youth/adae_campaign_EN.asp

COMPASS: A manual on human rights education activities, incorporating themes such as combating discrimination and intolerance (generally for groups aged 13 plus)

<http://www.coe.int/en/web/compass>

COMPASITO: A manual on human rights education activities for children aged 6-13, incorporating themes such as discrimination and democracy.

<http://webcache.googleusercontent.com/search?q=cache:m7Yx0DbABWwJ:www.eycb.coe.int/compasito/+&cd=1&hl=en&ct=clnk&gl=us&client=safari>

COMPANION: A manual on the promotion of issues of diversity and tolerance.

http://www.coe.int/t/dg4/youth/Source/Resources/Publications/2007_Companion_without_cover_en.pdf

Bookmarks: A manual on combating hate speech online through human rights education: This manual deals with hate speech online as well as general issues underlying this phenomenon such as racism, extremism and intolerance.

< http://www.nohatespeechmovement.org/bookmarks>

Other

Show racism the red card: an array of resources, films and activities that can be used for anti-racist education in formal and non-formal educational settings: <http://www.theredcard.org/home>

5.5 Resources that need to be elaborated within the project:

The resources that need to be elaborated within the project can be divided into two types. These include those which are for purposes of training educators and those which are for purposes of equipping educators with material to train pupils. These can include:

1. Presentations for educators on issues related to DTRP that can be used in training courses, seminars and workshops as well as through the project toolbox and/or open platform. Presentations can include topics such as 'combating racism and xenophobia in the classroom' and will provide users with an overview of the meanings of these terms, the particular contextual framework of each country generally and in relation to education, the role of the educator, the resources he/she can access to deal with this phenomenon in the classroom/non-formal environment, methods and methodology, indicators of success and ideas for sustainability.

2. Presentations for pupils/learners (according to their level) that can be accessed by educators so that he/she can use them within their classroom/learning room. The meaning of the themes of, for example, racism and xenophobia will be explored, the ways of manifestation, the psychosocial effect of these phenomena and the role of young people in tackling it.

3. Short but effective experiential activities that can be used with educators to tackle issues related to DTRP during training courses. Some of these activities could be online and therefore incorporated into the project toolbox and/or open platform and accessed by educators for purposes of developing their knowledge, skills and attitudes on the issue.

4. Pre and post knowledge tests on DTRP issues that can be used in training sessions with educators as methods of learning but also evaluation and reflection. These can also be uploaded on the project toolbox and/or open platform for purposes of self-reflection of educators accessing material developed in the framework of the project.

5. Creation of material which incorporates case-studies created by us for purposes of allowing participants (educators) of training courses or those accessing the project outputs to implement their knowledge and explore issues pertaining to DTRP.

6. Creation of a set of case studies for pupils/learners on DTRP related issues that can be used as learning material in the class room. Care will be taken to create case studies which are adequate for the age range of the pupils.

6 Conclusion

The Cypriot educational system is deeply intertwined with the events of 1974 in Cyprus. This was a point reiterated in the focus groups and the interviews with experts as well as the desktop research. This has

resulted in the system having a deep routed nationalist and ethnocentric identity, through which DTRP actions permeate with difficulty. In more recent years, actions have been taken increasingly to incorporate related issues in the training of teachers (through optional seminars) and in activities with pupils (as reflected in the learning methods). Teacher training is also lacking with core structural changes needed. Although these obstacles exist in the case of Cyprus, AEQUITAS and the participants of the focus groups and interviews firmly believe that the open educational resources that will be easily accessible for all formal and non-formal educators will prompt or, at least, support the exploration of DTRP in the class room or learning room. Non-formal learning is flourishing in Cyprus and, given the obstacles faced with the formal educational system, the non-formal setting is something to be invested in as a tool for change. This is not to say that the public educational system is to be ignored. On the contrary, efforts should be made to incorporate DTRP, therein, although all such efforts should be accompanied with caution and attention to the limitations.

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