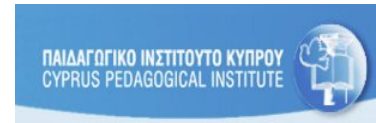




CYPRUS  
MINISTRY OF EDUCATION  
AND CULTURE



The Pestalozzi Programme  
The Council of Europe  
Training Programme for education professionals

**Cha(lle)nging attitudes and actions for a diverse society:  
fighting prejudices and discriminatory bullying  
for equality through human rights:  
A cross - curricular approach**

**Final Report**

15 - 17 October 2014  
Cleopatra Hotel Nicosia, Cyprus  
[www.pi.ac.cy](http://www.pi.ac.cy)

**PESTALOZZI PROGRAMME**

## Seminar Details and Organisation

The Seminar took place at Cleopatra Hotel in Nicosia-Cyprus, from 15 to 17 October 2014. The Proposal of this training program was authorised and approved by the Council of Europe Training Programme for Education Professionals and was organised by the Cyprus Pedagogical Institute of the Ministry of Education and Culture.

Specifically, the Seminar was organised by the following Committees:

### Organising Committee

- Dr Athena Michaelidou - Evripidou, Director, Cyprus Pedagogical Institute
- Dr Pavlina Hadjitheodoulou - Loizidou, Head, In-service Training Department, Cyprus Pedagogical Institute
- Ms Elena Demosthenous, Administrative Officer, Cyprus Pedagogical Institute
- Ms Aggeliki Andreou, In-service Training Department, Cyprus Pedagogical Institute
- Ms Celia Loukaidou, Curriculum Department, Home Education & Health Education - Secondary Education, Cyprus Pedagogical Institute
- Dr Antonia Forari, Curriculum Department, Music- Secondary Education, Cyprus Pedagogical Institute

### Scientific Committee

- Dr Pavlina Hadjitheodoulou - Loizidou, Head, In-service Training Department, Cyprus Pedagogical Institute
- Dr Antonia Forari, Curriculum Department, Music- Secondary Education, Cyprus Pedagogical Institute
- Ms Aggeliki Andreou, In-service Training Department, Cyprus Pedagogical Institute
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## Seminar Aim, Framework and Expected Results

The Seminar aimed at dealing with issues of theory and practice relating to the existence of diverse identities in educational contexts, which -consequently- result in conflicts - such as racism, discrimination, bullying and marginalisation. Diversity in students' identities are manifested in terms of their ethnicity, race, class, sex, gender and sexual preferences. The reasoning of these issues of conflict was examined in relation to a variety of reasons, including lack of knowledge in regards to diverse education and pre-existing stereotyped and prejudiced notions and actions, which were -often, unconsciously- (re)produced in formal and informal education.

Thus, the Seminar intended to train the participants at gaining knowledge, raising awareness and developing skills to prevent, recognise and act upon conflicts, as well as, to empowering them with the

ability to deconstruct existing biased attitudes and practices and to reconstruct them towards fostering equality through human rights. Thus, cha(lle)nging!

More specifically, it focused on:

- Developing a clear conceptual framework on how diversity, equality, human rights, and combating prejudice, discrimination and bullying can be permeated in the school curricula and hidden curricula.
- Using educational material and examples of practices/actions for developing efficient methodology for cha(lle)nging attitudes and actions for diverse groups in schools and in societies
- Creating a shared view of the necessary competences of education professionals regarding human rights, discrimination, bullying and violence.
- Building a network of education professionals equipped to continue the training on an international, national, regional and local level.

## Participants

In total, 40 participants attended the Seminar, as follows.

- 15 participants from 12 different European countries, with diverse backgrounds and areas of expertise; mainly, teacher trainers, school-teachers from primary and secondary schools and deputy head teachers.
- 25 participants from Cyprus; primary and secondary teachers as well as teacher trainers from the Cyprus Pedagogical Institute.

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*The Participants in a farewell photo*

## Development of the Seminar

- The Seminar opened with Welcome Greetings, from:
  - Ms Egly Pantelakis, Permanent Secretary, Cyprus Ministry of Education and Culture and Cyprus Liaison Officer for Pestalozzi Programme, and
  - Dr Athena Michaelidou - Evripidou, Director, Cyprus Pedagogical Institute.
  - Next, Dr Pavlina Hadjitheodoulou - Loizidou, Head, In-service Training Department, Cyprus Pedagogical Institute developed the Focus of the Seminar.
- The main works of the Seminar consisted of:
  - One Introductory Lecture, to familiarise participants with key issues, trends and main issues that would wrap-up the forthcoming works of the Seminar
  - One Keynote Lecture, which went into an in-depth analysis of the process of dealing with painful emotions and offered its implications in teaching for a diverse education
  - Six Workshops, which offered formal and informal good teaching practices and methods through various school subjects, i.e. Maths, Literature, Natural Sciences, Health Education, Music and Art
  - Two parallel study-visits to schools, for a “real-world” experience through music education and health education lessons.
  - Additionally, throughout the Seminar, ice-breaking, warm-up, focus and energiser activities were implemented to gain participants attention, to boost their energy and enthusiasm and to encourage team building.
  - The Seminar closed with a reflecting activity, when all participants had the opportunity to share their thoughts and emotions in regards to the works of the Seminar, to reflect on their expectations in regards to the Seminar’s strengths and weaknesses, and to make suggestions for future professional actions (both as individuals and in professional groups).
  - Finally, the social activities of the Seminar included a Welcome dinner and a Farewell lunch for the participants.

## Seminar Trainers

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## Seminar Schedule

<b>Day 1: Wednesday, 15 October 2014</b>	
<b>Cleopatra Hotel</b>	
Plenary	9:00 - 9:30
	9:35 - 10:15
	10:20 - 10:35
	10:40 - 11:10
	11:15 - 12:15
Group Work & Plenary	12:20 - 13:00
	13:05 - 14:30
	14:35 - 15:55
	16:00 - 16:30
	16:35 - 17:35

**Registration**

**Opening of the Seminar**

**Greetings**

Egly Pantelakis, Permanent Secretary, Cyprus Ministry of Education and Culture and Cyprus Liaison Officer for Pestalozzi Programme

Athena Michaelidou - Evripidou, Director, Cyprus Pedagogical Institute

**Focus of the Seminar**

Pavlina Hadjitheodoulou - Loizidou, Head, In-service Training Department, Cyprus Pedagogical Institute

**Activity:** *Fortune cookies*

**Coffee Break**

**Session 1, Chair: Antonia Forari**

**Introductory Lecture:** *Cha(lle)nging attitudes and actions for a diverse society through education*

Inger Langseth, Associate Professor, Norway - Representative of the Council of Europe

**Activity:** *Unearthing thoughts, emotions, difficulties and expectations*

**Lunch**

**Session 2, Chair: Aggeliki Andreou**

**Presentation & Workshop 1:** *Addressing challenges in multicultural classroom settings: Critical differentiated curriculum development*

Lefkios Neophytou and Stavroula Valiandes, Cyprus Pedagogical Institute

**Coffee Break**

**Workshop 2:** *Creative responses to issues of conflict: the case of Literature*

Anna Kouppanou, Cyprus Pedagogical Institute

**Day 2: Thursday, 16 October 2014**

<b>Cleopatra Hotel</b>		<b>Session 3C Chair: Antonia Forari</b>
Plenary	9:00 - 10:00	<b>Keynote Speech:</b> <i>Mobilizing 'Implicit Activisms' in schools through Critical Pedagogies of Emotion</i> Michalinos Zembylas, Open University of Cyprus
	10:05 - 11:15	<b>Workshop 3</b> <i>Empowered ideas: Human rights issues through art as text</i> Andri Savva, University of Cyprus Workshop Facilitators: Andri Savva, Maria Ombashi and Valentina Erakleous, University of Cyprus
	11:20 - 11:45	<b>Coffee Break</b>
	11:50 - 13:00	<b>Workshop 4:</b> <i>Gender Representation through Rebetiko music in Kakogiannis' film Stella (1955)</i> Christos Stavrinides, Cyprus Ministry of Education and Culture
	13:05 - 14:30	<b>Lunch</b>
<b>Cleopatra Hotel</b>		<b>Session 4, Chair: Celia Loucaidou</b>
	14:35 - 15:45	<b>Workshop 5:</b> <i>Cha(lle)nging perceptions of 'self' and 'other' through Health Education</i> Elena Papamichael, Cyprus Pedagogical Institute
	15:50 - 16:20	<b>Coffee Break</b>
	16:25 - 17:30	<b>Workshop 6</b> <i>Natural Sciences towards fostering human rights: hands on activities in Physics and Biology lessons</i> Yiorgos Tsalakos, Yiannis Karmiotis and Andreani Baytelman, Cyprus Pedagogical Institute

**Day 3 Friday, 17 October 2014**

<b>Cleopatra Hotel</b>	800	Departure to primary and secondary schools, in Larnaca
<b>Larnaca</b>	9:00 - 11:00	<b>Study Visits: Lesson observation and discussion</b> <i>Cha(lle)nging Stereotypes through Health Education, Grade 6</i> Maria Pantziara, Primary Teacher
Agios Lazaros B' Primary School		<i>A music hybrid: the case of Greek music in South Italy, Grade 2</i> Kyriaki Theodorou, Secondary Music Teacher
Aradippou Gymnasium		
Agios Lazaros B' Primary School		<b>Closing of the Seminar, Chair: Pavlina Hadj theodoulou - L oizidou</b>
	11:30 - 13:00	<b>Round Table Discussion:</b> <i>Reflecting and Moving Forward: the participants' perspective</i> <b>Delivery of the Certificates</b>
	13:30 - 15:00	<b>Lunch</b>

## Description of the Lectures, Workshops and Study-Visits

### **Introductory Lecture: *Cha(lle)nging attitudes and actions for a diverse society through education***

Inger Langseth, Associate Professor, Norway - Representative of the Council of Europe

This lecture introduced the participants to key issues, concepts and trends that were further explored and discussed through the seminar activities. Existing educational policies, good and bad educational practices, recent research findings were some of the topics that were, also, covered, so that existing gaps and needs to be spotted, and the way forward to be depicted.



### **Keynote Speech: *Mobilizing 'Implicit Activisms' in Schools through Critical Pedagogies of Emotion***

Michalinos Zembylas, Open University of Cyprus



In this Keynote Speech, it was argued that the challenging attitudes, emotions, and actions through any approach one adopts (e.g. Human Rights Education, intercultural education, peace education and so on) to combat racism, nationalism, prejudice, discrimination is more likely to fail, if we overlook or downplay the strong emotional investments of 'troubled knowledge'. This implied that critical educators should foreground rather than background the complexity of difficult emotional knowledge and its pedagogical implications in fighting prejudice and discrimination. Working from the assumption that critical pedagogy in posttraumatic contexts must engage this terrain of difficult emotional knowledge in ways that have not been sufficiently addressed by the critical pedagogy rhetoric so far, this speech looked to work those gestures toward a discourse of critical pedagogy, which considers troubled knowledge as a source of fruitful and responsive learning.

### **Presentation and Workshop 1: *Addressing challenges in multicultural classroom settings: Critical differentiated curriculum development***

Lefkios Neophytou and Stavroula Valiandes, Cyprus Pedagogical Institute

In this lecture and workshop the issue of multiculturalism was described as a fact, an ideology, a policy, a practice and a critical discourse. All these viewpoints had their share on transforming and reshaping education, shifting its focus on the necessity to



respond to the needs of all students. Within this context, two (among many others) different pedagogical approaches appeared in the scientific literature: multicultural instruction and differentiated instruction.



This workshop presented the rationale and the process for the development of a differentiated curriculum in contemporary



multicultural settings. Issues of multiculturalism, diversity, equality and equity were discussed and participants were encouraged to name, reflect critically and act upon their pre-existing assumptions concerning teaching and learning. Furthermore, participants also developed implications for practice for the design of instructional units based on generative themes.



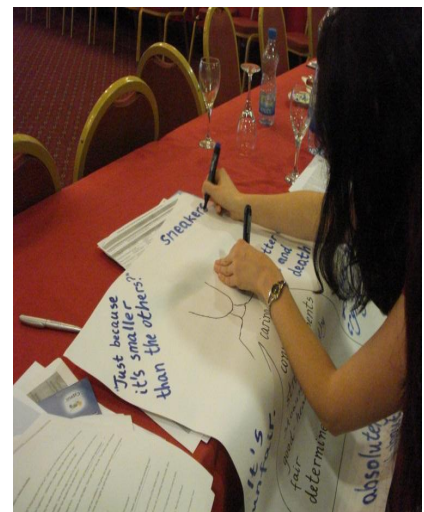
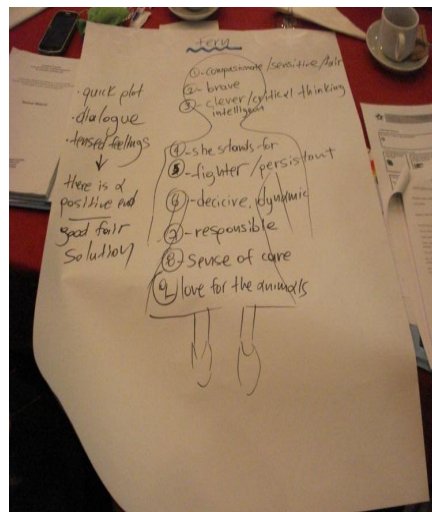
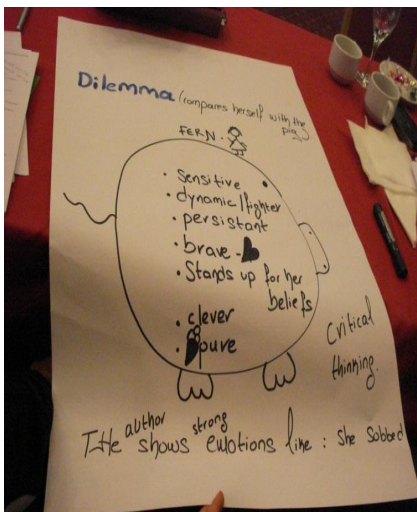
*Debating and Cha(lle)nging!!!*

**Workshop 2: Creative responses to issues of conflict: the case of Literature**

Anna Kouppanou, Cyprus Pedagogical Institute



Creative writing was presented in this workshop as a reading approach allowing students to engage with the literary text from inside making the writer's techniques accessible and, thus, allowing for imaginative interventions. This workshop focused on issues of conflict addressed in children's literature such as difference, diversity and tension, and gave suggestions concerning ways of handling them in the classroom from a literary perspective that allows reflection with the issues in question. The workshop applied a hands-on approach engaging participants in creative ways of reading and writing in response to given examples mainly through the analysis and creation of characters, plot and setting.



*Creating for Cha(llen)ge...*

**Workshop 3: Empowered ideas: Human rights issues through art as text**

Andri Savva, University of Cyprus

Workshop facilitators: Maria Ombashi & Valentina Erakleous, University of Cyprus

This workshop presented the notion of creating texts as image in an attempt to explore how art can be used as a mean to communicate human rights issues. This workshop involved participants in an artistic process where various strategies were used to express ideas, by overturning the traditional form of the text and critically reflect on the meaning of the words. Participants were provided with the opportunity to familiarize themselves with art and media practices used for the purposes of transmitting an idea as a form of action and as a metaphor by using texts, objects and other sources.



**Workshop 4: Gender Representation through Rebetiko music in Kakogiannis' film Stella (1955)**  
 Christos Stavrinides, Cyprus Ministry of Education and Culture

Through musical, textual, sociological and historical analysis, this workshop identified the ways in which gender (masculinity and femininity) is portrayed in films, primarily through the personification its male and female protagonists. Focusing on the film *Stella* (1955), the workshop illustrated how these portrayals resulted in the engendering of the two identities and the attribution of gender traits to the main characters, through music. Specifically, it delineated how the musical genre Rebetiko constituted a central factor in the formation of gender in the film.



**Workshop 5: Challenging perceptions of 'self' and 'other' through Health Education**  
 Elena Papamichael, Cyprus Pedagogical Institute



This workshop aimed to familiarize participants with issues of identities, diversity, stereotypes and racism(s) on a conceptual and practical level. Experiential activities were implemented aiming to enable the participants to self-reflect upon their own perceptions about 'otherness' as well as their roles in promoting social justice through education.

*Ice-breaking activity*

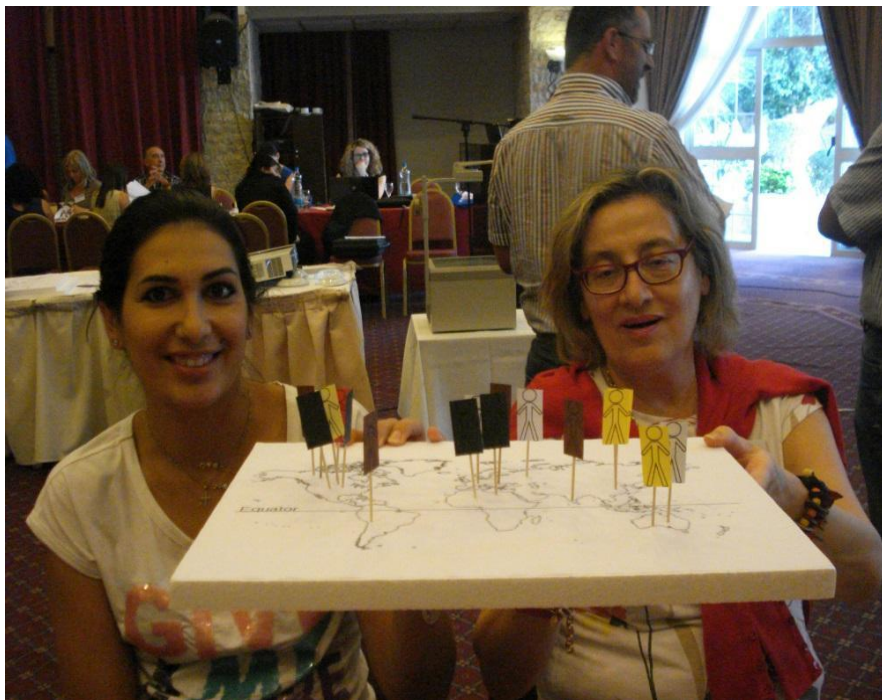


*Debating on "A behaviour is racist if it is accompanied by a racist intention"*

## **Workshop 6: Natural Sciences towards fostering human rights: hands-on activities in Physics and Biology lessons**

Yiorgos Tsalakos, Yiannis Karmiotis and Andreani Baytelman, Cyprus Pedagogical Institute

This workshop focused on the advancement of students' thinking skills, so that they become reasoning people. Specifically, spontaneous thinking was explained as greatly influenced by student's existing beliefs -including prejudices-, formed through their prior interaction with their social environment. Analytical thinking was explained as a way of thinking based on objective evidence and logically documented conclusions. It was argued that teachers and students need to acknowledge that scientific developments have been socially and culturally dependent and have been, constantly, transformed. To explicit the aforementioned issues, this workshop proposed activities for science lessons, through which students' analytical thinking (both, algorithmic and reflective), together with their ability to control spontaneous thinking could be developed in relation to issues of discrimination in terms of race.



### **Study-Visits to Schools**

#### **1. Cha(lle)nging Stereotypes through Health Education, Class 6 Primary School**

Maria Pantziara, Primary Teacher, Cyprus Ministry of Education and Culture

This health education lesson aimed at students understanding how stereotypes animate around them. Specifically, through active participation in learning activities, students had the opportunity to identify and comment on existing stereotypes in their immediate and wider environment, distinguish negative consequences coming from various kinds of exclusion and discrimination and recognise social stereotypes according to a job description (gender, social status, origin). Through the implementation of several participatory learning

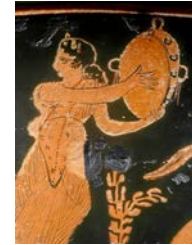


methodologies, students developed their skills to express their feelings and thoughts and, ultimately, develop a positive attitude towards inclusion and diversity. Students were, finally, challenged how they can stay open-minded and put aside stereotypes and pre-existing beliefs – by using their critical thinking.

## 2. A music hybrid: the case of Greek music in South Italy

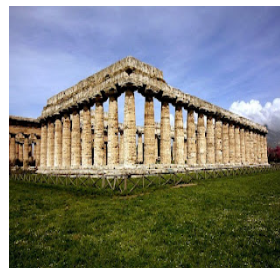
Kyriaki Theodorou, Secondary Music Teacher, Cyprus Ministry of Education and Culture

This music lesson was intended for Grade B students of secondary education and related to Greek music in South Italy. In this lesson, students were given -at first- a living musical experience of the musical genre, through active learning activities - which involved body percussion, singing and performing. At a second stage, students worked in pairs and groups in order to discover several musical, historical, geographical, cultural and other characteristics that relate to the musical genre. To construct this “new knowledge”, students were given a variety of primary and secondary sources, following the method of constructivism. It was intended that students would argue that this musical genre had been created as a result of a mutual interaction and intermingling of Greek and Italian culture. In this way, students were -indirectly- introduced to the notion of cultural hybridity and realized that people –especially after globalization (transportation, internet, media, etc) - constantly, experience a variety of cultures. Within this framework, students were urged to find their own personal way of relating with music and cultures-acknowledging, at the same time, that all cultures have their own value.



Αρχαιοελληνικές μουσικές παραστάσεις σε αγεία της περιοχής, απ' όπου τραγουδιέται το τραγούδι «Καληνύφτα».

Εκτέλεση του τραγουδιού «Καληνύφτα», στις μέρες μας.



*Cross-curricular approaches for diverse education and equality through music education*



## Additional Activities

### 1. Activity: "Fortune cookies"

This was a getting to know each other activity, having the tone of the seminar but in a funny, warm and welcoming way. All participants introduced themselves and, afterwards, read aloud and reacted on their fortune cookie - in any way they felt like.

*Hello, this is your Fortune Cookie ☺  
Do not forget my friend, knowledge deletes  
prejudice and narrow-mindedness!*

*As your Fortune Cookie, I see that  
Change is coming in your teaching career...  
Challenge it, now!*



*The fortune cookie was a Cyprus traditional sweet placed in in a small colourful bag*

### 2. Activity: *Unearthing thoughts, emotions, difficulties and expectations*

This activity took place after the Focus of the Seminar and the Introductory Lecture was given to the Participants. Thus, as a preliminary but intriguing activity, participants worked, at first in groups, to discuss the photos in relation to the stated issue they were given and, in turn to the plenary, to express their thoughts and emotions, to admit possible difficulties in dealing with specific issues and, finally, to state any expectations they wished this Seminar would cover in relation to each issue.



*Troublesome issues in our societies*



Sex Vs Gender  
 “male... intersex...female”  
 “masculine...androgynous...feminine”



Two Poems by Constantinos Cavafys

**“At the café door”**  
 Something they said beside me  
 made me look toward the café door,  
 and I saw that lovely body which seemed  
 as though Eros in his mastery had fashioned it,  
 joyfully shaping its well-formed limbs,  
 molding its tall build,  
 shaping its face tenderly,  
 and leaving, with a touch of the fingers,  
 a particular nuance on the brow, the eyes,  
 the lips.

**“As much as you can”**  
 And if you can’t shape your life the way you want,  
 at least try as much as you can [...]

Sexuality:  
 “Sexual Preferences:...attracted to women... asexual/bisexual/lesbian/gay/etc....attracted to men....”

Literature, Movies, Art, Music, Body



Stereotyped, discriminatory and prejudiced manifestations

Bullying, Marginalisation, Harassment



Issues of conflict and their manifestation in schools

Education



Education for All: then and now

Education



Education for equality through human rights  
Education policy and practice  
The way forward...

Expressing ourselves...





### 3. Activity: “Knitting” a Network

During the closing of the Seminar, the Participants expressed something they can immediately challenge to change. Additionally, they reflected on the Seminar, expressed positive experiences and possible expectations not sufficiently fulfilled.

The Participants, strongly, expressed their need to keep up the work that was done during the Seminary via online networking and follow-up seminars.



*“Knitting” a Network at Closing*

### Pedagogical Outcome of the Seminar

The pedagogical outcome produced by the Seminar is described in accordance to the following three core issue-questions:

1. What it really means to cha(lle)nge,
2. How we go for it, and
3. What are the possible difficulties in the process of cha(lle)nging.

#### **1. In relation to the first issue “what it really means to cha(lle)nge?”, the outcome of the Seminar was that “to cha(lle)nge”:**

- needs to focus on several facets of human activities and behaviours, such as attitudes, values, beliefs, priorities, practices and emotions;
- which exist in different milieus - such as teachers’ personal and professional identities, social and historical contexts, and all are -in turn- transformed and infiltrated into educational contexts.
- It involves a number of social parameters, such as race, ethnicity, social class, sex, gender, sexuality, body, work, etc.;
- resulting in several issues of conflict, such as biased practices and beliefs, tensions and intolerance, racism, patriotism, gender biases, violation of human rights and xenophobia.
- These issues of conflict are manifested in educational policy-making, in pedagogical theory and practice, in personal and professional emotions, in literature, artefacts, media, music, health education, natural sciences, etc.

Thus, “to cha(lle)nge”, first requires to “challenge” the totality of the aforementioned topics and, secondly, to “change” them within a framework which enhances diversity and fosters human rights. In short, it was construed as a process of deconstruction and reconstruction of identities.

## **2. How we go for it? The speakers and the discussions that followed suggested the following ways in dealing with issues of conflict:**

- Rethinking of concepts -such as multicultural education, intercultural education, and diversity- to construct a “metalanguage” can become a useful conceptual tool for educators, which will guide their thoughts and actions.
- “Troubled knowledge”, often hidden and silenced, need to be foregrounded - so that existing difficulties and complexities can be handled and, finally, surpassed.
- Being “critical emotional reflective” can offer spaces for implicit activism in the classroom. A prerequisite is that everybody moves beyond their comfort zone and realise the interdependence between human, mutual understanding, and empathy.
- Deep awareness and serious consideration of the social context, together with their contextual and structural limitations, are of major importance before and while “cha(lle)nging”.
- Listening to whose voice/artefact/music/etc. is “spoken” and analysing how it is articulated can offer important meanings (often hidden).
- Resisting to pre-existing and imposed knowledge and practices needs to become a constant process of reflection for teachers in relation to their thoughts and practices.
- Education needs to quit superficial approaches and fanfares in dealing with diversity and existing fallacies in educational practice need to be spotted and left out.
- Action needs to be taken at a macro-level -such education policies-, and a micro-level through “humble” activism, in everyday teachers’ practice in their classroom.
- Teachers need to be empowered with new knowledge, skills, educational material, educational policies and criteria for assessment.
- Teachers’ networking is a helpful way to support their practice.

Specifically, in relation to educational practice, the following issues were pointed out:

- Diversity needs to be fostered through a cross – curricular approach. All subjects, some more than others, can contribute. Subjects such as natural sciences, mathematics and economics can also have space in their curricula.
- Students will -successfully- become tolerant towards diversity through active, experiential and co-operative learning.
- Developing students’ critical thinking is a core educational aim in relation to diversity.
- Differentiation in teaching is essential so that all students’ needs and identities are met.
- Constructivism is a teaching methodology through which educational material that develops students’ critical thinking in relation to diversity can effectively be developed.
- Educational material needs to include all facets and expressions of cultures, not just the apparent ones.
- Teaching for diversity is teaching social and historical contexts, in an as authentic as possible way.
- Students’ ability to read the semiotics in music, art, literature and media manifestations can be a useful and hands-on tool.
- Students’ creativity, imagination and expression can delete pre-existing biased expressions and can be an excellent teaching approach for this purpose.
- Teaching methods, such as debates, can successfully cha(lle)nge existing thoughts and practices.
- Knowing oneself and others by acknowledging -both- commonalities and differences can build bridges for communication between diverse cultures.
- Assessment, learning outcomes, official examinations need to align with the aims and content of education for a diverse society. Otherwise, they will continue to cause a fragmentation of the aims of education for a diverse society.

### 3. Finally, possible difficulties during the process towards cha(lle)nging include the following:

- Teaching for diversity is a long process, mainly for it involves well-established beliefs and practices -which are difficult to change-, and traumatised people who need time to heal.
- Thus, teachers need to be patient since no straightforward answers can be offered and answers are not applicable to all cases. However, teachers need to be supported in every possible way (e.g. teacher training, educational material, policies)
- Also, teachers need to become deep thinkers and constantly reflect on their educational practice within a framework of enhancing diversity.
- It needs to be accepted that certain things can be cha(lle)nged now, whilst others require lengthy systemic changes in education - both at a local and European level.

### Additional Information

- The speakers' presentations together with the complete seminar material have been uploaded to the website of the Cyprus Pedagogical Institute:

[http://www.pi.ac.cy/pi/index.php?option=com\\_content&view=article&id=1195&Itemid=421&lang=el](http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1195&Itemid=421&lang=el)



**PESTALOZZI PROGRAMME** *Logo at Cyprus Pedagogical Institute's homepage*

- As promised and asked by the Participants, for sustainable networking purposes, two groups have been arranged:

1. Pestalozzi official place at:

<http://pest-prog.ning.com/group/cha-lle-ning-attitudes-and-actions-for-a-diverse->



*Logo at Pestalozzi's website*

2. Facebook Group: Pestalozzi Programme Cyprus 2014



*Facebook Logo*

Photos from warm-up and energiser activities



*Pestalozzi pizza!!!*



*Intense thunderstorm to Cha(lle)nge!*



## Limitation of the Seminar

Due to the effort placed on covering different aspects and issues relating to the Seminar Focus, the time dedicated on exchanging experiences, expressing difficulties and suggesting good teaching practices from participants' countries was short.

Thus, it is suggested that in future Pestalozzi Seminars specific task covering this aspect needs to be actively integrated within lectures and workshops.

## Additional Photos

