

Report on the Mapping of the current situation in the matter of multiculturalism in adult education in Cyprus

INTRODUCTION

Abstract of the Report

Cyprus is an island known for its multinationalism and multiculturalism characteristics. According to research, the island is one of the top refugee receiving country by share of its population in EU, (currently there are approximately 11,000 persons under International Protection and about 13,000 asylum seekers residing in Cyprus). From 2013, when the refugee crisis in Europe started, Cyprus launched the National Programme AMIF funded by the EC and the Republic of Cyprus, with a large number of projects aimed to facilitate the integration in the local community of third country nationals.

AUTHORS

Christiana Yiangou, Emphasys Centre, Cyprus.

FINDINGS OF THE THEORETICAL RESEARCH:

1. The current situation at national level on predominant cultures (statistics).

Please provide information about at least 5 predominant cultures (including the national one) identified in your countries.

The table below depicts the country of origin of the 20.33% of the population with migration background according to 2011 official research held by the Statistical Services of the Republic of Cyprus.

No.	Culture	Percentage	Number of population	Any other comments relevant	
				Language spoken	Location
1.	Greek	17.3	31.044	Greek	All around Cyprus
2.	United Kingdom	14.8	26.659	English	Mainly in the Larnaca District (Oroklini, Dhekelia etc..) and Pafos District (Yeroskipou etc...)
3.	Romania	13.6	24.376	Romanian	All around Cyprus
4.	Bulgaria	10.7	19.197	Bulgarian	All around Cyprus
5.	Philippines	10.7	19.197	Filipino, English	All around Cyprus



6.	Russia	4.8	8.663	Russian	Mainly in the Limassol District
7.	Sri Lanka	4.1	7.350	Sinhala	All around Cyprus

2. The current situation on the National Policies and Strategies to support multiculturalism.

2.1 The existent national policies and strategies

2.2 The alignment of national policies at European level

The governance of integration issues in Cyprus is led by the Ministry of Interior while the national representative at the European Integration Network is the Migration Department.

The National Programme for the Asylum, Migration and Integration Fund (AMIF) has been approved by the European Commission in 2015 for the period on 2014-2020 and it is under the auspices of the European Funds Unit of the Ministry of Interior. The national projects of the AMIF mainly aim to support the Common European Asylum System (CEAS):

- Strengthen the accommodation capacity of asylum seekers;
- Provider of all necessary services related to asylum procedures;
- Facilitate the integration of third country nationals in the local community with the help of local authorities/NGO's/ public bodies/other social partners;
- Increase assisted voluntary returns;
- Increase cooperation with other member states;
- Support the administrative capacity of Cyprus to manage successfully all sectors related to migration.

In line with the guidelines of the Ministry of Interior (MOI) Action Plan 2013-2015, Cyprus National Programme AMIF sets priorities to support asylum, integration and return. More specifically, the priorities for integration are to develop:

- Pre-departure measures;
- Integration measures by local communities/ NGOs;
- Preparatory actions to facilitate access to the labour market;
- Integration measures by the public educational system;
- Raising awareness in the receiving society;
- Upgrade of the administrative capacity;
- Training of stakeholders who are dealing with integration related issues;



- Cooperation with other countries.

In addition to the Ministry of Interior, other national stakeholders involved in migrant integration include the **Cyprus Pedagogical Institute of the Ministry of Education and Culture** which is particularly active with minor TCNs and the Ministry of Labour, Welfare and Social Insurance which prepared the Strategy on the Employment of Third Country Nationals.

On the regional and municipal level, **local authorities** take a very active role in the integration of third country nationals, partly with the support of EU funds. Municipalities offer social support services such as counselling, psychological support, day-care for children 5-12 years as well as information services, seminars and intercultural events. Over the years, around 15 municipalities across the island have taken part in the project Integration Programme by local authorities' which is also funded by the European Funds Unit of the Ministry of Interior, either as the Project Co-ordinator or as project partners.

Other initiatives that the European Funds Unit of the Ministry of Interior supports are:

Labour Market Integration Programme

This programme offers vocational orientation and training programmes in order to facilitate third-country nationals to integrate into the labour market of the hosting country aiming at the rapid and effective access to the receiving society's labour market. Projects under this programme aim to provide skills and qualification assessment tools, as well as training programmes and specially adapted counselling, in order to provide the foundations to facilitate the rapid and effective access of third-country nationals to employment.

Information and awareness campaign for local communities

The aim of this programme is to raise awareness of Cypriots on refugees and migration, enhancing at the same time the acceptance of diversity and thus the policies of integration of third-country nationals into the Cypriot society. This programme supports information and awareness campaigns for the general public on issues that are of relevance to international protection and to migration, enhancing the acceptance of diversity. Moreover, the project aims at enhancing mutual respect, solidarity and combating racist tendencies in local community.

Migrant Info-Centre (MIC)

This programme encourages the creation, operation and management of Migrant Info-Centers which will provide services and information, as well as other support services to migrants for more effective and rapid integration into the Cypriot Society.

Network for Return of Third-Country Nationals



The programme concerns the creation of a network for return of third-country nationals to their countries of origin. The aim is to enhance cooperation with the bodies involved at local and European level (with emphasis on the Member States of the Mediterranean), international organisations, or- where possible - with third countries, in order to increase information and improve administrative capacity on the returns of third-country nationals to their countries of origin.

Regarding the **Legal Framework and health care (medical sector)**, as with Cypriot citizens, migrants' entitlement to care is also determined according to the category to which they belong. Based on the legislation of Cyprus, the only migrant group entitled to free public health care are asylum seekers who are entitled to free care if they do not have the means to support themselves according to the 'About Refugees' Law (2000). Recognized Refugees have the same entitlements as Cypriots therefore the same criteria for access to free care apply. Furthermore, EU and non-citizens as well as ordinary residents of the areas controlled by the Republic of Cyprus (including their dependents) who have a permanent residence permit in the areas controlled by the Republic of Cyprus or have the right of equal treatment in the social insurance sectors in accordance with the Aliens and Immigration Law are beneficiaries of the General Health System created in 2019.

3. The current situation in the matter of multiculturalism in adult education at national level.

3.1 In the formal education

3.2 In the non-formal education

3.1. Formal Education

Formal Education mainly concerns schools and Universities. The responsible bodies for minors' education are the Cyprus Pedagogical Institute of Ministry of Education and Culture.

Greek language course in primary and secondary schools

In recent years, various models have been adopted in the Cypriot educational system for the linguistic support of students with a migrant background: Providing supportive teaching and offering Accelerated Learning Programme of Greek Language as a second language in Primary Schools.

Teachers' education and training

The Pedagogical Institute (PI) has organized a variety of training activities (conferences, seminars - experiential workshops, optional seminars, school-based seminars, etc.) in recent years, with the aim of raising the awareness and empowerment of Primary and Secondary Education teachers on the issues of integration of students with immigrant background. In particular, emphasis was given on issues of diversity management and the implementation of anti-racist



policy, as well as issues of teaching Greek as a second language. In addition, in the case of Secondary Education, the PI. provides - on a yearly basis since 2008 - school-level support to teachers of Greek as a Second Language Learning Program.

Greek Language Learning Programme (adults)

For the period 2019-2020 the University of Cyprus and the Cyprus Labour Institute provides a multi-level Greek language learning programme to adults. The aim of this programme is to give the chance to participants to understand and speak Greek. The knowledge of Greek language will help them develop communication in their every-day life, increase their possibilities of employment and in general to integrate into the receiving society.

3.2. Non-Formal Education

There are several educational activities which are based in non-formal methodologies aiming to increase migrants' imagination and make them more active citizens. Usually, those programmes are offered by Municipalities or NGOs. The Municipality of Nicosia offers workshops for creative expression, empowerment and cultural acquaintance such as music and visual arts workshops for adults and children as well as training and educational programme for the cultural identity of Chinese and Arab children, seminars on the management of emotions and situations in relation to migration, orientation and social skills seminars addressed to TCNs and speech therapy and remediation teaching programme.

Some examples are (data retrieved from UNHCR Cyprus website, <https://help.unhcr.org/cyprus/integration-support>):

- **Intercultural Centre** operates under the Nicosia Municipality Multifunctional Foundation and offers Greek Language, English Language and IT Courses for migrants living in Nicosia. The Intercultural Center provides a welcoming training area where members develop both their linguistic and e-skills to support their adaptation and integration into Cypriot society.
- **MINGLE** is an initiative of the Nicosia Municipality Multifunctional Foundation and MMC Management Center. It is aimed at people in Cyprus from non-EU countries who would like to learn Greek, meet people, get oriented, and feel more at home in Cyprus. Among the courses offered are FREE Greek Language Courses and Workshops on Intercultural Skills, Social and Civic Competences, Cultural Awareness and Political Trust.
- Under the **Colourful Societies** programme, several municipalities in the Nicosia area periodically offer English and Greek language courses.

4. The current practical situation in the matter of multiculturalism in adult education at national level.

4.1 Public support institutions



Name	Nicosia Municipality-“New Channels for Integration” programme
Website	http://localintegration.eu/en/programme/intro/
Target group	third country nationals
Services offered	<p>New Channels of Integration is a programme of activities running throughout 2017 by the Municipalities of Nicosia, Ayios Dometios, Engomi and Lakatamia. The programme of activities includes the following:</p> <ul style="list-style-type: none"> • Cultural identity preservation programme for Arab-speaking children – Nicosia Municipal Multifunctional Foundation and Cypriot-Arabic Cultural Centre • The social worker on the side of third country nationals – Counseling process for the integration of third country nationals in the local community – Ayios Dometios Municipality • The role of sports in the integration of third country nationals – Cooperation of Local Authorities with groups of third country nationals for the creation and development of a cricket tournament – Lakatamia Municipality • Culture and Tradition as a tool for the integration of third country nationals in the local community – Engomi Municipality <p>The Programme is implemented as a collaborative project by Nicosia Municipality, as the Coordinator – Final Beneficiary, and its partners Lakatamia Municipality, Nicosia Municipal Multifunctional Foundation and the consultants «NVK Advent Consulting» and “Losadeal Ltd” as Final Beneficiaries. It is co-funded by the Asylum, Migration and Integration Fund of the EU (90%) and the Republic of Cyprus (10%).</p>

Name	UNHCR Cyprus – “HelpRefugeesWork web platform”
Website	https://www.helprefugeeswork.org/
Target group	refugees, employers, institutions running vocational education and training (VET) programmes, NGOs offering trainings
Services offered	This web platform is an initiative of the UNHCR Country Office in Cyprus, in collaboration with Cyprus Refugee Council, to support refugee integration through work. It is meant for refugees, employers, institutions running vocational education and training (VET) programmes, and individuals and organizations committed to promoting social participation, inclusion and diversity

4.2 Private support organizations

Name	Caritas Cyprus
------	-----------------------



Website	https://caritascyprus.org/migrants/
Target group	Migrants (men, women and children)
Services offered	In Nicosia and Larnaca, Caritas Cyprus' Migrant Centres are open weekdays to provide a place for migrants to socialize with others, to access legal, healthcare, and psycho-social support, to learn languages and, if necessary, to access food, clothing and other humanitarian services.

Name	University of Nicosia – “Migrant Info-Centre-MIC” programme
Website	https://mihub.eu/en/
Target group	Migrants
Services offered	The University of Nicosia in collaboration with the research organisation CARDET and the Cyprus University of Technology Implements Migrant Info-Centre (CY/2019/AMIF/SO2.NO2.1.3/3). The Action is co-funded by the European Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%). MIC fills a huge gap on the integration services available and make a positive impact on the lives of thousands of foreign people who live in Cyprus. MIC supports the access to services and resources that meet migrants' needs and gives emphasis on building new skills towards harmonically adjustment to the Cypriot cultural and social environment.

Name	Hope for Children “MiCREATE” programme
Website	https://www.uncrcpc.org.cy/
Target group	Migrant children
Services offered	The overall objective of the project is to stimulate the inclusion of diverse groups of migrant children by adopting a child-centered approach to their integration at the educational and policy level. The research project aims to comprehensive exanimate of contemporary integration processes of migrant children in order to empower them. The project aims at: <ul style="list-style-type: none"> • Identifying existing measures for the integration of migrant children at the regional and local level through secondary data analysis; • Analysis of the social impact of these integration programmes through case studies in 10 countries applying qualitative and quantitative child-centred research; • Development of integration measures and identification of social investment particularly in educational policies and school systems that aim to empower children.



	MiCREATE is a project co-financed by the Horizon 2020 Framework Programme of the European Commission (ref. H2020-SC6-MIGRATION-2018-822664).
--	--

4.3 Projects / Best practices

Name	Educating Social Partners towards Ethnic Diversity in SMEs (by KISA)
Link	https://kisa.org.cy/10900-2/
Target group	Small and Medium Enterprises (SMEs)
Actions offered	The project develops particular VET programs and training activities for both social partners and migrant communities to help trade unions and employers' representatives to develop knowledge and skills to manage ethnic diversity.

Name	Strengthening Asylum (by the Cyprus Refugees Council)
Website	https://cyrefugeecouncil.org/strengthening-asylum/
Target group	Asylum seekers and persons under international protection
Services offered	The project offers free legal and social advice to asylum seekers and persons under international protection. Its main objective is to ensure that beneficiaries have access to a fair and efficient asylum procedure, while they can enjoy the rights they are entitled to according to national, European, and International law.

Name	ENTRADA (by CARDET) - Using Challenge - based Learning to Support the Civic, Social and Economic Integration of Migrant Communities
Website	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-ES01-KA204-063759
Target group	Migrants, Adult educators
Services offered	ENTRADA aims to harness the potential for learning within migrant communities that comes with 'always-on - always-accessible' mobile technology platforms, however, partners are of the opinion that the project will only achieve its objectives if bespoke, online learning resources are provided. There are 4 intellectual outputs planned over the 24-month duration of the project as follows: <ul style="list-style-type: none"> • IO1 - Online Webquest Integration Resources – a suite of 36 webquests to build key competences to support the civic, social and economic integration of migrants • IO2 - In-service Training Programme – a comprehensive intervention to support the continuous professional development of adult education and migrant support staff

	<ul style="list-style-type: none"> • IO3 - Online Platform – an online learning platform designed for a range of fixed and mobile devices • IO4 - Policy Paper – a series of thought provoking policy recommendations based on the experiences of the ENTRADA consortium and its stakeholders
--	---

Name	IEUME - Empowering Immigrants' EU Social and Civic Participation through Innovative Media for Education (by CARDET)
Website	https://www.cardet.org/what-we-do/projects/451-ieume
Target group	Adult education
Services offered	The project will design and develop an inclusive, interactive and user-friendly digital toolkit, available also as a mobile, which will also feature gamified modules covering European socio-cultural, political and economic issues. In essence, the IEUME project will assist individuals of migrant background to receive information and to better understand important aspects of EU-related issues as well the rights and opportunities the Union offers them.

Name	School of Modern Greek, University of Cyprus
Website	https://www.ucy.ac.cy/mogr/en/welcome-message
Target group	foreigners and non-native Greek speakers
Services offered	The School aims at teaching Greek to non-native speakers, nationals and foreigners, as well as to those who wish to perfect their knowledge of Greek.

4.4 Relevant articles (5 articles from the last 5 years) (add tables as needed)

Name	Together in the EU
Link	https://www.unic.ac.cy/taking-the-crisis-out-of-migration-integration-in-the-eu/
Target group	
Key words	Integration, discrimination, fundamental rights, FRA, University of Nicosia, multiculturalism
Findings	It identifies and compares policies across the EU in areas important for successful integration.

Name	Listening to children's voices on intercultural education policy and practice (2014)
Link	https://www.tandfonline.com/doi/full/10.1080/09518398.2013.872813?src=recsys



Target group	
Key words	Intercultural education, children's voices, Cyprus education
Findings	To this end, interviews were carried out with 40 pupils, aged 11–12, of five primary schools, which presented high concentrations of immigrant students. On the basis of our analysis of our data, the children appeared to perceive intercultural education in terms of culturally responsive discussions, collaborative learning and language learning.

Name	Insights into Cypriot-Greek attitudes toward Multilingualism and Multiculturalism in Cyprus (2017)
Link	https://muse.jhu.edu/article/692299/pdf
Target group	
Key words	language attitudes; multilingualism; multiculturalism; education; workplace; media
Findings	Based on the results, almost half of the participants recognize this diverse linguistic situation and try to adjust by developing basic communication skills. However, the results indicate that these basic communication skills are developed to deal with short-term necessities especially in the domain of the workplace. Based on this, further research can focus on studying the motivations for learning an additional language in order to gain more insights into the current understanding of the Cypriot-Greek sociolinguistic situation.

Name	Adult education and migration in Cyprus: A critical analysis
Link	https://journals.sagepub.com/doi/abs/10.1177/1477971419832896
Target group	
Key words	Adult education, migration, Cyprus, policies, practices
Findings	The article offers a critique of the presence situation in Cyprus, arguing that it confines adult migrants to a position where they cannot play a significant role in co-shaping how adult learning is organised, structured and implemented in Cyprus.

Name	Migration in the Greek-Cypriot Press between 2011-2015: Visibility, topics, figures and the debate between pro-migrant and anti-migrant discourses
Link	https://www.researchgate.net/publication/323166898 Migration in the Greek-Cypriot Press between 2011-2015 Visibility topics figures and the debate between promigrant and anti-migrant discourses
Target group	



Key words	Refugee crisis in Cyprus, anti-migrant, pro-migrant discourse, media, newspapers
Findings	<p>The report underlines:</p> <ul style="list-style-type: none"> • the newspapers' interest in the topic increased significantly in the years that the refugee crisis was at its peak, namely 2014 and even more so in 2015. • The migration issue was represented mainly as a national i.e., Cypriot and/or European topic rather than international. • As regarding the migration debate, the pro-migrant discourse frames the issue using a humanitarian lens, stressing human rights respect and highlighting the aspect of human drama in migrants' journeys from their countries of origin to their destinations. • The anti-migrant discourse capitalizes on a perceived negative impact of migration to the economy of the country and to other threats that migration is thought to elicit, like the distortion of the country's demographics, the rise of crime and culture-related threat-in the context of Cyprus, such as the possibility of Islamization.

5. Useful links (*name and link*)

1. European fund Unit from the Ministry of Interior
<http://www.moi.gov.cy/moi/eufunds2015.nsf/All/D850CADBC3CE77B9C22582D6002E005F?OpenDocument>
2. Governance of Migrant Integration in Cyprus
<https://ec.europa.eu/migrant-integration/governance/cyprus>
3. Statistical Services
https://www.mof.gov.cy/mof/cystat/statistics.nsf/populationcondition_21main_en/populationcondition_21main_en?OpenForm&sub=1&sel=2#
4. Integration Programmes for TCNs by Local Authorities
<http://localintegration.eu/en/>
5. AMIF CYPRUS
<http://www.moi.gov.cy/moi/SF/sf.nsf/All/4FB86846E909A919C2257EB4002B27AD?OpenDocument>
6. UNHCR Cyprus website, <https://help.unhcr.org/cyprus/integration-support>



FINDINGS OF THE PRACTICAL RESEARCH:
Level 1 – Interviews & collection of audio/video/written testimonials from adult educators

(Please add tables according to the number of resources created; minimum 10)

1.

Type of product	Written
Name of the adult educator	Anonymous
Profession	Freelance NFE Trainer
Organization	N/A
Country	Cyprus
Key words	
<i>Experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences</i>	<ul style="list-style-type: none"> • Multicultural experiences through facilitating/training at Erasmus+ youth exchange and training courses. • Difficulties faced with insufficient level of english of some participants - (solutions: asking the group leader or another participant to translate; waiting and making sure instructions are clear for everyone before we proceed, have daily reflection sessions in national groups). • Conflicts arising between participants (due to cultural, religious and other differences) - (solutions: hear all sites, stay as objective as possible and try to implement conflict resolution and transformation principles.) • General advice: set the rules of communication and cohabitation between the multicultural group on Day 1 - make sure everyone understand them is okay with them. Be aware of subconscious biases and possible stereotypes due to cultural differences (even your own).

2.

Type of product	Written
Name of the adult educator	Stelios Stylianou
Profession	ADULT EDUCATOR / RESEARCHER
Organization	EMPHASYS CENTRE



Country	CYPRUS
Key words	
Short description of the interview/testimonial (experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences)	<p>Sometimes not having a common language to communicate can be challenging, but you need to be flexible and creative to find ways to communicate.</p> <p>Always keep in mind the needs and abilities of your group.</p> <p>Workshops that require participants to engage or work in groups to produce something, appear to work better for this target group instead of just presenting information in a 'lecture' style.</p> <p>Always show respect and be kind.</p> <p>One of the most rewarding experiences!</p>

3.

Type of product	Written
Name of the adult educator	Andrianna Georgiou
Profession	Project Manager & Trainer
Organization	Emphasys Centre
Country	Cyprus
Key words	Social Media, Design
Short description of the interview/testimonial (experiences in dealing with multicultural learners,	<p>Emphasys Centre engages in weekly sessions with migrants through the one-stop support trainings.</p> <p>I had the privilege of teaching social media, design and some websites on where to search for jobs in Cyprus.</p> <p>One difficulty faced was communication/language barrier. As most of the learners had only been in Cyprus for a few months, they did not</p>

<p><i>problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences)</i></p>	<p>know Greek and knew very little English. This was not a big issue for the design/creative lessons and tasks, but when composing their C.Vs and creating professional profiles for potential employers, this was a problem.</p> <p>In time, as they were attending language lessons, this improved and the CV building activities were more easy for them. Another great experience was, when the lessons taught at Emphasys Centre were applied and the learners were receiving interviews for jobs and some even got the jobs.</p> <p>Of course word of mouth was also helpful as, most learners brought along friends that wanted to attend the classes – so the group slowly grew...</p> <p>While teaching this particular group I found that speaking slowly and repetition was a big help. A lot of visual aids were also very helpful to engage their attention also and ice breaker activities at the beginning for them to feel more comfortable and get to know each other.</p> <p>Another great way of communicating with the group was by creating a group chat, were we would inform the learners of new classes or activities they might be interested in participating in.</p>
---	---

4.

Type of product	Written
Name of the adult educator	Styliana Pileidi-Konizou
Profession	Lecturer of Greek Language
Organization	Global College
Country	Cyprus
Key words	language, communication, culture, educational systems
<p><i>Experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with</i></p>	<p>Multicultural Students need different techniques in order to learn. My type of audience is more demanding than others because students are adults. The audience includes people of ages 18-30 years old and above. This means that they have already adopted a specific way to learn, based on the educational system of their country. According to my experience, it is very important to take into consideration their experience as well. They can learn better only when they feel familiar with the subject.</p>

<i>intercultural competences</i>	
----------------------------------	--

5.

Type of product	Written
Name of the adult educator	Demetra Orthodoxou
Profession	ICT INSTRUCTOR
Organization	EMPHASYS CENTRE
Country	CYPRUS
Key words	
Short description of the interview/testimonial (<i>experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences</i>)	<p>Difficulties faced:</p> <ul style="list-style-type: none"> - Communication – language barrier - Different learning styles/teaching approaches - Cultural Behaviors - Conflicting working styles across teams - Different faith and religions - Diverse educational background <p>Benefits:</p> <ul style="list-style-type: none"> - Non-verbal communication: understanding a foreign language from different perspective - meet new cultural - Exchange of general knowledge and ideas - Develop new skills - Break the stereotype <p>Best Practices/Tips:</p> <ul style="list-style-type: none"> - Start from scratch - Use simple English - Speak loud and clear - Interact with your students - Ask questions at any point to check if they understand - Let them interrupt you at any time

	<ul style="list-style-type: none"> - Repeat as many time as needed - Let them - Use your body language - Divide them into smaller groups - Understand their cultural - Invest time to get to know them - Organise cultural activities to let me introduce their selves and their cultural - Let them share their stories - Celebrate different cultural festivals - Learn few simple words in their language - Teach them your language - Be a good listener
--	--

6.

Type of product	Written
Name of the adult educator	CHRYSTALLA THRASYVOULOU
Profession	PROJECT RESEARCHER and TRAINER
Organization	EMPHASYS CENTRE
Country	CYPRUS
Key words	
Short description of the interview/ testimonial <i>(experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with</i>	<ul style="list-style-type: none"> - Common language - Cultural differences: Learn and apply the cultural etiquette among the participants. - An ice breaking activity in the beginning of the course is important to warm up the conversation between the participants and build interaction - Amazing and enjoyable experience!

<i>intercultural competences)</i>	
------------------------------------	--

7.

Type of product	Written
Name of the adult educator	Lodian Naci
Profession	BUSINESS CONSULTANT/TRAINER
Organization	PWC
Country	CYPRUS
Key words	
Short description of the interview/ testimonial <i>(experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences)</i>	<p>As an adult trainer, I organize team-building trainings for business's staff twice in month. Most of the participants are, often, non-Greek-Cypriots.</p> <p>A common difficulty, is the language barrier and the different cultures within a team. People with different cultures and ethnic background have often different beliefs.</p> <p>How I managed to get through this difficulty:</p> <p>As a trainer, you have to appreciate and accommodate the similarities and differences among the participants' cultures. A nice idea is to identify these differences in a positive manner through games for Intercultural teams. As a trainer you have to promote respect and cross-cultural understanding to your trainees.</p>



	Concerning the language barrier, sometimes some of them do not speak very good English. Based on that, I try to talk slowly and use images, videos to engage their attention.
--	---

8.

Type of product	Written
Name of the adult educator	Maria Yiangou
Profession	English Teacher
Organization	Arch. Makarios III - Technical School
Country	Cyprus
Key words	English language skills, teaching, multilingual learners, post-secondary school
Short description of the interview/testimonial	<p>In my school we have a lot of students with migrant background. After 2015, more students coming from Syria, Palestine, Iraq, Lebanese, were registered in our school.</p> <p>As a teacher I'm facing some difficulties during the classes. For example, they have different culture from us: sometimes they don't ask permission to leave the class, their annual public holidays are different from us so they often miss school days, they have trouble expressing their selves in English.</p> <p>As a teacher I'm trying to keep up with this group. Although they are some difficulties, I'm will share with you some tips which make teaching and learning easier for them and me.</p> <p>I created a private group in Facebook to support them if they have any questions after school time.</p> <p>I often ask them about their culture and believes. For example, the week before I invite them to present us their culture using English in order to feel more comfortable with their classmates and practice their English skills.</p> <p>When in teams, I always separate this group and develop multicultural teams in order to help them socialize more but also their classmates to become more familiar with other cultures.</p>

9.

Type of product	Written
-----------------	----------------



Name of the adult educator	Michalis Polycarpou
Profession	Part-time Lecturer
Organization	European University of Cyprus
Country	Cyprus
Key words	Sports Science, Human Physiology
Short description of the interview/testimonial (experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences)	<p>Once a week Mr. Polycarpou teaches Sports Science at the European University of Cyprus. Amongst his students, he has students from different cultural backgrounds. As the subject is taught in Greek, students whose mother tongue was not Greek had some difficulty keeping up with the lesson. As the academic year progressed, these students attended language lessons and were able to improve, not only their communication skills, their grades and participate in class discussions.</p> <p>To assist these students further, he made sure he was available for communication at all times via email. Any student who needed additional support had one-to-one sessions to help them understand the subject better. He also tried to make more visual aids for the class and enhance them with videos (mainly from YouTube). The most effective method he found, was creating mixed group discussions and mixed group projects with students from Cyprus to make sure that the Cypriot students would help the other students understand the subjects better, this also encouraged communication between them (socialising) after the lecture.</p>

10.

Type of product	Written
Name of the adult educator	Christiana Yiangou
Profession	NFE Trainer, Project Manager
Organization	Emphasys Centre
Country	Cyprus



Key words	Sociologist, non-formal methods, intercultural skills
Short description of the interview/ testimonial (<i>experiences in dealing with multicultural learners, problems/difficulties faced, successful experiences/best practices actions, advice/tips on dealing with intercultural competences</i>)	<p>Organization of KA1 Training courses with young people from different European countries.</p> <p>A basic activity I organize during the trainings is the Intercultural evening, where each country presents using slideshow their location on the EU map, culture, such as customs and tradition, fun facts etc. After the presentations each country, demonstrates some of the most traditional delicacies (food festival).</p> <p>This activity is very successful as the people within a group have the opportunity to meet the culture of another country and try traditional food from other places.</p> <p>Other activities during the course, are based on Non Formal Methods. The trainer, in order to get people to know each other better, organize different exercises for team building such as “Sheep and Shepherd” or “Back-to-Back drawing” and modifying them by adding cultural elements.</p>

Level 2 – Interviews & collection of audio/video/written testimonials from multicultural learners

Type of product	Written
Name of the adult learner	Rana Badee Hossen
Status	Married
Culture	Palestinian
Country	Palestine
Key words	
Short description of the interview/ testimonial	I studied Greek in the first and second stages at the University of Cyprus and took courses at Emphasys Center. I had no difficulty in anything



	but living in Larnaca and this is the only thing that bothered me because there are no such levels and teaching strength in Larnaca.
--	--

Type of product	Written
Name of the adult learner	SHEY VITALIS MBUNKUR
Status	Single
Culture	Cameroon
Country	Cameroon
Keywords	
Short description of the interview/testimonial	Some difficulties that I faced as an adult learner is a language problem. I took a course offered by an NGO on web development, the course instructor had a mastery in this field but I found a lot of difficulties because he was not that good at the English language. At times I found it difficult to attain some lectures due to financial constraints in paying for transportation. The practical part was excellent but the challenge was at the level of explanation. Most of the courses which I have taken have been a value-added to me as I gained new skills, met and create new networks with participants and trainers as well. As far as best practice is concerned, the educators demonstrated a high level of professional ethics, equality, and made show that trainees get back home with an in-depth of experience. My advice and opinion are for adult educators, organizations to always carry out surveys to know the types of training that will help participants.

Level 3 - Collection of data from local/national public authorities, universities, migrant communities on the different groups of cultures present locally/types/nationalities of multicultural learners

(Please add tables according to the number of cultures identified; minimum 5, according with the cultures identified in the theoretical research)

Culture	Far East
Origins	Russia
Years of presence in the country	Most of them arrived in Cyprus in the 1990s
Number of population	8.663*
Language	Russian
Religion	Russian Orthodox Church (1 of the autocephalous Eastern Orthodox Christian churches)

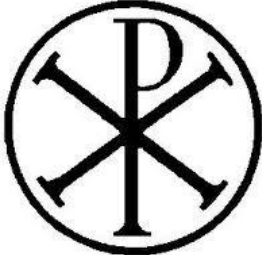


Values	<ol style="list-style-type: none"> 1. Authority of Scripture: The Holy Scriptures (as interpreted and defined by church teaching in the first seven ecumenical councils) along with Holy Tradition are of equal value and importance. 2. Baptism: Baptism is the initiator of the salvation experience. Eastern Orthodox practice baptism by full immersion. 3. Eucharist: The Eucharist is the center of worship. Eastern Orthodox believe that during the Eucharist adherents partake mystically of Christ's body and blood and through it receive his life and strength. 4. Holy Spirit: The Holy Spirit is one of the persons of the Trinity, who proceeds from the Father and is one in essence with the Father. The Holy Spirit is given by Christ as a gift to the church, to empower for service, to place God's love in our hearts, and to impart spiritual gifts for the Christian life and witness. 5. Jesus Christ: is the second person of the Trinity, God's Son, fully divine and fully human. He became flesh through Mary but was without sin. He died on the cross as man's Savior. He resurrected and ascended to heaven. He will return to judge all men. 6. Mary: Mary has supreme grace and is to be highly honored, but they reject the doctrine of Immaculate Conception. 7. Predestination: God has foreknowledge of man's destiny, but he does not predestine him. 8. Saints and Icons: Orthodox Christians practice veneration of icons; reverence is directed toward the person they represent and not the relics themselves. 9. Salvation: Salvation is a gradual, life-long process by which Christians become more and more like Christ. This requires faith in Jesus Christ, working through love. 10. The Trinity: There are three persons in the Godhead, each divine, distinct, and equal. The Father God is the eternal head; the Son is begotten of the Father; the Holy Spirit proceeds from the Father.
Rituals	<p>Baptism and Chrismation The Eucharist Orders Penance. Anointing of the sick Marriage Repentance</p>
Open vs Closed society	Closed




Emblematic image	
------------------	---


Culture	Western
Origins	United Kingdom, Australia, USA
Years of presence in the country	1914
Number of population	26.659*
Language	English
Religion	Protestantism
Values	<p>Sacred Narratives Protestants believe that they are saved by God's forgiving grace.</p> <p>Ultimate Reality and Divine Beings Protestants believe in a God who is perfectly good, loving, and holy. Most share the orthodox Christian view of Jesus as fully human and fully divine. Traditionally they believe that angels and the devil exist.</p> <p>Human Nature and the Purpose of Existence Human nature was created good, but through the fall became sinful, that is, fundamentally self-centered. The purpose of existence is to glorify God and live a life of service to God and others, which is possible only through God's free gift of spiritual life. read more</p> <p>Suffering and the Problem of Evil Protestants believe that suffering is a form of evil. Evil has come into the world through the work of Satan and through human rebellion against God. With other Christians, most Protestants recognize that we do not fully understand why specific instances of evil and suffering occur. read more</p> <p>Afterlife and Salvation Traditionally, Protestants believe salvation is a gift of God, granted by faith. On the day of judgment, all people will be resurrected, those who have believed and trusted in Christ to a life of blessedness in the presence of God, and those who have rejected God's gift to a place of torment and separation from God. read more</p>

Rituals	Baptism Lord's Supper
Open vs Closed society	Closed
Emblematic image	

Culture	Filipino
Origins	Philippines
Years of presence in the country	
Number of population	19,197 *
Language	Filipino
Religion	Christian Catholics
Values	<p><i>There are 7 core values:</i></p> <ul style="list-style-type: none"> • Life and Dignity of the Human Person Catholics believe that every person is precious, more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person. • Call to Family, Community, and Participation Catholics believe in that family is the central social institution that must be supported and strengthened, not undermined, in the right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable. • Rights and Responsibilities Every person has rights and responsibilities – to one another, to families, and to the larger society. • Option for the Poor and Vulnerable In a society divided by inequality, rich and poor people, Catholics set as a priority the needs of the poor and vulnerable first. • The Dignity of Work and the Rights of Workers They believe that Work is a form of continuing participation

	<p>in God's creation, and that if the dignity of work is to be protected, then the basic rights of workers must be respected such as the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.</p> <ul style="list-style-type: none"> • Solidarity They are all brothers' and sisters' keepers, wherever they live. • Care for God's Creation Respect to God by protecting people and the environment, living their faith in relationship with all of God's creation.
Rituals	<p>Baptism, Confirmation or Chrismation, Eucharist, Penance, Anointing of the Sick, Holy Orders, Matrimony.</p>
Open vs Closed society	Closed
Emblematic image	 <p>The image is the coat of arms of the Philippines, featuring a shield with a sun in the center, a blue triangle on the left with an eagle, and a red triangle on the right with a lion. The shield is topped with three stars and surrounded by a banner that reads 'REPUBLIKA NG PILIPINAS'.</p>

Culture	Romanian?
Origins	Romania
Years of presence in the country	
Number of population	24.376*
Language	Romanian
Religion	Romanian Orthodox Church (part of Eastern Orthodox Church)
Values	<ol style="list-style-type: none"> 1. Authority of Scripture: The Holy Scriptures (as interpreted and defined by church teaching in the first seven ecumenical councils) along with Holy Tradition are of equal value and importance. 2. Baptism: Baptism is the initiator of the salvation experience. Eastern Orthodox practice baptism by full immersion. 3. Eucharist: The Eucharist is the center of worship. Eastern Orthodox believe that during the Eucharist adherents partake

	<p>mystically of Christ's body and blood and through it receive his life and strength.</p> <p>4. Holy Spirit: The Holy Spirit is one of the persons of the Trinity, who proceeds from the Father and is one in essence with the Father. The Holy Spirit is given by Christ as a gift to the church, to empower for service, to place God's love in our hearts, and to impart spiritual gifts for the Christian life and witness.</p> <p>5. Jesus Christ: is the second person of the Trinity, God's Son, fully divine and fully human. He became flesh through Mary but was without sin. He died on the cross as man's Savior. He resurrected and ascended to heaven. He will return to judge all men.</p> <p>6. Mary: Mary has supreme grace and is to be highly honored, but they reject the doctrine of Immaculate Conception.</p> <p>7. Predestination: God has foreknowledge of man's destiny, but he does not predestine him.</p> <p>8. Saints and Icons: Orthodox Christians practice veneration of icons; reverence is directed toward the person they represent and not the relics themselves.</p> <p>9. Salvation: Salvation is a gradual, life-long process by which Christians become more and more like Christ. This requires faith in Jesus Christ, working through love.</p> <p>10. The Trinity: There are three persons in the Godhead, each divine, distinct, and equal. The Father God is the eternal head; the Son is begotten of the Father; the Holy Spirit proceeds from the Father.</p>
Rituals	<p>Baptism and Chrismation</p> <p>The Eucharist</p> <p>Orders</p> <p>Penance.</p> <p>Anointing of the sick</p> <p>Marriage</p> <p>Repentance</p>
Open vs Closed society	Open
Emblematic image	

Culture	Bulgarian
Origins	Bulgaria
Years of presence in the country	



Number of population	19.197*
Language	Bulgarian
Religion	Bulgarian Orthodox Church (within Eastern Orthodox Christianity)
Values	<ol style="list-style-type: none"> 1. Authority of Scripture: The Holy Scriptures (as interpreted and defined by church teaching in the first seven ecumenical councils) along with Holy Tradition are of equal value and importance. 2. Baptism: Baptism is the initiator of the salvation experience. Eastern Orthodox practice baptism by full immersion. 3. Eucharist: The Eucharist is the center of worship. Eastern Orthodox believe that during the Eucharist adherents partake mystically of Christ's body and blood and through it receive his life and strength. 4. Holy Spirit: The Holy Spirit is one of the persons of the Trinity, who proceeds from the Father and is one in essence with the Father. The Holy Spirit is given by Christ as a gift to the church, to empower for service, to place God's love in our hearts, and to impart spiritual gifts for the Christian life and witness. 5. Jesus Christ: is the second person of the Trinity, God's Son, fully divine and fully human. He became flesh through Mary but was without sin. He died on the cross as man's Savior. He resurrected and ascended to heaven. He will return to judge all men. 6. Mary: Mary has supreme grace and is to be highly honored, but they reject the doctrine of Immaculate Conception. 7. Predestination: God has foreknowledge of man's destiny, but he does not predestine him. 8. Saints and Icons: Orthodox Christians practice veneration of icons; reverence is directed toward the person they represent and not the relics themselves. 9. Salvation: Salvation is a gradual, life-long process by which Christians become more and more like Christ. This requires faith in Jesus Christ, working through love. 10. The Trinity: There are three persons in the Godhead, each divine, distinct, and equal. The Father God is the eternal head; the Son is begotten of the Father; the Holy Spirit proceeds from the Father.
Rituals	Baptism and Chrismation The Eucharist Orders Penance. Anointing of the sick

	Marriage Repentance
Open vs Closed society	Closed
Emblematic image	

*Concerning numbers of population they are based on the CYPSTAT's research in 2011.

