

Co-operation as a value in Education

An example from Cyprus

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Short Historical Overview

- **Cyprus under Ottoman rule from 1571 until 1878**
- **Cyprus was a British colony from 1878 until 1960**
- **Official Census of Population of 1946 during the British Colonial period Greek-Cypriots (G/Cs) comprised the 80% of the population and Turkish-Cypriots (T/Cs) the 18%**
- **intercommunal violent clashes broke out in 1957 and 1958 during the anticolonial struggle of G/Cs for enosis (Union with Greece) and the T/Cs demand for 'taksim' (partition of Cyprus)**
- **In 1960 Cyprus became an independent bi-communal state under a consociational constitution of power sharing between the two communities of Cyprus**

Short Historical Overview

- **1963-1964 Intercommunal Strife, Constitution collapses, TCs create their own provisional administration, Live in enclaves**
- **15 July 1974, Coup of the Greek Junta to overthrow Makarios and achieve enosis (or partition?)**
- **20th of July 1974, Intervention/Invasion by Turkey, Since then 37% occupied by 30,000-40,000 troops, 160,000-200,000 Internally displaced Greek Cypriots and 45,000 Turkish Cypriots**
- **1983 Self-declared Turkish Republic of Northern Cyprus, Recognised until today only by Turkey, Condemned by UN Resolutions**
- **2003, Partial Lifting of travel Restrictions, Opening of the checkpoints**
- **2004, Referendum on the Annan Plan, Accepted by TCs voted down by GCs, RoC joins the EU with the Aquis suspended in the north**
- **Negotiations of various dossiers: Security, Territory, Properties, Economy, Citizenship, EU matters, Power Sharing**

Prevalence of various forms of Victimisation in the two communities (1963-64 and 1974) (data from 2007)

	GCs	TCs
Has your home been lost (became refugee)?	27.5%	17.7%
Have you ever been injured due to these events?	4.7%	5.4%
Have you ever been captured?	3.1%	5.5%
Has a member of your family's or a close friend's lost his/her home (became refugee)?	70.7%	43.3%
Has a member of your family or a close friend been injured ?	25.8%	34.3%
Has a member of your family or a close friend been captured?	29.6%	31.9%
Has a member of your family or a close friend been missing?	26.2%	26.5%
Has a member of your family or a close friend been killed?	20.4%	30.6%

1960

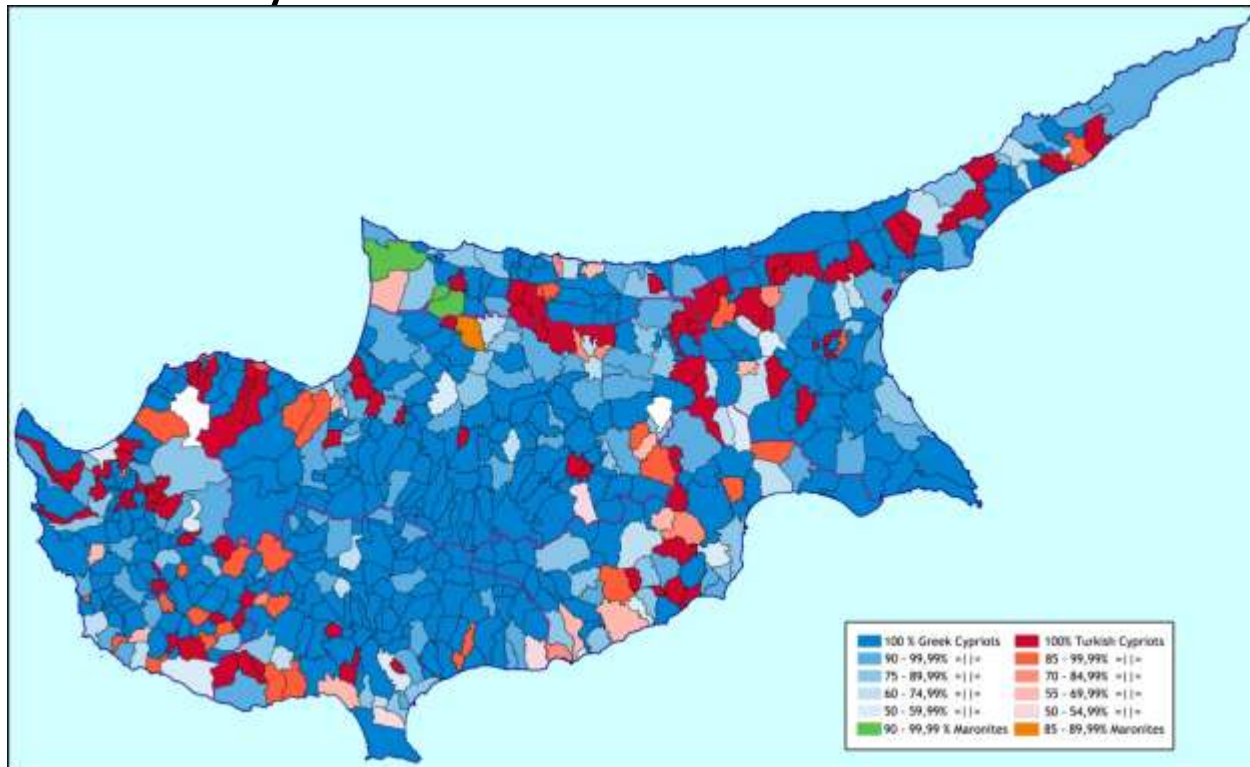


2017

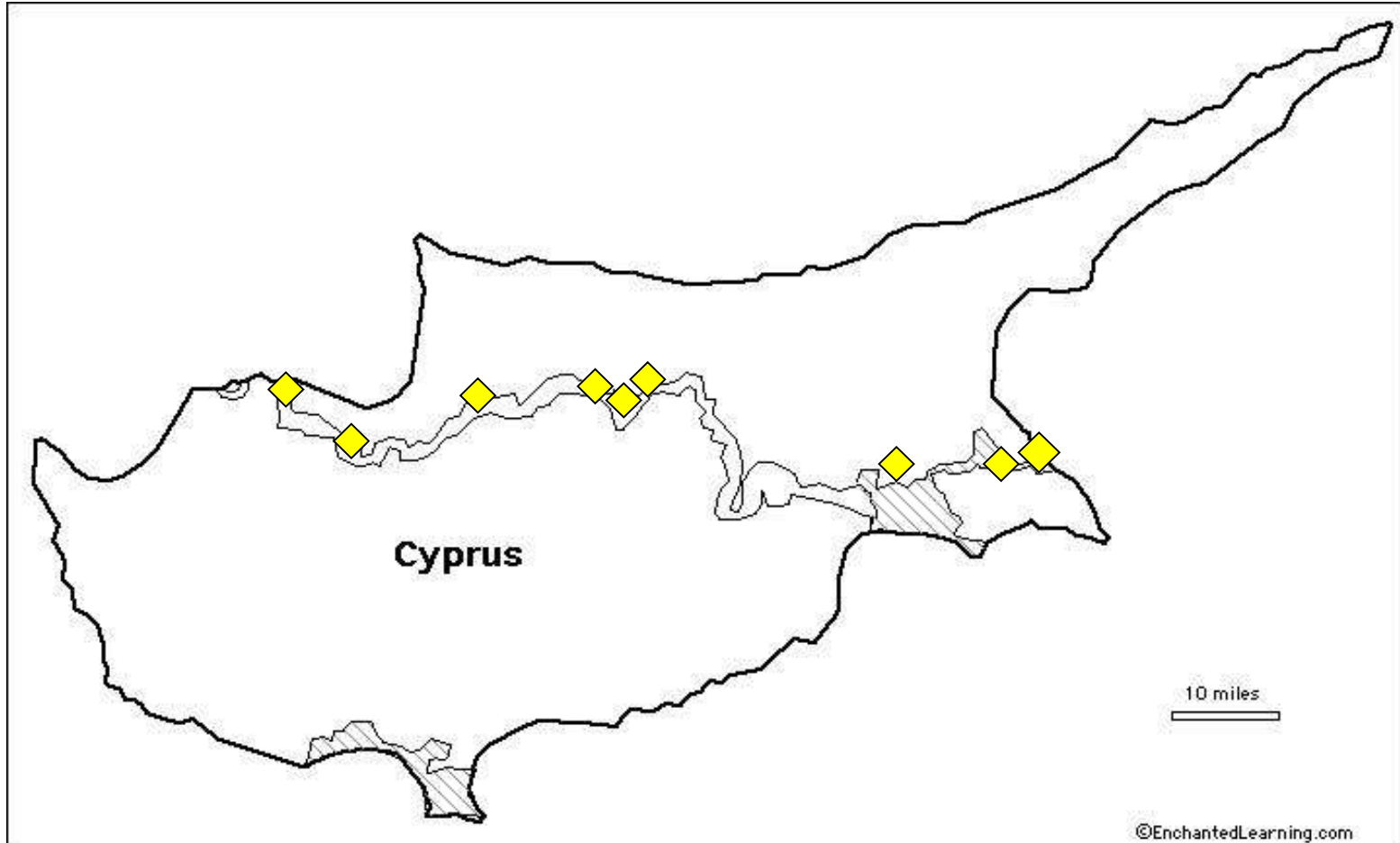


Mixed villages in Cyprus

- In 1960 there were still about 114 mixed villages (Patrick, 1976).
- About 23% of GCs and 36% of TCs had a neighbour from the other community.



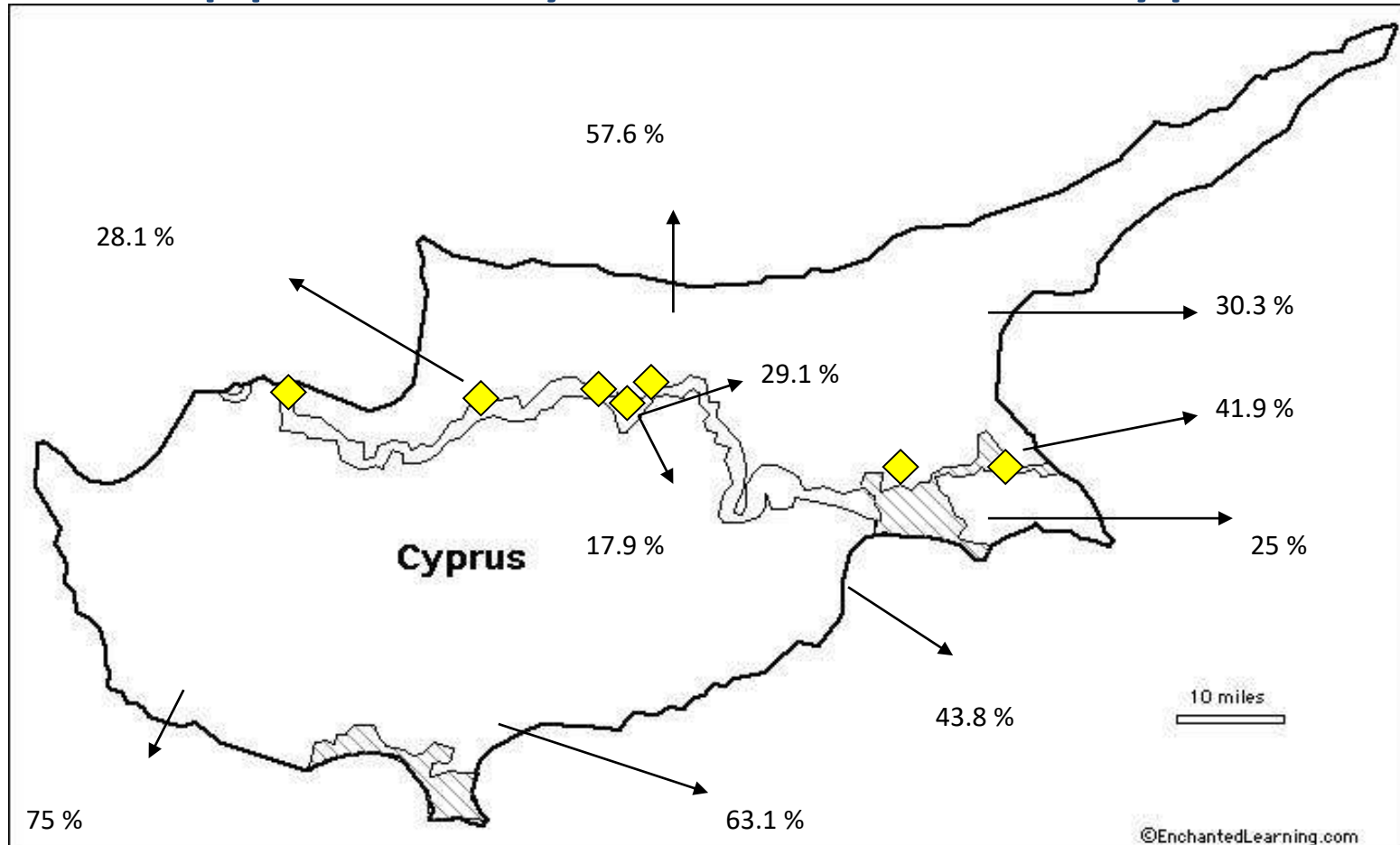
Since 2003 Partial Lifting of travel restrictions





Since 23rd April 2003

Opportunity for contact in Cyprus



Percentage of participants stating that they have never seen a member of the other community when they go out for shopping (2007)



Co-operation in...

- 1) Cognitive and moral development
- 2) Intergroup Contact and the reduction of prejudice
- 3) History teaching
- 4) The establishment of the Bi-communal Technical Committee of Education

Two forms of social relations (Piaget, 1932)

Relations of

constraint

vs

cooperation

- one participant holds more power than the other
- asymmetrical relationship
- unilateral respect
- children's thinking is limited by a dominant influence
- social transmission
- Transmission of belief/dogma/myth
- Suppression of cognitive and moral development
- NURTURING OF EGOCENTRISM

- power is more evenly distributed
- symmetrical relationship
- mutual respect
- each partner has the freedom to project their own thoughts, consider the positions of others, and defend their own point of view (real dialogue)
- Norm of reciprocity
- Construction of knowledge
- Promotion of cognitive and moral development
- DECENTERING

Work in Geneva and Neuchâtel

Perret-Clermont (1980), Doise & Mugny (1984)

- Conservation of liquids task
- Spatial perspective taking task
- **Socio-cognitive conflict: Conflict of viewpoints brought in social interaction** as the key mechanism

Genevan Design



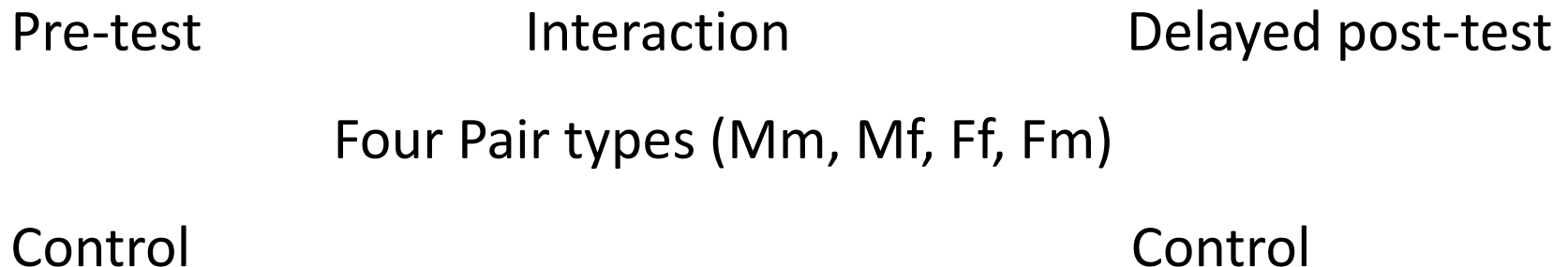
Work in Cambridge/University of Cyprus

Conflicting nature of social status asymmetries as the key mechanism of cognitive development

(Leman & Duveen, 1996; Psaltis, 2011; Psaltis & Duveen, 2006, 2007; Duveen & Psaltis, 2008; Zapiti & Psaltis, under review)

Conservation of liquids task, Spatial Perspective taking task

Design



INTERGROUP CONTACT AND THE REDUCTION OF PREJUDICE IN GORDON ALLPORT: The Contact Hypothesis

- Allport (1954, p.262) Intergroup Contact can lead to the reduction of prejudice provided...
- “Prejudice (unless deeply rooted in the character structure of the individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effect is greatly enhanced if this contact is sanctioned by institutional supports (i.e by law, custom or local atmosphere), and provided it is of a sort that leads to the perception of common interests and common humanity between members of the two groups (p.281).”

Heritage

VS

History

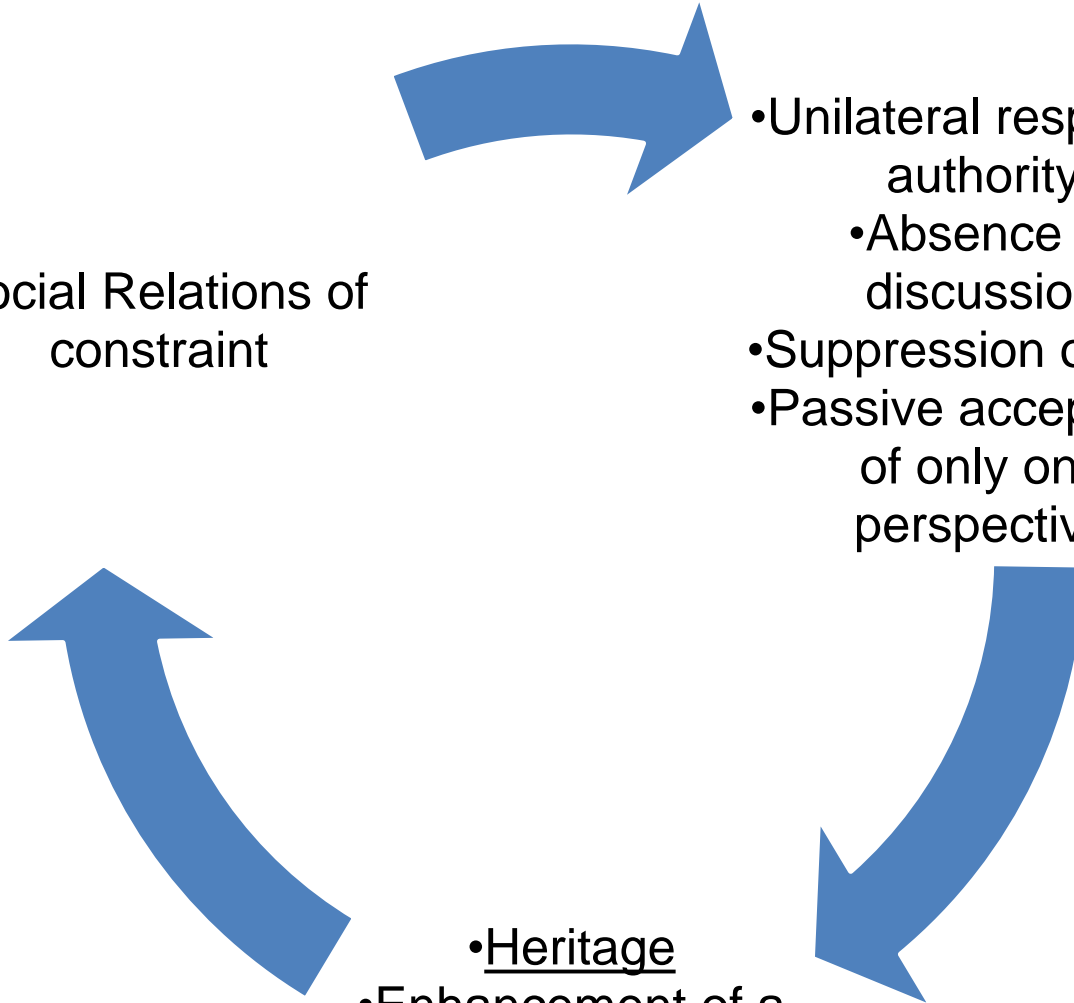
- deliberately omits aspects of the past
- thrives on ignorance and error
- its nurturing virtue is bias
- its essential purpose prejudiced pride
- transmits exclusive myths of origin and continuity
- endows a select group with prestige and common purpose
- is held as 'a dogma of roots and origins
- must be accepted on faith
- the past is used as a weapon

- is disinterested and universal
- conforms to accepted tenets of evidence
- is subject to debate
- is always altered by time and hindsight
- is about questioning historical accounts
- is becoming aware of the evidentiary base upon which it rests
- is about assessing in relation to contrasting accounts

Social Relations of
constraint

- Unilateral respect of authority
- Absence of discussion
- Suppression of critic
- Passive acceptance of only one perspective

- Heritage
- Enhancement of a particular group's national identity



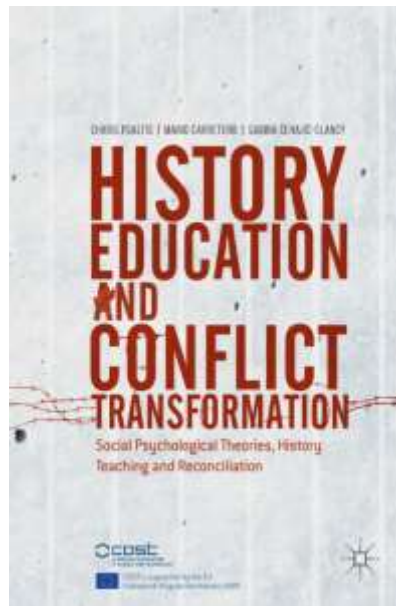
Social Relations
of cooperation

- Mutual respect
- Real dialogue
- Promotion of critical thinking
- Multiperspectivity

- History
- Historical understanding
- Historical skills
- Critical thinking
- Empathy

Basic Question

- What should be the role of history teaching in divided societies and what is the role of history teaching in conflict transformation?



Recommendations for the History Teaching of Intergroup Conflicts



Cost Action IS 1205:
Social psychological dynamics of historical
representations in the enlarged
European Union

Working Group Members

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Chara Makriyianni, Falk Pingel, Hakan
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Wolfgang Wagner, Yiannis Papadakis

Themes directly or indirectly related to representations of the past and issues arising during history teaching

- 1. Social and National Identity
- 2. Ingroup Glorification
- 3. Threats
- 4. Trust
- 5. Prejudice
- 6. Stereotypes
- 7. Collective Memory
- 8. Intergroup Contact
- 9. Collective Guilt/Shame/Regret
- 10. Apologies
- 11. Group Emotions
- 12. Collective action
- 13. Moral disengagement
- 14. Reconciliation
- 15. Social Representations of the past

How do we understand History Teaching?

- We understand history teaching as the parallel development of a) substantive knowledge (i.e. What has happened in the past, how, and why?), b) reflexive and disciplinary understanding (i.e. how do we know about the past), and c) mastery of a 'toolbox' of social psychological theories of intergroup conflict and how they relate to representations of the past. This toolbox stimulates reflection on causal links between past and present in the historical consciousness of historical subjects, including the students themselves. It also allows for a better understanding of historical culture, which results from the interactions between academic history, school history, and popular history.

Master narratives and how they undermine critical historical thinking

- **Procedural concepts related to how we think about the past**
 - a) time, change and continuity
 - b) causes and consequences
 - c) historical empathy
- **Interpretations of the past**
- **Historical inquiry**
- **Organization and communication**

10 Recommendations for teaching of Intergroup Conflicts

1. Challenge entrenched and unsubstantiated positions, “myth-bust” and expose the abuse of history
2. Deconstruct master narratives
3. Recognise complexity, initiate informed individual interpretations, and foster debate
4. Raise students’ awareness of how their own backgrounds and allegiances might influence the way they interpret the past
5. Involve students in a constant dialogue between the events of the past and the present
6. Engage students in an explicit exploration of the relationship between national identity(ies) and history
7. Help students understand the recent, violent past and critically examining personal experiences of those events
8. Engage students in a critical discussion of media reporting on topical political or military events
9. Place proper emphasis not only on the content of what is being taught but also on the processes through which historical knowledge is organized and communicated
10. Situate the place of teaching the history of intergroup conflict in a connected curriculum

Most recent developments

- 2015 Election of TC leader Mustafa Akinci to power-Pro Reconciliation
- Together with Nicos Anastasiades they appointed the Bicommunal Technical Committee of education in November 2015

Mandate

1. Review existing research and good practices in education in Cyprus and abroad and undertake new relevant research on how education can contribute to conflict transformation, peace, reconciliation and the countering of prejudice, discrimination, racism, xenophobia and extremism.
2. Work on devising a mutually acceptable mechanism for the implementation of confidence building measures in schools of the two educational systems and promote contact and co-operation between students and educators from the two communities.
3. Recommend best policy options and course of action that will allow co-ordination of the two educational systems, thus contributing to a viable, sustainable and functional bi-communal, bi-zonal federation.

Imagine Programme

<https://unficyp.unmissions.org/launch-educational-programme-%E2%80%98imagine%E2%80%99>

Thank You

Teşekkür Ederim

Ευχαριστώ

Recent Political Developments in the Turkish Cypriot community and reactions in the Media

- 2004: CTP in Power, Support by Teacher Trade Unions
- “More objective history”
- Identity Politics
- Summer of 2004: New History Textbooks: Paradigm shift (Papadakis, 2008, POST-RI)
- Less Turcocentric, More Cypriocentric: BUT Turkish-Cypriot Centric
- New pedagogical approach: More emphasis on sources
- Reactions: R Denktash, UBP, Nationalist newspapers
- 2009 Elections : UBP elected on promise to change history textbooks
- Reactions by M.Talat, KTÖS
- Eroglou introduced new books that revert to the nationalist discourse

Recent Political Developments in the Greek Cypriot community and reactions in the Media

- February 2003 Elections (DIKO, AKEL, EDEK in power)
- 2004: Access to EU
- Educational Reform Committee Manifesto of 7 Academics
 - Critic of Hellenocentrism, Critic of Greek-Cypriot Centrism, Support of Multiperspectivity, UNESCO guidelines
- Reactions by Church, Nationalist newspapers: Manifesto in the 'Fridge' until Papadopoulos lost elections
- The 6th Grade Elementary debate imported from Greece, reactions by Ministry against it
- February 2008: Renewed efforts after election of D. Christofias
- History Reform as part of General Educational Reform
- Appointment of a curriculum committee (5 Academics: Consensus by Political Parties and 21 Educators)
- Proposed curriculum April 2010: noticeable change compared to the previous one, but Hellenocentric narrative remains largely unchanged

The third space in history teaching:

Inter-communal Contact and Co-operation

International co-operation

- 23 April 2003: Partial lifting of travelling restrictions
- United Platform of Educators
- Intercommunal NGO: The Association for Historical Dialogue and Research (AHDR)
<http://www.hisdialresearch.org/>
 - UNESCO
 - Council of Europe
 - EUROCLIO
 - CDRSEE
- Seminars, Conferences, On-site visits, Debates, Production and dissemination of Supplementary educational material.