

Intercultural education, parents, curricula and school policy in Cyprus: dilemmas and practices**Hatzitheodoulou-Loizidou, Pavlina* and Symeou, Loizos****

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This paper presents the final findings of an intervention programme applied in four schools in Cyprus which aimed at promoting intercultural education principles through parent involvement in school affairs. The data collected during the implementation of certain activities and the interaction of the researchers with teachers and students was mainly based on interviews, observation, and content analysis of official documents. The data analysis revealed among others two important elements to be taken into account in the discussion of intercultural education in Cyprus. The first is the relation between the teaching of Greek as a second language, school failure, absence of multicultural dimensions in teaching and parent involvement. The second, which was the most important, was the role of the school staff and in particular of the head teacher in dealing with the situation and in taking advantage of the structures found in a centralised educational system, like the one in Cyprus, to promote educational goals for all students in the school. The attitudes and decisions of the staff and head teachers was found to be the critical factor in dealing with suggestions made by the researchers (seminars, production of material, bilingual parents, projects etc) or in using certain measures in favour of all children and families.