Cyprus Bi-Communal Summer Youth Camp
July 16 - August 5, 2006

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A Comprehensive Report

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A Comprehensive Report  
**on the Cyprus Bi-Communal Summer Youth Camp**  
(July 16 - August 5, 2006)

**Introduction**

The International Training Office at Northern Illinois University designed and implemented a three-week summer camp on conflict management and bi-communal dialogue for 44 Turkish Cypriot and Greek Cypriot youth and adult escorts from both sides of the Green Line. This project was undertaken through an Agreement between AMIDEAST and Northern Illinois University. The contract is financed from the Letter of Understanding between AMIDEAST and the Cyprus Fulbright Commission.

**Objectives**

The objectives of the summer camp are: (1) to provide high school Cypriot students the opportunity to meet and interact with their respective peers from each side of the island, (2) to introduce the fundamentals of conflict management, including negotiation skills, consensus building and cooperative decision-making, and (3) to breakdown stereotypes and promote friendship and cultural understanding among Cypriot youth. These objectives were met through interactive workshops, experiential learning, outdoor challenge activities, and structured social recreation. In addition, sessions on issues concerning teenagers, such as drug awareness were incorporated, as well as structured and unstructured social activities. This U.S.-based program was a first step in building a culture of bi-communal understanding, respect, and tolerance in Cyprus.

**Participants**

The Cyprus Fulbright Commission (CFC) in Nicosia conducted a merit-based selection of participants and generated a balanced pool of participants representing the two communities in Cyprus. The 44 youth and adult leaders who attended the three-week program reflect the rich cultural and ethnic diversity of the island. They were a very dynamic and energetic group who sought to understand their history of conflict and made use of every opportunity to build bridges of understanding between their communities. The summer camp was a life-changing experience for all of them. See List of Participants in the Appendix.

**Organization of the Report**

This end-of-the-program report has the following major sections: Introduction, Program Planning and Implementation, Learning Strategies, Learning Sessions, Multi-cultural Interactions, Cultural Visits and Activities, Community Volunteer Work, Graduation, Program Monitoring and Evaluation, De-Briefing Session in Nicosia, Cyprus, Updates on Post-Program Activities, and Appendices.

**Program Planning and Implementation**

The **Program Management Team** for the Cyprus summer youth camp is composed of the following:

- **Dr. Deb Pierce**, Executive Director of the Division of International Programs
- **Dr. Lina Ong**, Project Director; Director of the International Training Office
- **Dr. Richard Orem**, Academic Director; Professor, College of Education
- **Rey Ty**, Training Coordinator of the Cyprus Summer Camp; doctoral student in the College of Education
- **Lisa Leonard**, Training Intern; graduate student in the College of Education
The members of the Program Team and the workshop Resource Team were culturally and ethnically diverse. Aside from European Americans, there were a Cypriot (Talia Yousuf), a Greek American (Steve Lux), a Turkish American (Gulin Muneri-Menton), a Chilean, African-Americans, and an Indonesian, two Filipinos, and 3 Sri Lankans. The program’s diverse staff serves as a fitting and vivid example for the Cypriot youth and adult leaders of how people of different races and cultures can work together harmoniously towards the same goals.

Arrival at NIU

The participants arrived on two separate flights (one coming Larnaka and the other from Istanbul) at O’Hare International Airport on July 16, 2006 — one day prior to the official start of the NIU summer camp. Dr. Lina Ong, Rey Ty, and Notrida Mandica welcomed the participants at the Arrival Area in Terminal 5 (international terminal). Marina Bambang’s luggage was nowhere to be found, so she reported it to the American Airlines Misplaced Baggage Office. After going through Immigration and Customs, the group boarded the NIU Huskie Bus for a one hour-and–a half ride to DeKalb. The NIU welcome staff took the group to dinner at the Junction Restaurant (a Greek restaurant) for a Mediterranean dinner—their first meal in the U.S. After dinner, they checked in at the Stevenson North Residence Hall. It should be noted that the assigning of roommates was bi-communal, i.e., a Turkish Cypriot shared a room with a Greek Cypriot. Thus, the “bi-communal” theme was implemented immediately. The group assembled at the hotel lobby for a brief meeting with the program staff on the schedule for Day One.
Inaugural Program

At the Inaugural Ceremony on Day One, Dr. Richard Orem, the Academic Director, welcomed the group and explained the objectives of the summer camp. Dr. Ong, the Project Director, presented an overview of the program, elaborated on the camp expectations, discussed the program logistics and explained in detail the disbursements of cash allowances for meals & incidentals, Huskie Bucks (meal cards) for their lunches, health insurance, training venues, and others. Each participant received a training bag which contained academic materials and cultural information. Among the materials inside the bag were the following: a Training Manual (developed and produced by Rey Ty), Calendar of Activities, Meals Calendar, Schedule for Transportation Pick–Up, and NIU/DeKalb community brochures. Each participant was given an NIU OneCard (an NIU courtesy ID) which gave them access to the university library and NIU bus. In addition, each one was assigned a log-on ID for access to all computer laboratories on campus, and a $5 phone card which allowed the participants to make their first few calls to their families in Cyprus.

In the afternoon, Dr. Orem presented a highly informative cross-cultural orientation. He used a PowerPoint presentation to discuss the differences and similarities between U.S. and other cultures. He described American values, assumptions, basic behaviors and specific aspects of American life. There was an animated exchange of ideas; students asked a lot of questions on American culture which Dr. Orem enthusiastically answered. Dr. Orem emphasized that being late is frowned upon in the U.S. American time is “on time” but other countries have their own concept of time. Interestingly, throughout their three-week stay in the U.S., the participants had to be reminded time and again about tardiness being a vice, not a virtue in the U.S. context. For some participants, it was difficult to be “on time”; indeed, kicking a habit is not easy.

Learning Methodology and Tools

The NIU summer camp offered interactive workshops, outdoor challenge activities, team-building and leadership activities, and structured social recreation to strengthen bi-communal relations among the participants, build the capacities of the youth and their adult escorts, and foster the development of sustainable community networks and continued dialogue between the two communities. The methodology used during the entire camp was learner-centered, participatory, interactive, action-oriented, and experiential. The 44 participants played an active role in the learning process. For example, they were paired for every activity during the camp so they can learn experientially (hands-on) how to live harmoniously with one another. This deliberate/structured
bi-communal pairing served as learning contexts for the participants: they learned the culture of the other community; they learned to appreciate their commonalities and differences.

The learning tools included a compiled Training Manual, the drafted Learning Contract, designated Leaders of the Day, defined Role of Adult Leaders, and Online Resources.

**Training Manual.** During their first session, the participants received a copy of their Training Manual, which is a compilation of workshop/lecture handouts and procedures. A copy of the manual is enclosed.

**e-Book.** An electronic copy of the Training Manual -- the electronic book (e-Book) is also downloadable from the Yahoo group.

**Learning Contract**  
Rey Ty, assisted by Lisa Leonard, led a workshop on developing a Learning Contract. This participatory workshop was designed to elicit responses from the participants themselves on their program/camp expectations: what they expect from themselves, their peers, their adult leaders; from the course content and the course teaching strategies. They were given the opportunity to decide how they will behave during the camp. More importantly, the participants signified their commitment to make the summer camp work and to avoid doing things that will distract the group from benefiting from the objectives of the summer camp. During this session, they also committed to do something to advance the cause of bi-communal dialogue and harmony upon their return home. They signed their Learning Contracts and submitted them to Kyriaki (Greek Cypriot adult leader). These “contracts” served as a valuable document for the camp TEAM, camp facilitators, and the participants.

**Empowered Leaders of the Day**  
The summer camp used a participatory and empowering approach in running the daily activities. Aside from having interactive games during workshops, participants had numerous chances to be the “Leaders of the Day”. Everyday, four bi-communal students were assigned to serve as Leaders of the Day and were given the following powers and responsibilities: to start each morning’s session with (1) a roundup of the world news, (2) summary and reflection of the previous day’s activities as they impact bi-communal relations, (3) ice-breaker or energizer in the form of music or games, (4) introduction of the resource persons. They were also tasked to help clean up the session halls at the end of the day and to make sure that all the materials and equipment are carefully stored.

“Leaders of the Day” in action

At Lorado Taft Field Campus, six Leaders of the Day helped set the table, serve meals, and
assist in clean up the tables after each meal. It was an experiential (hands-on) learning for the participants on the value and dignity of work, and leadership. Through these tasks, they learned that leadership means serving the people with humility and a spirit of non-discrimination (equality).

**Role of Adult Leaders (Escorts)**

Weeks before the camp commenced, the NIU Team clearly defined the role of the four adult leaders (escorts) during the three-week camp. An electronic copy of the document was sent to AMIDEAST and the Cyprus Fulbright Commission who then gave a copy to the selected four adult escorts. On the first day of the camp, Dr. Lina Ong, Dr. Orem and Rey Ty had a meeting with the four adult leaders. At this meeting, Dr. Ong explained the adult leaders’ responsibilities and underscored the importance of their roles in the success of the program. Thereafter, the leaders met once a week with the camp TEAM. **Copy of Roles is appended.**

**Online Resources at** [http://groups.yahoo.com/group/NIUCyprus2006/](http://groups.yahoo.com/group/NIUCyprus2006/)

Before coming to the U.S., the participants were invited to sign up and join the online group which was specially created for NIU’s Cyprus summer camp. Thus, as early as July 5, the participants started posting and exchanging messages on this website. They wrote how excited they were about the upcoming trip to the U.S. and the opportunity to meet new friends from the North. The online group serves many functions. **One**, it is a perpetual line of communication for all its members. As of this writing, there were 44 emails for July, 159 for August, and so far 39 emails for September 2006, as of this writing. **Two**, it is a repository of all documents pertinent to the summer camp, including the Training Manual, Calendar of Activities, Journals, and Reflective Essays. **Three**, it contains a database of the names, addresses, emails, birthdays, and phone numbers of its members. One of its features, the “Birthday Reminder,” is a welcome online function that keeps bi-communal friendships alive and going. **Four**, it is also a repository of photos of major events related to the program, such as photos taken during the pre-departure orientation in Nicosia, during the summer camp itself, and photos taken during the post-summer camp reunions. It is a databank of beautiful memories as well as a site for the continuance of bi-communal harmonious relations.

**The Learning Sessions**

The learning workshops were the heart of the NIU bi-communal summer camp. Each workshop was designed to (1) lay the foundation for a new generation of youth leaders who will contribute toward bi-communal dialogue and conflict management and resolution in Cyprus; (2) increase the participants’ knowledge of strategies and tools for conflict management and dialogue; (3)
foster a better understanding of the nature and causes of bi-communal conflicts; and (4) promote an enhanced appreciation for similarities and differences of their cultures.

Each day commenced with the assigned “Leaders of the Day” presenting a summary of the day’s world news, giving a summary of the previous days’ proceedings, and leading an ice-breaker/energizer. The “Leaders of the Day” were challenged to present a critical analysis of the key learning points of the previous day’s workshops and link these points to the objectives of the program.

Northern Illinois University Campus

A core of highly qualified experts conducted the workshops/lectures on the following themes: (1) conflict management/resolution, (2) bi-communal dialogue, (3) comparative study of diversity in the U.S. and in the bi-communal Cyprus region, (4) leadership and teambuilding and (4) developing an action plan. The following section is organized according to the above-mentioned themes. *Find short bios of training team/facilitators in Appendix.*

Diversity, Bi-Communal Dialogue, Conflict Resolution, and Leadership Workshops

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<td>Communities,” and “Serving in and for a Bi-Community”</td>
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There were a number of workshops interspersed throughout the camp that dealt specifically
with the issue of diversity. These workshops focused on promoting respect, tolerance and understanding of differences. They also explored how the participants’ own prejudices may discourage them from embracing diversity. It was important that there was an acknowledgement and recognition of those prejudices so that they could overcome them. There were also some workshops that dealt with how the youth can take on the position of leadership in order to pro-actively create conditions of peace where people of the two communities can work harmoniously together. Some workshops were very serious and emotionally laden. Other workshops were very entertaining and full of fun. In all these workshops, the participants learned how they can work together harmoniously despite their differences.

Dr. Wei Zheng’s workshop progressed through different stages. First, she asked the participants to divide into groups based on their ethnicity -- Greek Cypriots and Turkish Cypriots. There were a total of eight groups, four each for each community. Then, they discussed and wrote down the general stereotypes of the other community. These stereotypes do not necessarily reflect the ideas of the people who wrote them, but are the general stereotypes they hear at home, in school, in the community, and in the mass media. The findings were written on large flip charts and displayed on the wall. All participants then walked around the room to check what was written by people from the other community. There was a spirited exchange of ideas and debate about these stereotypes and their views of history. After that, the participants wrote down how they can combat these stereotypes. The results were pasted on the wall. Discussion continued.

Dr. Tim Paquette & Gulin Guneri-Minton’s workshop on "Bi-Communal Dialogue to Combat Discrimination" was conducted in two phases: Understanding Conflict, and Addressing Prejudice and Stereotypes. The sessions aimed to educate the participants about resolving and managing conflict, peer mediation, accommodating differences and understanding each other. The facilitators succeeded in breaking the ice between two communal groups and in addressing the burning issues with an open mind. In the first, some students were asked to role play a conflict scenario and resolving it using one or two conflict resolution strategies. In the second session, students were asked to do a peer mediation role play. The feedback on the impact of the workshop was very positive and immediate.

Dr. Janice Hamlet led three interactive sessions on equality, tolerance and communication. Part of their program included watching a video on American civil rights movement. Dr. Hamlet discussed culture, barriers to cultural diversity, social learning of hatred, and the need to accept diversity in ethnicity, gender, sexual orientation, socio-economic class, age, geographic origin, national origin, political affiliations, religious beliefs, and physical abilities. Conflicts arise when people are not open-minded. Valuing diversity fosters an understanding and acceptance of people of
different backgrounds, which then leads to more creative ways of solving problems. Dr. Hamlet’s session on “A Place at the Table: The battle against intolerance and discrimination” was provocative and stimulating for the participants. The videotape “A Shadow of Hate” which portrayed vividly the hardships and struggles of American minorities sparked off serious discussions among participants and culminated in a collective realization that bi-communal relations in the Cyprus are not as challenging as they are in the U.S. This thought gave them hope for a better tomorrow in their homeland.

**Phinette Maszka** conducted a workshop on diversity and affirmative action. The interactive workshop provided each participant with opportunities to increase their understanding of the influence of culture on communication and apply this understanding to their interactions with others. Through games and structured activities, the participants learned some tools/skills on how to work together to transform an unwelcoming environment to a more positive one; and how to encourage respectful exchanges of communication. Furthermore this workshop examined the relationships between conflicts, cultural diversity and other concerns in regards to one-on-one interaction.

**Rey Ty** conducted a couple of hands-on and participatory workshops, always making sure that the participants from the two communities purposely and deliberately work with each other. He stated that working with one’s own community is easy because of similarity in culture, language, and expectations. Although working with the other community is challenging, Rey insisted that one must exert every effort to work with people from the other community. Rey, for instance, paired up with Lisa Leonard on several occasions and explained to the participants that he is teaching bi-communal relations through example. It was almost impossible to sit still during Rey’s workshops because they were all interactive; they required a lot of moving around the room.

Instead of delving on the negative and always debating about past problems between the two communities in the abstract, Rey asked the two communities to make deliberate efforts to work together. Rey always said, in a facetious manner, that he is the “bi-communal police”. For instance, Rey asked “bi-communal pairs” to write a poem about each other, to organize themselves according to their birthdays, to commit to one another in a symbolic “string ceremony” and vow to continue their bi-communal friendship forever, to make an original bi-communal cheer, to look for similarities despite their differences (such as going to Chicago, shopping, etc.), to write short positive notes about one another, and more. Rey also asked the participants to write two essays about (1) conflict and how to resolve conflict in Cyprus, and (2) stereotypes and how to break stereotypes in Cyprus. See samples of essays in the Appendix.
Dr. Garth Katner’s sessions were an eye opener for many. He encouraged the participants to bring up their diverse and even controversial thoughts to the table for discussion; as a result, his session was very interactive. The participants articulated their thoughts and sentiments freely.

Dr. Jorge Jeria spoke to the group about critical multicultural dialogue. He discussed how certain things we all hear may not always be interpreted the same way, and how our impressions of certain entities do not always hold true. So we should always be critical in our thinking and come to valid conclusions based on a thorough assessment or evaluation.

Dr. Jaya Gajanayake led a very lively and participatory workshop on the role of youth in community development. Instead of giving a lecture, she asked questions about a host of issues, such as: “Why is youth important to community development?” “What is community development?” “Why is community development in a bi-communal society?” Her questions elicited brilliant responses from the participants. Rey Ty helped encode the answers from the participants onto a computer file which was projected on the screen. The students discovered on their own, through Socratic questioning, that indeed they have an important role -- to build a community of communities upon their return to Cyprus.

Workshop on Alcohol and Other Youth-Related Issues
Aside from the above workshops that dealt with bi-communal and other diversity-related issues, there was one workshop that focused on the youth-related issue of drug and alcohol abuse. Steve Lux started his presentation by proudly announcing to the group that his mom is Greek and a practicing Greek Orthodox Christian. By saying that, he was able to connect immediately with the Cypriots, as they felt that he somehow understood the Mediterranean cultures. To make the session interactive, Steve Lux asked the students to move around the room. Depending on their answers (Yes, No, and Maybe), the participants moved to one side of the room, after which volunteers explained their answers.

Theater Workshops
There were two theater workshops facilitated by Padma and Shana Siap. During the first workshop, participants learned the basics of theater: voice projection, eye contact, exaggeration of movements, stage blocking, and more. They enjoyed coaching each other to act out/perform as best they could. At the end of the day, they all had fun performing basic acting exercises in preparation for the following weekend’s workshops.
At the beginning of the second workshop, each group was asked to perform their group skits which they prepared and practiced over a week. Padma and Shana critiqued their short performances and provided valuable feedback on how to improve their skits. The second phase of the workshop focused on how to put together all the four scenarios/episodes into one theater production. It was fascinating to see how each piece was woven into one major production for the graduation program.

**Outdoor Camp in Lorado Taft**

The group spent three days and two nights in Lorado Taft Campus, accompanied by three members of the NIU staff and one resource person for outdoors activities. Lorado Taft Field Campus is one of NIU’s outreach campuses specializing in outdoor education. The location itself is picture perfect. Rock River runs close to the campus and feeds the dense forested area in which the camp is nestled. The buildings have rooms with up to 8 beds – a perfect set up for a bi-communal living. See the complete Lorado Taft Camp Schedule in Appendix.

The following is an outline of activities they took part in during their stay.

**August 20, 2006**
- Nature Walk
- Class room session-“Telling community stories” Dr. Garth Katner
- Group Games
- Class room session- “Telling Community Stories” Continued
- Night hike

**August 21, 2006**
- Class room session- “Telling stories”- Dr. Garth Katner
- Native American Team Course Part I
- Class room session-“Organizing Bi-communal stories events”- Dr. Garth Katner
- Making Crafts
- Native American Team Course Part II
- Bonfire
After an hour long ride from the main NIU Campus in Dekalb IL, the group arrived at Lorado Taft at 10:30 am. The group followed the same roommates assignments as that one in the residence hall at NIU campus. The first activity was a tour of the camp site. The tour guide pointed out important historical aspects of the Campus including the famous Blackhawk Statue and the art work created by the artist responsible for developing Lorado as an artists’ retreat. After an hour long tour the group headed back into the classroom for Dr. Garth Katner’s workshop. He is a renowned independent consultant, who has a wealth of experience in teaching youth education and multi-religious societies. He helped relax the group and encouraged the group to become comfortable in sharing community stories with the rest of the group.

After the session, the group headed out once again to an open field for the first set of outdoor team-building games. Through these activities, the group started to loosen up and became more comfortable with one another, and the invisible wall that divided the two communities gradually but unknowingly crumbled. Everyone had fun. Moreover, these games were perfect outlets for the immense supply of energy of the super-active youth.

In the afternoon, the community story sharing with Garth Katner continued. After dinner, the Camp staff had one more activity in store for the group and this was the night hike. Group members were instructed not to use flash lights in order to heighten their senses and to become more aware of their surrounding. A volleyball-name game culminated the night hike. Every member has to remember the name of the person that he/she passes the ball to, and so on. After a full-packed first day the participants/campers continued to socialize in each other’s rooms, singing songs and playing the guitar in the dorm hallways.

The next morning the director of the camp, Tom Vargo, presented the breakfast menu and then instructed students from each table to come up with one person, who has their birthday closest to that day. This person became the “table runner” who was in charge of bringing refills of any dishes to the group and to clear the plates from the table once everyone is done eating. This role/task instilled a sense of responsibility in the participants. Yet another hands-on learning experience for the group! On most tables, the “table runner got some help from his tablemates who volunteered to bring their plates to the designated kitchen cart for plates, cutleries, glasses, and cups.

After breakfast, the team headed for to the classroom for Garth Katner’s workshop which was a continuation from the previous day’s telling personal stories. After the workshop, the group went out for the scheduled Native American Teambuilding course. They were divided into four groups and each one went on a separate team course led by Lorado Taft’s experienced outdoor group leaders.
The Native American teambuilding course taught the group how to throw a spear and compete amongst one another to see who can throw it the farthest. The group also learned how to build fire with their partner. Making fire required a lot of persistence, perseverance, and coordination between partners. Other Native Indian activities included climbing a wall with the help of the group members, and using a rope to swing across patch of land without touching the ground. These were teambuilding and leadership games which the groups enjoyed immensely.

Next stop was the crafts class; here, everyone had an opportunity to use their creativity. They learned tie dyeing any clothing item they had and use the Silk Screen to paint the logo of Lorado Taft. After dinner, the group built a bonfire that served as a fitting culminating activity for the three-day outdoor camp. It was another poignant moment for the campers. As they sat around the bonfire with “barbecued” marshmallows on one hand, they sang songs and then spoke emotionally about the impact of the activities and games on every participant and the critical lessons learned. For many, the experience was “life-changing”. Friendships developed in many amazing ways. The whole experience was rated as one of the best and they asked for an extension of their stay in Lorado Taft. Many suggested finding (financial) ways and means so that the group of 44 could come back to Lorado Taft in the summer of 2007!

Bi-communal Documents

Together, the bi-communal participants collectively drafted two documents that echoed their genuine sentiments about and commitment to promoting bi-communal relations: the Declaration of Bi-Communal Harmony and the Pledge of Commitment. These two documents were solemnly read during the Graduation Ceremonies. See documents in Appendix.

Essay Writing

The participants wrote two essays on the following topics. The first essay discussed the causes of conflict in Cyprus and what can be done to create bi-communal harmony. The second essay was about the stereotypes each community has of the other community and how these stereotypes can be broken. As evidenced in their essays, the participants learned much from their stay and study at NIU and are ready to continue their positive bi-communal relations. The four adult escorts proctored this essay writing session. Later in the evening, the students submitted their essays online to the following web address: http://groups.yahoo.com/group/NIUCyprus2006/. See samples of essays in Appendix.

Project Plan

On the last week of the three-week program, the bi-communal Cyprus participants had one session to discuss the project plan they want to implement upon their return home. Erhun Shahali presided over the meeting. After exploring all possibilities, they discussed and finalized their Project Plan. They wanted to have a post-summer camp meeting in late August 2006 with Anna in the Cyprus Fulbright Commission office. These documents -- the Declaration of Bi-Communal Harmony and the Pledge of Commitment, the essays, and the project plan have been posted/uploaded in the Yahoo group so that everyone can have access to them.
Multicultural Interactions

The bi-communal Cyprus group participated in various activities that gave them opportunities to interact with a diverse range of people and build bridges of cultural understanding. These rich interactions broadened the participants’ insights on cultural diversity, understanding, and tolerance. Below are highlights of these multicultural interactions.

Multicultural Picnics with American Host Families and American Students

The participants immensely enjoyed the two potluck picnics organized by the NIU TEAM. The first picnic was held on August 23rd with the host families at Welsh Park. There were eleven host families who volunteered to spend the afternoon with Cypriot participants. Each family was assigned four participants. The bonding that evolved instantaneously and effortlessly between the host families and the Cypriots was amazing. The Americans and the Cypriots discussed similarities and differences between their cultures and shared thought-provoking views about global issues. The Cypriots and their “new” American friends played badminton, soccer, dodge ball, and other games. The picnic ended with promises of getting in touch as often as possible.

The second picnic was sponsored by a group of graduate students who study diversity issues at the College of Education. This time, the picnic was held along the banks of the East Lagoon. The American graduate students brought not only typical American picnic food, such as marshmallows, pop, and chips, but also some Mediterranean-style olives, hummus, pita bread, and rice-stuffed grape leaves. They Cypriots loved the food prepared by their American hosts. They mingled with their hosts and with their own Cypriot friends. Their Korean friends (ten engineering students from Kyungnam University in South Korea) were invited to the picnic. East meets west! It was amazing to see the two groups (Cypriots and Koreans) play a Korean group game and have loads of fun despite language barrier.

Center for Black Studies

The visit to the Center for Black Studies was one of the favorite stops of the group. Dr. Todd Yeary was a very lively discussant who talked about the historical and ongoing civil rights struggles of Blacks in the U.S. Interestingly, he taught the Cypriots how to do the African American handshakes to say “hello.” Many Cypriots gave this visit to the Center for Black Studies high marks in their evaluation.
**Baha’i Temple**

The group visited the Baha'i House of Worship, which is located in the area of Wilmette and Evanston, north of Chicago. At first sight, the participants were visibly impressed and awed by the architecture of the Temple. A Baha’i staff gave the group a tour of the temple and showed an educational video delineating the religion and its historical roots. In addition, the staff explained that the Temple is a place where any person of any religion could come to pray and meditate. The participants then asked questions and the discussion that ensued was informative and enriching. They left the Temple increasingly aware and totally convinced of the possibility of a peaceful co-existence of different religions in any society.

**Hindu Temple**

The bi-communal Cyprus participants had a tour of the Hindu Temple in Aurora, Illinois. They were fascinated by the intricate artwork of the Temple. For most of them, it was their first time to see a Hindu temple. The participants witnessed some of the ceremonies taking place inside the temple. A group took the opportunity to taste Indian food that was served in the Temple’s cafeteria. All in all it was an enriching experience for the Cypriots and it taught them how to appreciate people of different faiths and be respectful when in their place of worship. They realized that despite their differences in cultures and religions, Cypriots can live together in harmony, just like the Hindus and other in the U.S.

**Jewish Synagogue**

The participants had yet another opportunity to visit a place of worship. This time they had a community dialogue with the Jewish Beth Shalom congregation, led by Dr. Avi Bass and three of his volunteers. The dialogue began with a brief introduction about Judaism and articles used in prayer and a visual display of the Torah. Once the question–answer session opened, the Cypriots asked some very critical questions; however, both sides remained respectful of one another’s opinions and comments. Drinks and candy were served and the volunteers and Dr. Bass had an opportunity to mingle and talk with everyone. This session was especially important because politically charged topics were touched upon but both host and visitors remained respectful and understanding of each other’s opinions and views.

**St. George Greek Orthodox Church**

Both Turkish Cypriots and Greek Cypriots visited the Greek Orthodox Church in DeKalb. The whole group devotedly observed the two-hour long prayer. Soon after the prayers, the Chief Clergy of the church extended a special welcome to the Cypriot participants, elaborated about the
faith, and explained the background of the faith-followers in DeKalb. A question-and-answer session followed. Afterwards, the Cypriots had the opportunity to have face-to-face discussions with the staff and the congregation. The participants were grateful for the refreshments served at the church. By attending the long church service on a Sunday morning, the Turkish Cypriots learned about and appreciated the religious aspects of their Greek Cypriot brothers and sisters.

**Muslim Mosque Friday Prayers**

The Cyprus bi-communal group attended the Muslim Friday prayers at a small community-based mosque in DeKalb. There were many attendees and the Cypriots were truly impressed. They met with and had a very informative discussion with the Muslim community in DeKalb. They talked about their life as a Muslim in DeKalb, Muslim life in America – both pre-9/11 and post-9/11. This discussion sharpened the Cyprus participants’ understanding of religious freedom and the freedom of expression enjoyed in the U.S. By observing the Muslim Friday prayers in the DeKalb mosque, the Greek Cypriots learned about the religious practices of their Turkish Cypriot peers.

**Interaction with Korean Engineering Students**

During their third and last week of stay in the U.S., the Cypriots spent time with the visiting students from Korea who were at NIU for a three-week intensive summer program in mechanical engineering. They met each other for the first time on July 30, 2006 when the Koreans arrived and checked in at the residence hall where the Cypriots were staying. They spent one whole afternoon together in a picnic by the serene East Lagoon of NIU where the Cypriots played a fun-filled Korean game. Both Cyprus and Korea are nations divided. The Cypriots asked the Koreans about the political division between North Korea and South Korea and how that affects their family relations. Clearly, the Cypriots saw some correlation between the Cyprus situation and the Korea situation.

**Cultural Visits and Activities**

The participants had several opportunities to visit cultural sites in Illinois during the program. There were several trips to Chicago and its suburbs during the weekends. They visited the Chicago downtown area, St. Charles, Fox Valley, Aurora, and Naperville, Illinois. Some of the highlights of their trips to Chicago include visits to the Sears Tower Sky Deck, Buckingham Fountain, Millennium Park, Navy Pier, photo shoot of the best view of the Chicago Skyline from the Planetarium and Shedd Aquarium, and many more. They also went on the Architectural River Cruise, one of the highlights of visiting Chicago.
Chicago Venetian Night and Fireworks

The participants were lucky to be in Chicago when the annual Venetian Night was celebrated. They went to the Millennium Park to view the colorfully-lit boats in a fluvial procession. While watching the fluvial parade, Rey Ty told the participants to try the Chicago-style pizza and hotdogs.

Chicago-style deep-dish pan pizza has the cheese on the bottom and the tomato sauce on top—quite the opposite of a regular pizza. Chicago-style hotdog has a sausage or hotdog garnished with a pickle, little green chili, onions, and mustard. No ketchup is allowed! Those who tried the Chicago-style pizza and hotdog came back satisfied and happy.

The Venetian Night fluvial show was further highlighted with fireworks display lighting the Chicago skies. Everyone watched the spectacular fireworks show with amazement. It was indeed a fantastic night for the 44 Cypriot youth and adults. It was a long day for them (they got home past midnight) but it was well worth the time and expense.

Architectural River Cruise and Navy Pier

The participants greatly enjoyed the one hour architecture cruise along the Chicago River. It was an awe-inspiring experience for them! They admired how the City Government of Chicago has turned the river into a tourist site to generate income for the Chicago. After 45 min of viewing both old and new architecture filled with fascinating statistics about the when, where and how of all the buildings along the Chicago river, the group headed towards the beautiful Navy Pier for a quick lunch before being whisked off to Baha’i Temple.

Shopping, Shopping, and More Shopping

The shopping trips were high in demand by all the young participants, who were very, very excited about seeing gigantic American shopping malls. They “shopped until they dropped.” They were originally scheduled to shop only in a couple of places. However, due to popular demand, the NIU staff arranged for the Cypriots to have more opportunities to go shopping. They shopped in DeKalb, Fox Valley Mall, Charlestown Mall, Premium Outlet Mall, and “Magnificent Mile” (the nickname of North Michigan Avenue, the Champs Elysées of Illinois). The day before the participants were scheduled to leave, they were given a whole day to shop one last time.

Community (Volunteer) Activities

The participants were able to perform community volunteer work in two retirement centers: (1) Barb City Manor Retirement Center, and (2) Oak Crest Retirement Center. They also voluntarily attended the peace vigil organized by the Interfaith Network of DeKalb.

Retirement Centers

The participants did volunteer work in two retirement centers, namely Barb City Manor Retirement Center and Oak Crest Retirement Center. Upon arrival, the bi-communal students sat and chat with the senior citizens who live in these places. They prepared a cultural show for the senior citizens. Some (e.g., Michalis and Ogun) were dressed in colorful Greek or Turkish costumes. Many sang songs in Turkish, while others sang songs in Greek. Still others performed traditional Greek Cypriot and Turkish Cypriot dances. The senior citizens were thrilled to see these cultural
presentations; they took photos, and exchanged contact information with some Cypriots. After the presentations, the participants continued chatting with the senior citizens. They were served snacks -- lemonade and cookies.

Volunteer Community Work in Retirement Centers

**Peace Vigil**

While the majority of the participants went shopping on a Friday afternoon, other participants decided to join the peace vigil in DeKalb. There were two sides in the peace vigil: one was pro-war and the other was anti-war. The participants were not told what to do. Rather, each one of them decided which camp they wanted to join during the peace vigil.

After the vigil, participants noted that the activity was peaceful and orderly, despite the fact that there were two groups on either side of the road taking different positions about the war. Participants learned that there is freedom of speech, expression and assembly in the U.S., regardless of one’s beliefs. However, they also learned that some extreme political jokes are not acceptable because authorities worry about national security. Freedom is not absolute. One’s freedom ends when the exercise of one’s freedom affects the safety, freedom, and well-being of others.

**Added Recreational Activities**

**Dance Night**

Upon persistent demand, the TEAM organized a Dance Night for the Cypriot youth. On the night of the 27th of July, 2006, the 44 youth and adult participants had the opportunity to show off their dancing skills, and were able to intermingle bi-communally in a fun environment and dance to one another’s music preference. The two communities blended in like fish in water. Everyone had a blast.
Movie Night
The TEAM decided to hold a movie night for the group. Reservations were made for the use of the Carl Sandburg Auditorium -- a real, regular theater with a big screen. The participants watched the movie *Crash* which dealt with issues of diversity, racism, tolerance, and mutual assistance in times of crisis. It is a movie set in Los Angeles which highlighted the multiple layer of racism in the city. The participants agreed that the “Crash” an appropriate and fitting movie selection because it touched on the questions that affect bi-communal relations in Cyprus. They learned a lesson about stereotyping, discrimination and the need for building bridges of understanding.

Swimming Night
Due to popular demand, the International Training Office reserved the indoor swimming pool in Gabel Hall for swimming night. The two communities had fun spending time together, swimming and splashing water on each other. It was one of the many enjoyable activities for the participants.

Graduation
Dr. Lina Ong emceed the ceremony, which began with Dr. Richard Orem’s opening remarks and Dr. Deb Pierce’s welcome remarks. It was followed by the awarding of “Certificates of Achievement” and the “Fun Certificates” to the 44 participants. Michaella Georgiou, representing the youth participants and Erhun Shahali, representing the adult leaders, delivered inspiring speeches and expressed their profound gratitude to the Program staff and sincere appreciation for a life-changing learning experience. (Find their speeches in the Appendix) The highlight of the graduation ceremony was the theater presentation that the participants conceptualized and developed during the theater workshops. Approximately fifteen minutes long, the theater production portrayed and echoed the cruelty and biases of past and present Cyprus. In a nutshell, the theater production revisited the past -- the “Undivided Cyprus” where peace and harmony prevailed and friendships fostered as one community. The theme was riveting and compelling. The production also showcased the amazing talents of the 44 youth and adults. Their dances, songs, and acting mesmerized the audience. The finale was the singing of “We Are the World” and the participants walked down the stage and asked members of the audience, especially the TEAM and the faculty, to go up the stage and join them in the singing of the song. Most of the participants cried and hugged each other; the occasion signaled the beginning of painful goodbyes. (Graduation Program is appended.)
A graduation reception followed. Before dinner was served, the participants collectively declared their “Pledge of Commitment” which they drafted towards the end of the summer program. The host families and other community members who made the three weeks long stay in DeKalb worthy and memorable for the participants cherished the opportunity to mingle with the participants for the last time before they returned to Cyprus. The air was filled with emotional goodbyes. The party lasted till late at night. Everyone had a good time and reminiscing the good times the two communities shared together in the U.S. They have become one big FAMILY. They did not want the precious moment to end.

**Program Monitoring and Evaluation**

**Monitoring**

In April 2006, Dr. Lina Ong (Project Director), assisted by Rey Ty (Training Coordinator), developed a **Project Delegation of Powers and Responsibilities** that listed all the tasks, staff assignments, and target dates for completion of each task. They saw to all of the logistical needs of the program and supervised the training assistants who were helping with the implementation of the program. Rey Ty coordinated many of the logistical components in tandem with Dr. Ong. He organized schedules, confirmed speakers, and ensured that many of the technical needs for the project were met. He also facilitated a number of the leadership development workshops that proved integral to the program. He gave the participants some responsibilities as being the “Leaders of the Day” with the following tasks: present a short summary of a world news item, summary of the previous day’s sessions, introduce the speakers/facilitators of the day, and lead an energizer/icebreaker. Training staff accompanied the group on their field trips and interactions, took pictures and video clips of the activities and learning sessions, accompanied one participant on his numerous visits to the doctor, and designed/developed the workshop handouts, invitations, certificates, information on field visits, other materials, and publications. The entire International Training Office staff worked as a cohesive team to ensure that the needs of all the participants were met. Dr. Ong or one or more of her staff members were present at all of the activities. This allowed the participants’ easy access to the staff if they were in need of consultation, had a question or needed to be directed somewhere.

Program tasks included the following: contacting resource persons and nailing down their session schedules, arranging field visits, reserving rooms and scheduling transportation and pick-up time, ordering and purchasing of training supplies, making arrangements for outdoor activities and transportation for Lorado Taft Field Campus, photocopying and collating workshop/lecture handouts, preparing a Training Manual (see **attached copy**), collecting brochures and informative materials for the training kits, developing databases of participants’ profiles, photo/video documentation of all activities, design/printing of certificates of achievement, and many, many more. Logistical matters such as reservation of classrooms and hotel rooms, request for transportation, and request for cash allowance for meals were done very early on. The Program Team attended to all these details promptly and expeditiously.

**Regular Meetings with Adult Escorts/Leaders**
Dr. Richard Orem, the Academic Director of the Summer Camp, called for regular meetings of the adult escorts/leaders held every Monday from 4 to 5 PM. They discussed camp expectations, behavior problems, recommended solutions, program suggestions and changes, and related matters. During these meetings, the adult leaders brought up the participants’ feedback. Among their requests are the following: (1) addition of activities, such as swimming, dance night, and movie night; (2) have additional shopping trips, such as to Charlestown Mall and Fox Valley Mall.

**Program Evaluation**

The program was evaluated on a regular basis both in formal and informal settings. Continuous feedback evaluation was conducted to (a) determine the extent to which the objectives are being met, (b) estimate the effectiveness of weekly activities, (c) determine whether the training needs and participants’ expectations are being met, and (d) find out if the logistical arrangements and the training environments are comfortable for the participants. Two evaluations (formative and summative evaluation) were conducted. The **scantron data collection system** was used to collect and analyze the data on participants’ knowledge, skills and attitudinal change based on the program conduct. The program staff collected and analyzed data using both quantitative and qualitative methodologies. The **Evaluation Report incorporating major findings is appended.**

The formative and the final evaluation followed the following format:
- The lectures and workshops
- The field visits and cross-cultural interactions
- The cultural tours, socialization, and community activities
- Administration of the program
- The impact of the program objectives

In addition, the staff conducted an informal **online evaluation** to determine the impact of the program. They were instructed to: “Choose & click your top 3 most favorite resource persons, because they directly had great impact on improving BI-COMMUNAL DIALOGUE & RELATIONS.”

### Cypriot Participants’ Responses

<table>
<thead>
<tr>
<th>Choices</th>
<th>% of Faculty Votes out of the Total Votes</th>
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<tbody>
<tr>
<td>Rey Ty</td>
<td>30%</td>
</tr>
<tr>
<td>Garth Katner</td>
<td>23%</td>
</tr>
<tr>
<td>Tim Paquette &amp; Gulin Guneri-Minton</td>
<td>18%</td>
</tr>
<tr>
<td>Padma Siap</td>
<td>18% (*Error: Co-facilitator Shana Siap voted for Padma Siap)</td>
</tr>
<tr>
<td>Richard Orem</td>
<td>4%</td>
</tr>
<tr>
<td>Janice Hamlet</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Furthermore, the participants highlighted visits to the Center for Black Studies, places of worship, Chicago and shopping trips as critical factors in enhancing their knowledge and under-
standing of religious and cultural diversity. According to them, enhancement of intercultural understanding was a breakthrough in this training program. The participants were completely satisfied with the cultural tours and site visits arranged by the NIU TEAM to enhance intercultural understanding among the participants. They considered those visits as priceless opportunities in life.

Through informal verbal feedback and in formal written evaluation forms, the participants listed the following strengths: the themes of the program, effectiveness of program design, human resources involved, enriching exposure to multicultural groups; eye-opening interactions with diverse ethnic and religious groups that inspired the participants to work towards achieving “Unity in Diversity” in Cyprus. Many participants would have wanted a longer program, longer than three weeks. The participants strongly agreed that the program enhanced their knowledge and skills on bi-communal dialogue, and conflict resolution, and taught them to embrace and celebrate diversity.

**Conclusion**

Overall, the three-week camp was a life changing, transformational experience for many. The summer camp succeeded in (1) laying the foundation for a new generation of youth leaders; who will contribute toward bi-communal dialogue and conflict management and resolution in Cyprus; (2) increasing the participants’ knowledge of strategies and tools for conflict analysis and resolution; (3) enhancing the participants’ understanding of the nature and causes of bi-communal conflicts; and, (4) instilling in the participants a better understanding and appreciation for their bi-communal cultural similarities and differences.

Formal sessions such as workshops and lectures and non-formal sessions such as field visits and cultural tours, community volunteer activities, meetings and dialogues with community multicultural and religious groups, theater, and sports provided rich opportunities for the 44 youth and adult participants to learn, work, and play together. Certain aspects of the program were designed to include education and enjoyment, combining fun and learning, which worked best for this youthful and dynamic group. Most of them wanted to have more interactive sessions where they were able to talk rather than be lectured to. This may not always be possible because of the need for sessions on theories and historical foundation which clearly called for the lecture-type of instruction rather than workshop type.

The program was a success as demonstrated in the group’s final theater performance which tackled the delicate issue of the need for bi-communal unity in Cyprus and as evidenced by the group’s immense bonding with one another which developed and blossomed within three weeks of careful nourishment.

It was clear from the last day in the U.S. that the two communities have developed deep friendships with one another. When the Turkish community got off the bus at O’Hare Airport on August 5, 2006 for their flight home, it took maybe thirty minutes for the two groups to embrace each other and to say “till we meet again”. Tears flowed like a mighty river. For everyone, parting was painful and sad. As Erhun Sahali aptly put it in his graduation speech: “We may be coming from a divided country but apparently our hearts are united: United in love. United in peace. United in a common future for Cyprus.”
Recommendations

The NIU TEAM submits the following programmatic ideas:

What Worked?

• Empowering leaders of the day
• Combination of fun indoor and outdoor workshops and other related activities
• Celebrating birthdays to strengthen bi-communal bonding
• Pairing with diverse American host families and picnics
• Dance Night

What Can Be Done?

• One Talent Night a week: participants sign up to perform their acts (music, songs, poetry, dance, public speaking, videoclips)
• One Dance Night a week
• Set up pre-fixed breaks during sessions
• Tweak the schedule a little bit so that the sessions can end by 3:45PM and the participants can catch the last bus at 4 PM to go to cafés, bookstores, restaurants, or shops in DeKalb.
• Emphasize that all sessions, which aim to promote bi-communal interaction, are mandatory, not optional, including sports
• Increase the number of outdoor activities and interactive sessions considering the age group of the participants and season of the year (summer). Some sessions held indoors (such as Rey Ty’s) could actually be held outdoors, weather permitting.
• Adult escorts take care of attendance sheets; enforce the policy “3 tardiness or absences and you go home”
• Fun group projects
• First day can be slower and less intense: for instance, no morning session; DeKalb tour could be part of the regular day’s activities during regular session hours (not after-program event)
• Strictly no room changes
• Take mug photos of participants on first day and distribute to staff
• Burn NIU “official” photo CDs weekly
• Weekly reflective essay writing during regular sessions
• Leaders of the day write and submit (upload) the summary & reflection of the day

What Cannot Be Done?

While some students suggested that the program should include horseback riding, white water rafting, bungee rope jumping, and rock climbing (they learned that the program in Colorado or elsewhere has some of these activities), NIU cannot include these in its program for several reasons. For safety reasons, we do not want to include extreme sports, such as bungee rope jumping and rock climbing. Also, Illinois is almost completely a flat plain with no mountains. However, the outdoor camping site at Lorado Taft is a hill, where the participants did wall climbing, which is close to actually doing a rock climbing. However, we will surely and happily include other less risky outdoor and sports activities in future camps.
Post-Program Activities: An Update

Reunions

After their return to their respective communities in Cyprus, the bi-communal participants had so many opportunities to meet. They could not wait until August 31, 2006 to get together. Thus, several informal gatherings were organized. Those who could make it joined the bi-communal reunions.


The two communities along with some U.S.-based resource persons continue their mass or group communications through the online group. Some photos of their reunions are posted online in our yahoo group, which is specifically devoted to the 2006 NIU Cyprus summer campers. It is a continuing forum for both communities to talk to one another.

Debriefing in Cyprus Fulbright Commission

In late August, the participants had a debriefing session with Ana in the Cyprus Fulbright Commission in Nicosia. The debriefing was designed to obtain feedback about the experiences and learning of the participants in the bi-communal Cyprus Project. Two students, Simos and Michalis, made the following observations:

Simos Simou, a Greek Cypriot student who attended the summer camp at NIU wrote the following about the meeting in Cyprus Fulbright Commission: “First of all, we discussed about the relationships formed with people from the other community and how our stay in the U.S.A. was. It must be noted that the director of the Fulbright Commission Cyprus (Daniel Hadjittofi) was also present at the meeting. We also talked about the American life and culture. In addition, we discussed about the program at NIU and how constructive it was. We all had to state our opinions and impressions about the program. It must be noted that every participant was really satisfied with the program. We said that we learned numerous, great things and particularly what we learned during the workshops. Apart from that, they asked us if we wanted to study in the U.S.A.”

Michalis Antoniou, wrote in quotes: “i miss America and the niu too. im a bit low these days because of that! oh nice! we had the formal meeting on the 31st! in Nicosia at the fulbright center! it was very nice to see our friends again! ana and some other people were there to listen to us then we went for a coffee! now we are preparing a presentation about the trip for our school! we discussed our views about the program, the USA, the NIU, DeKalb, the International Training Office, the schedule, the sessions and of course about the relations of the two communities all of us seem to have changed our views about the Cyprus problem and the relations of the two communities! we are preparing a video with the pictures we took and a talk! also, Dr. Garth Katner might be coming to Cyprus and he will give a lecture to our school as well. we are also writing articles to newspapers. we can translate them. well, we all liked the NIU and Dekalb! we all liked the excursions. all of us (apart from me!) wanted a full week at the Lorado Taft! i only wanted 5 days, not a full week. most of us thought that some of the sessions were boring and repeating the same thing, but all of us agreed that the purpose of this program is not holidays! we have to work as well! we suggested to have some free
days to rest and explore the NIU. we also suggested to have random arrangements of the program. For example, On Monday have a two hour morning session and sports in the afternoon, Tuesday have an afternoon session from 3 to five, Wednesday have sessions both in the morning and afternoon, same in Friday. In Saturday go to Chicago and on Sunday we have a free day. the problem most of us had was that we had to go to Holmes Student Center at nine in the morning and leave close to five in the afternoon! Then we had to rest for a couple of hours but that’s more than half of the day gone!! Plus, on somedays we had sports at 7 oclock which was also not so convenient because by 7 o clock we were all too tired! would say that if activities are planned for the night, we should have a free afternoon to rest and have energy at night! I still use the term we :) 

Yeap! I feel like I will get the chance to come again next summer! Thats why I still use "we"! But I know, I am not allowed to sign up again!:) Very few people wanted to have more bicommunal debates on the Cyprus problem. I dissagreed though because I think that we are too are too young and what we say might not be valid!

Also, we could have bicommunal debates on the Cyprus problem at our free time. For example me and my roomate stayed up a few nights exchanging views about the situation in Cyprus! Plus, that is politician's job! Our job is to make and try and make relations built on piece! Most people seemed to agree with me on that! I asked Ana, she said we are not allowed to go again :( By the way, all of us were more than happy and satisfied with the ITO! We all really appre-ciated the fact that you listened to our demands and made changes to the program accordingly! Plus, we really enjoyed the party you organised for us! I mean, you even organised a party for us! :) Actually, we agreed on most subjects with regards the Cyprus problem. There was quite a lot of debate and discussion. But I liked the fact that we both were patient, good listeners and did not insult each other!

Even on the first day, we were so opened to share our views with each other! Yes, of course. Sometimes some of us (including my self) felt a bit disappointed. I really disagreed with some people's views and I felt a bit hurt listening to some people but I am glad I stayed calm! after all, we cannot all agree! different people have different views but we can all live together because we are all people! we are the same and different at the same time! that was (in my opinion) the point of the whole trip! I suggested having more session with Dr.Garth (he was my favourite proffesor) and many people agreed with me! the people I've met in the USA, especially those we saw almost everyday (like you, Ida, Lina, Nalya...) have become a piece of me now! I have learned and my experience is unforgettable! everybody agrees that he gave the most enjoyable lectures! Also, I suggested that our graduation ceremony could include a few songs performed by us, the group, or maybe other things as well. not just theater. on the other hand, we did not have that much time to prepare! Yes! Fulbright is offering scholarships for Bachelor's and Master's degrees! Actually, my dream was to study at the USA and live there for a while! Now that I have visited it, I really loved it! I found everything I expected! Studying in the USA is now a goal of mine, not a dream! I like the fact that I can choose a wide variety of subjects, I like the fact that the lesson is closer to the student and I am really impressed with the country! Of course there are some drawbacks, like junk food, larger population resulting to higher crime rate but nothing is perfect right? The bad thing is much more expensive to study in the US so the only way to succeed in my goal is to get a scholarship and work as well! As for the theater, I believe that both songs and theater should be combined! Dances should be included as well! so everyone can do their own part! Why not? If the students want to do it they should! :) I believe that combining all dancing, singing and acting will make the performance more solid and will give it a
"character"! That is my point! :p :)"
APPENDICES
# Appendix A

## THREE-WEEK CYPRUS BICOMMUNAL SUMMER YOUTH PROGRAM

International Training Office, Northern Illinois University, U.S.A., July 16 - August 5, 2006

<table>
<thead>
<tr>
<th>July/August</th>
<th>Monday</th>
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<th>Saturday</th>
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<td><strong>SUN</strong></td>
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<tr>
<td><strong>MON</strong></td>
<td>17 Capitol Room 9-11 AM Team - Inaugural Ceremony (Dr. Earl Seaver, Dr. Richard Orem, Dr. Lina Ong) - Program Overview (Rey Ty) - Logistics (Dr. Lina Ong) - Distribution of Allowance</td>
<td>18 Heritage Room AM YT - Learning Mission, Social &amp; Personal Learning Contract, Ground Rules, &amp; Leaders of the Day (Rey Ty)</td>
<td>19 Capitol Room AM YT -7:45-9:45 AM NIU One Card -9:50 AM -12:20 PM National Situation: Two Views (Dr. Wei Zheng)</td>
<td>20 AM YM Lorado Taft Field Campus, Oregon, Illinois -10-11 AM Nature Walk -11-11:45 AM Telling Your Own Community’s Story (Dr. Garth Katner) PM -1:30-3:30 PM Group Games -3:30-4:30 PM Listening to the Other Community’s Stories (Dr. Garth Katner)</td>
<td>21 AM YM Lorado Taft -9-10 AM: Telling Stories Together (Dr. Garth Katner) -9:45-11:45 AM Native American/Teams Course PM -1-3:30 PM Organizing Bi-Communal Stories Events (Dr. Garth Katner) -2:30-3:30 PM Crafts -3:30-5:30 PM Native American/Teams Course</td>
<td>22 AM YM, AD Chicago -10 AM Hindu Temple in Aurora PM - Lunch on your own in Navy Pier -1 PM Architectural Cruise -4PM Bahai’i Temple -Fox Valley Mall</td>
</tr>
<tr>
<td><strong>TUE</strong></td>
<td>23 Capitol Room 10:30AM-12:00 PM and 1:30PM-5:30PM Theater Workshop Touch HeArts: The Integrated Arts Approach to Peace (Padma Siap)</td>
<td>24 Capitol Room 9-11 AM Team - Drug &amp; Alcohol Abuse, Deviant Behavior &amp; Juvenile Delinquency (Steve Lux)</td>
<td>25 Capitol Room AM YT - Promoting Equity &amp; Celebrating Diversity (Dr. Janice Hamlet) - 1-2 PM Center for Black Studies (Dr. Todd Yeary) - 2-4PM Formative Evaluation M - Community Work 1: Bi-Communal Cypriot Cultural Presentation, Barb City Manor Retirement Center M - 7 PM Swimming/Sports Night on your own AE, T</td>
<td>26 Capitol Room AM YT - Conflict Management &amp; Communication (Dr. Janice Hamlet) - Distribution of Allowance PM D -2-4:30 PM Pro-Active Bi-Communal Relations: Leadership, Diversity, Conflict Prevention and Conflict Transformation (Rey Ty)</td>
<td>* 27 Capitol Room AM Y - A Place at the Table: The Battle Against Intolerance &amp; Discrimination (Dr. Janice Hamlet) - Distribution of Allowance PM D -2-5:30 PM Sharing Values Through Bi-Communal and Interfaith Dialogue (Dr. Garth Katner) -7-11PM Dancing with Cypriot DJs, HSC Diversion Lounge, Adult Escorts, T</td>
<td>28 Heritage Room 8AM-10:00 AM YT - Building a Community of Commitment in a Bi-Communal Society (Dr. G. Katner) -10:00 AM -12 Noon DM - Serving in and for a Bi-Communal Community Building: Visit Muslim Mosque in DeKalb *3:30PM Community Work 2: Peace Vigil or Oak Crest Retirement Center? Shopping -4:30PM Charlestown Mall</td>
</tr>
<tr>
<td><strong>WED</strong></td>
<td>29 Capitol Room AM Y -9AM -12 Noon Bi-communal Community Building: Visit St. George Greek Orthodox Church in 320 S 2nd St, DeKalb</td>
<td>30 Capitol Room AM Y - Critical Multicultural Dialogue (Dr. Jorge Jeria)</td>
<td>31 Heritage Room AM YT - Dialogue with Jewish American Minorities, Beth Shalom Congregations (Dr. Avi Bass) - 2-3:30 PM M Sky Room -2-4:30PM Drafting of Declaration of Peace &amp; Pledge of Commitment Adult Escorts 4-9PM TD - Potluck Picnic &amp; American Sports w/ Americans, Asian-Americans, Visiting Koreans, &amp; International Students (East Lagoon Campfire Pit)</td>
<td>32 Sky Room AM YT - Youth and Community Development (Dr. Jaya Gajanayake)</td>
<td>33 Carl Sandburg Auditorium AM &amp; PM YT Dance Rehearsal of Theater Production Adult Escorts</td>
<td>34 Heritage Room AM MTD -8-10 AM Summative Evaluation and Debriefing M - Burning Photo CDs AD, Y Shopping -10 AM Premium Outlet Mall “Shop till you drop!!” MDY</td>
</tr>
<tr>
<td><strong>THU</strong></td>
<td>36 Capitol Room AM YT - A Place at the Table: The Battle Against Intolerance &amp; Discrimination (Dr. Janice Hamlet) - Distribution of Allowance PM D -2-5:30 PM Sharing Values Through Bi-Communal and Interfaith Dialogue (Dr. Garth Katner) -7-11PM Dancing with Cypriot DJs, HSC Diversion Lounge, Adult Escorts, T</td>
<td>29 Capitol Room AM Y -9AM -12 Noon Bi-communal Community Building: Visit St. George Greek Orthodox Church in 320 S 2nd St, DeKalb</td>
<td>30 Capitol Room AM Y - Critical Multicultural Dialogue (Dr. Jorge Jeria)</td>
<td>31 Heritage Room AM YT - Dialogue with Jewish American Minorities, Beth Shalom Congregations (Dr. Avi Bass) - 2-3:30 PM M Sky Room -2-4:30PM Drafting of Declaration of Peace &amp; Pledge of Commitment Adult Escorts 4-9PM TD - Potluck Picnic &amp; American Sports w/ Americans, Asian-Americans, Visiting Koreans, &amp; International Students (East Lagoon Campfire Pit)</td>
<td>32 Sky Room AM YT - Youth and Community Development (Dr. Jaya Gajanayake)</td>
<td>33 Carl Sandburg Auditorium AM &amp; PM YT Dance Rehearsal of Theater Production Adult Escorts</td>
</tr>
</tbody>
</table>
## APPENDIX B

List of Participants: Cyprus Bi-Communal Summer Youth Camp 2006

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Turkish Cypriot or Greek Cypriot</th>
<th>Sex</th>
<th>Student or Adult Escort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Erguven, Huseyin</td>
<td>T</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>2 Turhan, Tutku</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>3 Burak, Meltem</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>4 Gulac, Ece</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>5 Nizam, Munevver</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>6 Ozkan, Tozen</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>7 Ahmet Rasit, Seran</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>8 Ozturk, Ogun</td>
<td>T</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>9 Cemal, Eron</td>
<td>T</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>10 Gokeri, Cengiz</td>
<td>T</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>11 Okur, Mustafa</td>
<td>T</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>12 Ozoglu, Ozge</td>
<td>T</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>13 Esemen, Yagmur</td>
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<td>S</td>
</tr>
<tr>
<td>14 Firincigluari, Fuat</td>
<td>T</td>
<td>M</td>
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<td>15 Durmusoglu, Izzet</td>
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<td>M</td>
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<td>16 Kandemir, Banu</td>
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<td>17 Topal, Ogulcan</td>
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<td>18 Oge, Ozkem</td>
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<td>19 Ilkan, Zeki</td>
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<td>20 Acikalin, Neyire</td>
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<tr>
<td>21 Antoniadou, Emilia</td>
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<tr>
<td>22 Georgiou, Micahella</td>
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<tr>
<td>23 Skouroumouni, Panagiota</td>
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<td>24 Kyprianou, Maria</td>
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<td>25 Stavride, Eliza</td>
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<td>26 Antoniou, Micahlis</td>
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<td>27 Simou, Simos</td>
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<td>28 Euripidou, Andria</td>
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<td>29 Foti, Panayiotis</td>
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</tr>
<tr>
<td>30 Sotiriou, Emily</td>
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<tr>
<td>31 Dionysiou, Margarita</td>
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<tr>
<td>32 Kourouklidis, Ioannis</td>
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<tr>
<td>33 Bambang, Marina</td>
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<tr>
<td>34 Engelou, Georgios</td>
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<tr>
<td>35 Papamichalopoulou, Sophia</td>
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<td>36 Makedonas, Patrick</td>
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<td>37 Kalakouts, Michaeljohn</td>
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<td>38 Bader, Salah</td>
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<td>39 Xenophontos, Panayiotis</td>
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<td>40 Panay, Christos</td>
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</tr>
<tr>
<td>41 Isiktas, Sevda</td>
<td>T</td>
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<td>A</td>
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<tr>
<td>42 Christoforou, Christoforos</td>
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<td>A</td>
</tr>
<tr>
<td>43 Hadjithoma, Kyriaki</td>
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</tr>
<tr>
<td>44 Shahali, Erhun</td>
<td>T</td>
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</tr>
</tbody>
</table>
APPENDIX C
2006 Cyprus Bi-Communal Summer Camp: Resource Persons
(in Alphabetical Order)

Dr. Lina Davide-Ong

From July 1, 1999 to the present, Dr. Lina Davide-Ong is the Director of International Training Office, Northern Illinois University. Her responsibilities include the following: provide leadership to and administer all training programs sponsored and organized by the International Training Office; develop and maintain collaborative linkages with academic colleges, departments, and faculty; assist faculty in the design of short-term training courses for international clients; oversee the conceptualization, design, monitoring, and evaluation of training programs; select faculty with appropriate expertise for implementation of training programs; oversee the conceptualization and coordination of marketing efforts to reach diverse client groups; interface with international development organizations for recruiting training program participants; oversee office budget and expenditures; develop training budgets and interface with program sponsors overseas over training budgets.

The following are some of her accomplishments: Administrative Director, ACCESS-Philippines Project, 2003-2004; 2004-2005, 2005-2006, funded by the U.S. State Department Bureau of Educational and Cultural Affairs, Youth Programs Division; Administrative Director of the Capacity Building and Advocacy for Women’s Participation in Grassroots Democracy in Sri Lanka project, funded by the U.S. State Department Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges (July - August 2004); Administrative Director of the Fulbright American Studies Summer Institute on Contemporary Literature, funded by a grant from the U.S. State Department Bureau of Educational and Cultural Affairs, Study of the U.S. Branch (2002, 2003, 2004); Administered the Certificate Course in Adult Education for Educators from Chile (October -November 1999 & 2000); Developed and administered the HRD and Strategic Management Training Program for the Deputy Director of Yayasan-LIA (Indonesia). October - December 2000; Developed and produced the first official OITD Capability Statement; Instrumental in the production of the first OITD brochure; Researched, compiled, and developed a Cross-cultural Orientation Handbook for international training participants; Designed and developed the Predeparture Handbook for participants in the International Career Development Program in Costa Rica; Developed the brochure, application form, and all legal documents for the Certificate Program in English Language and American Culture; Developed, edited, and produced the HRD and the Effective Management program brochures.

Dr. Ong obtained her Doctor of Education degree (Instructional Technology) in 1995 from Northern Illinois University, DeKalb, Illinois. Her Dissertation title was: Toward Greater Involvement in International Development: a Case Study of Northern Illinois University. She received her Master of Arts degree (Literature) in 1980 from the University of San Carlos, Cebu City, Philippines. She received her Bachelor of Arts degree (Speech and Drama, English) in 1965 from the University of the Philippines, Diliman, Quezon City, Philippines.
Dr. Jaya Gajanayake

Dr. Jaya Gajanayake is the Senior Training Advisor (July 1999 to the present) of International Training Office (ITO), Northern Illinois University. [http://www.niu.edu/intl_prgrams/Jaya.jpg](http://www.niu.edu/intl_prgrams/Jaya.jpg) Her responsibilities include the following: conduct training needs assessments, develop training program curricula, plan, implement and evaluate training programs; provide expertise on participatory training methods and materials; liaise with academic faculty on key concepts and methodologies in ITO-directed training programs; build linkages with international development organizations; develop funding proposals; and write reports. She is the Project Director for two projects funded by the Office of Citizen’s Exchanges, Bureau of Educational and Cultural Affairs, US Department of State (2002-2006), titled “Capacity Building and Advocacy for Women’s Participation in Grassroots Democracy in Sri Lanka, and “Strengthening Civil Society in Sri Lanka through Building Advocacy Partnerships and Developing Local Leadership.”

She obtained her Doctor of Education, with concentration in Adult Nonformal Education in 1983 from the University of Massachusetts, Amherst, Massachusetts. She received her Master of Education, Concentration in Adult Nonformal Education in 1980 from the University of Massachusetts, Amherst, Massachusetts. She got her Master of Arts with Concentration in Teacher Education in 1975 from the University of Peradeniya, Sri Lanka. She received her Post Grad. Diploma in Education with Concentration in Teacher Education in 1969 from the University of Peradeniya, Sri Lanka. She obtained her Bachelor of Arts with Concentration - Social Science in 1962 from the University of Peradeniya, Sri Lanka.

Dr. Janice Hamlet

Janice D. Hamlet, Ph.D. is an associate professor in the Department of Communication at Northern Illinois University. She teaches courses in intercultural communication, rhetorical criticism, and rhetoric and public issues. Prior to coming to NIU, she served as the founding director of the Ethnic Studies program at Shippensburg University of Pennsylvania for five years. Dr. Hamlet earned her doctorate in communication from the Ohio State University. She also has Master’s degrees in journalism and education from Ohio State University.

Dr. Jorge Jeria

Jorge Jeria, Ph.D. is a professor of Adult and Higher Education at Northern Illinois University (NIU) in United States. A native of Chile received a degree in History and Education from the Universidad Católica de Valparaiso, Chile. He began his involvement in adult education as a university student, teaching night classes to adult’s workers. Later with a group of university students developed evening classes for urban workers who could not enter the university in an attempt to create a workers university. During the mid 1960s, Jorge Jeria, NIU Chile went through an agrarian reform program developed by the government. Literacy was central to the idea of land reform and political participation and university students were pivotal to many of these efforts. The participation of Brazilian Professor, Paulo Freire in this process provided for a learning experience that will be felt for a lifetime. Professor Jeria later joined UNESCO working with the literacy unit that developed projects in Chile and Latin America during the period of 1969-73. In 1973,
a coup d’état and the institution of a military government completely changed the political landscape of the country making literacy work virtually illegal. In 1977, Professor Jeria moves to the United States where he received his master and doctoral degrees at Iowa State University in Ames, Iowa. At Iowa State he became Assistant Director of the Minority Affairs Office and adjunct professor of education. At the same time he held State positions named by the Governor of the State of Iowa working with Latino population. In 1989, he began working at Northern Illinois University as an Assistant Professor of Adult Education. Together with Professor Phyllis Cunningham, and Professor Glenn Smith he centered his work in developing academic programs in the Latino and African American communities in Chicago as part of the adult education program. Professor Jeria international work reaches a number of activities from his participation with the Council for Adult Education in Latin America (CEAAL) an organization that comprises Latin American NGOs and social organizations working with popular education, to his works with the International Council of Adult Education (ICAE) a Toronto, Canada, based adult education organization. He is also a member of the board of publications and organizations such as the Paulo Freire Center at the University of Pernambuco in Recife Brazil. He has lectured and held visiting professorships in Brazil, Chile, Mexico, Australia, Korea and Taiwan. He is also a consultant with the UNESCO Institute of Education in Hamburg, Germany and UNESCO/OREALC in Santiago, Chile. He also participated actively with CONFINTÉA V the UNESCO world conference on adult education in Hamburg, Germany. At NIU he also participates with Sri Lanka program as a member of the advisory committee. Professor Jeria’s research interest and publications are on popular education, non-formal education, Paulo Freire’s educational concepts, and adult education as it relates to social movements and policy making as it relates to adult education. He works a great deal with North American, Chilean, Brazilian, Mexican and other adult educators in a number of related projects.

Dr. Garth Todd Katner

Garth has over ten years of professional experience working in multi-religious societies throughout the Balkans, the Middle East, and Central Asia. He has designed and led national capacity-building projects in civic education, higher-education reform, and leadership development. He has taught international studies at St. Norbert College in De Pere, WI and leadership studies at Sacred Heart University in Fairfield, CT. Garth completed his Doctorate at the University of Illinois at Urbana-Champaign in Comparative Politics on a MacArthur Scholarship. He is an Aspen Scholar and serves on the boards of the Wisconsin Leadership Institute, the YMCA Camp Manito-wish Leadership Programs, and Global Learning Works. His essays have appeared in Swords and Ploughshares, the Common Review, and The New York Times. He has given interviews on National Public Radio and the Fox Network. Dr. Katner has a Doctorate of Philosophy and Master’s degree in Political Science from the University of Illinois, Urbana-Champaign and a Bachelor’s degree in Political Science from the University of Wooster in Ohio.

Steve Lux, MS

Steve Lux, MS is a health educator at Health Enhancement, a department within the Division of Student Affairs at NIU. He has been working with college students his entire professional life and has resided in DeKalb since 1970. Steve has worked in the area of drug abuse prevention for 35 years and works hard to retain an understanding young people’s ideas about drugs and related issues. Steve’s passions are his family
and friends, the Beatles, the Chicago Cubs baseball team and the notion that we do an extremely ineffective job in the U.S. in preventing substance abuse and most other health problems.

At Health Enhancement, Steve works with a team of health educators that develop health related interventions designed to help keep NIU students as free as possible from health related illnesses and injuries that would interfere with their progress toward earning a degree at NIU. Steve is also President of his regional college health professional association and in his free time helps out with community programs involving girl’s softball and daycare for children.

Steve’s maternal grandfather is from Greece and emigrated to the U.S. in the early 1900’s. His mother is an active member of the Greek Orthodox Church and has traveled to Greece on several occasions. Steve is still waiting to be invited to go along.

Phinette Maszka
Phinette Maszka is the Assistant Director of Mediation and Diversity programming in the Affirmative Action and Diversity Resource (AADR) office at Northern Illinois University (NIU). She serves as a certified mediator (volunteer) with the center for Conflict Resolution (CCR) in Chicago. She has served as a community mediator (volunteer) for the DeKalb County/NIU College of Law juvenile mediation project in collaboration with the Assistant State Attorney Office. She has experience in working with faculty, staff and students on the issues of diversity, cultural awareness, discrimination, sexual harassment, disabilities and a variety of other climate and social concerns. She has developed trainings and workshops which address and promotes diversity programming to enhance workplace climates issues to both campus and the external community. She is committed to the blending of social and workplace topics in addressing conflicts of cultural competency, communication, and raising awareness of other civility treatment concerns within the higher educational setting.

Phinette is a member of Presidential Commission on the Status of Minorities, Disability Mentoring Day Committee, and Unity and Diversity Steering Committee. In addition, she is a member of the following professional organizations: American Association of Persons with Disabilities, Association of Conflict Resolution – Chicago Branch (ACR), American Association of Affirmative Action (AAAA), Illinois Counseling Association (ICA), and Center for Conflict Resolution (CCR) Certified Mediator.

Gulin Guneri-Minton, M.A.
Gulin Guneri-Minton was born and raised in Istanbul, Turkey. After grade school, she attended the American Academy for Girls and earned her bachelor’s degree in psychology at Bogazici University in Istanbul. Following graduation, Ms. Guneri-Minton worked as a human resources consultant for Arthur Andersen in the Istanbul office. During her consulting career, she participated in organizational development projects including team effectiveness, change implementation, and career development planning. Ms. Guneri-Minton moved to the United States in 2001 to pursue a doctoral degree in clinical psychology.
She earned her master’s degree in Clinical Psychology from the Illinois School of Professional Psychology in 2004 and is currently completing her pre-doctoral internship at Northern Illinois University’s Counseling and Student Development Center. She expects to achieve her doctoral degree in August 2006. Ms. Guneri-Minton’s counseling work has provided her many opportunities to provide a wide range of psychological services to college students and adults from diverse backgrounds. Her areas of specialization include eating disorders and multicultural and diversity issues.

**Dr. Richard Orem**

Dr. Richard Orem has taught at NIU since 1978. He currently holds a joint appointment in the department of literacy education and the department of counseling, adult and higher education. His primary teaching responsibility includes the teaching of classes that prepare adult educators and public school educators to teach English as a second language. He had his first cross-cultural experience at the age of 16 when he spent a summer in Italy as an exchange student sponsored by the American Field Service. Following graduation from college, he spent two years as a Peace Corps volunteer in Tunis, Tunisia, where he taught English as a foreign language, and where he also learned Arabic. He has studied French, Arabic, Italian, and German. He has conducted training workshops on multicultural education and cross-cultural issues in Finland, South Korea, and China.

**Dr. Tim Paquette**

As a psychologist at Northern Illinois University’s Counseling and Student Development Center, Dr. Tim Paquette is committed to providing beneficial counseling services to college students. After being born in Connecticut and living in South Dakota for two years, Dr. Paquette grew up outside of Chicago. When he was six years old, his family adopted his sister who was born in Seoul, South Korea. This event had a tremendous impact on Dr. Paquette and it provided the foundation for his interest in multicultural, diversity, and cross-cultural issues.

Dr. Paquette earned his bachelor’s degree in psychology from Truman State University in Missouri and a master’s degree in psychology from the University of Missouri. He worked in a residential facility for individuals who were homeless and a community mental health center before attending Purdue University to complete a doctoral degree in counseling psychology. Dr. Paquette completed his pre-doctoral internship at Purdue University’s Counseling and Psychological Services and began working at NIU in 2004. His areas of specialization include multicultural issues, relationship concerns, and anxiety concerns. Dr. Paquette’s professional interests include college student development, diversity training, social justice, and outreach and consultation.
Dr. Deborah Pierce

Dr. Deborah Pierce is the Executive Director of the Division of International Programs of Northern Illinois University. Under the Division of International Programs are the International Training Office, International Student and Faculty Office, and Study Abroad office. Dr. Pierce came to NIU from Loyola University in Chicago, where she served the past three years as director of the Office for International Affairs. Before that, she served as a professor of French and as director of the Center for International Studies and Programs at the University of Toledo. She received her Ph.D. in linguistics from the University of Michigan and speaks seven languages.

Padma Siap

Padma Siap has been an educator since 1979 in the fields of English, Speech and Theater Arts. She was active in theater since she was 13 where she played her first major role as Helen Keller, the deaf, blind and mute who became an author and one who inspired many to realize that success can be achieved even among obstacles. Padma continued in theater and pursued her master’s degree in that field from Trinity University in San Antonio, Texas. Padma also developed and conducted corporate training programs in management using the theatrical approach. She was commissioned by government and non-government agencies to develop and run advocacy programs employing theater. Among the workshops she designed were Environmental Protection through Theater, HIV-Aids Advocacy, Work Values, all through the theatrical approach. Since the past 3 years she was involved in conducting NIU’s "Touching Hearts, The Integrated Arts Approach to Peace".

Shana Siap

She acted in many school plays. Shana took voice lessons. Shana has developed into a professional performing artist and honed her skills in acting, dancing, singing and hosting. She was cast in many plays such as, Gladys in Generoso, Anita in West Side Story, Claudia in the Passion of Christ, Kinume in Rashomon and The Lute Song. At age 16, she successfully directed a major school play, “Helen of Troy”, with a cast of 368 children. She also served as Master of Ceremony and hosted many events. Her singing experiences include, guest performing in concerts in Chicago. Besides theater, hosting and singing, Shana assists in many training workshops. Both mother and daughter have traveled Illinois doing training workshops in the arts and are extremely grateful that they are here to share their talent with the NIU team.

Reynaldo “Rey” R. Ty

Rey is of bi-communal heritage: his dad is Chinese and his mom is Filipina. Rey is fluent in English, Chinese, Filipino, and French as well as knows conversational Spanish and basic Indonesian. Due to the grassroots people’s confidence in him, Rey has served as Chair and Vice-Chair of several national human rights non-governmental organizations in the Philippines, has actively lobbied for human rights in different international and regional organizations, and is engaged in human rights and peace education for various beneficiaries in the different parts of the world. National human rights NGOs in the Philippines requested him to write the Draft Philippine Declaration of Human and People’s Rights.
(1990). Furthermore, over 240 Asian NGO representatives in the regional meeting in preparation for the World Conference on Human Rights in Vienna, Austria requested him to prepare the Joint Summary Asian NGO Statement read before the United Nations Regional Meeting at ESCAP in Bangkok, Thailand (1993). These over 240 NGO representatives asked him to be one of the four spokespersons to speak to government representatives on behalf of Asian NGOs. Rey was one of the four co-editors of the NGO recommendations in the United Nations’ Asia Regional Meeting at UN-ESCAP, Bangkok, Thailand. The United Nations invited him as a “non-governmental individual” (NGI) to attend the 1993 World Conference on Human Rights in Vienna, Austria. The Federal Department of Foreign Affairs of Switzerland trained Rey who is a Certified Human Rights Field Officer. In the mid-1980s, along with the other members of a core group, Rey helped set up Amnesty International Philippine Section.

For over 5 years, he was a member an international team of facilitators in Geneva, Switzerland, using English, French, and Spanish as the medium of instruction, teaching international human rights, international humanitarian law, and peace to teachers from all over the world. Funded by the United Nations, Rey has taught international human rights law to over 80 law-enforcement officials (i.e., police, judges, prosecutors, as well as prison and administrative officials), lawyers, and NGO representatives in Kathmandu, Nepal in June 1993. He was also one of the two co-editors of the publication Recommendations which is a document produced by an international delegation that provided recommendations to the new Nepali Parliament when Nepal became a democracy. Furthermore, he was also the chief resource person in the international human rights training course in Bangalore, India for several years.

In addition, Rey has held such professional positions as Director and Technical Consultant of Education and Public Information (Philippine Presidential Committee on Human Rights under Corazon C. Aquino), Assistant Professor (University of the Philippines), and Teaching and Training Assistant at NIU. Currently, he serves as Training Coordinator of the International Training Office at NIU where he assists in the planning, implementation, monitoring, and evaluation of training programs, most of which deal justice and peace issues. He is the student representative to NIU’s International Programs Advisory Committee and to NIU’s Search Committee for the Annual Best Department in International Education Award. He wrote a proposal that successfully obtained funding from the Department of State through AMIDEAST for a peace-education program to be conducted in the summer of 2006 for 44 Greek-Cypriots and Turkish-Cypriots. Recently, at the behest of NIU administrators, he assisted in a closed-door crisis management, serving as a mediator in a dialogue between university journalists and the DeKalb-based Muslim community. The contents and context of the meeting are confidential. At NIU, he was actively working in coalition with students of all colors to organize the Asian and Asian American student community for the recognition of its voice and for political empowerment. His education includes B.S. in Foreign Service from the University of the Philippines, M.A. in Asian Studies from the University of California-Berkeley, M.A. in Political Science from NIU, and certificate courses at the University of Paris, Sorbonne and International Institute of Human Rights, Strasbourg, France. He is currently a doctoral student at NIU in the Counseling, Adult and Higher Education Program.

Dr. Wei Zheng
Dr. Wei Zheng is originally from China. She received her Ph.D in human resource development (HRD) from the University of Minnesota. She worked in a variety of HRD settings. She served as strategic HRD consultant, working with Fortune 500 companies such as Thomson and Medtronic. Her experiences also include serving as instructional designer for Inscape Publishing, intercultural training consultant for Window on the World, director of US-China training collaboration at International Academy of Minnesota, curriculum developer for the Institute on Community Integration at the University of Minnesota, member of the instructional team at Dale Carnegie Training, and management consultant for several Chinese companies. Dr. Zheng's research interest lies in knowledge management, strategic HRD, and international HRD.
## Day 1: Thursday, June 20, 2006

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<th>Schedule</th>
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<th>Notes</th>
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<tr>
<td>10am – 11 am</td>
<td>Nature Walks</td>
<td>1 hr</td>
<td>Guided daytime explorations of the campus</td>
</tr>
<tr>
<td>11:00am – 12:00noon</td>
<td>ITO Program</td>
<td>1 hr</td>
<td>Bi-Communal Dialogue and Workshop</td>
</tr>
<tr>
<td>12:00noon – 1:30noon</td>
<td>Lunch</td>
<td>1.5 hrs</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>1:30pm – 3:30pm</td>
<td>Large group game</td>
<td>2 hrs</td>
<td>Also known as “New Games,” these activities emphasize cooperation among all participants. They are designed to be fun, challenging and can help aid in the breaking down of barriers within the group</td>
</tr>
<tr>
<td>3:30pm – 4:30 pm</td>
<td>ITO Program</td>
<td>1 hr</td>
<td>Bi-Communal Dialogue and Workshop</td>
</tr>
<tr>
<td>5:30pm – 7:00pm</td>
<td>Dinner</td>
<td>1.5 hrs</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>8:00pm – 9:00pm</td>
<td>Night Hikes</td>
<td>1 hr</td>
<td>Acquaints participants with the outdoor environment at night. Activities may focus on increasing awareness, creating or enhancing understanding of nocturnal activities or environment, or increasing group cooperation and interaction</td>
</tr>
</tbody>
</table>

## Day 2: Friday, June 21, 2006

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am – 9:00am</td>
<td>Breakfast</td>
<td>1 hr</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td>ITO Program</td>
<td>1 hr</td>
<td>Bi-Communal Dialogue and Workshop</td>
</tr>
<tr>
<td>10:00am – 12:00pm</td>
<td>Native American Arts and Crafts</td>
<td>2 hrs</td>
<td>A variety of activities, including Native American games and fire</td>
</tr>
</tbody>
</table>
making, are available to give participants a greater understanding of Native American life.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00pm – 1:30pm</td>
<td>Lunch</td>
<td>1.5 hrs</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>1:30pm – 2:30pm</td>
<td>ITO program</td>
<td>1 hr</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>2:30pm – 3:30pm</td>
<td>Crafts</td>
<td>1 hr</td>
<td>Provide participants an excellent opportunity to take part of their Taft experience home with them in the form of a craft item they made</td>
</tr>
<tr>
<td>3:30pm – 5:30pm</td>
<td>Teams Course</td>
<td>2 hrs</td>
<td>The activities designed to develop teamwork, community building and problem-solving skills among individuals.</td>
</tr>
<tr>
<td>5:30pm – 7:00pm</td>
<td>Dinner</td>
<td>1.5 hrs</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>7:00pm – 8:00pm</td>
<td>Closing -- Bon Fire</td>
<td>1 hr</td>
<td>Wrap-up: Reflection on Lessons learned and Impact of the camp activities</td>
</tr>
</tbody>
</table>

**Day 3: Saturday, June 22, 2006**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am – 9:00am</td>
<td>Breakfast</td>
<td>1 hr</td>
<td>Bi-Communal Volunteers as Leaders of the Day</td>
</tr>
<tr>
<td>9:00am</td>
<td>Leave for Chicago</td>
<td></td>
<td></td>
</tr>
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</table>
APPENDIX E

Declaration of Bi-Communal Unity

The seeds of unity are about to be planted in the island of Cyprus, since Greek Cypriots and Turkish Cypriots started to realize that they have many similarities between them.

It’s time the division that kept us apart since 1974 comes to an end. Cypriots should try to build a new, common and stable home country together.

This bi-communal program in the US has brought us closer in many ways and gave us an opportunity to hear and learn to appreciate different points of view. It’s about time this knowledge that we have gathered, increases our capacity to communicate and gives us strength to critically face stereotypes.

Let’s try to build common bridges between the two communities for a better future.

Pledge of Commitment

We promise:

- To regularly attend bi-communal meetings in Cyprus.
- To share this bi-communal experience with friends, family, classmates and the community at large (presentation in our school).
- Not to discriminate other Cypriots on the basis of their religion, language and culture.
- To organize bi-communal gatherings on both sides.
- To create electronic information for bi-communal dialogue.
- To participate in common musical, academic and athletic activities.
APPENDIX F: Roles of the Adult Escorts

The adult escort is a participant first and foremost, but will also serve as advisor, chaperone, guardian, and supporter of the ten students assigned to him/her. The adult escort is expected to guide, motivate, and assist the students in attaining the goals of the program. Specifically, the adult escort must perform the following functions during the three-week summer camp at NIU:

1) **Encourage the youth participants to participate actively in every training session** or learning activity, and articulate their ideas, views and insights. Help create a learning environment that is welcoming and comfortable for them to share their thoughts and experiences. Give them ample opportunities to express their views during the sessions.

2) **Be a good role model to the students by keeping an open mind for new ideas** and developing a mindset for viewing a situation from multiple perspectives. Remember that there is more than one way to look at things. Refrain from making interruptions during the sessions, out of respect for the guest speakers and facilitators.

3) **Assist the students in coping with the demands of learning in a new environment.** Periodically check in with the students about how things are going; monitor their learning progress; guide them in their assignments.

4) **Guide the students in assessing weekly activities** by encouraging their comments and reactions, asking what they think and feel about the training activities. Help the Program Management Team evaluate the effectiveness of every training session/event/trip by providing feedback and attending formal and informal meetings.

5) **Assume a proactive role** during the planning stages of the group project plan for the Follow Up activity. Build the students’ leadership skills and confidence by helping them in brainstorming ideas and inputs and in setting goals and objectives.

6) **Foster better relationships**, promote camaraderie and respect among ALL participants by providing emotional support, listening to their comments, and taking their concerns seriously.

7) **Know the program agenda in detail.** Adult leaders are expected to coordinate with the NIU Program Management Team to avoid conflicts and miscommunication about when and where the group is supposed to be and about other logistical concerns.

8) **Be responsible for the attendance of your students in all activities.** Insist on **punctuality**. During field trips, always do a headcount of the students in your group upon boarding the bus.

9) **Be responsible for managing the behavior of the ten students assigned to you.**

10) When you return to Cyprus, **maintain contact with your group.** Inform and coordinate with the Cyprus Fulbright Commission in the implementation of the Follow Up Project. This **follow-up project** will be implemented three months after the U.S.–based institute to bring participants together to discuss their reflections and stories of success, problems, and lessons learned. The follow-up project will allow the Cyprus Fulbright Commission experts to assess and document the precise impact of and lessons learned from the U.S. program.
Dear friends, host families and beloved professors, we are here to present you our story of Cyprus. As I am standing here between friends and family, I recall all the good moments we had together and I would be talking on behalf of every participant, when i say that this was the experience of a life time!

Over the last three weeks I have learned lots of things, gained lots of experiences and made many new friends. I have learned about not stereotyping people because of their colour, religion and nationality. I have been taught how to solve conflicts and do not discriminate. We met some new cultures and different regions and saw many places, but the thing I won’t ever forget is the people I met here, my new friends.

And I owe all this to the people that gave me this great opportunity, to meet with my new friends, to expand my horizons and open my eyes to the rest of the world.

Thus I would like to thank all of you for being here for us, and for making us feel special.

Special thanks to the Cyprus Fulbright Commission and the International Training Office. Thank you for being so understanding. And last, but not least, I would like to say a big, a large "thanks" to the people that were by outside every and each moment we needed them. They became our second family and the persons we can confide in. THANK YOU Christoforos, Kyriaki, Erhun and Sevda. Thank you very much.
Erhun Shahali’s Graduation Speech
August 3, 2006
Sandburg Auditorium

Hello everyone! We are delighted to be with you today and I would like to welcome you all to the graduation ceremony of the Bi-Communal Summer Youth Program 2006 here at Northern Illinois University.

I believe that the last three weeks which we spent in the United States has been a memorable and rewarding experience for all of us.

The 40 youngsters from both communities of Cyprus whose eyes are shining now and are about to receive their certificates in a short while have successfully survived an intensive schedule filled with lectures, seminars, workshops, trips and other social activities. Moreover, they also survived the heat and the humidity in Illinois.

Starting from the very first days of the program, the students have displayed a good example of team spirit, co-operated with each other and engaged themselves in a number of new learning processes. Perhaps most importantly, they learned from each other and built new friendships while familiarizing themselves with the reasons, dynamics and possible solutions to the conflict in Cyprus,

In the meantime, they had the opportunity to expose themselves to the cultural diversity in the United States and tried to build strong bonds of co-existence, tolerance, mutual respect while attempting to eliminate stereotypes, prejudices and so on.

It seems that we are almost at the end of something today. However, I always believe that every end is a new beginning and the foundation which we started here will pave the way for future co-operation and common ground.

By taking this opportunity, I would like to thank all those who have contributed to the implementation of this project. Most importantly, my appreciation and thanks go to our dear organizers at International Training Office of NIU, Cyprus Fulbright Commission which provided the funding for this event, my fellow adult trainers, all lecturers, moderators and host families.

Last but not least, I sincerely thank our students and their families. Without their courage, commitment and participation, this event would not have been realized.

We may be coming from a divided country but apparently our hearts are united. United in love. United in peace. United in a common future for Cyprus.

Thank you very much."

ERHUN SAHALI
Cyprus Bicommunal Summer Youth Camp

Graduation Ceremonies
Thursday, August 30, 2006 at 5:00 p.m.
Carl Sandburg Auditorium

Program

Opening Remarks ........................................  Dr. Richard Orem
Academic Director- Cyprus Summer Camp

Certificates of Achievement & Awards ........ Dr. Deb Pierce
Executive Director, International Programs

Reflections .................................................  Michaela Georgiou
(Youth Participant)

Mr. Erhun Şahali
(Adult Leader)

Remarks ......................................................  Dr. Deb Pierce

Presentation ..................................................

Declaration of Peace ................................. Özge Özoğul

Pledge of Commitment ............................. Simos Simou
APPENDIX H: PROGRAM EVALUATION

Formative Evaluation (Scantron Tabulation)
Final Evaluation (Scantron Tabulation)

Qualitative Comments:
Formative Evaluation
Final Evaluation
THREE WEEK CYPRUS BI-PARTIAL SUMMER YOUTH PROGRAM
Formative Qualitative Evaluation

152. Which sessions do you like the most during the program thus far? Explain/elaborate your answer.

1. The best session for me was the theatre workshop. Although I am not fond of theatre, the workshop relaxed me and it was really entertaining.

2. Group Games that helped build bridges of trust between participants and strengthened their bonds.

3. The Team Course, which we did when we went to Lorado Taft. It really caused me to know more about other people in my team and I definitely learn how to cooperate.

4. I like session with Dr. Orem, Dr. Paquette and G Minton (both), Dr. Garth Katner and Padma Siap, because they involved more interactions with students and made them think and participate and generally were more interesting as far as topic and conduction is concerned.

5. I really like the “Touch the Arts” the integrated arts approach to teach with Padma Siap. Because we had a lot of fun we were moving and it was the only one when I was not feeling sleepy.

6. Outdoor facilities make me so happy because we are at the camp we need these facilities to learn new experiences Native American sessions and Night Hike.

7. I personally think that all of the sessions were educational but so far I liked the sessions that Dr. Garth Katner led and I liked the sessions that we had with Todd Yeary [Center for Black Studies] on 25 July.

8. I especially liked the preparations for the theater, all of the outdoor activities in Lorado Taft and the trip to Chicago.

9. I liked the theatre session with Padma and Shanna and I liked Lorado Taft’s sessions with Garth Katner.

10. The session’s with Dr. Garth Katner the one in the Center for Black Studies. Also the sessions with Wei Zhang and Tim Paquette, as they were all informing and exciting.

11. Telling stories with Dr. Garth Katner has been my favorite sessions up to now. Since it was thoroughly enjoyable and funny as well as interesting to hear each others stories. He managed to keep our attention with his various stories and memories and made it a great experience for us.

12. I personally have enjoyed the sessions with Dr. Garth Katner I say this because I enjoyed sharing stories with him. Stories are what you gain experience from and to me experience are
the most powerful tools in life.

13 I liked very much the session of Mr Garth Katner because they were very interesting. I also liked the theatre workshop by Padma Siap because it was very funny.

14 I mostly liked the theatre workshop which is Touch Hearts by Padma Siap this workshop had given us the opportunity to make some steps to peace by using arts. Further more it gave us the chance to achieve our talent in front of other people.

15 The sessions with Padma Siap was the greatest one I found my self in that session. She is very understanding and helpful she knows the way of attracting our attention I learnt a lot of things from that session.

16 I most like the session which we did with Dr. Garth Katner in Lorado Taft. I liked them most because he made lessons more enjoyable and effective by giving different examples and telling us stories.

17 I liked combat discrimination understanding conflict with Dr Tim Paquette & Gilin Guneri and the theatre workshop with Padma Siap because we could interact and communicate with each other from different communities having fun.

18 The Bi-communal dialogue to combat discrimination addressing prejudice and stereotype because we had the chance to move around in the room, address people based to their label and also understands other person’s culture, the difference.

19 The sessions in Lorado Taft about listening to the others story and telling your own story with Dr. Garth Katner was the best. He taught us useful information in a very fun way.

20 I like sessions with Dr. Orem, Dr. Paquette and Gilin Guneri’s Discrimination. The stories that Dr. Garth Katner heard were very interesting. Theatre workshop is also very good because all participants participate and try to do their best.

21 The sessions that took place in Lorado Taft because the topics were giving pleasure to participate and they were not too long and boring. Dr. Garth Katner is one of my best tutors.

22 The sessions with Padma Siap, Tim Paquette and Garth Katner, were really enjoyable because they know how to make us willing to the sessions. They prepare different games which make us energetic so we listen to them with joy.

23 Mr. Garth because I like stories and the way he communicates with us.

24 I liked the theatre sessions because it made all people in the room take action and say something.

25 I liked the session with Dr. Garth Katner because his sessions were easy to follow and gave us the idea of equality with the other side. The different games were very well to bring us together.
I liked the second session with Gulin Guner Minton and Tim Pauquette and the sessions with Garth Katner. I liked Gulin's and Tim's sessions, because they taught us new things by experience making it more memorable. I liked the session with Garth Katner because everything he told us was interesting and was not in a worry to teach us something.

Dr Garth Katners sessions was great because Dr. Garth has a good way of to make you interested in the lesson and careful. I liked Todd Yeary and Padma Siap.

I like the theatre workshops because we learned not to act.

During the program I like the theatre workshop and the workshop with Dr. Garth Katner. Because those sessions gave us the opportunity to talk and share our feelings In addition the teachers Dr Garth Katner, Padm Siap knows how they should behave and take our attention to the workshop. Those workshops were really enjoyable and profitable to me.

I like the theatre art education workshops because they make you learn while laughing and enjoying. In these lessons the time passed faster than it did in the other lessons.

The sessions I liked the most were session we had at Lorado Taft. I loved the environment there and Dr. Garth Katner was really good. I came closer with the others through our community stories when we told and listen to them.

The sessions that I liked most during the program were bi communal dialogue to combat discrimination. Understanding conflict (18/7/06) because we had the opportunity to express our opinions about the Cyprus issue and find out the difference between the two communities. Thus we are now able to find solutions for some problems and difficulties.

The sessions that I liked the most during the program thus far are the combat discrimination. Understanding conflict with Dr. Tim Paquette and Guilin Guner Minton and the theatre workshops touch the Heart, the integrated arts approach to peace with Padma Siap.

My favorite sessions during the program thus far was the one with Padma Siap. I liked this the most because we learned to express ourselves through arts like dancing acting and singing and at the same time we had lots of fun.

The sessions are related with problems in Cyprus.

The sessions I liked the most were “Understanding conflict” with Dr. Tim Paquette and Guiling Guneeris Minton, Theatre workshops, with Padma Siap. The reason I liked those two sessions the most was the fact that we had the chance to interact with each other. Speak and say our opinions without any conflict. I believe that brought us both closer.

The sessions with Garth Katner, Rey Ty, Dr Rick Orem was very helpful, fruitful and enjoyable covering number of relevant issues which have something to do with dialogue mutual understanding, cooperation, conflict resolution and coexistence.
38 I enjoyed telling stories together with Garth Katner, in these sessions I found out that we have so much in common because we get the opportunity to share pieces of our lives. Also Dr Garth Katner has lots of experience which adds on to our knowledge.

39 I liked our session with Tim and Guiln the most. Their approach to problems in a funny way which was the objective and they did not take sides. Even though it took sometime to come to the main conclusion in the sessions I think this is the most effective way.

40 Session with Padma Siap, because she was very funny and friendly. She did different activities.

41 The theatre workshop as everyone participated and were very supportive of each other. I feel this session was a great bonding session, for the group as a whole. Also the trip to the center of Black Studies was very enjoyable due to the affable orator.

42 The sessions I found most enjoyable were the ones in Lorado Taft, where we all got to share and learn about Native American. In addition the other most enjoyable session was that of the theatre workshop with Padma Siap where we were all able to move around and express our selves.

43 Telling stories with Mr. Katner. It was a very good lesson, basically because of the good communications and human dialogues we had.

153. What has been your best experience during the program thus far? Explain/elaborate your answer.

1 My best experience was Lorado Taft campus it was amusing and I had great fun. Team work is very important for me and we had activities which initiated this.

2 The multicultural perspective given to the Cypriot Society. The best experience was to participate and watch the interaction between teenagers.

3 N/A

4 The stay in Lorado Taft because the accommodation facilitated the forming of relationships between the participants and the natural environment helped in creating a positive spirit and made everyone come together as a team. The physical activities were very exciting. Also the visit to Chicago was refreshing and exciting, because we had the chance to see form up close a big American city.

5 When we went to Chicago and had the Architectural Cruise, because you don’t see skyscrapers everyday in Cyprus.

6 Lorado Taft, this kind of camp always attracts me so I had the chance to join at USA. It is so different experience for me.

7 Being able to meet new people, more comfortably and being involved in discussions were skills that I wanted and got them pretty much, Also taking care of myself in a typical college campus will help me in my future life and that is the best experience.

8 My best experience was the Native American and Team course in Lorado Taft and the things I learned from Dr. Richard Orem about the American Culture.

9 I had lots of friends and maybe I’m more ripeness than before.

10 The best experience I had was in Lorado Taft. There we worked together and learned how to
cooperate and to be a part of a team.

11 My best experience so far has been the whole process of making friends and becoming really close with students from the other community. Especially staying up in the computer lab and meeting wacky American Students.

12 My best experience during the program so far was in Lorado Taft. Amazing cooperation between Greek and Turkish speaking Cypriots also the natural Ecosystem in the area was a nice experience.

13 The best experience was the theater workshop by Miss Padma Siap. I really enjoyed that lesson and I think that through arts we can achieve peace and unity between humans.

14 My perfect experience was the team works which I have played with both Turkish and Greek friends we have very like activities.

15 My best experience was in the Lorado Taft when we were in camp. I climbed and played a lot of different games. These experiences were the most enjoyable and interesting ones.

16 My best experience during the program has been Lorado Taft we learnt there how to be a team, how to cooperate.

17 I believe that my best experience during the program thus far was at Lorado Taft Campus. The camp brought us closer to each other, we enjoyed long walks and hikes in nature and learn team work can achieve miracles.

18 The camping in Lorado Taft was a fantastic experience, we went to for nature walks and played great team games, learnt how to cooperate and of course admire the nature, during raining also. Every night we were singing playing different games and laughing all the time. We had the time to meet everyone.

19 My best experience was having fun with both Greek Cypriots and Turkish Cypriots and shares our common features.

20 Lorado Taft is the best experience for me because we learned too much things about Native Americans and we played lots of Naïve American Games. Architectural Cruise is also very good it is a big opportunity to see a big city.

21 My best experience in that program was making New Greek and Turkish friends. Also I was really glad to meet with the Black African Americans.

22 Lorado Taft camp was really brilliant we got the chance to interact more with each other we played around the forest got in touch with nature so it was really wonderful experience.

23 Having the chance to visit the USA. Because I don’t believe I will ever have the chance to come back again.

24 The team course which we did when we went to Lorado Taft. It really caused me to learn more about my team mates and learn how to cooperate.

25 Lorado Taft, because of the fun activities and nature.

26 Both two days we spent in Lorado Taft were unforgettable experiences for me because the team work we did there was very enjoyable and improved our cooperation with each other We tried new things and the environment there was really wonderful. I felt more optimistic about the program.

27 Lorado Taft camp was a great experience because we were at nature in a very beautiful environment. Also I liked when we went to the Bahai Temple and when we went shopping. But generally the whole program is a great experience.

28 It was the night hike because we learnt hat we can do many things with out sensations.
29 I was really affected from Lorado Taft and Chicago. Because it was so exciting for me to see such a beautiful forest and there we made our friendships more stronger because we had so much team work And in Chicago everything was huge and impressive.

30 Solving conflicts with a little effort, by obeying some basic rules E.g. Eye contact, waiting turns etc.

31 When we visited Chicago it was really fascinating if it was the first time I felt I’m in a really America. Also Lorado Taft because I love nature and the environment was in addition nicer “warmer”.

32 My best experience during the program thus far was the camp at Lorado Taft. There we enjoyed some extra curricular activities which can help us develop team work and cooperation. In addition we learnt numerous great things about other community through stories.

33 My best experience during the program thus far was the camping trip at Lorado Taft which was great experience and I believe that we all had a great time and we enjoyed very much and our trip to Chicago which was fantastic.

34 My best experience during the program thus far was the visit to the Hindu and Baha’i temple. I found it very interesting seeing and learning about other religions. I liked the Baha’i temple the most. I found it peaceful and a good place to meditate and just think about myself.

35 What I liked about the program so far was going to Lorado Taft. Staying for 2 nights in the woods and doing very entertaining activities, in the natural environment was very nice experience.

36 My best experience during the program thus far was the camping trip to Lorado Taft canoeing. I had a great time, everything we did was fun. Everyone got the chance to see things that we could never see in Cyprus. Everyone participated in sports activities and got the chance to come closer.

37 The Lorado Taft camp was an excellent element of the program and I guess all the participants enjoyed it a lot.

38 The best experience so far has been making friends from both communities and meeting American students this helps me understand directly and makes me change my way of thinking. I have created strong bonded relationships that have changed my view towards life positively.

39 I liked the activities that mixed us completely and which we had great fun . I also liked the lectures which promoted communication between ourselves rather than only the lecturer.

40 The Camp in Lorado Taft. Because I did many things that I didn’t do before, like climbing straight wall.

41 My best experience has been the visit to the Center for Black Studies as the group found it thoroughly enjoyable.

42 The best experience during the program was in Lorado Taft, where we were able to take part in many outdoor activities and move around. We were able to bond with others and learn to work with others (cooperate and work as a team) Furthermore we had more time spent outside rather than in a room listening to someone speak.

43 The team work in Lorado Taft, because you could work as a team we came closer to some people and thought as a team.

154. Other comments or observations. Explain/elaborate your answer.

1 N/A
Students and adult leader enjoyed the stay in Loredo Taft and activities that promote participation.

I think that if we spent more time in Lorado Taft it would be very welcome and more physical activities and sport would be enhance the team spirit in an unintended way. In general I believe it’s a very constructive experience and there should be more of this kind of projects.

We should have had more sessions about learning Greek and Turkish languages. Dr. Ida should also participate to the next year’s program because she is a very friendly and cooperative person.

Thank you very much to everyone who always tries to make us happy and make their best for us.

I really enjoy being here with these people. Even though e has a very busy schedule and we are all tired most of the times. I think this will be an experience of our lives.

I have to say that this summer is my best holiday time I especially liked the trips to Chicago and Lorado Taft. Thank everybody who helped us during the program in our stay. I would like to inform the executives that most of us want to see the city of Chicago at night. Will we have the opportunity on Sunday?

Finally this is the best holiday I have ever been. Everything is good and wonderful.

I have seen that we are willing to compromise and we are all working for common cause already. I have also found the card and husky bucks system confusing as well as the lack of convenience stores.

My comments are the sessions should be less lecture type and more physical type. My observations are the Greek and Turkish speaking Cypriots are an amazing team and have many similarities.

Everything is going fine. We have made friendships our lives which will take place in the unforgettable memories.

I liked this camp very much but same sessions are very boring and make me sleep, we all need something more enjoyable and attractive we don’t want to listen and sit all the time. Everything is really good but the last two days (24th and 25th) workshops were really boring.

I liked this Bi communal camp very much because through this we saw through our own eyes that in spite the differences between us we have so many similarities.

The whole experience thus far, it’s fantastic and we all have a lot of fun. But sometimes the sessions are too tiring because we have 2 of them everyday. That’s how we can not have a lot of fun. We need more action and also more free time for shopping.

The leaders and organizers were excellent with more sleeping time we should have no problems at all.

I think that the stay in Lorado Taft, more days it will be better. Between the sessions to give more breaks. I believe that all the program team members were trying to do their best.

I’m having a great time in America/ Dekalb the leader are not too strict boring. Everything is excellent.
22 Sessions must be shorter. In Lorado Taft they were only 1 hour long so everyone paid more attention. Number of sessions and workshops may be increased but their length must be kept short so everyone can get in more involved.

23 N/A

24 It is very hard for most of the students to be on time.

25 Many sessions were really hard to follow because of their monotony, more breaks and a rest day each week would be perfect to fix that.

26 I only want to say that it would have been better if the session in the afternoon were shorter. It’s really hard to keep our concentration on the subject for 2 and a half hour.

27 Sometimes we are bored at the sessions (maybe decreasing the time). We need more time for shopping each day. Go see the Chicago Bulls or receive an autograph from them. Play baseball and other activities we want more action. Wake up later.

28 To wake up later/less sessions.

29 In here everything is very beautiful and nice we all learn how to live in such a University and live by ourselves. People are very friendly, relax and flexible. The people who take place in organization help us so much. Thank you for everything. Everyone who takes place in organization.

30 In the USA Even the most experienced professors are humorous. They add a little bit of a sense of humor to the very severe and important subjects.

31 I like us to have the main role in our session’s trips and discussions. I enjoy more when we ‘re discuss between us doing outdoors and in doors activities and have a chance to find ways to solve our problems alone to find ideas according to how we’re going to use our time and so on.

32 The program is very organized and constructive. I would like to participate in sessions where we can have debates with each other. In order to realize that there are different views, this should be respected. I would also like to have more time for shopping and interesting outdoor activities.

33 I like very much this bicommunal summer youth program because it gave us the chance to meet people form the other community and be friends with them and discuss and change opinion. But I believe that if we had more time to be all together and do other activities, it would be better.

34 I think we should have more activities going on rather than just having conversations. I think this would bring us closer together and we should have more fun together.

35 I have observed that every lecturer arranges some entertaining activities to keep us awake, so as not to lose our interest or get bored. They also understood and tolerated us when we talked or were late.

36 In my opinion the sessions could be a bit more interesting. The subjects were mostly the same. So I guess some valuable time was wasted. I also believe that the sessions about alcohol and drugs were not necessary, because we are already taught this through school. I believe that we could have done a bit more excursions to manage to see more parts in America. The food should be better.

37 So far what was intended to take place in this program is being implemented and the students are quiet stimulated and the learning process building, new friendships, creating team work. ETC. Thanks to the organizing committee for all their efforts and helpful friendliness.

38 The program has been a great experience so far, we were given a chance to meet other community and get in touch with them. However I believe that the time dedicated to sessions is too
long. I have met people from the Turkish Cypriot community during our free time not during our session. I have discussed how I feel and my opinions during our fee time. I’m not saying that we could not do sessions but increasing free time will definitely lead to building more bicom-munal experiences and memories.

39 I think that the project is failing to meet its aim. I see separation between 2 communities getting bigger as Turks speak Turkish comfortably in front of Greeks. With no concern of them the same happens vice versa. I think activities to mix us are necessary. Some of the Greek aren’t giving all of their opinions on politics, although they say anyway behind us.

40 Some of the sessions were very boring but many of them were enjoyable and useful for us.

41 Personally I’ve found the topics interesting, although I speak for everyone when I say that I already heard the drug awareness session in school. The food is edible but could be better, and perhaps the occasional morning break would be nice.

42 There should be more outdoor activities or at least the session should be more active. This is because in this way we can remain focused and more interested. However I enjoy the fact that we changed scenery several times (e.g. DeKalb, Lorado Taft and Chicago.)

43 The program should not be so compact because the students get very tired and cannot con-centrate into the lessons. I would advise breaks between the long sessions. Generally I’m pleased.
152. What are the most important things you have learned from the program? Explain/elaborate your answer.

1. Once again I discovered how diverse US is and why we should tolerate and celebrate diversity. I made 40 new teenager friends. Most importantly 20 of them are from the so called “other” community and I met a bunch of lovely, kind working people at NIU.

2. The nature of grouping [that is, always bi-communal.]and the way to act towards it.

3. Team building and learning about Greeks are the most important things we learned from the program. We share lots of things and became good friends. The aim of this program was to make Greek/Turkish Cypriots a whole community and they succeeded.

4. The most important thing that I have learned is (a) that we are all the same inside and outside. (b) That we can all live together in spite of our skin color or tradition, if we really want it furthermore how important it is to make new friends and to work together.

5. How to better make friends, methods for peace and unity, shopping tactics, acting against stereotypes.

6. People are all the same despite their religion, color and identity. Everyone has the same rights. Also I’ve learned not to judge before I actually get to know someone I’ve learned ho to respect others for what they are.

7. I have learned a lot about everything in this program about racism stereotypes and conflict. The reason lies in the content and success of the sessions.

8. How important the friendship is. Being punctual is very important.

9. First of all this program proved to me that a united Cyprus would be successful if all the youth becomes like us. Here we learned to tolerate different cultures, religions and races. I learned not to discriminate, accept differences this is normal.

10. Breeding stereotypes and solving conflicts. These two are the chief problems of Cyprus. If we break all the stereotypes about the other community, the path to peace will be seen.

11. The most important things that I learned from that program are living without depending on our family, washing our own clothes and team work. Also with the help of the workshops I learned how to resolve conflicts the other communities thought about us I learned that we are all the same. Both communities, the Turkish Cypriots and Greek Communities are similar and the same. Also they want peace to unite our communities.

12. I learnt that we are the same both The Turkish Cypriots and the Greek Cypriots, are similar and same. Also they want peace and unite Cyprus

13. The most important things that I learned from the program were the truths about Turkish Cypriots are the wrong stereotypes I had in mind. I have also learned how to deal with many types of situations like conflict prejudice, discrimination etc. I have learned this from my interaction with Turkish Cypriots and the team work/course and sessions that I attended.

14. Other communities ideas, American life style, most important thing is team work. Team work is very important thing that must be learnt by all people because all of our lives contain team works. If we want people to respect us we must learn.
15. The most important things I’ve learned from the program is to cooperate with others stop stereotyping and accept the other for what they are without trying to change them. I’ve also learned that some things we were told about the community were not true.

16. Well to be honest I cannot think of what were the most important things I have learned from this program. I consider everything we have learned equally important. Thank you all for organizing this program which gave us the opportunity to meet our people from the other community but from the same country.

17. We learn many experiences from the camp. Lorado Taft affect us too much, the outdoor activities at this camp is so useful.

18. The most important things I’ve learned from the program are conflict resolution, embracing diversity, leadership learn building multicultural dialogue and being calm and patient in difficult or emergency situations.

19. In this program I have learned many things. First of all I have learned about the culture of the Turkish Cypriots. Then I have learned how to resolve conflicts. I have also learned that through arts we can pass the message of peace to everybody.

20. I learned through the program to be more cooperative and to respect the others thoughts and ideas. I also learned to estimate the people as different and unique human beings the values and qualities that each one has. But the most important lesson I learned is to fight for peace, equality. Something that consists of a good foundation for the unity between Greeks and Turks.

21. I have learnt lots of things but the most important things were conflict management and stereotypes. Also I believe that we have improved in Bi communal relationships.

22. The most important thing I have learned form this trip is that out two communities are really not as different as were taught back in Cyprus and that we should be proud of what we are but also accept others being proud of what they are. How to work together as a team and how to resolute the conflict with the help of arts. These workshops were really enjoyable as a result of their teacher so I kept in mind and got the subject more easily.

23. How to work together as a team and how to resolve the conflict with the help of arts. These workshops were really enjoyable as a result of their teacher so I kept in mind the subject more easily.

24. I learned how the conflict can be solved. We have to eliminate stereotypes, discrimination and no matter how diverse a group it, they can still live together.

25. I have gained a lot of things in this program. Firstly I was taught how to understand the other people’s differences and having dialogue to solve conflict. The most important thing is that I learned Turkish Cypriots and Greek Cypriots are the same and can live in peace.

26. I learned numerous, great things form the program for instance I learned about conflict management, discrimination and bi communal dialogue. Another important point is the program was addressing prejudice and breaking stereotypes.

27. Solution, ways for conflicts and stereotypes. Importance of work. In some ways these things change my view of Cyprus conflict. Because I learned so many things about Greek Cypriots.

28. The most important things that we learned form the program in my opinion is the team building and bi communal dialogue.

29. The most important things that I learned form this program were, team work, not to stereotype, giving equal opportunities to everyone be respectful and solve conflict in a good healthy way.
30. I have learned that I share a culture and this culture must be complete by the unification of Cyprus. All cultural activities and team works were great experiences to feel the Cypriots soul.

31. I have developed my skills in communication with the Greek Cypriots and learnt valuable information which I can take home and use as a tool for peace.

32. Not discriminating, stereotyping people. Being a member of team and being able to adjust to the conditions it brings. Not giving up easily. Being able to adjust to a foreign country and its culture. Being able to socialize and be helpful.

33. I’ve learned many things form the program. How to other people, talking without feeling shame. Be more confident. Do not be afraid to give your opinion.

34. To avoid conflict.

35. To work as a team, find a compromise with others and realize the differences in each other. These were all done thanks to the friendship we developed and because of the program.

36. I learned to co exist with TLC and have a democratic dialogue concerning perceptions about Cyprus issues.

37. The most important thing I have learned is that all people are different and unique. We only have one planet so we need to share it. That is why we have to accept diversity and equity. Being different is normal. Rejecting is abnormal.

38. We are all Turkish Cypriots, and they have many similarities and we want peace and unity in Cyprus.

39. I learned friendship, stereotype, cooperation…

40. Punctuality, conflict resolution and cooperation.

41. I have learnt how to live together with Greek Cypriots. I have learnt a lot of things form workshops which I will try to apply in every necessary place or event in Cyprus.

153. **What do you consider the strengths of the program? Explain /elaborate your answer.**

1. Interactive session always with the support of A/V equipments a good balance between in class sessions and outdoor social activities a very good and skilled organization team.

2. We learned ways to resolve many kinds of conflict; we know what to do in times of discrimination, injustice and equality.

3. The workshops were just enough. However in Lorado Taft I think we should stay more.

4. In my opinion the strengths of the program were the very few activities we had such as the picnics and the swimming where we got to do something out of ordinary and were able to meet others as well and get to interact with them.

5. The highly educated teachers, tolerance of us being late (thank you), excellent organizers and backroom staff.

6. Good teachers well organized staff and program.

7. The strengths of the program are, first of all the effective workshop sessions and outdoor activities (esp. Lorado Taft)

8. Although we are not punctual, the organizers were always helpful. Seriousness during the session.

9. This program was very successful. We were guided by experienced people and organizations were superb although we were not punctual.
10. The sense of humor in workshops and sessions. Teachers always kept their severeness during the session but also added some humor to their program making them more joyful and “follow-able”.

11. The strength of the program is good. Because every activity in the program was organized well

12. Workshops and Lorado Taft.

13. I consider the strength of the program to be Lorado Taft and the theatre production. These are where most of the bonding in between our relationship happened.

14. The workshops were very strength for us because all of us are very energetic. It was very difficult to sit on a chair about 2 hours and all the activities started at an early time.

15. In my opinion the strength of the program were the activities at Lorado Taft, because through these activities we learned to cooperate to work in team to evaluate everyone’s skills and to be responsible. Moreover the program was very well organized, and the team very successful.

16. I really liked the way the lessons were conducted; I also loved Lorado Taft campus. I wish we could stay there longer. There were also many other strengths that I can not recall right now.

17. Best chance for everyone to understand each other in many different problems (Cyprus Problem is the main topic)

18. I consider the visit to Lorado taft as the strength of the program because it helped a lot in the forming of bonding between the group and therefore contributed to the success of the program in terms of breaking stereotypes and creating foundation for bi communal dialogue and understanding.

19. First of all the most powerful part of the program are the excellent organizers and teachers that have shared their knowledge with us. Then the trip to Lorado Taft, brought us together very close. Finally the trip to Chicago has given us much information about new cultures and we have learned how to respect them.

20. We had an excellent session that gave us the chance to have a good and fruitful dialogue between the students between both sides. The fact also that they gave us the chance to think work and find ways to solve any problem we may have had by ourselves, helps us to be more responsible and open minded.

21. Everything was organized so well, all the team was always near us when we needed them. It was a really enjoying and effective program.

22. The strength of this program in my opinion was the theater. It represented our Island and we all had a place in it. It also brought us even closer together. It was nice having an audience that listened to the youth for a change, something that is very rare in our Island.

23. Waking up early everyday, and having two and half hours lasting workshops were very difficult.

24. N/A

25. Firstly the dialogue that we had about the problem in our community, problems with alcohol of course and the activities of the program help improve our abilities to cooperate.

26. Yes I think a three week program is enough time to enrich your knowledge and interact with people form the other community.

27. All professors are successful and taught us many things. Workshops are beneficial for us.

28. The bi-communal dialogue and the strong friendship that we developed.

29. The organization, the people responsible for this were very organized, they organized lots of activities and selected the best professions to teach us.
30. Everything was really good, except we were sleepy and there were also lots of sessions.
31. Excellent lectures with a wide variety of style.
32. Everything else but the ones below.
33. It was a strong program with really good trainers.
34. Good relationship between escorts and students.
35. Lorado Taft was the best part. We came closer to each other and learned about team work. Also I believe that some of the lectures, especially Rey and Garth Katner …
36. The methods used (that promote participation) the good team that manages the program.
37. The strength of the program is that we are given the chance to meet people of all color, religion and countries. In that way we broaden our horizons and we learn to accept people the way they are.
38. Lorado Taft, Chicago and Dr. Garth Katners sessions.
39. Everything is very good.
40. A well organized program, Chicago Trips, Lorado Taft.
41. The trips and workshops, especially Lorado Taft, Chicago and useful workshops were really the best part of the program.

**154. What do you consider the weakness/es of the program? How can this/these be improved?**

1. Although it was an excellent idea creating theatre production with 40 students, (some of them completely uninterested) in a few days was a big challenge. Although it was not NIU’s selection the participants from both communities did not reflect an adequate diversity of their societies. The greatest weakness was perhaps the participants’ lack of punctuality in most cases.
2. There weren’t any lecture or activity that taught about team work. But I guess leaders don’t have to know about team work.
3. The weakness was the sports. All of the sports were the ones we are doing in Cyprus. However there can be more adventurous and enjoyable ones such as canoeing/rafting and climbing which we cannot do.
4. The weaknesses were the workshops. They were too many and some unnecessary (such as drugs and alcohol) There were workshops in the morning and afternoon and hardly any free time for us to relax and do something different.
5. The food and perhaps the quality of some rooms, which weren’t as comfy as others.
6. Lectures that were not needed (drugs and alcohol) a lot of time wasted by useless sessions! Not a lot of sports you should try to organize sports like baseball or soccer. Things that we don’t have in Cyprus.
7. I don’t believe that there are any weaknesses
8. Starting time at 8 is early I think the session should start at least at 9:30
9. Personally I believe 9 O’clock was too early to start. Maybe 10 O’clock would be better.
10. Not so much free time is allowed. Participants get really tired during the day and need frequent sleep in order to fully operate the next day.
11. Containing lower amounts of sports activities. By exchanging some of the workshops with sports activities.
12. Entertainment
13. I believe the weakness of the program is the amount of session we have to attend, which becomes boring. They will be improved with more outdoor activities.
14. Sport activities were a weakness because nobody joined them. They must organize different sport activities.

15. I believe that the program should have included more outdoor activities especially activities that we cannot do in our everyday like rafting, horse riding. Moreover we needed to go out a night more frequently.

16. The only weaknesses I find are too much lessons which kept us busy. Especially in the last days we should have more rehearsal for our play than lessons.

17. The outdoor activities are so less in the program. Different kind of sport facilities and special American sports should be added to the program. I think it is not so hard for you.

18. I consider the weakness of the program the way the schedule was planned because it didn’t consider the particularities of the Cypriots in terms of daily routine meaning there should be more time for noon rest and then continue with sessions in the afternoon. In my opinion the organizers were very understanding to this fact and were more flexible in the schedule which was very considering of them and much appreciated. Thank You for that.

19. The program had very few weaknesses.

20. I would be more satisfied if we had more indoors and especially activities like sports etc. For e.g. we could stay longer in Lorado Taft.

21. Sports activities were limited. There should be various sports. Also I think there should be a cleaning service for our rooms.

22. I think the weakness of the program were the outdoor activities. I believe that is mainly because there was not much time left for those. Maybe if we the program was a week longer we could have more time for sports and outdoor activities.

23. Sports on your own. Almost nobody has participated in these organizations. Instead basketball and soccer the sports which are difficult need to be done, must be organized.

24. N/A

25. Only the fact that there were too many session (twice daily) and that was a little bit tiring.

26. The weakness of the program was that we were not given enough opportunities to discuss about Cyprus issue and exchanging views. The sessions were more general. This can be improved by giving us seasons where we can debate.

27. Escorts must have authority on us and should be able to control us.

28. Tiredness! We were all so tired and in my opinion it would be better if they gave us more time to rest and relax.

29. No weakness, I liked everything.

30. There was no weakness.

31. No weakness.

32. We were very late so programs started later than they should have. We had lots of sessions, no time to rest well. We had the time but hen you are staying with 4 girls all you can do is gossip and talk in the leisure time you have. We should have spent more time with our host families and met some younger people.

33. Sometimes…

34. We were late almost every morning.

35. Some of the professors didn’t communicate with the class. In the afternoon we could not easily communicate with someone form the office in case of emergency. More days in Lorado Taft.

36. We should be given one day of free time for rest.
37. I think that we should be given more free time because there are many activities to do here. We need more free time; after all bi-communal friendships are created during free times.
38. Dekalb Muslim house and St. George Orthodox Church
39. We had lots of workshops and we don’t have enough time.
40. A dense program and very little time to rest.
41. The workshops were boring sometimes, so the workshops need to be more fun.

155. Think of a real life situation at home and describe how you would apply what you have learned about bi-communal dialogues and conflict resolution.

1. A dispute at home with parents or with a friend at school or workplace can always be resolved by listening to each other and trying to understand and tolerate the reasons of being different. It is quiet normal to be different since everyone is unique and differences should not reason to divide or separate us. They should rather be considers as our richness.
2. I have some friends who discriminate me because of my high grades. I will explain to them about how I feel about it in a calm way. I tell them that the stereotype they have about me is wrong. I will tell them that the stereotype they have about me is wrong. I will them we must find a middle ground or our friendship will end.
3. While having arguments with my mother and my brother then I will learn to calm down and try to learn about all the truth and situation
4. I have learnt that we should never rush to settle something while we are still angry and are bound to say something we don’t mean. Then we should calm down and then go and discuss with our friends or family so as to be able to compromise and come to a conclusion.
5. Going tot a football match where there are many prejudice chants to which my family and friends are listening. I could inform them of the true facts of the matter.
6. We could apply the things we’ve learned at school. Give everyone the chance to show who they are before judging them. Let people apply these things at home or with friends. We should learn to control our anger. Whenever there’s conflict between family and friends we should be able to calm down and fix things
7. I would mention that having a conflict would not be to any person’s advantage and would tell the people that they would live a peaceful life without conflict.
8. Being calm and respectful is very important during bi-communal dialogues and bi-communal dialogues and conflict resolution. First we must listen to the other side and than talk.
9. First of all we have to be calm. Then question what happened and put ourselves in the shoes of the other person.
10. My sister and I go into conflict quiet often. Most of the time because of sharing issues. Whenever we can’t decide whose turn it is or etc. We usually end up fighting. This time I will try to wait until we calm down then listen to her carefully and make her listen to me solve the problem thoroughly.
11. If there is a conflict at home , for example I will always try to calm down first and try to find a resolution
12. There is no difference
13. Well at home if I have a conflict or someone else I can ask for a mediator or be a mediator to assist in a situation.
14. I will listen to the person, calm down and will not interrupt.
15. If I had a conflict at home I would first thing if I did something’s wrong in order to ask the other involved person to forgive me. I would give time to him to explain, I would try hard not to say things that I don’t mean and also try to resolve.

16. N/A

17. Before I came from Cyprus I have not got any negative idea about the Greek Cypriots. My knowledge increase about what they think about us.

18. A real life situation at home that would require applying what we learned about bi communal dialogues and conflict resolution would be the interaction and contact of people from different communities both in every day life as in other areas of interest such as politics, workplace, social activities and gatherings.

19. I will talk to my friends about everything; I have learned here I will meet again with my friends from the other community. I will explain to those who discriminate that they are wrong.

20. I learned that a conflict can be harmful and dangerous for both sides. A good dialogue and good cooperation between the people who have a conflict is the only way to solve the conflict. You must learn to compromise, listen to the others opinions see the things from many points of view in order for the solution to be common and last for ever.

21. N/A

22. Often back in Cyprus people talk about the fact that we are so different than the other community and that we can’t live together. In the future I will strongly disagree with this and prove the opposite side by talking about my experience, at this camp.

23. I learned to listen to the person standing in front of me while having conflict.

24. N/A

25. I’m going to talk and have a dialogue with that person and solve the problem without shouting, but be peaceful.

26. It’s not very easy to apply what we have learned in Cyprus. However we should cooperate and meet each other in our home countries. I would like to talk to my friend’s about bi communal dialogue and conflict resolution.

27. I’ll tell my experiences to my school mates and everyone that I meet.

28. I learned many important things about bi-communal dialogues and conflict resolution. I learned that the most important part of a conflict is the bi-communal dialogue. Because without it we can’t solve our problem.

29. I’m walking home from school and a black student from my school falls over me accidentally. I ask him if he did that and he says it was an accident. I say ok, and start talking to him and getting to know him better.

30. By making friends from Greek Cypriots community by using arts to unite Cyprus and by making friends regularly.

31. If I saw two people from the two communities arguing. I would try to convince them the difference should be appreciated rather than being used as a tool for hatred.

32. I can actually come up with a solution in the middle of the way very easily when my friends/parents have a fight about something. The solution would make both sides satisfied.

33. N/A

34. N/A
35. Back home we have a lot of conflicts and we used to take days to resolve them, now can easily do that with compromise. For example if we argue about grades we could compromise, by promising to work harder.

36. For example I would clarify in discussion that Turkish Cypriots have any similarities with Greek Cypriots and really should seek a solution.

37. I could talk to people about diversity and how people are different and how we should accept each other. There are 3 questions we have to ask ourselves. Do we want to be neighbors? Do we have what it takes? Are we willing to accept others?

38. N/A
39. N/A

40. My brother and I usually fight for TV because he wants to watch TV all the day and I have some weekly programs to watch. From now I on I will explain to him calmly that I have waited for a week to watch that program and that he can continue to watch what he wants after my program finishes. I’m sure he’ll understand and we’ll resolve the conflict between us.

41. I sometimes feel angry when my sister wants a thing and also I want it. I will try to compromise or share more.

156. Other comments or observations. Explain/elaborate your answer.

1. Thanks a lot for everything. You have done and excellent job and if I have a little contribution in this project I will feel happy. I’m hoping to meet and cooperate with you again.

2. My friends have stereotypes about me that is wrong and I must tell that to them I must be careful and try not to get angry and I must not try to accuse them, if they still deny having a conversation with me, or keep doing the same thing. I will end my friendship.

3. More visits to Chicago.

4. More American sports such as rugby and maybe horse riding to bring us closer to the American Culture. This is because basketball and soccer we can play in Cyprus anytime but all in all everyone was helpful and it was all great.

5. Better food, other options apart from fast food.

6. N/A

7. Everything was perfect, but I believe that the participants should have one complete day free for relaxation, perhaps once in the beginning of the program and once in the end.

8. N/A.

9. N/A

10. N/A

11. I had a great time here and I had great experience as well as such as being lost in a big city like Chicago, and searching a way to find the way for our group. It will be a lifetime experience for me as well as a memory. By this program I made great friends I want to thank you all for making tutors and leaders.

12. N/A

13. Overall the program is fantastic and a once in a lifetime experience. Why? Because of all the things that I have learned about the other community and the seed inside of me is now calling for peace, unity and equity in Cyprus.

14. N/A

15. N/A
16. N/A
17. I try to be realistic for the future of this camp, but I know that this is the best experience in my life I will never forget it.
18. I believe the program was quiet satisfying considering its purpose it helped considerably in promoting trust and dialogue and also in the forming of relationships between the two communities. The organizers were very supportive and helpful and for that we thank you. If there was something to be suggested for the improvement of the program that would be more field trips and outdoor activities. Thank You.
19. Thank you all for everything.
20. Nothing else, I really enjoyed the program it was amazing. Thank You.
21. Everything was amazing. I’m very happy of being here .Thanks to everybody who gave us this opportunity.
22. N/A
23. Workshops must not be too long because we get bored instead. More workshops with fewer hours should be organized. Also picnic must not be 5 hours long.
24. N/A
25. The whole program was really great. It was a once in a life time experience and I have made very good friends. Thank You for everything.
26. More days at Lorado Taft or other camping places because we had a great time and we can do outdoor activities. Community work in either places form retirement centers to contribute to other parts of society.
27. Thank you the program team and Fulbright commission and NIU for everything.
28. This program was a great experience and I will never forget it. We had a great time and it will remain in my heart for ever.
29. N/A
30. Everything was great! I made friends of my life and I don’t want to go back.
31. N/A
32. Thank you for this amazing experience, I’m really happy that I met with my friends and ITO team. I wouldn’t be able to survive here by my self (without any friends) Thank You for your support Ida, Thank you for being great Talia, Thank you for everything Rey.
33. Fewer sessions.
34. N/A
35. N/A
36. Referring to other case studies, countries that shared a similar conflict would help. Very nice and organized program.
37. Why not have other activities in graduation for example a concert plus theater.
38. N/A
39. They are very friendly and peaceful. When I was in Cyprus I didn’t hear good things for the Greek Cypriots but now I find the true way and they are very good people.
40. 41. N/A
APPENDIX J

Excerpts from Student Journals
(unedited)

Michalis Antoniou
07/19/2006 (Wednesday)

Through the workshops I have found out how a typical American is and how they like to be treated. I have also learned how important it is to solve conflicts carefully, with love and understanding. People are different and it is normal for conflicts to exist. After on, you cannot get on well with everybody! We have also learned that it is not sensible to judge or stereotype others. Personally, I am guilty of that! I have found out that you can't just draw conclusions just by talking to someone for five minutes. I feel that I am improving my self and my attitude towards other people and that I am learning to live with others and accept them the way they are. I believe that if we all apply those values when we go home we will all become better and the world will improve.

Simos Simou
Wednesday, July 19, 2006

Dr Wei Zheng
Two views

This was an interesting and educational session. We were divided into six different groups and we expressed our feelings on paper about the other community. Then, we discussed our views and afterwards Greek and Turkish Cypriots cooperated in different teams in order to find solutions for the problems which prevent Cypriots to seek unification. When I return to Cyprus I will try to meet with other Turkish Cypriots and exchange ideas and solutions to the problem.

Dr. Tim Paquette & Gulin-Guneri Minton
Bi-communal dialogue to combat discrimination: Addressing prejudice and stereotypes

Two games were enough to help us understand that we should not form conclusions and assumptions about someone without proving them. We need to make fair judgments about people or situations. We should all recognize the power of labels and how the behavior of people influences our lives. In Cyprus, we ought to pass the message that people are not mean even though some other human beings try to present them like that. We should talk with them, form a relationship and exchange views and then we can have time to judge them.

AND WE SHOULD NOT FORGET THAT

WE HAVE A COMMON FUTURE
Zeki İlkan  
July 19, 2006

A. **Knowledge**: I did the best thing and came to the USA and met with brilliant people, especially my dear Greek Cypriot friends; Ray Ty and Ms. Lina Ong. From the fabulous workshops and outstanding activities I have learned that Greek Cypriots are really friendly and want peace. Before I came here everybody was telling me: "Are you going to America with Greeks?? Oh my god!" And my response was: "Why? They are good and you will see that I will have many friends" And I did!!!! That's great... I proved them! Moreover, I learned a lot about American culture and lifestyle and I believe that they are really hospitable and they are treating us with great cordiality!!! Go USA Go!!!!!!!!!!!!!(Thanks to all NIU Staff who have taken care of us and taught those educative and useful things)

B. **Skills**: Workshops and meetings gained me a variety of skills such as how to behave in America, how to treat people in a peaceful way and I also learned a lot of funny games!!! Thanks a lot!!!!!!!

C. **Personal Impact**: 2 or 3 months ago, when I learned that I was going to come to the USA, I said to myself, yes Zeki, this will be the best summer of your life!!! Meeting new people, making friends, seeing all those beautiful places in Chicago made me very happy. In my first 3 days in DeKalb Illinois, I walked near the beautiful lake, played the piano(by the way, I can play a good peace song called Chav Bella which became a good sign of peace in Cyprus during the Annan Plan's Referendum), played bowling and I am really excited about the camp tomorrow in Lorado Taft. About the foods, I should say that they are REALLY HUGE!!!!! The smallest size of pizza in a pizza shop in DeKalb is the largest size in Cyprus!!!! I mean it!! Now, I am really happy that I am here and I appreciate everybody involved in this youth camp!

D. When I turn back to Cyprus, I will be looking forward to meet those people who are my best friends in the camp. I believe that this activity will be a very nice benefit to peace in Cyprus! I will apply all the things I learned from the workshops when I go home! THANKS TO ALL PEOPLE WHO HELPED AND GAVE ALL THOSE FABULOUS WORKSHOPS TO US!!!!!!!

Ogun Ozturk
DeKalb-Chicago, USA
19.07.2006

Hello Everybody:

Today is the 4th day at the DeKalb. Everything is going well and we adapted to the enviroment at NIU. We met with our Greek Cypriot friends and with the organizers of this program. We stay at Stevenson North. I share my room with my friend Panayiotis Foti at 458 A. We started the program with the ‘Overview’ by Rey Ty. Dr. Richard Orem was also gave us a very important information about AMERICANS. We had a workshop with Dr. Tim Paquette and Gulin Guneri-Minton which is about ‘CONFLICTS’. We learned how conflicts are created and how an acceptable solution can be found when a problem arises. Today, firstly we had I workshop with Dr. Wei Zheng. It was helpful for us to know that what we think about the other community.
I am so happy to be at there and I think that I will never live something like this organization at the near future. I want say  `THANK YOU VERY MUCH TO EVERYBODY WHO TRY TO MAKE US HAPPY`

With my best regards,

Ogun

Meltem Burak
July 31

The camp to Illinois, DeKalb is one of da most speacial times in my life! How can I express maself? Is this possible! The friends I make, the places I've seen and the experiences I had. If 3 years ago they had told me that I would go to a camp in the USA I would just laugh! However now Thank God it is real! Lets begin to explain one by one; Firstly the NIU is one of the best places in the world. So comfortable and good. As I have stayed there I nearly had no problems. More over the Lorado Taft; with its amazing history and environment it is not possible to not get effected by its sparkling environment. Hikes at night, places to explore etc. Then CHICAGO!! What can I say! Just wonderful! Just petfekt! Just sparkling! Just mesmerising! :DDD With its huge buildings, milenium park, Activities and crowd it is not possible not to be mesmerised. Unfortunatly I must leave these beautiful experiences but I will always keep them in ma heart! THANKS TO FULBRIGHT!

Michalis Antoniou
Tuesday - 1st August 2006

It seems like our time here has just flown by. Since I got used to the environment here, everything seems to be moving so fast. This week we have had lessons on stereotypes, prejudice, discrimination, diversity and other cultures. Basically, the message I got was the same as last week. Many different people live in this planet. We are not alone. If we want our world to improve we have to learn to live together. All of us are prejudice somehow. Nobody is perfect. The important thing though is not to let this feeling guide your thoughts and ideas about people. Being different is normal. Rejecting difference is abnormal.

Izzet Durmusoglu
August 2

First of all, I want to mention that USA is awesome and I'm having great time here. The most important point to me is that i made lots of Greek Cypriot friends with different cultures. Today (2/8/06, with a great woman called Jaya, we discussed about Youth and community building. I really enjoyed the workshop because in some parts we worked as a team. We mentioned our views with our teammates and discussed about them. It was quite enjoyable. In the end, our group leader made a presentation about our views on the related topic.
**Andria Euripidou**  
**August 2**

dear diary,

you can't imagine what a great time i am having here. USA is awesome. today i want to describe you two of the best days of my life. these days are the days i have visited chicago! saturday 22nd july that day was full of emotions. At the beginning I was sad because i had to leave lorado taft. i had a great time there but at the same time i was happy because i was going to visit chicago. in chicago we had a wonderful time. we had a cruise in which we saw the architecture of chicago. we also visited an indu temple and a bahai temple. i was excited that i had the chance to meet all these new cultures and religions. the end of the day was the best part of the day. we went shopping. i bought some lovely clothes for me and my family.

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**Marina Bam,bang**  
**Wednesday, 2 August 2006**

I can’t believe how fast these two weeks have gone by…. In this journal I am going to write what happened in the first week and then the other journal shall include details of the second week.

The first week was rather hectic, what with learning each others’ names, getting used to them, getting used to our rooms and the weather (of course). However, I was quite surprised as to how easy it was to make friends! Everyone was so nice! However, I had a misfortunate event, my luggage got lost and I was rather upset (I got over it now) so the first night was tough for me. I noticed though that I wasn’t the only one who was upset, some missed their families already others were disappointed by the rooms (there is only one person that I remember who wasn’t very disturbed. Emily! I don’t know how she does it, but she is always so happy and joyful that it is passed on to everyone else around her too, which Is why I am so happy that we made such good friends!

Anyway, the dinner was good on the first night although it struck us as strange that they should give us Greek food since we just arrived from Cyprus!

Moving on, the week as I remember went by fast, but I loved it, the picnic and the excursions and Chicago!! It was brilliant! On Saturday, they took us to Chicago and we even had a cruise on the river, and we even managed to take a look at the lake which was turned into a beach!!! And we saw the architecture of most of the skyscrapers in Chicago including sears tower and that building celebrities stay in when they go to Chicago.

I can’t believe I missed out on Lorado Taft! NOW THAT WAS AN EXPERIENCE LIKE NONE OTHER!! It was so gorgeous in that place what with the trees and everything and we had the best time there doing all sorts of team work activites indoor and outdoor. We also had a camp fire and cooked marshmallows and every night we would all play the guitar and sing!! It was amazing!! An extremely unforgettable experience!!!
And this is where the first journal ends!!! Just mentioning that it was AN EXTRAORDINARY ONCE IN A LIFETIME EXPERIENCE!

P.S. we took so many photos during that week that I finished 2 films!!! Wow! And I only had 3 with me!!!

**Emily Soteriou**  
**August 2**

now...i'd like to say that at first i was quite dissapointed with the campus but now i dont want to leave!! on the first day i came to the usa with the impression that everthing would be very easy..but i have to admmit that things were harder than i thought!!:) USA is fantastic..im having a great time here and i dont wanna leave..everyone here is adorable!! i have a lot of new friends!! well im sure we will all keep in touch after this trip!!! on the 22nd we went to chicago IT WAS GREAT!!!!Chicago is awesome!!!i loved it we saw fireworks...everythin was really nice...On the 31st me and Marina Bambang saw a cheerleaders competition! the girls were very good i was amazed!! well thats all for now... bye!!!!!

**Ozge Ozogul**  
**August 2**

The major things that I have learned in the three-week period are that we are living in a diverse world, with many beliefs, values, traditions & customs and each individual is unique.

So we shouldn't try to change each other. We can deal with this diversity and differences by understanding, acceptance and respect. We should be able to unite in diversity.

**Andria Euripidou**  
**August 2**

Dear diary,

You can't imagine what a great time I am having here. USA is awesome. Today I want to describe you two of the best days of my life. These days are the days I have visited Chicago!

**Saturday 22nd July**

That day was full of emotions. At the beginning I was sad because I had to leave Lorado Taft. I had a great time there but at the same time I was happy because I was going to visit Chicago. In Chicago we had a wonderful time. We had a cruise in witch we saw the architecture of Chicago. We also visited an indu temple and a Baha’i temple. I was excited that I had the chance to meet all these new cultures and religions. the end of the day was the best part of the day. We went shopping. I bought some lovely clothes for me and my family.
(Andria)  
**Saturday 29th July**

That day I was very excited. I will never forget that day. We went again in Chicago. On that day we went to the Sears Tower. I couldn’t believe that I had the chance to visit the 3rd tallest building in the world. I could see the whole city from up there. Then we visited the millennium park and we ended up shopping in the Michigan Avenue. This avenue was fantastic. I bought some lovely things from there too. In the night we watched the fireworks from the millennium park. I feel really greatful for having the chance to see all those amazing places.

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**Marina Bambang**  
August 2

**Wednesday 2 August 2006**  
Week 2 journal

This is the turn for the second week’s journal! Well by this time my suitcase still hasn’t arrived, however I have to thank my lovely friends because they helped me a lot and they were always there for me and helped me out with everything, includes emotional support! Thank you guys…..

In the second week we were a bit more used to the situation which was pretty cool and we knew how to take the bus and go around town. The activities weren’t really new… but we went swimming which was lots of fun, we continued to have workshops, some more enjoyable than others, but we also got the chance to start with the drama performance, which was fun. I forgot to mention in the previous journal that it was Patrick’s birthday and we had a little surprise for him in Lorado Taft, but this week was Tutku’s birthday and we managed to celebrate that too, we had a card for her, signed by everyone which was nice….

Lastly I wanted to say that i think we were more used to our rooms and we actually started enjoying them rather than being disappointed! And we managed to look at things in a more positive way. Furthermore, during these two weeks, I learnt so much about the Turkish Cypriots and their history, all of things I didnot know in the beginning when I arrived, so this trip wasn’t just fun but it was very informative for me and I loved it…..

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**Sophia Papamichalopoulou**  
August 2

**Title of the session: "Youth"**

today we had an interesting session with Dr. Jaya Gajanayake. we talked about the youth and the strength and influence it has in society. some important things we learned is that the youth is the most dynamic and dominant sector in our societies and therefore is the vital group in ethnic intergration for nation building.
we also talked about community development and community empowerment. basically the most important thing for this is to have energy, hope and initiative and work as a TEAM because Together Everyone Achieves More. of course it is also very important to have a strong leader with specific qualities. he should have a strong character-be persistent, optimistic and convincing- he also should be able to communicate with all people by being a good speaker and telling the truth but also listening to the people therefore he should be down to earth and not selfish. he should care about his people and not misuse his power and his main aim should be to unite his people and make them stronger.

these are are the basic things we learned during this session. I think it was quite interesting putting all our ideas together and creating our own definition of community empowerment.

Michael John Kalakoutis

August 2

The following two journal entries describe days which I personally feel had a significant impact on the bicommunal group as a whole:

17th July: (Day 1) During our first day of the camp, many of us were tired and none of us had adapted to the vast time difference. However, this did not stop us debating exactly what we had traveled so long and far to debate: The Cyprus problem. During a lecture with Tim and...another woman, we went 'off topic' and started discussing the Cyprus problem and the majority of the participants shared their opinions and ideas. This, for me, was extremely important as it eliminated all the tension between us and allowed us to focus with much more relative ease on forming strong friendships and effectively working together as a team.

20th and 21st of July: (Days 4 and 5) After a fairly tiresome journey to Lorado Taft due to a lack of leg space on the bus, the team unpacked and prepared to start the team building activities which would dominate our time at Lorado Taft. Personally I feel that Lorado Taft was amongst the most important events of our trip in America simply due to the fact that the whole group was brought together. Factors such as the fact that everyone was closer together due to the larger number of people in each room or simply due to the fact that most people were rooming on the same floor. Also, during the trip we frequently sat in on the sofas in our lodgings and either played a musical instrument, sang or just simply participated by listening or clapping etc. By the end of our stay at Lorado Taft, thanks to all the team building exercises as well as our bonding with each other in our free time the group left Lorado Taft on a high and with a much improved level of team spirit. An example of the team spirit in the camp was that it was in fact Patrick Makedonas' 16th birthday, and the everyone gathered in his room early in the morning to wake him up singing happy birthday =)

The previous two journal entries are significant to me because they heightened both the unity and understanding amongst the members of the group.

Now the trip is coming to a close, I'm both glad to finally be going home, but sad to be leaving so many friends as we won't be seeing each other nearly as often. However I feel this trip has been a
fully beneficial experience and has helped me to better understand the idea and causes of conflict as well as conflict resolution. Everyone take care!! We'll all be seeing each other soon enough! =)

Christos Panayi
August 2

hey i am christos. yesterday we went to the jewish synagogofue of the area in the morning. it was quite interesting. we learned about their religion and talked about other subjects that concerned israel. it seems that tp become a jewish there is a lot of procedure but in my opinion they have very extreme ideas like that they are the chosen of God etc. also i didn;t like the fact that they were not answering and they really didn’t know anything about the war in Lebanon and they thought that it was all a matter of religion, something that is not the case because as we all know nowadays no one cares about their religion and their holly land. later we had some time off and at 2 we went to the sky room to make a meeting about what are our commitments for our lives later on and for the peace declaration. we learned that team work is much faster and gives better results because we saw it in practise yesterday. now a general comment because is the second and last journal i write i wanted to thank everyone from niu, from fullbright in Cyprus and all my new friends that i have made here. it was one of the best experiences in my life. lets forget the bad moments and remember all the good ones. i learned how to love, how to express my self, how to compromise, how to share a room and how to put laundry in this camp and i am really sattisfied and happy that i had the chance to live this experience.

Panayiota Skouroumouni
August 2

Yesterday morning all the group met at the Welsh Park and then all together we went to the Synagogue. There we had the chance to listen to the Jewish religion, learn about their ceremonies and beleives, Also we asked questions and discussed with them. After the lunch brake we wrote the declaration of peace and pledge of commitment. Everyone shared their's opinions and that's how all the groups came up with great ideas, which we're going to present at the graduation!!! At 4 'o clock in the afternoon we had picnic at the Lagoon with koreans, Americans and African-Americans.

well, our staying in the US has come to it's end... At the begining i thought that 3 weeks will be a long time, but now i don't wanna go!! i think we all need another one...anw i really had a great time here in Dekalb!!! I met new friends from both communities and i also learnt a lot of things from our teachers, adout discrimination, drugs, stereotypes,prejudice and other cultures!!! But now we have to leave... I will miss u all guys, but like we said we will meet again in Cyprus!!!!

Love u all & Lots of kisses, ;)
Panayiota!

Eliza Stavride
Wednesday, 8/2/2006

When I arrived I felt a bit disappointed because of the rooms and of course because I so exhausted that
I couldn't enjoy my first night in America. Fortunately, the next day, things were much better. We had our first meeting in the Capitol Room where the American team welcomed us and informed us about the programme. In the afternoon after a long tour in Dekalb we had our first shopping in Wal Mart.

The next day, after a busy day with lots of workshop we had a movie night. On Thursday we went to Lorado Taft. Oh my God...! It was fantastic! Everything was so nice. The environment, the rooms, the games, the activities, even the food. I forgot to mention that we also had camp fires at nights and singing with guitars...

On Saturday, we went to Chicago. We first went to the Hindu Temple in Aurora and after we had our lunch at a restaurant in the centre of Chicago we had an Architectural Cruise around Chicago. Everything was so amazing, like the scenes we see in American movies. Then we went to Baha'i Temple where we had the opportunity to learn about a new religion. After that we had a shopping until we dropped and we returned back to our temporary "HOME".

Well, until the end of the week everyone knew each other and we had already become firm friends. We also realised that the rooms were not bad at all. So before we even realised it, the first week had already gone... :(

Ogun Ozturk
August 2

Hello again!

First of all I want to say that we become so sad because just 2 days left to go home. Today we made plan for meet again in the future to work for peace in our island. During this 3 weeks we share our ideas with the others, talk with each other. Create a new language by finding our common words, we dance on the same traditional musics, wear same kind of traditional costumes. We know that but we became sure that we have common culture. We say that again ‘GIVE PEACE A CHANCE’ for our future.

Munnever Nizzam
Wednesday, 2 August 2006

The end is nearly here!! I can’t believe it…. It feels as if we only just arrived yesterday, but 2 and a half weeks have already gone by! In this journal I will talk about the first week we have been here, while in the other I shall write about the things that happened in the second week…

The first week was the most interesting as it was the first time we came to this area and we were therefore curious to find out about everything and we were taking many photos.

Every morning and afternoon we took some courses. (Workshops) They were usually about peace, conflict, American culture, theatre and etc… then for two days we went to Lorado Taft which was AMAZING! We had a lot of fun … we walked in the forest, played games and lit a fire… then after, we came back to campus.. We had continued to have our workshops and do sports. I also did a lot of
shopping and spent a lot of money. They took us to a very huge mall.

At night, all my friends from both Turkish side and Greek side met and did a lot of things together. We sang, danced and played cards. It was so great! I have never experienced anything like it, and I made a lot of new friends!

Seran Ahmet Rasit
August 3

Hi,
We now left the first week behind and I am again shocked to see how fast the time passed. I am now starting to have the chance to know my peers better and closer. It didn’t take us long to realize that we have much in common. I don’t want this camp to end because I think that there are lots of things to learn from my dear teachers. We became so close with my greek friends that whenever we think about the last day we cry. I love you all my friends, thank you bye. Seran XxX
APPENDIX K: Reflective Essays (unedited)

Mustafa Okur

August 2 – REFLECTIVE ESSAY

Conflict

Conflict is a disagreement between people who cannot find a solution to one or more of problems and there is a deadlock. There are many reasons for a conflict. These may be political or racial. It may even start from bullying in school. However, conflict is usually a part of a community with “differences”. The differences may be skin color, ethnic background, language or religion.

In Cyprus, the cause of conflict is nationalism which results in injustice and hatred. The images and memories of the issues which lead to this situation should be erased if we are to promote peace in Cyprus.

Moreover, a lot can be done to replenish the feeling of unity amongst Cypriots, whether they are Greek, Turkish, Armenian, Maronite or of any other ethnicity, nationality or religion. Through education, children in both sides should be taught to love each other, not to hate. The type of propaganda which looks down on the other community and brainwashing in especially Cyprus history lessons should be stopped.

Every person can contribute to peace. Personally, I am the member of a bi-communal choir which performs in my school. We sing traditional Cyprus songs in both languages and trying to sing love songs.

Despite the common features, the two communities have little diversity when compared. In order to celebrate the common features, bi-communal events such as camps, picnics, concerts can be organized. There can be common cinemas where movies are shown in both languages and the subtitles change each time the movie ends. For example, the first time the movie is shown in Greek (or English in order to avoid dubbing), the subtitles are in Turkish. The next time the movie is shown in Turkish and the subtitles are in Greek.

Schools can organize sports events and mix teams in order to promote peace. Also, there can be exchange programs for a week or a number of days. Parties can also be organized and language lessons can be put after school so as to celebrate diversity.

Stereotypes

Stereotyping means having a common misconception or a misunderstanding about a person or a group of people based on little or no information. For example, if a person says that none of the Cypriots are punctual; this would not be true since there are some Cypriots, although they are few in numbers, who are punctual.

Before I came to the US with this group, I thought that the majority of the Greek Cypriots didn’t care about the issue and knew very little and too stubborn about history of Cyprus. The reason why I felt like this was that many of the Greek Cypriots in my school which is bi-communal are like this.

At the moment, I feel that the youth in the Greek side is more caring and passionate towards
peace since I got to know many people from different parts of the island. Furthermore, the atmosphere here is very warm and extremely suitable for the people to get closer. Even the escorts feel like they are “one of us”!

The two communities share a lot of things. For example, the way we speak, some words, the way we have fun and love to eat is all part of this. These features enable us to live together.

In order to harness these common characteristics and enhance the chances of peace, people should be made more aware of these similarities and should also be taught that there are differences. However, the people should be taught to appreciate these differences and admire, not hate or dislike.

In order to break these stereotypes, I will spread my views about Greek Cypriots and actively take part in peace organizations such as the Youth Encounter for Peace.

The social transformation however will be a grand scale change which no one can predict accurately. Therefore, I will do my best to solve any problems that may arise

Munevver Nizam

ESSAY

Stereotype is basically labeling of people. For example, in the north of Cyprus there are a lot of people who think that Turkish people from Turkey are bad and always they cause troubles. Maybe some of them are not as educated as us, but we cannot get it general. We should give them chance to prove themselves and join in our community. However, no one accept it.

Before we came to the US, I didn’t have any specific stereotypes for the other community, just some very vague ideas. For example, I had the impression that several people of the other community were brainwashed. Many people from my community say that the Greek Cypriots were brainwashed by the church and influenced, being told not to cross the borders and not to buy anything. In addition, I believed that the Greek Cypriots would hate us. However, I did not only have bad ideas about the Greek Cypriots. I believed that they were a wealthy community and I admire their government, as they have a great position in the European Union, and they are also rather wealthy.

For my community, I believe that we find it rather difficult to forget things that occurred in the past. Furthermore, I believe that in some cases we can be rather discriminative. However, ever since we came on this camp, all the negative aspects of both communities changed because after having discussions with members, I realized that not only were they not brainwashed, but they also liked us and wanted to get to know us better. I also observed, that the rest of the members of my community, were open-minded and did not stick to the events in the past but allowed new ideas to be passed around.

I also found out that we have many similarities. Not only is our food common, but the manner in which we talk is the same…we are all loud. We can understand each others’ feelings and help them. We have very few differences and they are rather insignificant, such as language and religions. Otherwise, we are all the same… Cypriots.
Upon my return to Cyprus, I will first inform my parents and friends all that I have learnt here at the camp. I am very excited to inform everyone because they will be rather shocked. I am going to tell them that actually they like us and that we are the same in many ways. In this way I aim to make them more aware that it is important that we see ourselves as one… as Cypriots, which will help promote unity in Cyprus.

I will organize for social transformation that promotes bi-communal unity by trying to keep in touch with both Greek and Turkish Cypriots. Also by joining the meetings about peace and uniting our communities.

_Ogun Ozturk_  
August 2, 2006  
Subject No: 1

**Conflict** is a disagreement or argument between two or more people that sometimes become a huge problem like in our island.

First of all, in this camp we understood that the conflict in Cyprus is between the politicians. Cypriots respect to each other, to their religion and to their history. They all have brilliant ideas for solving the ‘Cyprus Problem’. During the 32 year time after 1974, the both side the governments trained everybody by teaching that others are your enemy. From the small ages everybody learn that Greeks or Turks killed our grandfathers. In 2003 when the borders were open many small child afraid to pass to the other side. Because they learnt that ‘they are monster’. The main reason to conflict in our island is politic benefits. We take two different idea during our life from my grandfather I learnt that both community had same mistakes on this problem. But from government we learnt that just the one side have mistake at the past.

I know that all the Greek Cypriots are my friends they are so perfect person. We have common culture, dance at the similar traditional music. During this 3 weeks, I shared my room with my Greek Cypriot friend. This is not exceptional behavior because we understood each other and we know each other. This is so necessary for all Cypriot youths because some of them cannot save their mind form the old stories. After that time we should try to work for island because it is still divided. For the new generations we should established ‘United Cyprus’ I hope that we will success it because of that I am so happy.

Our leaders should give chance to the youth ones. They will not success it by brain washing. Every nationalities made mistakes in the past (Germany killed 3 million Jews in Europe), for the future of new generations they made agreements.

_Ogun Ozturk_  
August 2, 2006  
Subject No: 2

A **stereotype** is a belief about a person or a public, based on the idea that all people in a certain public will behave the same way. When someone says that all citizens of the country are lazy, cheap or good at playing basketball, he or she is expressing a stereotype. All groups have individuals who
demonstrate these characteristics to label an entire group based on the actions of a few of its members is to stereotype. A fixed and often negative impression of all citizens of country.

Before I came to USA, I did not have exact ideas about the Greek Cypriots. After 2003 we had chance to talk with each other but I didn’t have chance to join these facilities so this is a missing part in my life. This year I had a chance to realize that. I knew that the Greek Cypriots highly effected from the Church so I thought that they will talk different than that I heard from them. They knew that all we are ‘brain-washed’ like us. From the brain washed we had wrong information about each other. During this 3 week camp session, I observed that all the Greek Cypriots have so great personality, clean and tidy people. Friendship is so important for them same as us. We became very good friends and we believe that it will continue in the future.

We all have common culture, local cuisine (when we went to picnic we all like the same kind of meals) and many common words which make us to understanding each other easily. So why we don’t make our land united to live together. The benefits of other countries (England and USA) make that impossible. For realize it we should organize facilities because it will not come without doing nothing. From the past in North Side we have a high population that try to make peace. South Side should also try to increase the population of peace wanted.

We will do everything that we can do for success that but we should increase the population. Break all the stereotypes that came from ‘brain-wash’. Lastly, I want to say that again to everybody ‘GIVE PEACE A CHANCE’ for our future.

Marina Bambang

What is conflict? There are a number of definitions for this, the main one being the fact that people disagree. It is the occasion where there are 2 opposing views that may result in disagreements.

There isn’t just one cause for conflict, it could be the result of several events that aren’t resolved that lead up to one big crisis. Furthermore, in people’s minds, change and difference is scary which may be the cause and reason for inequality and racism. It may also be due to the fact that some people are rather narrow minded and don’t allow, accept new ideas and perceptions or stop to think from the other persons point of view which leads to inequality. When it comes to Cyprus, the reason for conflict between the Turkish cypriots and the greek Cypriots is from events that occurred in the past that may have caused much grief to both sides so that they find it difficult to simply forgive and forget.

However it is not simply the narrow mindedness of the people that hinder the harmony and unity of Cyprus, but its also the super powers such as the UK and America at times. They tend to interfere with internal affairs claiming that they are trying to help, whereas in fact they end up causing much trouble. It is wrong though to say that they are the sole reason for inability to unite since our politicians let them. If our politicians were strong minded and wise, they wouldn’t have allowed these countries to meddle in our affairs and let us solve the problem on our own instead.

It is essential, therefore, to make all Cypriots aware of this occurrence so as to be able to promote unity and harmony among all Cypriots. The best way to begin, is by people who have had some experience in activities with people from the other community, like us! The reason we have come
to America was not simply to have fun, but to learn from each other, about each other, something I consider extremely important. What I concretely aim to do upon my return to Cyprus to promote peace is to tell people of my experiences here and inform them of all we have done and achieved. To be more specific, I plan to ask for permission from my headmaster to make a small presentation with photos (and I will be talking and telling them everything that happened) to show the rest of the students in my school what we have learnt and achieved and in this way I aim and hope to make them more aware and interested in it, so that they may also want to take part in such bi-communal activities. I aim to show them that all the perceptions we had about the Turkish Cypriots were wrong and I want to tell them the story from the Turkish Cypriots’ point of view, just as they did to us. In this way all students will learn so much about the other community, so many things they didn’t know, just as I learnt here.

Lastly I think it would be wise for me to inform my school to take part in more programmes such as Comenius that deal with many different cultures that allow people to learn to accept and it promotes bi-communal dialogue.

In conclusion, I will do my best to show others that not everything is as we see it and that it is time they “opened their eyes” and accepted others as they are, to hope for a life of harmony and peace.

Ioannis Kourouklidis

ESSAY

Conflicts are a part of human nature. It is natural to occur. They occur when two or more persons need to express how they feel, their way of thinking, their behavior, etc. In Cyprus conflicts are created between people everyday for several reasons. For instance conflicts are created between friends for a girl, in a couple, etc.

To discriminate is to make a distinction between people on the basis of class or category e.g. race, religious, sex, sexual orientation, disability, ethnic, height, and age. People tend to be in groups with same and common characteristics and to avoid others, but that is wrong. What causes discrimination in Cyprus and in general is the way we were raised and our society. Inequality and injustice are consequences of discrimination.

There are many reasons for hindering the harmony and the unity of TC and GC. First of all if you look at our history (just go 80 years before) you would see that all Cypriots were living together happily and peacefully until the British cam and applied their “Divide and Rule” policy. They turned each community to fight each other. As of 1974 all the generations did not had any conduct with each other so the fear of the unknown makes you suspicious about the other community.

Moreover what can be done to promote unity and harmony among all Cypriots is to bring together the two communities and organize bicommunal events. Furthermore common festivals could be organized of villages that were mixed (GC and TC were leaving together) and so on.

There are a lot of things for a person alone or with friends to do to promote bi-communal dialogue and harmony. What I am going to do is to organize school seminars, invite speakers to talk about bicommunal dialogue and unity of all Cypriots. I will also try to create a web blog or a webpage
about the same subject and moreover to talk and share with my friends and classmates my experiences in the USA and inform them about the other community.

All in all, I am also commitment to go to all of meetings and visit as much friends from the other community (TC) as I can.

Ioannis Kourouklidis
APPENDIX L
THANK YOU EMAILS FROM PARTICIPANTS
(Relevant Sections Only)

August 7, 2006

Dearest NIU colleagues and friends,

I hope you are all fine. I just wanted to inform you that after a long and tiring but equally pleasant journey, we arrived back to Cyprus last night.

Once again, on behalf of the whole group, I would like to thank you very much for the wonderful program you prepared and implemented for us as well as for your friendly hospitality. Hoping to see you and co-operate again in the future.

Best wishes and warm regards from sunny Cyprus...

Erhun Sahali

HELLO, MR REY
HOW ARE YOU? WE ALL REALLY MISS YOU AND THE WONDERFUL MOMENTS WE SPENT TOGETHER. THANKS ONCE AGAIN AND I HOPE THAT WE WILL BE ABLE TO MEET AGAIN. WE LEARNED BENEFICIAL THINGS AT THE NIU AND AS YOU HAVE SEEN FROM OUR REUNIONS WE COOPERATE AND AS THE NEW GENERATION WE CAN ACHIEVE A SOLUTION FOR OUR ISLAND! GIVE MY BEST WISHES TO EVERYONE INVOLVED IN THE BICOMMUNAL PROGRAM!

THANK YOU VERY MUCH AND WHEN I RECEIVE THE NEW CD I WILL INFORM YOU!

BEST WISHES,
SIMOS SIMOU (CYPRUS)

Dear Rey,
Meeting you and having the chance to work with you was a pleasure for me... I am sincerely hoping that there will be another chance in the future. Thanks for helping Simos. You are very considerate and helpful in every matter.

Have a nice day.

ERHUN

Mr. Rey,
How are you? I hope you remember me. I am Andria, one of the students from the greek cypriot group that have participated in the bicommunal programme organised by the cyprus fullbright commision.
First of all I'd like to thank you for everything you have done for us and I want you to know that I miss you very much. Thank you for your time.

Andria

Hey Rey,

I just wanted to tell you what a great time I have had in the USA. I have learned and discovered a lot. My mind has not completely come to Cyprus yet. Those three weeks have been some of the best days of my life and they will make a fine memory!

Thank you very much for organising our schedule and for changing it according to our shopping "needs"! I really miss NIU, America, you, the friends I've made and everyone. Time flies when you are having a good time. I feel a bit bad for not singing in class. I should have played a song when I was a leader of the day so you could see me singing!! I hope that you will visit us sometime! It's your turn now!!

Later,

Michalis Antoniou

Simos Simou

August 3  THANKS

I WOULD LIKE TO THANK EVERYONE INVOLVED IN THIS BICOMMUNAL PROGRAM. IT WAS AN AMAZING AND CONSTRUCTIVE PROGRAM WHICH HELPED EACH PARTICIPANT ENRICH HIS KNOWLEDGE. SPECIAL THANKS MUST GO TO TRAINING OFFICE AND CYPRUS FULBRIGHT COMMISSION.

BE SURE THAT UPON OUR RETURN TO CYPRUS WE WOULD ALL APPLY THE THINGS LEARNED IN THE U.S.A. WE ALL BECAME A FAMILY IN THE NIU DESPITE OUR DIFFERENCES. I HOPE THAT OTHER CYPRIOT TEENAGERS WILL BE GIVEN THIS GREAT OPPORTUNITY TO PARTICIPATE IN A PROGRAM WHICH CONTRIBUTES TO THE SOCIETY. THANK YOU VERY MUCH AND THIS EXPERIENCE WILL ALWAYS REMAIN IN MY MIND!

Marina Bambang

August 9, 2006

Dear Dr. Lina,

I would like to thank you for everything you have done for me to retrieve my suitcase. It was a long wait, but luckily we arrived back safely and I came back home to find my suitcase waiting for me in the living room. My parents are also very grateful for all that you have done and they have probably already sent you a thank you email, but I wanted to send you one myself to show you my appreciation.
It has been rather difficult for me to settle in after coming back to Cyprus, not only due to the time difference, but also because I already missed you and all the NIU staff as well as all my Turkish Cypriot and Greek Cypriot friends! It was a very emotional trip and most of us were crying when we were leaving the airport. However I believe that I speak for all of us when I say that it was an experience that we shall never forget and that we are grateful to have had the chance to live it.

Lastly, say hello to everyone from me, to Ida, Rey, Nalika and Talia...

Best regards,

Marina Bambang
APPENDIX M: More Photos of Bi-communal Interaction