



REPUBLIC
OF CYPRUS



MINISTRY OF
EDUCATION
AND CULTURE



ANNUAL REPORT

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Annual Report

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Ministry of Education
and Culture

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CONTENTS

ANNUAL REPORT 2017

PART A: EDUCATION

1. Organisational Structure of the Ministry of Education and Culture

1.1 Primary Education	6
1.2 Secondary General Education	14
1.3 Secondary Technical and Vocational Education (STVE)	22
1.4 Higher and Tertiary Education	27
1.5 Cyprus Pedagogical Institute	38
1.6 Cyprus Research Centre	38
1.7 Technical Services Department	39

2. Innovations, Reforms and Structural changes in Education

2.1 Primary Education	40
2.2 Secondary General Education	63
2.3 Secondary Technical and Vocational Education	77
2.4 Pedagogical Institute and Tertiary	80
2.5 Higher and Tertiary Education	97

3. Participation in European Programmes

3.1 Eurydice Network	105
3.2 Electronic Platform for Adult Learning in Europe	113
3.3 Higher and Tertiary Education	114

4. Other Activities

4.1 The Youth Parliament Programme – 22th Session, 2016-2017	116
4.2 Unesco Associated Schools Project Network in Cyprus	117
4.3 28 th Pancyprian School Competition of Contemporary Plays & Ancient Drama	117
4.4 Other activities of Secondary Technical and Vocational Education	118

5. Other Services

5.1 European and International Affairs Office (EIAO)	119
5.2 The State Institutes for Further Education	120
5.3 Information and Communication Technologies Unit	121
5.4 The Educational Psychology Service (EPS)	127
5.5 School Clerks Administration Office	129
5.6 The Store House	129
5.7 The Competent Cyprus Geographical names Authority for Standardisation	130
5.8 Office of Civil Defence, Health and Safety	132
5.9 European Management Funding Unit	133

PART B: CULTURE

1. Cultural Services

1.1 Letters	138
1.2 Music	144
1.3 Visual Arts	148
1.4 Popular Culture / Cultural Heritage	151
1.5 Theatre	152
1.6 «Kypria 2017» International Festival	153
1.7 Dance	153
1.8 Cinema	155
1.9 Regional Cultural Development	158
1.10 “Europe for citizens” programme	158
1.11 Cultur Centres / Offices Abroad	158
1.12 Cultural cooperation agreements and programmes	159
1.13 “Cultural” sub-programme of the Eu “Creative Europe Programme”	160
1.14 European capital of culture 2017	160

1.15 Institutional participation in the council preparatory bodies on the topic of culture	160
1.16 Museums	161
1.17 Cyprus national commission for UNESCO	161
2. Cyprus Research Centre	
2.1 Objectives and Means for Realizing them	164
2.2 Library and Archives	164
2.3 Publications	164
2.4 Activities for 2017	166
3. Cyprus Theatre Organisation	
3.1 Activities of the Cyprus Theatre Organisation	167
3.2 Department of Theatre Development	171

PART C: SPORTS

1. Cyprus Sports Organisation (CSO)

1.1 Sports Sector	176
1.2 Technical Services and Inspection of the Private Gym Schools Sector	184
1.3 Department of CSO-Owned Sport Facilities Management & Maintenance Competences	187
1.4 The Financial Management Sector	188
1.5 International Sport Relations, Bilateral Agreements & Sport Partnership Memoranda	189
1.6 Sports Academy	193
1.7 Staff Issues	193
1.8 Cyprus Sport Medical Research Center (CSMRC)	193
1.9 Senior Counsel for Athletes' Health (SCAH)	194

PART D: YOUTH BOARD

The Cyprus Youth Board	200
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Part A'

Education

1.

ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

1.1 DEPARTMENT OF PRIMARY EDUCATION

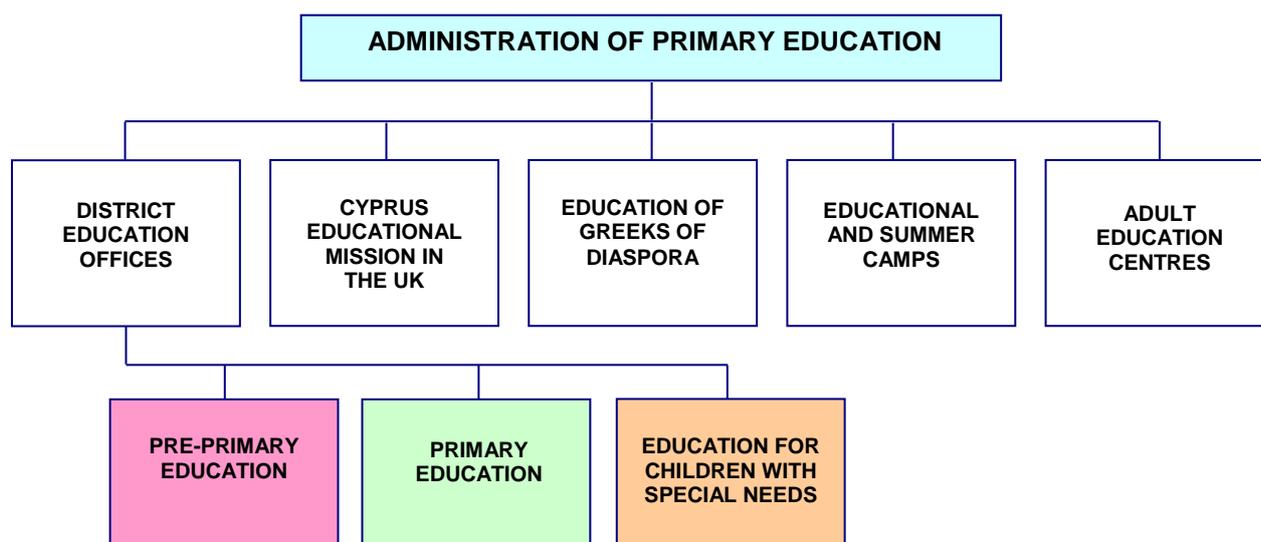
Primary Education is the first stage of education laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, it aims at updating teaching methods and approaches, designing and implementing contemporary developmental programmes, improving the support programmes applied in Special Needs Education and expanding, improving and constructing new school buildings. Overall, it aims at creating the infrastructure that will ensure high quality education.

Primary Education works towards the continuous improvement and quality upgrading of education through systematic and responsible planning, with the cooperation of all stakeholders. During the school year 2017 - 2018, the offering of in-service training to teachers and the development of new teaching materials continued smoothly. Furthermore, the following actions were also pursued:

- Implementation of various educational programmes (Environmental Education, Health Education, Museum Education, Visual Arts, and so on.) aiming at developing creativity in and out of the classroom and for pupils finding joy in learning.
- Provision of intensive and differentiated programmes for learning Greek as a second language for foreign or repatriated children to enable their smooth integration in the public educational system.
- All-Day Compulsory Schools, in 14 different Primary Schools and All-Day Optional Schools in 130 Primary Schools, in seven Special Schools as well as in 58 Pre-primary Schools.

The various sectors of the Department of Primary Education include the:

- District Education Offices, which are responsible for the administration of Public, Community and Private Pre-primary Schools (Pre-primary Education), Public and Private Primary Schools (Primary Education) and Special Schools as well as the provision of individualised assistance to children with special needs who are attending Special Units in Primary and Pre-primary Schools (Education for Children with Special Needs),
- Cyprus Educational Mission in the U.K.,
- Education of the Greeks of Diaspora,
- Educational and Summer Camps, and
- Adult Education Centres.



1.1.1 PRE-PRIMARY EDUCATION

Pre-primary Education is essential for the quality upgrading of Primary Education. This is a belief congruent with the European educational reality and the findings of scientific educational research. Cyprus, as a member of the Council of Europe and as a full member-state of the European Union, adopts programmes which are congruent with the guidelines of the EU policies and initiatives.

Pre-primary Education allows for a methodical and supportive intervention in the areas of physical, social, emotional and cognitive development, as evidenced internationally by numerous research results. Respect of individual differences, differentiated child-centred approaches and learning processes as well as the continuous monitoring of children's individual developmental rates contribute to the acquisition of life skills and positive character traits, socially-acceptable behaviours, and to the overall development of a person with generally accepted values and principles.

It is also widely acknowledged that Pre-primary education contributes significantly to the preparation of children for Primary School and reduces school failure. Bearing these facts in mind, the Ministry of Education and Culture (MOEC) has over the last few years introduced a number of innovations to upgrade Pre-primary Education. One of the most important actions taken is the introduction of compulsory Pre-primary Education for children aged $4\frac{8}{12}$ - $5\frac{8}{12}$ years old, which was established in September 2004.

Pre-primary Education includes the education of children aged 3 to $5\frac{8}{12}$ years old attending public, community and private pre-primary schools. Pre-primary Education complements the family's role, provides ample support for the development of the children, fulfils their basic needs and creates supportive and constructive learning experiences. Consequently, this enables children to become aware of their capabilities and overall potential and enhance their self-image.

The Pre-primary Schools' educational programme aims at retaining many elements of family life and encourages creative activities through child-centred approaches in an environment which promotes cooperative learning, experimentation and group work. Emphasis is also placed on offering love, support, trust, acceptance, safety and respect of individuality.

1.1.2 PRIMARY EDUCATION

Primary Education includes the education of children between the ages of 5⁸/₁₂ to 11⁸/₁₂ years old, who are attending public and private primary schools. The fundamental principle defining the objectives of Primary Education has always been the balanced development of the children's personality. The Primary Education Curriculum is, therefore, based on three central pillars that function together to achieve this goal. In particular, the first pillar refers to the comprehensive set of knowledge and competences that pupils are expected to master in each school subject. The second pillar focuses on the values, attitudes and behaviours that pupils should develop as democratic citizens, while the third pillar is related to the development of qualities, skills and key competences required *by* and *for* the 21st century society, so that children can become able to take on responsibilities and be active in the contemporary, sociocultural context.

More specifically, the main aim of Primary Education is to create and ensure the necessary learning opportunities for all children regardless of age, sex, family and social background or cognitive abilities, in order for them to:

- achieve a balanced development in the cognitive, emotional and psychomotor domains, while making the most of the means offered by modern technology,
- deal successfully with the various problems they may come across, including possible adjustment difficulties to the school and the wider environment and be prepared for active and constructive participation in social, political, cultural and financial contexts,
- acquire positive attitudes towards learning,
- develop social understanding, belief in human values, respect towards cultural heritage and human rights, and
- foster an appreciation of beauty, a disposition to creativity and love for life and nature, in order to develop environmental awareness.

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

Despite the restrictions imposed by the Turkish occupying regime, three primary schools had initially managed to operate in the occupied areas – one in Rizokarpaso, one in Agia Triada and one in Kormakitis. However, two of them have now closed. During the school year 1996 -1997, the primary school in Agia Triada was forced to close down due to the refusal of the Turkish occupying forces to allow the school teacher Mrs Eleni Foka to return to her village, regardless of the intense efforts made by the Republic of Cyprus. During the school year 1999 - 2000, the Kormakitis Primary School also had to close down due to lack of pupils (the last and only pupil of the school graduated the previous year).

During the school year 2004 - 2005, following continuous, persistent and intensive efforts by the Republic of Cyprus, the Rizokarpaso Gymnasium operated again for the first time since the Turkish invasion in 1974. By the end of the same year, on 11th April 2005, children between the ages of three to 5⁸/₁₂ years old were given the opportunity to attend the newly established Pre-primary School that began functioning in the building of the Rizokarpaso Primary School.

During the school year 2017 - 2018, twelve children attended the Rizokarpaso Pre-primary School and thirteen children attended the Rizokarpaso Primary School, the only Greek-Cypriot School that has been in continuous operation since the Turkish Occupation in 1974. Three Primary Education teachers and one Pre-primary Education teacher worked in our schools in Rizokarpaso.

A number of difficulties were faced during the school year 2017 - 2018, such as censorship, refusal to accept certain teachers as legitimate teaching staff and attempts to obstruct the educational work carried out at the schools. This was mainly due to the fact that the occupying forces insist on interfering with the regular operation of the Greek-Cypriot schools.

Since 2003, the Rizokarpaso Primary School has joined the institution of “All-day Optional Schools” and the attendance of children is extended until 15:05 or until 16:00, at the option of their parents. In January 2006, the Rizokarpaso Pre-primary School was also included in the above institution. This school year, Rizokarpaso Pre-primary School operates as a distinctive “All-day Optional School”. In addition to the morning school teachers, services are purchased from another Primary Education teacher.

Nevertheless, the education provided by the schools mentioned above, is considered satisfactory. The MOEC ensures that all necessary teaching materials and textbooks are sent to these schools, while the Educational Service Committee provides the educational staff needed for the operation of the schools.

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As of September 2001, the MOEC has put into effect the Education and Training of Children with Special Needs Laws of 1999 to 2014 and the Regulations for Education and Training of Children with Special Needs of 2001 and 2013, which support the application of the above Laws.

Children with special needs are educated in public schools equipped with suitable infrastructure, according to the Laws for Special Education. The majority of children with special educational needs (5467) are educated within mainstream classrooms. Special Education is also provided in 96 Special Units within mainstream schools. Children attending Special Units (582) are also assigned to a mainstream class, where they can attend integrated lessons and participate in celebratory or festive events.

Children with severe difficulties (406) are educated in the nine Special Schools, which are staffed with appropriate personnel (teachers for learning, intellectual, functional and adjustment difficulties, psychologists, speech therapists, nurses, physiotherapists and other specialists, as well as auxiliary staff), in order to provide high quality therapy, education and support.

The educational and other needs of children in Pre-primary Schools, in Primary Schools, in Special Units and in Special Schools are met through individualised programmes of Special Education. Seven hundred and fifteen (715) special educators encompassing a wide variety of specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf and the blind, teachers for special physical education, music therapists, occupational therapists, speech and language therapists, educational psychologists, audiologists and physiotherapists) work to support and meet the educational needs of children with special needs. Moreover, 41 educators from the secondary and technical education sectors are seconded to provide education and pre-vocational training to pupils attending Special Schools.

The budget of the MOEC also provides for the employment of teaching, therapeutic and ancillary personnel, training and personal development of staff, the provision of specialised equipment for classrooms and individual children, the modification of buildings to provide accessibility, the transportation of children with special needs, the running expenses of Special Schools and the economic support of Parents Associations of Special Schools.

The MOEC aims at reinforcing the awareness and sensitivity of School Inspectors, School head teachers, class teachers and teachers of special education to the provisions of the Law and their obligations towards children with special needs attending their schools. This objective is achieved through in-service training seminars and personal contacts with people involved in Special Education (Inspectors of Special Education, Educational Psychologists, Special Educational Needs Coordinators and teachers of Special Education).

1.1.5 THE CYPRUS EDUCATIONAL MISSION IN THE UK

Through the Cyprus Educational Mission, the MOEC supports the efforts of the Greek-Cypriot Community in the UK to maintain its ethnic, religious, cultural and linguistic identity. The Cyprus Educational Mission in the UK achieves this aim through the teaching of the Greek language, the organisation of events during national and religious festivals and the familiarisation of pupils with the customs, traditions and history of Cyprus.

The educational mission is staffed by seconded teachers from Cyprus as well as part-time teachers from – or based in – the UK. The MOEC further supports the work of the mission by publishing and providing them with relevant textbooks as well as providing training for the teachers and organising annual Summer Camps in Cyprus, which offer Greek-Cypriot children living in the UK the opportunity to visit Cyprus and gain first-hand experiences of its local traditions.

1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

In its efforts to offer educational help to Greeks living in other countries, the MOEC has proceeded with the following:

- Provision of books and other educational materials to all Greek schools and other Greek organisations on request.
- Educational camps for children of the Greek of Diaspora. The camps offer educational programmes related to the Greek language and culture.
- Provision of educational support to repatriated Cypriots and Greeks of Diaspora through programmes offered within the schools as well as by the Adult Education Centres. These programmes offer free Greek Language courses to both children and adults.
- Teaching of the Greek language to children and teachers of the Greek Orthodox schools in Jerusalem.

1.1.7 EDUCATIONAL AND SUMMER CAMPS

The aim of the Educational and Summer Camping Programme is to offer children, of the 5th and 6th grades of Primary Schools in Cyprus and other countries, the opportunity to get to know and love the natural environment of the countryside, develop positive attitudes and behaviours towards the environment, make friends with children of their own age, learn about the culture and history of Cyprus and about the island in general. Children from abroad, who participate in educational camps in Cyprus, have the opportunity to learn the Greek language and visit some of the most interesting attractions in the unoccupied part of Cyprus.

Furthermore, the Educational and Summer Camping Programme offers children the opportunity to live for a few days away from their families, in an organised community, enabling them to socialise with their peers and develop their self-awareness and self-respect, improve their collaboration skills and develop their sense of responsibility as well as their ability for self-organisation and self-support. Moreover, the programme helps to improve children's health and offers children organised entertainment activities, thus supporting current trends in education through experiential environmental education and the organisation of social life in educational camps.

The Educational Programmes and overall organisation of the camps largely serves the Primary Education Curriculum, since aspects of Life Education (Environmental Education, Education for Sustainable Development, Emotional Education), Human Geography, History and Religious Education are fully implemented in the Camping Programme.

During the school year 2017 - 2018, Educational Camps operated with four five-day sessions and one four-day session, from October to November 2017. From April to June 2018, Educational Camps operated with six five-day sessions and two four-day sessions, and a session for children of the Maronite Community in June 2018. A total of 1094 children from 42 Primary Schools in Cyprus attended the programme.

Three programmes took place on camps during summer time:

- Summer Camps in Prodromos, accommodating approximately 531 children from 115 Primary Schools in Cyprus in eight seven-day sessions and one child from the Cyprus Children's Fund.
- The Hospitality Programme for children from abroad which involved 94 children and escorts from the United Kingdom, Russia, Ukraine, Lebanon and Jerusalem.
- The Children's Summer Camps Abroad, in which 110 children and escorts from Cyprus participated. Groups were hosted by the Ministry of Education, Research and Religion of Greece and the municipality of Samos, on their camping facilities.

1.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme which offers general adult education in Cyprus within the framework of providing lifelong learning opportunities. The main objective of the Adult Education Centres is the general development of each adult's personality as well as the social, financial and cultural development of citizens and society, in general. The objectives of this programme express the State's developmental policy and the wider aims of the MOEC regarding the provision of "Lifelong Learning" opportunities for all the citizens of the Republic of Cyprus and the combating of educational inequalities so that citizens may be successfully integrated and enabled to act efficiently within the European community.

The institution of Adult Education Centres was initially established in 1952, mainly in rural areas. In 1960, following the independence of the Republic of Cyprus, there were 175 centres with a total of 3750 members. From 1974 onwards, the Centres expanded in most urban areas. Today Adult Education Centres operate in all non-occupied areas of the Republic of Cyprus, offering learning opportunities for further personal, professional and social development to thousands of adults aged 15 and over.

The Adult Education Centres offer a variety of interdisciplinary courses, which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes, health and other issues of general interest, as well as on the teaching of professional and vocational skills.

Furthermore, every year the Adult Education Centres organise free of charge learning activities for various target groups, such as people with literacy difficulties, people with special needs, enclaved Cypriots, prisoners, soldiers, mentally ill and elderly people. They also offer free of charge Greek language courses to the children of repatriated Cypriots, political refugees and Turkish Cypriots. Moreover, Turkish language courses are offered free of charge to Greek Cypriots.

The Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education providing a variety of quality courses. More than 22.200 citizens attended the Adult Education Centres during the school year 2017 - 2018, with

64% attending courses in urban areas and 36% attending courses in rural areas. The female participants were 73,65% and male participants were 26,35%. Over 18,46% of the participants were over 65 years of age.

1.1.9 SCHOOLS - TEACHERS - PUPILS

The statistics below provide information concerning all sectors of the Department of Primary Education, for the last three years.

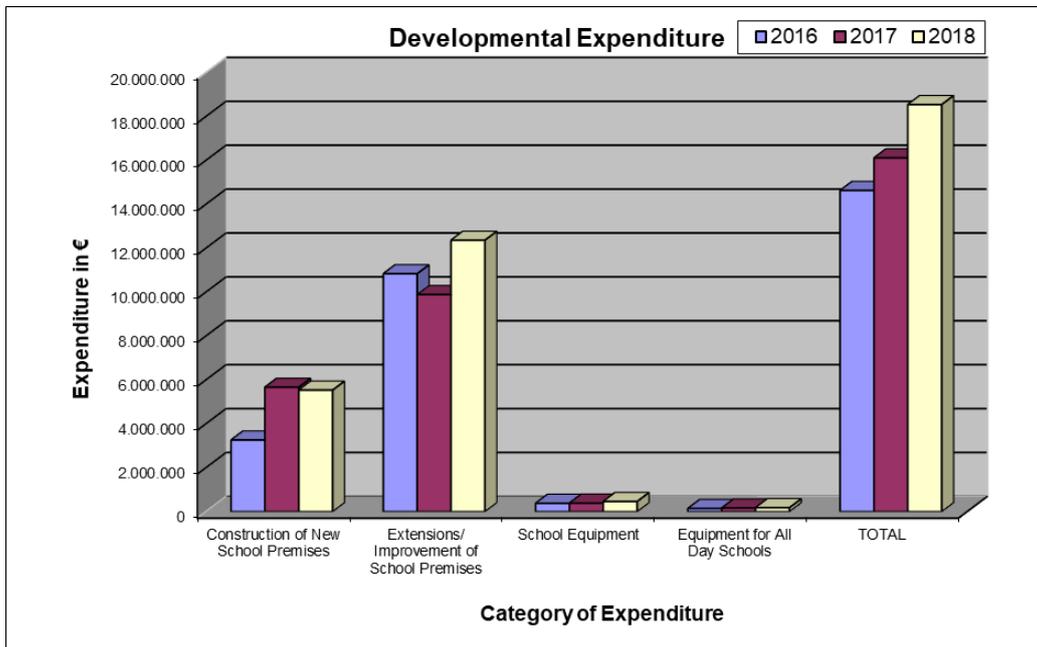
SCHOOLS	2015 - 2016	2016 - 2017	2017 - 2018
PRE-PRIMARY SCHOOLS			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	271	271	271
b) Number of Pupils (*)	12233	12254	12074
c) Number of Teachers (*)	761	774	772
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	83	80	78
b) Number of Pupils	2056	1999	1983
c) Number of Teachers	111	110	110
PRIMARY SCHOOLS			
a) Number of Schools (*)	334	332	332
b) Number of Pupils (*)	49567	50423	51082
c) Number of Teachers (*)	4086	4153	4257
SPECIAL SCHOOLS			
a) Number of Schools	9	9	9
b) Number of Pupils (3 -21 years old)	385	404	406
c) Number of Teachers (Special Teachers)	175	184	202
GREEK COMMUNITY SCHOOLS ABROAD			
a) Number of Schools	62	68	67
b) Number of Pupils	5591	5886	5972
c) Number of Teachers: permanent	25	24	24
part time	117	118	114
ADULT EDUCATION CENTRES			
a) Number of Centres	395	435	395
b) Number of Members	25060	25193	22200
c) Number of Instructors	689	666	655

* The schools in the areas occupied by the Turkish troops are also included. These are:

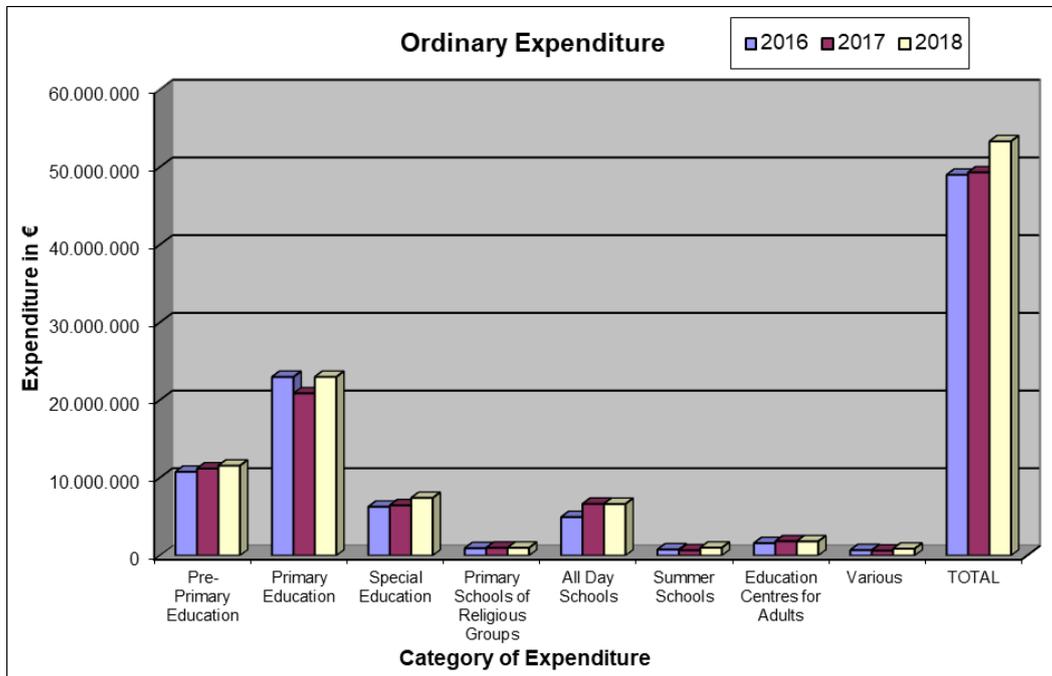
SCHOOLS IN OCCUPIED AREAS	2015 - 2016	2016 - 2017	2017 - 2018
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	3	8	12
c) Number of Teachers	1	1	1
PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	14	15	13
c) Number of Teachers	3	3	3

1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2016, 2017 and 2018 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2016, 2017 and 2018 in Primary Education are shown in the graph below:



1.1.11 SCHOOL PREMISES

The current school building programme aims at meeting the most urgent needs throughout Cyprus. Within this framework, construction of schools, extension and improvement works are carried out in several Pre-primary and Primary School premises.

1.2 SECONDARY GENERAL EDUCATION

Secondary General Education, Public and Private, covers a huge sector of the Cyprus Educational System. Based on the socioeconomic, cultural and national needs of Cyprus, Public Secondary General Education offers equal opportunities for education and aims at promoting knowledge focusing on general education and gradual specialization. Thus, it prepares pupils for their academic and professional pursuits. It also aims at the promotion and development of healthy, spiritual and moral personalities, as well as the creation of competent, democratic and law abiding citizens. Furthermore, it pursues the strengthening of national identity, cultural values and universal ideals for freedom, justice, peace and the fostering of love and respect among people with a view at promoting mutual understanding and cooperation among people. All of these, within the framework of the new multicultural conditions existing both in Cyprus and worldwide during the 21st century.

Public Secondary General Education is offered to pupils between the ages of 12 - 18, through two three-year cycles of study - the Gymnasium and the Lyceum. The curriculum includes common core subjects, such as Modern Greek, Mathematics and Optional Subjects. Some subjects are interdisciplinary such as Health Education and Environmental Studies. Moreover, there are various extracurricular activities, such as clubs, excursions and field trips, in order to attain a more comprehensive and balanced development of the pupils' personality. Education is compulsory up to the age of 15 and free of charge for both cycles.

The Directory of Secondary General Education has a wide range of responsibilities in areas such as supervising and evaluating the activities within public schools, supervising the activities of private schools and institutes, the State Institutes for Further Education, Counseling and Career Guidance Services, monitoring the implementation of school regulations, inspection of teaching staff, educational planning and school staffing, offering further education to pupils and adults and providing information about education to the general public.

1.2.1 THE GYMNASIUM

The Gymnasium is a complete cycle of general education focused on humanistic education. It is compulsory for all pupils and it complements the general education offered in Primary Education. Furthermore, it prepares pupils to enter the Lyceum or the Technical / Vocational Education path.

Aiming at preventing school failure and functional illiteracy, a programme named "Activities of School and Social Inclusion" (DRA.S.E.) is run which aims at expanding and improving the function of the previous programme named "Zones of Educational Priority" (ZEP). Additionally, it aims at reducing early school leaving, creating positive attitudes towards school and improving learning outcomes.

Since the school year 1989 -1990, the Literacy Programme is run in all Gymnasias in an effort to face functional literacy and prevent school and social exclusion. The content of the programme focuses on the three basic skills - reading, writing, and arithmetic – based on the curriculum of the three first classes of Primary Education and the needs and experiences of Gymnasium pupils. Measures are also taken for the education and training of pupils with special needs. Special assistance is offered to these pupils for their school development in all areas, and especially in the psychological, social and educational domain.

1.2.2.1 THE NEW CURRICULUM

In the school year 2015 – 2016, a new curriculum was introduced in Secondary General Education which differs in the distribution of periods taught per subject in the Gymnasium and Lyceum.

The application of the New Curriculum aims at strengthening the validity of the School Leaving Certificate (Apolysterion) of the public school and ensuring a more reliable system of access to Public Higher Education Institutions in both Cyprus and Greece. At the Gymnasium, the New Curriculum includes an increase in the teaching periods from 37 to 38 per week, minor differentiations in the distribution of teaching periods per subject and the selection of a Subject Orientation Group (for Class A' in the Lyceum) or the Field of study and specialization area of the Technical and Vocational Education. This choice is made in the third class of the Gymnasium.

Class A' Lyceum mainly comprises of core subjects, taught for 31 periods per week. It aims at providing pupils with a general and well-rounded education. In addition, the New Curriculum introduces an in depth study in two of the subjects that belong to one of the four Subject Orientation Groups (two additional periods per subject, over and above the hours of the core subjects). Thus, these choices help pupils to follow one of the six respective Directions of study in Class B' and C' of the Lyceum.

1.2.3 THE EUROPEAN DIMENSION IN EDUCATION

The European Dimension in Education is one of the implicit aims of the Cyprus educational system. It is promoted interdisciplinary through the syllabi of various subjects and other school activities which aim at informing and assisting pupils to develop a sense of the European identity. Therefore, schools participate in various activities, programmes and competitions such as: The Europe Day, The European Day of Languages, The European Language Label, and the Life Long Learning Programmes. Additionally, pupils participate in European Clubs organized by the schools, undertake projects, establish links and exchange programmes with other European schools mainly through the Internet.

1.2.4 SECONDARY PRIVATE EDUCATION

A. GENERAL INFORMATION

The Private Secondary Education department addresses issues related to the establishment and operation of Private Secondary Schools and Private Institutes.

In particular, there are 39 Private Secondary Education Schools in Cyprus, which provide the students with education aiming at their intellectual fostering and readiness related to their preparation for enrollment in Higher or Tertiary Educational institutes in Cyprus or abroad.

Private Secondary Education Schools are registered within the Ministry of Education and Culture and operate according to The Private Schools' and Private Institutes' Law of 1971 - 2012. Private Schools are divided into three categories according to their syllabi and timetables:

- Schools of the same type: Private schools of the same type are those schools which strictly follow the existing curricula of public schools.

- Schools of similar type: Private schools of a similar type are those schools in which apart from other subjects, 2/3 of the major subjects offered in public schools are taught in relation to time and subject content.
- Schools of a different type: Private schools of a different type are those schools which do not belong to any of the above two categories.

There are 558 Private Institutes that are registered within the Ministry of Education and Culture and operate according to the Private Institutes and Other Related Topics Law of 2018.

B. DEPARTMENT OF SECONDARY PRIVATE EDUCATION

The department of Private Secondary Education handles all issues related to the establishment and operation of private schools and private institutes. In particular it deals with issues relating to the following:

- a) The smooth and orderly operation of private schools and private institutes as regards the:
- suitability and safety of buildings,
 - compliance in record keeping,
 - appropriateness of the teaching faculty and staff for the issuance of a certificate of the professional qualifications of the teachers that are employed in the Private Secondary Education,
 - tuition fees of Private Schools,
 - new applications for the establishment and operation of Private Schools and Private Institutes,
 - presentation of matters related to Private schools and Private institutes to the Advisory Committee on Private Education for suggestions,
 - appropriateness of the quality of the education provided, by evaluating the subject and school curricula, the methodology, and the methods used for pupils' assessment.
- b) Review of legislation governing the establishment and operation of Private Schools and Private Institutes and the drafting of two separate Legislations. The Private Institutes and Other Related Topics Law of 2018 passed on 25/07/2018 and the Private Schools and Other Related Topics Proposed Legislation will soon be presented at the House of Parliament in order to be voted as Law.

1.2.5 STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of pupils of all ages and adults and promoting lifelong learning which is a fundamental requirement of the European Union.

1.2.6 THE CAREER COUNSELLING AND EDUCATIONAL SERVICES (CCES)

The Counseling and Career Educational Service (C.C.E.S.) legally belongs to the Directorate of Secondary General Education of the Ministry of Education and Culture of Cyprus.

School counselors are placed:

- a) in all schools of Public Secondary General and Technical and Vocational Education,
- b) at the central offices of the CCES at the Ministry of Education and Culture in Lefkosia, and
- c) at the district offices (2 days per week in Larnaka, Lemesos and Pafos).

For the school year 2017 - 2018:

- 170 school counselors are placed in 38 Lyceums, 72 Gymnasiums, 14 Technical and Vocational schools and five Evening Schools (some of them are placed in two or three schools).
- Seven school counselors are fully employed at the Central CCES offices, three at the district offices and three in other services and departments of the Ministry of Education and Culture.

1.2.7 AIMS AND ACTIVITIES OF THE SERVICE

The main stated goal of the CCES is to assist pupils and other young people to meet the general goals of the Ministry of Education and Culture, which include:

- The healthy development of the pupils' personalities.
- The development of problem-solving skills so as to deal effectively with their personal, educational, professional and social problems.

More specifically, the goal of the service is defined as being 'to provide specialized assistance to pupils and youngsters through counseling and guidance in order to deal effectively with their personal, educational, career and social problems'. Emphasis is placed on:

- Self- knowledge.
- Self- approval and self-confidence.
- Self-actualization.
- Decision-making and problem-solving skills.
- Healthy adjustment to the school and social environment.
- Critical thinking and effective use of appropriate information.

In practice, the school counselors spend much of their time working with individuals or small groups of pupils (normally 2 - 4), both through timetabled sessions during class periods (usually around 45 minutes) or by being available for shorter sessions during breaks; sometimes pupils may be accompanied by their parents. These sessions can cover a wide range of issues such as:

- guidance on educational and career choices (sometimes using psychometric tests),
- disciplinary and relationship issues,
- smoking, drugs, alcohol,
- sexual and/or psychological abuse, and
- special needs education.

A substantial part of the counselors' work is devoted to liaising with other teachers, with parents and with a range of external services, including educational and clinical psychologists, social workers, psychiatrists and the police, in relation to the problems of particular pupils. In the case of pupils with special needs in terms of physical disabilities or learning difficulties – where the Ministry's policy is now to include them in mainstream secondary education wherever possible – the counselor plays a central role (alongside an assistant principal) in convening case conferences to determine an action plan for addressing their distinctive needs within the school: these may involve various teachers, external agencies, and parents. The same approach is now also often used for pupils with literacy problems or exhibiting challenging behavior within the school.

Work with parents may include parents' attendance at interviews with their children, and parents' evenings relating to educational choices. Some counselors also run workshops for parents on topics like parent-child relationships. Through such means, they are acting as an important link between the home and the school.

Alongside their guidance and counseling work, the counselors undertake a variety of administrative tasks. These include maintaining pupil records for guidance purposes; they also include, for example, checking application forms and writing reference letters for overseas universities (which can take up a lot of time in lyceums). Some of these tasks are directly related to and support their guidance and counseling work, but some (e.g. invigilation and break duties) clearly do not.

In addition to their work with individual pupils, the counselors in the gymnasium (middle school) are allocated six-teaching-periods for each third-year-class in order to cover issues related to self-development and educational choices for gymnasium graduates. Material for these presentations can be found in the publications of C.C.E.S. <http://www.moec.gov.cy/ysea/ekdoseis.html>

The counselors placed in the CCES, in addition to their administrative duties and meetings with pupils for educational counseling, they also organize trainings for Secondary School Counsellors' professional development. Furthermore, they deliver the following prevention programmes to teachers and pupils:

- a) Mediation and conflict resolution,
- b) Fred Goes to School, and
- c) Pupils Assistance Programme (this is delivered by the school counselor of each school).

1.2.8 ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books about career guidance, the C.C.E.S. offers library services at the M.O.E.C. Central Offices where the pupils and general public may have access to up-to-date information.

All counselling offices at schools are provided with Internet facilities, thus, pupils have access to on-line career guidance information. On-line information on career guidance is also available at the Service's official website www.moec.gov.cy/ysea.

The following table indicates the total number of pupils from General and Technical Secondary Education schools that attended at least one career and/or counselling session with a school counsellor during the school year 2017 - 2018.

GYMNASIUM					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE PUPILS OF THE SCHOOL
BOYS	2814	1995	2883	7692	10855
GIRLS	2662	2016	2913	7591	9990
TOTAL	5476	4011	5796	15283	20845
LYCEUM					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE PUPILS OF THE SCHOOL
BOYS	2222	1719	2454	6395	7727
GIRLS	2643	2173	2710	7526	9627
TOTAL	4865	3892	5164	13921	17354

TECHNICAL SCHOOL					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE PUPILS OF THE SCHOOL
BOYS	885	582	798	2265	2987
GIRLS	305	199	279	783	964
TOTAL	1190	781	1077	3048	3951

GYMNASIUM AND LYCEUM					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE PUPILS OF THE SCHOOL
BOYS	104	79	174	357	384
GIRLS	106	91	192	389	406
TOTAL	210	170	366	746	790

EVENING SCHOOL										
GENDER	A	B	Preparatory	C	D	E	F	G	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE PUPILS OF THE SCHOOL
			Class							
BOYS	19	26	32	34	30	27	168	232	19	26
GIRLS	7	6	17	14	16	30	90	121	7	6
TOTAL	26	32	49	48	46	57	258	353	26	32

1.2.9 STATISTICS

The statistics below provide information concerning the number of pupils of all schools under the jurisdiction of the Department of Secondary General Education, for the last six years.

School Year	Number of pupils			
	Gymnasium	Lyceum	Gymnasium/Lyceum	Evening Schools
2012 - 2013	23.833	21.171	45.004	651
2013 - 2014	23.444	19.896	43.340	573
2014 - 2015	22.742	19.217	41.959	413
2015 - 2016	21.913	18.617	40.530	459
2016 - 2017	21.831	18.213	40.044	474
2017 - 2018	21.935	17.631	39.566	443

Pupils of lower secondary schools, the school year 2017 - 2018 were distributed across 983 classrooms with an average of 22.32 pupils per classroom and in upper secondary schools were distributed across 995 classes with an average of 17.72 pupils per class. In upper secondary schools the average number of pupils was calculated on the basis of the lessons of common core.

The statistics below provide information concerning the average number of pupils of all schools under the jurisdiction of the Department of Secondary General Education, for the last five years.

School year	Lower Secondary Education		Upper Secondary Education	
	Number of classes	Average number of pupils	Number of classes	Average number of pupils
2013 - 2014	1058	22,16	939	21,19

2014 - 2015	1034	21,99	911	21,09
2015 - 2016	990	22,13	899	20,71
2016 - 2017	985	22,16	962	18,93
2017 - 2018	983	22,32	995	17,72

1.2.10 NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2017 - 2018 was 5.979.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANT	ON CONTRACT	TOTAL NUMBER OF TEACHERS	TOTAL NUMBER OF EDUCATORS	C.E.O./ INSP
THEOLOGIANS	6	7	32	187	13	200	245	3
PHILOLOGISTS	46	67	268	1243	70	1313	1694	12
MATHEMATICIANS	8	27	105	533	46	579	719	5
PHYSICISTS	12	12	54	268	16	284	362	3
BIOLOGISTS	4	8	28	157	9	166	206	1
CHEMISTS	4	9	20	140	8	148	181	1
GEOGRAPHERS		1	3	22	5	27	31	
ENGLISH	5	13	52	286	44	330	400	3
FRENCH	4	9	29	125	3	128	170	3
ITALIANS				22		22	22	
SPANISH				10	5	15	15	
GERMANS				4	1	5	5	
RUSSIANS				10	14	24	24	
TURKISH				7		7	7	
ECONOMICS		7	22	132	22	154	183	1
PHYSICAL EDUCATION	5	11	52	305	9	314	382	2
MUSIC	3	4	25	140	12	152	184	1
ART	6	7	25	121	13	134	172	1
PHOTOGRAPHERS				5		5	5	
HOME ECONOMICS		5	19	134	7	141	165	1
INFORMATION TECHNOLOGY	7	12	48	335	13	348	415	3
TECHNOLOGY	4	4	24	168	12	180	212	2
COUNCELORS	1	4	18	115	19	134	157	1
THEATRE TEACHERS				14	9	23	23	
TOTAL	115	207	824	4483	350	4833	5979	43

1.2.11

SCHOOLS IN OPERATION

During the school year 2017 - 2018 the following schools operated:

Gymnasia	64
Lycea	38
Gymnasia and Lycea joined	7
Evening Schools	5
Total	114

1.2.12 EXPENDITURE IN SECONDARY GENERAL EDUCATION

Expenditure in Secondary General Education constitutes the greatest percentage of the public expenditure for education and aims at promoting activities, measures and projects which reinforce the effort for qualitative upgrading of Secondary Education.

Developmental expenditure in Secondary education for the year 2018 aimed at:

- reinforcing technological subjects,
- equipping labs, and
- training the personnel.

During the year 2018, regular expenditure, in Secondary Education, apart from the educators' salaries, aimed at covering functional expenses as follows:

- Operating Expenses
- School athletics
- State Institutes for Further Education
- Maintenance and Repairs
- Consultancy Services
- Publications and Publicity
- International pupils' competitions
- Social Transfers

ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

The Ministry of Education and Culture considers the qualitative upgrading of the infra structure of Gymnasia and Lycea and the decrease of the number of pupils in each class as of great importance.

Expansions and improvements of Gymnasia and Lyceum

In the annual budget for the year 2018, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools. The budgeted amount was €3.600.000.

1.3 DEPARTMENT OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

1.3.1 STRUCTURE AND PROSPECTS OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Over the last decades, technical and vocational education and training in Cyprus has gone through several stages and has been called upon to assume various roles, depending on the socio-economic situation and the trends prevailing in industry and the labour market. In this multifaceted, continually changing environment, technical and vocational education should not be viewed as a simple, static process of amassing knowledge and skills. Rather, it should be regarded as a continuous economic and social necessity, capable of providing equal opportunities to all and, thus, operating as a mechanism that combats social exclusion and promotes social cohesion.

The Department of Secondary Technical and Vocational Education and Training offers a wide range of technical and vocational education, initial training and lifelong training programmes to eligible gymnasium leavers and adults. It is responsible for the design, supervision and coordination of all the educational and administrative issues related to public initial and continuing Vocational Education and Training (VET) programmes in Cyprus.

The Department offers the following VET programmes to eligible gymnasium leavers and adults:

- Secondary Technical and Vocational Education (morning classes)
- Evening Schools of Technical and Vocational Education (second chance schools)
- Lifelong Learning Programmes of Vocational Education and Training (Afternoon and Evening Classes)
- Apprenticeship Scheme – New Modern Apprenticeship
- Post Secondary Institutes of Vocational Education and Training.

1.3.1 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

Upper Secondary Technical and Vocational Education programmes are offered at Technical and Vocational Schools of Education and Training free of charge. They are offered in two directions, the theoretical and the practical direction. The duration of studies is three years for each direction.

The programmes are offered at twelve public Technical and Vocational Schools of Education and Training. There are three Schools in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of the Ammochostos district, one in Pafos and one in Polis Chrysochou. There is also one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

Upon completion of upper Secondary Technical and Vocational Education, graduates receive a school-leaving certificate (apolyterion), which is equivalent to that awarded by Lycea (Secondary General Education Schools), providing access to the world of work or to Institutions of Tertiary Education in Cyprus or abroad.

1.3.2 EVENING SCHOOLS OF TECHNICAL AND VOCATIONAL EDUCATION

The Department of Secondary Technical and Vocational Education and Training also offers formal secondary education programmes through the two Evening Schools of Technical and Vocational Education operating in Lefkosia and Lemesos, in order to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society, in general.

The programmes offered at the Evening Schools of Technical and Vocational Education are equivalent to the upper secondary technical and vocational education programmes that are offered in the morning. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered in the morning, adapted, however, to the particular characteristics and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending the Evening Schools of Technical and Vocational Education.

Attendance at the Evening Schools of Technical and Vocational Education is free of charge and leads to the acquisition of a leaving certificate (apolyterion), which is equivalent to that awarded to graduates of Secondary Technical and Vocational Education and Secondary General Education. This means that the leaving certificate awarded by the Evening Schools of Technical and Vocational Education entitles graduates either to pursue further studies at Institutions of Tertiary Education in Cyprus, Greece, or abroad, provided that they meet the entry requirements, or access directly the labour market as skilled workers.

1.3.3 LIFELONG LEARNING PROGRAMMES OF VOCATIONAL EDUCATION AND TRAINING (AFTERNOON AND EVENING CLASSES)

Lifelong Learning Vocational Education and Training one-year and three-year programmes, as well as preparatory classes for various examinations, are offered by the Department of Secondary Technical and Vocational Education and Training during the afternoon and evening on the premises of Technical and Vocational Schools of Education and Training in all major towns. Individuals attending Lifelong Learning Programmes of Vocational Education and Training pay limited fees approved by the Council of Ministers.

- **Lifelong Learning Vocational Education and Training One-Year and Three-Year Programmes**

The objective of these programmes is to offer continuing vocational education and training to adults working in industry, in order to be able to respond more efficiently to the contemporary demands of the labour market, as well as training aiming at the re-integration of unemployed individuals into the labour market, in areas where there is shortage of skilled workers.

Successful completion of the three-year programmes leads to the acquisition of a school leaving certificate equivalent to that awarded to graduates of upper secondary technical and vocational education, as far as the technical component is concerned. This means that individuals who already hold an upper secondary education school-leaving certificate are given the opportunity to obtain a second school-leaving certificate in their chosen vocational education and training field of study.

- **Afternoon and Evening Preparatory Classes**

Preparatory classes for various examinations are offered to pupils of secondary technical and vocational education, as well as to adults. They cover a range of subjects and aim at:

- Preparing pupils or graduates of secondary technical and vocational education for the entrance examinations to Institutions of Tertiary Education in Cyprus and abroad.
- Preparing pupils and adults for various examinations required by governmental and semi-governmental organizations, for the recognition of vocational qualifications or for the issue of a professional licence.

1.3.4 THE APPRENTICESHIP SCHEME – NEW MODERN APPRENTICESHIP (NMA)

The Apprenticeship Scheme, as a two-year initial VET programme, providing practical and theoretical training to young people who had not successfully completed their secondary compulsory education and wished to be trained and employed in technical occupations, was terminated with the graduation of the last intake of apprentices in June 2013.

The Apprenticeship Scheme was replaced by the New Modern Apprenticeship (NMA), which started its operation in the school year 2012 - 2013. The NMA provides an alternative pathway of education, training and development for young people who drop out from the formal education system and is geared towards meeting the needs of the labour market. The NMA embraces young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation is not compulsory and is free of charge.

The NMA is designed to target two distinct groups of pupils who have:

- (a) not completed compulsory education (third year of Gymnasium) and can enroll at the preparatory apprenticeship level;
- (b) successfully completed either compulsory education or preparatory apprenticeship and can enroll at the core apprenticeship level. Pupils who complete preparatory apprenticeship may proceed to the core apprenticeship level or, if they wish, and provided they succeed at a special set of exams, they may re-enter the formal education system.

Preparatory apprenticeship does not involve employment but constitutes an alternative form of education and training for pupils between the ages of 14 - 16, who have the opportunity, through this one-year programme, to develop their numeracy, literacy and digital skills, and explore their talents and abilities through creative arts.

Core apprenticeship is of three-year duration and involves both training at school and practical training in enterprises. Apprentices follow practical training in enterprises for three days per week where they are remunerated for their work, and receive theoretical education and workshop training for two days a week at Technical and Vocational Schools of Education and Training.

Apprentices are trained to become car mechanics, electricians, carpenters, bakers, hairdressers and so on.

The Apprenticeship Certificate allows access to several regulated occupations, provided that all other requirements of the relevant legislation are observed.

The NMA project is co-funded by the European Social Fund and the Government of Cyprus.

The Council of Ministers, with Decision No 78.658, dated 15th April 2015, approved the transfer of the responsibility for the operation of the New Modern Apprenticeship from the Ministry of Labour, Welfare and Social Insurance to the Ministry of Education and Culture as of 1st September 2015.

1.3.5 POST-SECONDARY INSTITUTES OF VOCATIONAL EDUCATION AND TRAINING (MIEEK)

In April 2017, the Cyprus Agency of Quality Assurance and Accreditation of Higher Education accredited the Post-Secondary Institutes of Vocational Education and Training (MIEEK in the Greek language) as a Public School of Higher Vocational Education and Training and classified their programmes at Level 5 of ISCED.

For the establishment and smooth operation of the Institutes, the Ministry of Education and Culture cooperates with the Ministry of Labour, Welfare and Social Insurance, the Human Resource Development Authority, Organizations of Employers and Manufacturers, Associations of Employees, and other stakeholders relevant to the world of work, who are represented in the MIEEK Council.

The objective of the Institutes is to offer higher vocational education and training and provide students with the necessary qualifications by imparting academic and technical knowledge, as well as professional and practical skills. Additionally, they offer students the possibility to develop those skills that will enable them to adapt to the changing needs of industry.

The programmes have been especially designed to be relevant to labour market needs. During the academic year 2017 - 2018, the following **accredited** two-year programmes were offered:

1. Bakery - Confectionery
2. Computer and Communication Networks
3. Electromechanical and Industrial Refrigeration Installations
4. Organic Vegetable Crops
5. Purchasing and Supplying Management – Shipping
6. CNC Technology – Woodworking Industry
7. Dairy Technology – Cheese Making
8. Industrial and Residential Automation

1.3.6 TECHNICAL AND VOCATIONAL SCHOOLS OF EDUCATION AND TRAINING IN OPERATION

There are twelve mainstream Technical and Vocational Schools of Education and Training. There are three Technical and Vocational Schools of Education and Training in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of the Ammochostos district, one in Pafos and one in Polis Chrysochou.

There are also two Evening Schools of Technical and Vocational Education operating in Lefkosia and Lemesos and one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

About 4635 pupils attended Secondary Technical and Vocational Education (including Evening Schools of Technical and Vocational Education) during the school year 2017 - 2018, distributed as shown in the Table below:

School	Number of Pupils
A' Technical and Vocational School of Education and Training of Lefkosia	550
B Technical and Vocational School of Education and Training of Lefkosia	160
Technical and Vocational School of Education and Training Makarios C' of Lefkosia	630
Evening School of Technical and Vocational Education of Lefkosia	164
A' Technical and Vocational School of Education and Training of Lemesos	427
B' Technical and Vocational School of Education and Training of Lemesos	285
C' Technical and Vocational School of Education and Training of Lemesos	372
Evening School of Technical and Vocational Education of Lemesos	85
Apeitio Gymnasium of Agros	44
Technical and Vocational School of Education and Training of Larnaka	536
Technical and Vocational School of Education and Training Ayios Lazaros of Larnaka	257
Technical and Vocational School of Education and Training of Paralimni	241
Peripheral Agricultural, Technical and Vocational School of Education and Training of Ammochostos/Avgorou	244
Technical and Vocational School of Education and Training of Pafos	556
Technical and Vocational School of Education and Training of Polis Chrysochous	84
TOTAL NUMBER OF PUPILS	4635

1.3.7 TEACHING PERSONNEL

The number of Secondary Technical and Vocational Education Teachers (including Head Teachers and Deputy Head Teachers) employed at Technical and Vocational Schools of Education and Training for the school year 2017 - 2018 was 555. The number of part-time Teachers and Instructors employed at the Lifelong Learning Programmes of Vocational Education and Training (Afternoon and Evening Classes) was 85.

1.3.8 NUMBER OF PUPILS/STUDENTS

During the school year 2017 - 2018, the number of pupils/students studying in the various programmes offered by the Department of Secondary Technical and Vocational Education and Training was as follows:

Programme	Number of Pupils
Secondary Technical and Vocational Education	4386
Evening Schools of Technical and Vocational Education	249
New Modern Apprenticeship (core apprenticeship)	124
Special Units	67
Lifelong Learning Programmes of Vocational Education and Training (Afternoon and Evening Classes)	807
Post Secondary Institutes of VET (MIEEK)	222
TOTAL	5855

1.3.9 EXPENDITURE

During the fiscal year of 2018 the development expenditure for Secondary Technical and Vocational Education and Training reached the amount of €400.000 while the current expenditure for the same year was €1.315.700.

1.4 THE DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

The Department of Higher and Tertiary Education (DHTE) is the competent authority within the Ministry of Education and Culture (MOEC) regarding all sectors and issues linked to Higher Education (HE). The Department was established in 1984 and has been playing a leading role in the development of HE in Cyprus. The Department aims at further fostering the appropriate conditions for the provision of high quality HE and training in academic and professional programmes of studies, increasing the capacity of provision as much as possible to the larger number of people. It is responsible for the budget, the legal matters of state Universities, the registration of private Universities, the development of international cooperation by developing bilateral/multilateral agreements, the establishment and operation of HEIs, and so on.

After the independence of the island (1960) and several years before the establishment of DHTE, a number of professionally oriented public and private non-university level institutions had been developed to cover educational, economical and societal needs. At the end of the 80's, the discussions about the establishment of Universities in Cyprus matured. Within the framework, DHTE had an important role in the establishment and development of Universities in Cyprus.

Specifically, the first University of the island, 'The University of Cyprus', was founded in 1989. The University of Cyprus received its first undergraduate students in 1992 and its first postgraduate students in 1997. The 'Open University of Cyprus' was founded in 2002 and received its first students in 2006. Its mission has been to provide high quality academic programmes, to promote scientific research and to effectively utilise educational technology, teaching methodology in open and distance learning, thus reflecting the government's policy to increase people's access to lifelong learning and professional development. The following year, in 2007, the 'Cyprus University of Technology' was established to offer fields of studies related to applied sciences and technology.

In 2007, three private Universities were registered and given Initial Licence to operate based on the legislation regarding the establishment and operation of private Universities in Cyprus. These Universities were the following: 'Frederick University', 'European University-Cyprus' and 'University of Nicosia'. Since 2011 these three Universities have been operating under a (final) Licence of Operation. 'Neapolis University - Pafos and the University of Central Lancashire – Cyprus received their Initial Licence of Operation in 2010 and 2012, respectively. Since 2015 they have been operating under a (final) Licence of Operation.

The programmes, the procedures and the buildings of all private Universities were evaluated and accredited by the Evaluation Committee of Private Universities (ECPU), which was the competent Authority for evaluation and accreditation at that time. It is important to note that all public and private Universities have developed undergraduate and graduate programmes (first, second and third cycle) of high quality and are developing infrastructures for high quality research centres.

As mentioned above, in the early 60's, a number of Private Institutions of Higher Education (HE) were established. In 1996, with the establishment of the Cyprus Council of Educational Evaluation - Accreditation, their programmes of study were evaluated and accredited. It is important to note that in 2015, the afore-mentioned Bodies for Evaluation and Accreditation of the Institutions of Higher Education, that is the Evaluation Committee of Private Universities (ECPU), the Advisory Committee of Tertiary Education (SETE) and the Council of Educational Evaluation and Accreditation (SEKAP), were replaced by the Cyprus Agency of Quality Assurance and Accreditation in HE (CYQAA), which is now the competent authority for Quality Assurance in Higher Education in Cyprus.

The number of students attending Cypriot HEIs has been increasing rapidly over the last ten years. The Table below shows the number of Cypriot and foreign students studying in Cyprus, as well as the number of Cypriot students studying abroad from 1996 - 1997 until 2016 - 2017. Since 2009 - 2010, the number of Cypriot students studying in Cyprus exceeds the number of those studying abroad. Unfortunately, since 2011 - 2012 the Statistical Service of Cyprus cannot provide relevant data for Cypriot students studying abroad.

ACADEMIC YEAR	CYPRIOI STUDENTS STUDYING IN CYPRUS	CYPRIOI STUDENTS STUDYING ABROAD	TOTAL OF CYPRIOI STUDENTS	TOTAL OF FOREIGN STUDENTS
1996-97	8307	9813	18120	1675
1997-98	8786	10815	19601	1741
1998-99	8982	12488	21470	1860
1999-00	8389	12147	20536	2025
2000-01	9462	13650	23112	2472
2001-02	10836	14882	25718	3058
2002-03	12990	16374	29364	5282
2003-04	14170	17631	31801	6679
2004-05	15177	19400	34577	4901
2005-06	14957	20969	35926	5630
2006-07	16266	21188	37454	5961
2007-08	17936	22530	40466	7753
2008-09	20221	21473	41694	10765
2009-10	21095	20051	41146	11138
2010-11	22092	19199	41291	10026
2011-12	23232	19199	42431	8540
2012-13	23597	19199	42796	8368
2013-14	23864	19199	43063	9810
2014-15	23980	19199	43179	13186
2015-16	22746	19199	41945	17601
2016-17	22507	19199	41706	22756

* Since 2010/2011 no relevant data concerning Cypriot Students studying abroad are provided by the Statistical Service of Cyprus.

1.4.1 PUBLIC UNIVERSITIES

Public Universities are established by law and they are financed mostly by the government. They are autonomous and self-governing Universities. At present, there are three public Universities in Cyprus. The University of Cyprus and the Cyprus University of Technology are conventional Universities, whereas the Open University of Cyprus is a distance learning University which aims at including adult learners in further education and promotes lifelong learning.

Admissions

The majority of undergraduate students are admitted to the public Universities on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organised centrally by the Cyprus Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria similar to those used by Academic Institutions in Europe and the United States.

Overseas students who are graduates of high-schools recognised by the appropriate education authority of their country and who possess a good knowledge of Greek can be admitted as undergraduate students based on GCEs, IGCSEs or other equivalent International Examinations, or based on the results of special examinations set by the Universities.

Prospective students of the Open University of Cyprus, both for undergraduate and postgraduate studies, can proceed with their application online. Each programme of study has its own minimum entry requirements.

1.4.1.1 THE UNIVERSITY OF CYPRUS

The University of Cyprus (UCY) was established in 1989 and is an internationally renowned academic institution for the quality of teaching, as well as for its high-impact research profile. Since 2018, UCY is included in the prestigious *Shanghai ranking* list after being ranked amongst the 601 - 700 best Universities worldwide. In addition, based on the *Times Higher Education World University Rankings*, UCY ranks amongst the 351 - 400 top Universities in the world.

With more than 7000 students, 113 laboratories and 800 faculty and administrative members, the University of Cyprus is a newly-established and rapidly-expanding university and the largest employer in Cyprus for young University graduates and researchers. It currently employs more than 500 young scientists using external research funds.

UCY offers 43 undergraduate programmes and 36 postgraduate programmes (25 in English) through 8 Faculties and 22 Departments.

UCY strives for excellence in research, aspiring to become a sustainable academic institution with international research impact. In 2018, it participated in 92 research projects and received €20 million euros in research funding. The University of Cyprus

- was ranked 160th organization amongst the 30.000 organizations that participated in H2020 after securing >€38 million in funding so far,
- secured more than 80 research programmes and €17 million from «RESTART 2016-2020»,
- received funds of >€6 million (€0.95 million for UCY) for the coordination of «Future and Emerging Technologies» which was the first project coordinated by a Cypriot organization within H2020, and
- received funds of ~€4 million (€0.9 million for UCY) for the coordination of «Marie Skłodowska-Curie Innovative Training Network».

UCY succeeded in getting funds from the Research Promotion Foundation for 9 out of the 11 funded projects within the scheme «New Strategic Infrastructure Units - New Researchers) and for seven out of the 13 «Complete Projects». In the case of ERC grants in 2018, UCY Associated Professor Ioannis Krikidis received the second ERC Consolidator Grant for UCY, which is one of the most prestigious

grants of the European Research Council. It is also important to note that 16 out of 20 ERC grants of Cyprus have been awarded to UCY faculty members.

In 2018, UCY Professor Constantia Alexandrou received the Research Promotion Foundation Distinguished Researcher Award, while Dr. Constantinos Manousakis and Dr. Theodora Moutsiou received the Young Researcher Award. Further, in 2018, three faculty members from UCY, Professor Gerasimos Philippatos (Dean of the Medical School), Associate Professor Ioannis Krikidis and Associate Professor Despo Fatta-Kasinou, were included in the “The Highly Cited Researchers” list, recognising greater research impact worldwide.

A memorandum of cooperation was signed between UCY and the Karaiskakio Foundation, as well as the Bank of Cyprus Oncology Centre, for the establishment of the Cyprus Research Institute for Cancer. The George and Kaiti David Foundation offered a generous donation for the construction of the new premises where the center will be hosted. The centre will be named *Nicola David-Pinedo* in memory of their daughter. An equally important donation is the “Mudd Collection of Cypriot Artefacts”, which was donated to UCY by Harvey Mudd College in Los Angeles. The collection includes 250 ceramic, metal and stone objects.

In 2018, the new pilot programme of Erasmus + Master Student Loan was introduced. The Programme aims at supporting postgraduate student mobility.

Among the main objectives of UCY is to actively contribute to the society. In this framework, faculty members willingly share their expertise, while multiple public events are organised, such as seminars, lectures as well as the Free University scheme, which supports the lifelong learning process.

A milestone for UCY and Cyprus was the inauguration and opening of the Learning Resource Centre-Library “Stelios Ioannou” in December of 2018. The building was designed by the renowned French architect Jean Nouvel. Its construction was made possible by a generous donation of the late Elli Ioannou, as well as the European Investment Bank and the Council of Europe Development Bank funding with the support of the Cyprus Government.

1.4.1.2 THE OPEN UNIVERSITY OF CYPRUS

Mission and Objectives

The Open University of Cyprus (OUC) was established in 2002 as the second public University and the only institution of Higher Education in Cyprus devoted entirely to open and distance learning. The OUC offers flexible, open access, quality programmes at both undergraduate and postgraduate (Master and PhD), enabling students to follow a broad intellectual path, irrespective of age, time, location or life circumstances. Studies at OUC reflect its unique distance learning philosophy, which is based on modern educational systems supported by technology and promoting lifelong learning. In the academic year 2006 - 2007, OUC accepted its first 162 students.

The OUC's mission is dually oriented towards both the domestic and international student communities. The academic programmes offered by the OUC are international, well planned and career-oriented to correspond to the needs of the country and the public's demand for upgrading its knowledge and skills. At the same time, the OUC emphasises research work in various scientific fields and actively supports its faculty members in publishing their research results. Through its social endeavours and commitment to connect with society, the OUC envisions its role as an inspiring

educational institution, an innovative open university that offers a stimulating environment for students, staff and alumni, noted for promoting cooperation with neighbouring countries and beyond.

Academic Programmes

Utilizing a dedicated distance education model, the main strategic aim of the OUC is to help individuals meet their learning needs and provide them with full access to University education and knowledge, regardless of age and background and above and beyond the usual time and place constraints of a conventional University. Moreover, short courses are offered by the OUC to provide people with opportunities for education, training and re-training in scientific areas, useful to their professional and personal development, thus, actively promoting lifelong learning.

For admission to the programmes offered by the OUC, prospective students are invited to submit their applications online, through its website.

1.4.1.3 THE CYPRUS UNIVERSITY OF TECHNOLOGY

The Cyprus University of Technology (CUT) is a public University. It was established by law in 2003, and welcomed its first students in September 2007. The University's Faculties are located in the city centre of Lemesos.

With its orientation towards applied research, the University aspires to establish for itself a role in support of the state and society in their efforts to confront problems, which cover all areas of science and technology. The development of all departments aims at offering education to students of a high scientific, technological and professional level. Moreover, the CUT aims at producing high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of society and the economy.

At present the CUT consists of six faculties, thirteen departments, a Language Centre and an Institute:

Faculty of Geotechnical Sciences and Environmental Management

- Department of Agricultural Sciences, Biotechnology and Food Science
- Department of Environmental Science and Technology

Faculty of Management and Economics

- Department of Hotel and Tourism Management
- Department of Commerce, Finance and Shipping

Faculty of Communication and Media Studies

- Department of Communications and Internet Studies
- Department of Public Communication

Faculty of Health Sciences

- Department of Nursing
- Department of Rehabilitation Sciences

Faculty of Fine and Applied Arts

- Department of Multimedia and Graphic Arts
- Department of Fine Arts

Faculty of Engineering and Technology

1. Department of Electrical Engineering, Computer Engineering and Informatics
 2. Department of Mechanical Engineering and Materials Science and Engineering
 3. Department of Civil Engineering and Geomatics
- “Simos Menardos” Language Centre
 - Cyprus International Institute of Public Health

1.4.2 PRIVATE UNIVERSITIES

The following five private Universities operate in Cyprus:

- The Frederick University (www.frederick.ac.cy)
- The European University Cyprus (EUC) (www.euc.ac.cy)
- The University of Nicosia (www.unic.ac.cy)
- The Neapolis University – Pafos (www.nup.ac.cy)
- The University of Central Lancashire - Cyprus (UCLan-Cyprus) (www.uclancyprus.ac.cy)

The programmes of study, offered by the private Universities, have been evaluated – accredited by the Evaluation Committee for Private Universities (ECPU), within the framework of “The Private Universities (Establishment, Operation and Control) Laws 109(1) of 2005 to 2011”. However, after its establishment in 2015, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) is the competent Authority for ensuring the quality of higher education in Cyprus. Therefore, the private Universities, as well as the public Universities are now evaluated and accredited by CYQAA.

Admissions

Each private University in Cyprus has its own admission criteria, which can be found on their websites.

1.4.3 PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Cyprus Government has the responsibility for the operation of the Public Institutions of Higher and Tertiary Education. These Institutions operate under the supervision of different Ministries in which they belong to administratively. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local labour market needs.

The Public Institutions of Tertiary Education which currently operate in Cyprus are the following:

1. The Higher Hotel Institute of Cyprus (www.hhic.ac.cy)
2. Cyprus Police Academic (www.police.gov.cy)
3. The Mediterranean Institute of Management (www.mlsi.gov.cy/kepa)
4. The Post-Secondary Institutes of Vocational Education and Training (www.moec.gov.cy/mtee)
5. The School for Tourist Guides 22-691114

1.4.4 PRIVATE INSTITUTIONS OF TERTIARY EDUCATION

The Private Institutions of Tertiary Education (PITE) were established mainly during the last two decades. They are offering a wide range of academic and professional programmes of study at the following various levels:

- Certificate (One Year)
- Diploma (Two Years)
- Higher Diploma (Three Years)
- Bachelor Degree (Four Years)
- Master Degree (One to Two Years)
- PhD Degree (Three to Eight Years)

Private Institutions of Higher Education offer a wide range of academic as well as vocational programmes of study in various fields such as:

- | | |
|--------------------|----------------------------------|
| ➤ Business Studies | ➤ Hotel & Tourism Administration |
| ➤ Engineering | ➤ Hotel & Tourism Management |
| ➤ Education | ➤ Secretarial Studies |
| ➤ Social Sciences | ➤ Culinary |
| ➤ Computer Science | ➤ Aesthetics |
| ➤ Graphic Design | ➤ Music - Arts & Drama |

The language of instruction at the PITE is English for most of the programmes of study offered. The establishment and operation of PITE are regulated by the corresponding law, according to which all such Institutions should be registered in the Register of Private Tertiary Education Institutions of the Ministry of Education and Culture.

The registration of a Private Institution does not imply recognition of the degrees awarded by it. All the Institutions, as well as their programmes of studies are evaluated and accredited by the National Agency of Quality Assurance and Accreditation in Higher Education.

The Law regulating the establishment, control and operation of Institutions of Tertiary Education in Cyprus has been amended to allow the collaboration of foreign institutions of Higher Education with local colleges for the provision of foreign degrees through the method of franchise or validation. Any Private Educational Institution in Cyprus may now award qualifications from EU member state Higher Education Institutions and/or they can allow EU member state Higher Education Institutions to award their qualifications within the Republic of Cyprus provided that they follow a number of predefined criteria. The students registered in these programmes of study are entitled to the students' state subsidy provided they meet the criteria set by the Ministry of Education and Culture - Student Welfare Service.

The Private Institutions of Tertiary Education which operate in Cyprus are the following:

1. AIGAIA SCHOOL OF ART AND DESIGN (Lefkosia) (www.aigaia.com.cy)
2. A.C. AMERICAN COLLEGE (Lefkosia) (www.ac.ac.cy)
3. ALEXANDER COLLEGE (Larnaka) (www.alexander.ac.cy)
4. ALEXANDER COLLEGE (Pafos) (www.alexander.ac.cy)
5. ATLANTIS COLLEGE (Ammochostos) (www.atlantiscollege.com)
6. CBS- COLLEGE OF BUSINESS STUDIES (www.cbscy.ac.cy)
7. C.D.A COLLEGE (Lefkosia) (www.cdacollege.ac.cy)
8. C.D.A COLLEGE (Larnaka) (www.cdacollege.ac.cy)
9. C.D.A COLLEGE (Lemesos) (www.cdacollege.ac.cy)
10. C.D.A COLLEGE (Pafos) (www.cdacollege.ac.cy)

11. CASA COLLEGE (Lefkosia) (www.casacollege.com)
12. CITY UNITY COLLEGE (Lefkosia) (www.cityu.ac.cy)
13. COLLEGE OF TOURISM AND HOTEL MANAGEMENT(Lefkosia) (www.cothm.ac.cy)
14. CYPRUS COLLEGE (Lefkosia) (www.cycollege.ac.cy)
15. CYPRUS COLLEGE (Lemesos) (www.cycollege.ac.cy)
16. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lefkosia) (www.ciim.ac.cy)
17. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lemesos) (www.ciim.ac.cy)
18. CYPRUS SCHOOL OF MOLECULAR MEDICINE (Lefkosia) (www.cing.ac.cy/csmm)
19. VLADIMIROK KAFKARIDES SCHOOL OF DRAMA (Lefkosia) (www.satiriko.com)
20. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) (www.fit.ac.cy)
21. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) (www.fit.ac.cy)
22. GLOBAL COLLEGE (Lefkosia) (www.globalcollege.com.cy)
23. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka) (www.uclancyprus.ac.cy)
24. INTERCOLLEGE (Lefkosia) (www.intercollege.ac.cy)
25. INTERCOLLEGE (Larnaka) (www.intercollege.ac.cy)
26. INTERCOLLEGE (Lemesos) (www.lim.intercollege.ac.cy)
27. INTERNAPA COLLEGE (Ammochostos) (www.internapa.ac.cy)
28. KES COLLEGE (Lefkosia) (www.kes.ac.cy)
29. LARNACA COLLEGE (Larnaka) (www.larnacacollege.com)
30. LEDRA COLLEGE (Lefkosia) (www.ledra.ac.cy)
31. MESOYIOS COLLEGE (Lemesos) (www.mesoyios.ac.cy)
32. M.K.C. CITY COLLEGE (Larnaka) (www.citycollege.ac.cy)
33. MUSIC ACADEMY "ARTE" (Lefkosia) (www.artemusic.org)
34. NEAPOLIS COLLEGE (Πάφος) (www.nup.ac.cy)
35. P.A COLLEGE (www.pacollege.ac.cy)
36. SUSINI COLLEGE (Lemesos) (www.susini.ac.cy)
37. SUSINI COLLEGE (Lefkosia) (www.susini.ac.cy)
38. THE CYPRUS ACADEMY ART (<http://caa.ac.cy>)
39. THE C.T.L. EUROCOLLEGE (Lemesos) (www.ctleuro.ac.cy)
40. THE CYPRUS INSTITUTE (Lefkosia) (www.cyi.ac.cy)
41. THE CYPRUS INSTITUTE OF MARKETING (Lefkosia) (www.cima.com.cy)
42. THE CYPRUS INSTITUTE OF MARKETING (Lemesos) (www.cima.com.cy)
43. THE LIMASSOL COLLEGE-T.L.C (Lemesos) (www.reacollege.ac.cy)
44. THE PHILIPS COLLEGE (Lefkosia) (www.philips.ac.cy)
45. CHURCH OF CYPRUS SCHOOL OF THEOLOGY (Lefkosia) (www.theo.ac.cy)

1.4.5 INTERNATIONAL STUDENTS

The international dimension in the area of HE is important in Cyprus, where international students receive quality education in a safe, friendly environment, at an affordable cost. They, in turn, enrich the educational experience of the Cypriot students thus bringing an international dimension to our culture. Cyprus can offer Higher Education of high quality standards and is able to facilitate students with the necessary knowledge and skills to work in a contemporary global marketplace. Pleasant Mediterranean climate and picturesque sandy beaches can only add to this once-in-a-lifetime experience of being a student in Cyprus.

The number of foreign students studying in Cyprus during the academic year 2016 - 2017 was 22756. The following Table provided by the Statistical Service of Cyprus, illustrates the number of foreign students by country of citizenship, categorized by gender, for the academic year 2016 – 2017.

Foreign students studying in Cyprus, 2016 – 2017

Country			
	Total	Male	Female
Total of foreign students studying in Cyprus	22.756	11.243	11.513
Member States of the European Union			
Total	15.108	5.044	10.064
Greece	13.981	4.607	9.374
Russia	261	99	162
Ukraine	118	55	63
United Kingdom	103	52	51
Austria	85	21	64
Bulgaria	75	19	56
Romania	70	27	43
Germany	68	25	43
Italy	31	15	16
Serbia	29	16	13
Poland	21	5	16
Georgia	21	6	15
France	20	8	12
Belgium	19	9	10
Belarus	16	5	11
Moldova	16	5	11
Netherlands	14	11	3
Albania	14	4	10
Spain	11	7	4
Latvia	11	2	9
Other Countries	124	46	78
Third Countries			
Total	7.648	6.199	1.449
India	3.715	3.175	540
Bangladesh	737	725	12
Pakistan	711	681	30
Nigeria	458	317	141
Nepal	296	242	54
Zimbabwe	120	68	52
China	112	56	56
Kenya	101	61	40
Ghana	94	64	30
Zambia	83	57	26
Egypt	80	59	21
Uganda	69	42	27

Namibia	62	38	24
Syria	59	33	26
Iran	59	35	24
Lebanon	46	28	18
Vietnam	45	22	23
Cameroon	44	31	13
Jordan	44	37	7
Palestine	40	22	18
Other Countries	673	406	267

1.4.6 THE CYPRUS COUNCIL FOR THE RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS (KY.S.A.T.S.)

In accordance with the Lisbon Recognition Convention (1997) all member states of the European Union have established National Councils for the recognition of higher education qualifications. The need to form such Councils arose out of the spirit of a united education policy aiming to aid member states in developing control mechanisms regarding criteria for quality and duration of studies for professional and scientific purposes. Under this context, the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S.) was established.

During the period January - December 2018 KY.S.A.T.S. received 1191 applications for recognition of qualifications and 1400 applications for written information. During the same period, the Council held eight (8) meetings.

KY.S.A.T.S. participates as a member of the networks European National Information Centres - National Academic Recognition Information Centres (ENIC – NARIC) and MERIC (Mediterranean Recognition Information Centres) since the beginning of its operations (2000).

1.4.7 AGENCY OF QUALITY ASSURANCE AND ACCREDITATION OF HIGHER EDUCATION

The Agency of Quality Assurance and Accreditation of Higher Education (CYQAA) is an independent Authority which was established according to “The Quality Assurance and Accreditation in Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016.” The Agency's primary aim is to ensure the quality of education to students, as well as to support the government's effort to promote Cyprus as a regional Center of Higher Education.

The Agency ensures the quality of Higher Education in Cyprus with the implementation of the European Standards and Guidelines (ESG) and by supporting the Institutions of Higher Education in Cyprus to conform to these standards and guidelines. The role of Quality Assurance is catalytic for the support of Higher Education Systems and Institutions and acts as a collaborator so that they can respond to change while ensuring that the academic qualifications acquired by the students and their experience in Higher Education remain at the forefront of the mission of the Institutions.

The evaluation and accreditation of public and private Universities as well as of Higher Education Institutions and their programmes of study takes place periodically and it is carried out in predetermined areas and on the basis of specific standards and indicators, which are published on the Agency's website.

The lists of recognized Higher Education Institutions as well as their accredited programmes of study are published at CYQAA's website (<http://www.dipae.ac.cy/index.php/en/>). As of December 2018, 240 programmes of study have been accredited.

1.4.8. STATE STUDENTS' WELFARE SERVICE

In Cyprus, students are eligible for state support if they meet certain socio-economic criteria. According to the State Students' Welfare Law that was voted in December 2015, the Ministry of Education and Culture is responsible for the financial support of the Higher Education students' families as from the academic year 2015 - 2016. For this reason, a new Student Welfare Service was established under the Ministry of Education and Culture, which is responsible for both the "student grant" and the "student allowances". The aforementioned student state support is given to students enrolled in accredited programmes of study either in Cyprus or abroad.

During 2018, the Student Welfare Service proceeded with the payment of the following grants / allowances, totaling €51.886.698.34.

Student Grant

Pursuant to the provisions of the State Student Welfare Act of 2015, the student grant is given to families which reside permanently in the areas controlled by the Republic of Cyprus and have a child who is a student studying either in Cyprus or abroad at a graduate or postgraduate accredited programme of study, provided that the family meets the economic, property and other criteria laid down in the related law. The beneficiary of the student grant can be the student himself, provided he/she has created his/her own family, or he/she is a widower/widow, or he/she is divorced or if he/she is an orphan or abandoned.

During 2018 the Student Welfare Service granted student grants to 20392 students, allocating the amount of €43.831.478.50.

Student Allowances

Per the provisions of the article 5 of the State Student Welfare Act of 2015, student allowances are given to subsidize specific needs, taking into account economic, property, social and other criteria. The students entitled arise from the evaluation of their applications, which is based on a points system that takes into account economic and social criteria. It needs to be noted that the Council of Ministers, given the suggestion by the Minister of Education and Culture, determines the allowances to be granted, the social criteria to be considered, the system of allocating points to the applicants, the amount to be allocated each academic year for the granting of student allowances, and the amount of each allowance.

During 2018, the Student Welfare Service provided 4834 students with student grants amounting to €6.355.208.23. Specifically, the following allowances were granted:

- (a) **A housing allowance** totaling up to €1800 (€150 per month X 12), for which the beneficiaries were students who accumulated 27 points and more.
- (b) **A food allowance** of a total value of €1092 (€7 per day x 156 days / year), for which the beneficiaries were students who accumulated 20 points and more.
- (c) **Allowance for the purchase of university books** up to €300, for which the beneficiaries were students who accumulated 26 points and more.
- (d) **Allowance for the purchase or upgrade of computer** of up to €500, for which the beneficiaries were first year students who accumulated 21 points and more.

The Table below shows the number of students who benefited from the above allowances and the total expenditure for this purpose for the academic year 2018.

ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE 2018
HOUSING	494	788.034,60
FOOD	4.831	5.157.230,91
PC	811	385.586,44
BOOKS	149	24.356,28
TOTAL	6.285	€6.355.208,23

Student allowances to families of Greek students and repatriated families of Cypriot students

The Council of Ministers decided to allocate a certain amount of money as student allowances to families of Greek students who were studying at Institutions of HE in the Republic of Cyprus, as well as to repatriated families of Cypriot students who were studying at Institutions of HE in the Republic of Cyprus or abroad, and who were not eligible for student allowances due to the fact that they did not meet the criterion of permanent residence. As a result, **464 Students benefited and the amount allocated in 2018 for this purpose was €975.661,61.**

The Table below shows the number of the approved beneficiaries by the above measures and the amount allocated in each case.

ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE UP TO 2018
HOUSING	311	504.100,50
FOOD	407	434.397,60
PC	49	22.657,67
BOOKS	88	14.505,84
TOTAL	855	€975.661,61

Other allowances

Christmas Allowance amounting of €150.

The above allowance was granted to families of students who accumulated a total number of 20 or more points during the assessment of their applications for student grants in 2017 - 2018. A total number of **4829 students benefited and the amount granted in 2018 was €724.350.**

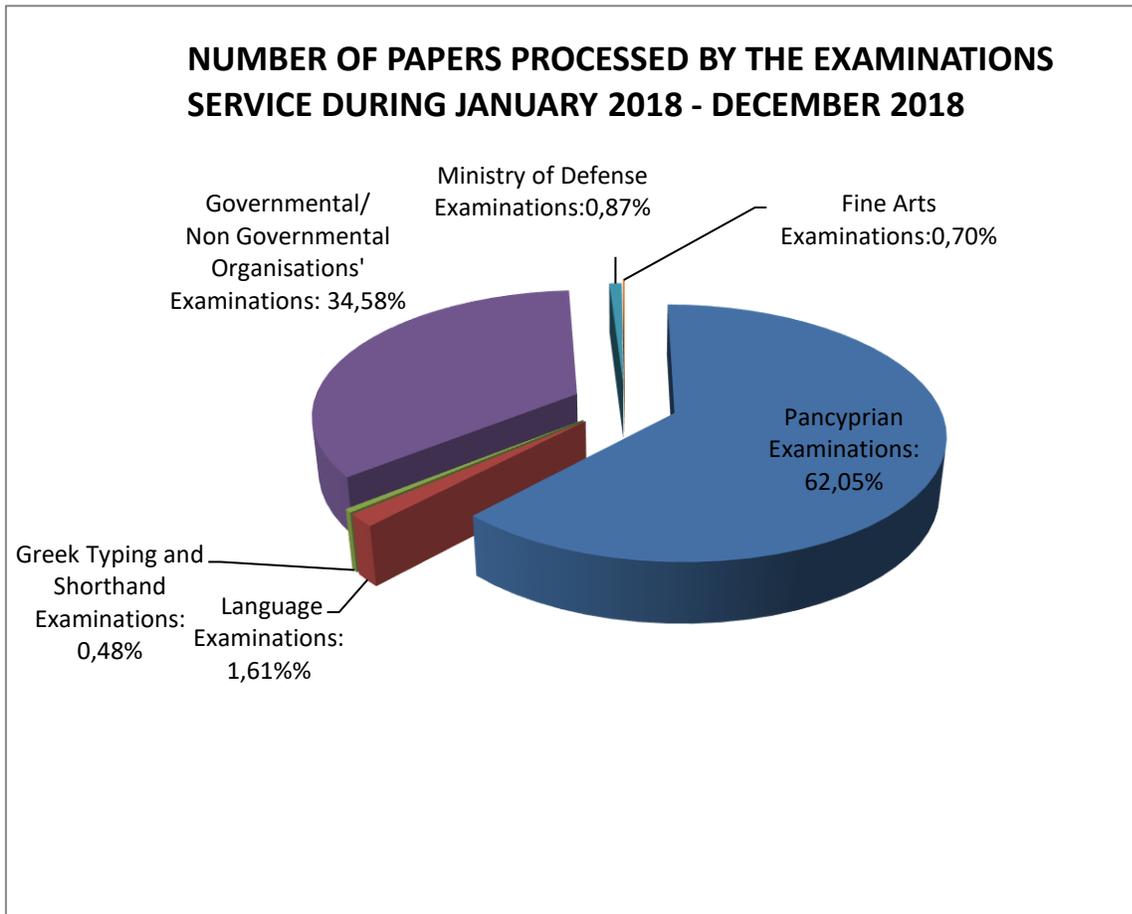
Financial Support to Departments of Greek and Cypriot Studies at Universities abroad

The Department of Higher and Tertiary Education (DHTE) evaluates applications for financial support to Departments of Greek and Cypriot Studies at Universities abroad, based on predefined criteria. An Advisory committee evaluates all applications submitted annually and decides on how to disseminate the amount of subsidies, taking into consideration the approved amount of the state budget. In 2018, the Ministry of Education and Culture subsidized with €66.300 fifteen Greek Departments from nine countries.

1.4.9 THE EXAMINATIONS SERVICE OF THE DEPARTMENT OF HIGHER AND TERTIARY EDUCATION OF THE MINISTRY OF EDUCATION AND CULTURE

The Examinations Service deals with the organization of a variety of examinations. Its goal is to ensure the validity, transparency and reliability of the examinations conducted.

For the period of January 2018 – December 2018, the Examinations Service organized a significant number of examinations which served the needs of **53.100** candidates and processed a total of **58.091** examination papers, as presented in the following graph:



1.5 THE CYPRUS PEDAGOGICAL INSTITUTE (CPI)

The vision of the Cyprus Pedagogical Institute is the continuous professional development of educators at all levels of education as well as the substantial contribution to the planning and implementation of educational policy, taking into consideration the literature, research and the priorities set by the Ministry of Education and Culture, in order to improve the quality of the educational system.

The mission of the Cyprus Pedagogical Institute is the design and implementation of continuous professional development of educators at all levels of education, the setting of framework for the educators competences and the promotion of horizontal issues of educational priority, thus improving the content and effectiveness of the education provided in accordance with the wider international, European and local context.

1.5.1 DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation, in 2018, published The Cyprus Pedagogical Institute Bulletin, Issue 20.

1.5.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The needs stemming from the requirements placed on the participants in the training programmes, the implementation of the Curricula and the growing interest shown by educators from all levels of education for self-improvement and development have enhanced the role of the Library of the Pedagogical Institute. The Library was enriched with new volumes of books and compact discs (CD, DVD). Overall, the Library has more than 51.571 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2018, the Library was enriched with 342 volumes of new books. The basic areas on which effort is put in enriching the Library are the following: teaching methodology, educational innovations and teaching practices, educational training, educational administration and educational research. The registered users of the Library amount to 1.002 individuals.

As part of the effort to upgrade the Library of the CPI, computerization of the Library material and resources by the use of the Library Automation System of the National Documentation Centre of Greece (ABEKT 5.6) is continued. Additionally, it is noted that the Library participates in the Library Consortium of the Cyprus University Libraries within the framework of the Programme 'Exploitation of New Technologies in the context of Lifelong Learning' and is connected to the Cyprus Network of Libraries which contains 52 Databases on the island allowing users to search and access material found in the Library of the CPI as well as in other libraries in Cyprus. Users may, now, access articles and other online sources through the website of the CPI.

1.6 THE CYPRUS RESEARCH CENTRE

The Cyprus Research Centre (C.R.C.) was founded in 1964 with the aim of enabling Cypriot and overseas scholars to research the history and civilisation of Cyprus and having the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture of Cyprus, namely its history, folklore, language, literature, ethnography and social sciences are initiated and implemented at the C.R.C. as well as those concerning related disciplines, according to the country's requirements at any given time and within a broader regional context.

1.7 THE TECHNICAL SERVICES DEPARTMENT

The Technical Services Department of the Ministry of Education and Culture is located in Lefkosia. Three district offices are also based in Lemesos, Larnaka and Pafos. The activities of the department are related to school building developments, supporting all the different levels of education, taking into consideration the children's educational and technical requirements.

The projects undertaken are:

- Architectural, structural, electrical and mechanical studies.
- Implementation and supervision of construction projects and material control.
- Upgrading of School building structures.
- Contract management.
- Local authority support on Private School Projects.
- Technical and economic support to School Boards Committees and Parents Associations.
- Surveys.
- Sports facility studies.
- Cultural projects.

The annual budget contains:

- a. New construction projects of School units.
- b. Upgrading of existing buildings & sport facilities.
- c. Extensions of existing School units.

All construction projects include:

- Structural upgrading.
- Functional redesigning according to approved building standards.
- Additional teaching classrooms and laboratories/workshops.
- Construction of multifunctional halls.
- Additional classrooms/ramps/lifts for children with special needs.
- Additional rooms for secondary uses (canteens, nurseries, toilets).
- Redesigning and upgrading of electrical and mechanical services.

2.

INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

2.1 PRIMARY EDUCATION

2.1.1 IMPLEMENTING THE NEW CURRICULUM AND SCHOOL TIMETABLES IN PRIMARY EDUCATION

During the school year 2017 – 2018, the focus continued to be placed on implementing the revised and restructured Curriculum. Emphasis was especially placed on the use of Adequacy and Attainment Targets as tools for the planning of the teaching process and the evaluation of teaching and learning outcomes. Attainment Targets refer to the learning outcomes which pupils are expected to achieve by the end of each grade or each level/stage, whereas Adequacy Targets describe what needs to be taught in order for the outcomes to be achieved. Teachers can choose which Adequacy Targets to focus on so that they can help pupils achieve the Attainment Targets.

Improving pupils' learning outcomes through the implementation of the restructured/revised Curriculum - with a special emphasis on the use of Adequacy and Attainment Targets - was identified as one of the main goals of the school year 2017 - 2018. Thus, in order to support teachers, a number of training activities took place in the form of teacher networks and training days. Furthermore, relevant printed and digital educational materials were produced.

As regards pre-primary education, emphasis was focused on the implementation of the new Curriculum for Pre-primary education (3 - 6 year olds) and the in-service training of pre-primary school teachers on issues pertaining to the Curriculum. To this aim, a five-year development plan for pre-primary school teachers was put into effect as of 2016 - 2017.

2.1.1.1 Modern Greek Language Teaching

The teaching of Greek Language in Primary Schools in Cyprus is based on a broad and scientifically substantiated view of what language is, so that it continuously responds to the needs of modern society. In this context, language teaching takes place by combining various language-learning approaches and by balancing and synthesizing elements, drawn from various linguistic theories and practices, both "traditional" and "modern", in a collaborative and balanced way.

In Cyprus Primary Education, language is considered, firstly, as a system of elements governed by rules and normalities (language as structure), secondly, as a dynamic means of communication and social action, which, each time is used, falls within a specific communication framework and fulfils a specific objective (language as function) and, finally, as a means of constructing social reality (language as a system of ideas and values). Therefore, language education aims to meet the needs of both pupils and teachers and to promote and enhance the development of literate active citizens.

Generally speaking, Targets for Greek Language are expected to work supportively. The use of Targets concerns all processes of organising, designing and evaluating Language Teaching. Moreover, the utilisation of Targets for Greek Language has been the subject of continuous teachers' professional development, by participating in various training activities. Additionally, Language Teaching has been the subject of all school stakeholders' briefing, specifically parents, who have participated in meetings and other actions concerning Greek Language.

2.1.1.2 Mathematics

The main focus of the Mathematics Curriculum is to prepare pupils to acquire essential mathematical knowledge and competencies, in ways that meet the needs of an individual's life as a constructive, concerned and reflective citizen. Moreover, the Mathematics Curriculum focuses on the development of pupils' mathematical reasoning, conceptual understanding, problem-solving skills, procedural knowledge and positive attitudes towards Mathematics.

The Mathematics Curriculum follows an integrated design from pre-primary to secondary education and is based on four principles: (a) pupils should be involved in mathematical investigations that enhance their curiosity and interest, (b) emphasis should be given to problem solving, (c) ICT should constitute an integral part of Mathematics education and (d) pupils' experiences should be enhanced through pedagogically rich activities, that arise from pupils' active engagement with meaningful mathematical problems and concepts.

The Mathematics Curriculum involves five areas: Numbers and operations, Algebra, Geometry, Measurement, and Statistics. These areas are described for each grade by: (a) Attainment Targets, and (b) Adequacy Targets which include Activity Levels (Prerequisite knowledge, new concepts and corresponding examples) and examples of Mathematical Practices. The organisation of the Curriculum on the basis of the above two axes, ensures the coherence and connection among the different mathematical concepts within each grade and between the grades. Moreover, the balance between conceptual understanding, procedural knowledge and applications is considered. Therefore, teachers are provided with a useful tool for developing the essential mathematical knowledge at each stage of pupils' development.

The new educational material for Grades 1 – 6, is based on new trends in the teaching and learning of Mathematics which involve pupils' active engagement in the construction and acquisition of the mathematical concepts, the development of the epistemological approaches regarding the new mathematical concepts and differentiated instruction. The didactical model that emerges from the new Mathematics Curriculum, and reflects these new trends, refers to the phases of Exploration, Investigations, Activities and Evaluation. Specifically, exploration is an activity which aims to motivate pupils to learn more about a new mathematical concept. Investigations are structured activities in which pupils explore ideas through hands-on experiences, formulate and test hypotheses, solve problems and end up with specific conclusions. At the stage of carrying out activities, pupils apply, clarify and extend their understanding on the new mathematical concept. In the evaluation stage pupils review and assess what they have learned and how they have learned it. At the same time, enrichment activities can be used by pupils of varying ability levels.

Aiming to assist the smooth transition of pupils from primary school to secondary school, the new educational material for Grade 6 follows a different structure from the other primary mathematics educational material. Specifically, new subchapters have been added to pupils' textbooks. These involve, (a) What we are going to learn: it describes the content and the learning goals of the unit as

these emerge from the Mathematics Curriculum; (b) What we have learnt: it includes mathematical concepts as prerequisites for the concepts to be taught through the unit; (c) New Mathematical Concepts: it includes the new concepts that pupils should obtain with the completion of the unit; (d) Illustrative examples: It includes activities with answers; (e) Unit Activities: it refers to the focus of the unit to be taught which can be used for more practice, revision or assessment purposes.

During the school year 2017 - 2018:

- The revision of the educational material for Grade 4 was completed. The revision of the educational material was conducted after three years of full implementation and according to the feedback provided by the teachers who used the new materials in their teaching. Both qualitative and quantitative data was collected for this purpose.
- Revision of the educational material for Grade 1 and Grade 5 has started, in the perspective of aligning the educational material with the available teaching periods of schools. Additionally, the educational material for Grade 5 will be revised based on the format of the educational material for Grade 6.
- Teachers received support in their schools from Mathematics advisors.
- Teachers had the opportunity to optionally participate in structured courses offered by the members of the Mathematics Development Unit team. The courses referred to the development of daily lesson plans using the Mathematics Indicators and the mathematics material.
- The programme “Parents and pupils working together in Mathematics”, was offered in an attempt to inform parents about the new mathematical content and methodology.

During the school year 2018 - 2019, the Mathematics Group will complete the revision of the educational material for Grade 1 and Grade 5 and will proceed with the revision of the educational material for Grade 6. Mathematics advisors will support teachers regarding the methodology of Mathematics and the development of their daily lesson plans. In the context of TIMSS 2019, the Mathematics Group will support teachers and school in order to: (a) use the results from previous international studies to improve learning outcomes, and (b) familiarize pupils with TIMSS' procedures.

2.1.1.3 English

As of 2011 - 2012, English is taught in Primary School from Grade 1 (first year of primary school). In 2015 - 2016, after the recommendations of a Special Scientific Committee, a revised school timetable was implemented in Primary Education which increased the teaching time for English in the early years of primary education.

The newly revised school timetable provides for English to be taught twice a week (two 40-minute teaching periods) in all primary school grades. This move, to increase the teaching periods for English, was extended to the All-Day Compulsory Schools, which implement an intensive English programme. They, therefore, teach English three periods a week in Grades 1 - 3 and four periods of English in Grades 4 - 6.

In order to support the effective implementation of the new English programme the existing educational materials were mapped against the Attainment and Adequacy Targets which are included in the restructured Curriculum. This will support teachers and enable them to prepare more easily and more effectively. Furthermore, seminars took place to support teachers and headteachers in their implementation of the English Curriculum on the basis of Adequacy and Attainment Targets. Six workshops took place for headteachers; three for headteachers in the Lefkosia district, two for

headteachers in the Lemesos district, and one for headteachers in the Pafos district. Teacher advisors for English supported practising teachers through numerous school visits, teaching of demo lessons and team teaching activities.

Moreover, during the year 2017 - 2018 educational materials were prepared for the teaching of English in the All-Day Optional Schools. In particular, materials were prepared for the teaching of English in Grade 3 of the All-Day Optional Schools.

During the school year there were also activities such as open days, presentations and plays which took place so as to inform parents on the Primary English language programme. Open days and actions to inform parents were initiated with the beginning of the new English language programme in 2011- 2012 and have continued annually ever since. During 2017 - 2018, 56 parent events took place in schools around Cyprus.

As regards the teaching of English in Pre-primary Education, this continues to expand and is strengthened through the implementation of the new Curriculum for Pre-primary Education which adopts CLIL as the approach to introduce English in Pre-primary Education. The implementation of CLIL is supported and monitored by the Cyprus CLIL Coordinating Centre.

2.1.1.4 Health Education

During the school year 2017 - 2018, the Adequacy and Attainment Targets Table of the Health Education Curriculum (Grades 1 - 4) and Health Education - Home Economics (Grades 5 - 6), have been reorganised based on the actual teaching time and improvement of the Indicators Table in the wording, accuracy, content, referral activities and educational and supportive materials.

The Health Education Working Group has provided support to educators, through these training activities:

- a) Advisory work at school level, through information on the Attainment and Adequacy Targets Table of the Health Education Curriculum, on the teaching approaches and methodology of Health around 800 teachers were trained.
- b) Two-Day Teaching Seminar (September 2017) on the Teaching Approach of Health Education (Programming, Methodology and Assessment) and application of the Adequacy and Attainment Targets in a Health Education lesson. 150 teachers were trained.
- c) Networks for headteachers and teachers (March 2018) in Lefkosia and Larnaka in the subject of "Health Education - Incorporation of Adequacy and Attainment Targets and sample lessons on Children Rights" - Grade 1 and "Ways of expression of sexual maturation" - Grade 6. 40 headteachers, 45 teachers and 3 inspectors were trained.
- d) All day Seminar in Lefkosia, Lemesos, Larnaka and Pafos (March 2018) on the subject: "Empowerment and Prevention through the Health Education lesson in the Primary School". The Health Education Working Group and the Health Education Advisory Work organised five workshops, one for each Grade (1 - 5). The workshops focused on the following subjects: Healthy interpersonal relationships (Grade 1), Disintegration of stereotypes through fairy tales and media (Grade 2), Communication skills (Grade 3), Peace value (Grade 4), and Empathy (Grade 5). 300 teachers were trained
- e) Central training of headteachers in Lemesos (March, 2018) on the Teaching Approach of Health Education lesson with emphasis on Programming, Methodology and Assessment. 45 head teachers were trained.

In addition, during the school year 2017 - 2018, taking into consideration the National Strategy and the Action Plan for Combating Sexual Abuse, Child Exploitation and Child Pornography 2016 - 2019, the Health Education Working Group and the Health Education Advisory Work, provided support to educators through the following training actions:

- Training teachers and headteachers at school level, all over Cyprus with staff meetings (40 meetings at school) on the subject “Sexual Education at Primary school”.
- Conducting 35 sample lessons by the Health Education advisor, held for children and monitored by teachers and headteachers, on the content of Health Education lesson (e.g. reproductive and private parts of the body, family concept and its forms, degradation of stereotypical gender roles, adolescence, relationships, emotions, ways of sexual maturity etc.). Approximately 600 teachers were trained.
- Training 80 teachers at school level in the programme “Educating teachers to deconstruct attitudes and perceptions about sexual education”.
- Presentation at the Pedagogical Institute, for teachers and headteachers, of the topic “Sexual Education in Primary School”.

Furthermore, as far as the whole reorganisation of the Adequacy and Attainment Targets, the Health Education Working Group, under the instructions of the Reorganisation Committee of the Health Education (Grades 1 - 4) and Health Education - Home Economics (Grades 5 - 6) lesson, made changes on the content of the Health Education - Home Economics lesson so as to maximize the use of teaching time of home economics laboratories in Grades 5 and 6.

2.1.1.5 Geography

During the school year 2017 - 2018, the Adequacy and Attainment Targets of Geography were implemented, according to the main objectives of the MOEC about the implementation of the revised / reconstructed Curriculum for Primary Education, and the Adequacy and Attainment Targets.

Teachers, had available teaching material that was based on modern learning approaches and Adequate and Attainment Targets for Grades 1 - 3 and for part of Grade 4 of the primary school and these were implemented all over public primary schools. In a selected number of schools, the teaching design by teachers, included the use of Adequacy and Attainment Targets. In order to support teachers' implementation of the Geography Adequacy and Attainment Targets, relevant training programmes and activities took place.

Geographic Education in primary schools, ultimately aims to improve people's quality of life in their living environment (natural and man-made). Therefore, it seeks to:

- a) equip pupils with a sufficient body of knowledge that
 - includes useful knowledge necessary for critically evaluating the real world in order to form the basis for pupils, as future citizens, to live in quality and happiness and to successfully participate in the new globalised political-social and economic environment,
 - is a prerequisite for creative and efficient design of their living space so that as future citizens live in harmony with it,
- b) help pupils develop the appropriate spatial analysis skills in combination with geographic tools and sufficient knowledge, so as future citizens to be able to think and make well informed and rational decisions at a personal level and through active community participation at a collective level,

- c) form citizens that exhibit attitudes and behaviours which show acceptance and respect for human and environmental diversity and rational management of resources and space on local, regional and global scales.

The actions of the MOEC seek to effectively develop and support Geographic Education. Within this context, modern school geography teaching is organised around geographic inquiry, a methodology that includes the development of spatial thinking skills, the attainment of concepts and their linking with spatial representations, through a variety of geographic representation tools, along with thinking processes. Therefore, learning activities during the teaching process are based on Geographic Analytical Skills. Geographic Analytical Skills are a set of spatial thinking skills specially adjusted for use in Geography Teaching.

The need to develop pupil's spatial thinking skills is crucial in modern days, as contemporary life increasingly requires spatial knowledge, judgment and decision making. The democratisation of access to multiple sources of Geographic Information (internet, spatial globes) on one hand and the challenges of modern life on the other, highlight the necessity to develop spatial thinking skills in order to organise analyse and evaluate spatial decisions as means to human, social and environmental harmony.

The need to further develop Geographic Education continues with the development and production of educational material, the training and support of teachers on a school basis and with the pilot integration of Geographic Information Systems in teaching practice.

2.1.1.6 Religious Education

Religious Education in our schools aims at having the children learn about both the Christian Orthodox Tradition and the universal phenomenon of Religion. Children are expected to foster tolerance, respect and love for every human being, as well as to understand and interpret the modern world and religious similarities / differences.

In 2017 - 2018 the Religious Education Group continued the reconstruction and remodelling of the Education Curriculum. Adequacy and Attainment Targets were developed for all primary education grades. New education materials were produced, including new textbook for the 5th Grade and series of byzantine and post-byzantine icons from Cyprus churches. Furthermore, a new curriculum was created for Agios Maronas Primary School, based on the Maronite Christian Tradition.

The Religious Education Group also provided in-service training for primary school teachers through seminars, meetings, networks and conferences.

2.1.1.7 History

The Primary Education History Working Group focuses on the introduction of a constructivist approach in History education, which primarily aims at the development of historical literacy, the parallel development of substantive knowledge and disciplinary understanding.

During the school year 2017 - 2018, the restructure process of the History Curriculum continued with the development of Adequacy and Attainment Targets. Attainment Targets describe learning outcomes, the pupils are expected to demonstrate in each year and refer to the development of:

- a) a coherent and sufficient body of substantive knowledge of the past (periods, events, phenomena and people in the past),

- b) disciplinary understanding in history (methods and logic of the discipline of history, understanding of the interpretative nature of historical knowledge, the forms and also the limits of historical knowledge).

Adequacy Targets describe what is to be taught, in order for these learning outcomes to be achieved.

The Primary Education History Working Group also worked closely with the Secondary Education History Working Group, and also with the scientific advisor for History education, for the restructure of the text of the History Curriculum. In the context of this, a review process of the available teaching material, which takes into consideration the Adequacy and Attainment Targets, has begun and will be continued during the next school year.

In terms of in-service training for the implementation of the new History Curriculum, the Working Group organised a number of training seminars at school level and also a number of sample lessons for the headteachers' network in Larnaka and Ammochostos districts. In addition, the Working Group supported teachers at school level, providing advisory work through communication with schools and educators, and also school visits.

Furthermore, the Primary Education History Working Group in collaboration with the Cyprus Pedagogical Institute, organised a training session, titled "Teaching History in the Modern World". It took place at the Filoxenia Conference Centre on January 19, 2018 and was presented by Dr. Angelos Palikidis, Assistant Professor of History at the Democritus University of Thrace and Dr. Georgios Georgis, Professor of History at the University of Neapolis and former Ambassador of Cyprus in Greece.

In the first part, the following contributions were made: "The introduction of constructivist inquiry-based history education approaches in Primary Education" (Lucas Pericleous), "Sensitive Memory and History. Approaching the refugee trauma in school" (A. Palkidis)," Co-teaching of Greek and Cypriot History" (G. Georgis). The aforementioned lectures were followed by six experiential workshops conducted in the second part of the day.

2.1.1.8 Music Education

Music Education in Primary Education offers opportunities for all children to make, appreciate, and understand music. Through experiential learning, children practise playing musical instruments, singing, listening, improvising and composing music. In addition to these, great emphasis is given on preparing children to become good listeners, good members of an audience and appreciate music of different styles and civilisations.

During the school year 2017 - 2018, music educational material for the 3rd Grade was created and disseminated, including a new textbook, guidelines for teachers, PowerPoint presentations with listening activities and music material.

Furthermore, trainings and seminars took place for teachers, headteachers and parents to get familiar, informed and get to know the new material and educational process created for the lesson. Those included:

- The initial two-day training seminar for the teachers (September, 2017),
- Training for pre-primary school teachers at the Pedagogical Institute,
- Training network for head teachers in Lemesos and Lefkosa district (February – March 2018),

- “Open music classroom” days for parents were organised in selected schools, where they could visit and watch a music lesson, so they could get informed about the learning process according to the new music curriculum.

Furthermore, CLIL approach (Content and Language Integrated Learning) is gradually applied to the Music Lesson in collaboration with CLIL Centre. Music lesson plans for the 3rd Grade were infused with the CLIL approach and a practical implementation of these lesson plans was presented in a training to headteachers and teachers in Lemesos district.

Many Awards were presented to primary schools during the school year 2017 - 2018. Pupils created and performed songs and radio spots for many European and Greek contests. The 1st Primary School of Makedonitisa and the Primary School of Lympia were among the awarded schools.

2.1.1.9 Environmental Education - Education for Sustainable Development (E.E.-E.S.D.)

Environmental Education (E.E.) and Education for Sustainable Development (E.S.D.) is an important innovation in Cyprus Primary Education because on one hand it was introduced officially in school practice through the newly established curriculum for E.E.-E.S.D. and on the other hand asked from each school to plan and implement its’ Sustainable Environmental Education Policy, so that each school, gradually and in a long-term basis become sustainable.

During the school year 2017 - 2018, the creation of a sustainable school was pursued through the curriculum of E.E.-E.S.D. This school will operate as a model of organisation which promotes sustainability and adapts it in school life through its’ three levels on functioning:

- a) The pedagogical (learning and teaching process),
- b) The social / organisational (cultural, social, environmental and educational policy), and
- c) The technical / financial (infrastructures, equipment, administrative practices).

The E.E.-E.S.D. Curriculum pursues to make pupils, as future citizens, able to adopt sustainable lifestyles on the basis of their participation, intervention and change and improve their quality of life on the triple environment, economy, society.

It is noted that the current programmes of Environmental Educational were integrated within the E.E.-E.S.D. curriculum. Additionally, the pupils of Primary Education are participating in the non-formal environmental education programmes organised by the Governmental Network of Environmental Education Centres (EECs) which function under the auspices of the Cyprus Pedagogical Institute. Through the environmental education programmes of the Governmental Network of EECs, pupils have the opportunity, in real contexts, to be educated in various environmental and sustainable development issues, such as biodiversity, climate changes, forest, water, waste management and so on, as well as to cooperate with various stakeholders which are active in the fields of Environment and Sustainable Development.

2.1.1.10 Design and Technology

Design and Technology education aims at the Technological Literacy of pupils and particularly the development of their technological knowledge, technological skills and values – attitudes. The subject focuses mainly on problem solving process, investigation, application of knowledge from other subjects (Science, Mathematics, and so on.) and practical work.

The revised Design and Technology curriculum concerns both primary and secondary education and covers four areas: Design, Making, Evaluation and Technological knowledge (Design, Energy, Electricity, Mechanisms, Structures and Control Systems - Robotics).

During the school year 2017 - 2018, emphasis was given on the application of the unit “Control Systems and Robotics”. The main goal was the development of pupils’ algorithmic thinking and programming skills. Thus, various teaching tools, such as ground robots (PRO-BOT), activity mats, pupils’ worksheets and a programming software (PROBOTIX), were sent to schools. In addition, the relevant Pupils’ Book was revised to include the necessary knowledge and activities on robotics. In the same framework, several conferences, workshops, seminars and competitions were held for children, teachers and headteachers of Primary Education.

The introduction of robotics in the Design and Technology lesson is characterized by the pupils’ enthusiasm, as well as by the great interest of teachers for continuous in-service training on robotics. Further, robots have been used by teachers in cross curriculum ways in subjects other than Design and Technology, such as in Mathematics, English, Science, and so on. Thus, the introduction of robotics in our schools has begun to make a substantial contribution to acquiring not only knowledge, but also core skills, which enable pupils to become effective citizens of modern society.

2.1.1.11 Art Education

Art Education contributes to the overall human development, with an emphasis on the social, cognitive and emotional areas. At the same time, it fosters respect and understanding among human beings, as well as the development of positive attitudes towards the environment, society and culture. In this context, learning and teaching the Visual Arts is experiential, and the design and delivery of visual arts activities focuses on viewing-observing and making-creating.

The Visual Arts Curriculum adopts a child-centred approach. Learners’ interests, experiences as well as abilities are utilised and their connection with issues that concern everyday life and the environment is promoted, while creative expression and critical thinking are developed.

During the school year 2017 - 2018, the Inspectors and the Art Education advisors carried out the following actions to support the implementation and dissemination of the Visual Arts Curriculum in everyday teaching:

- Teacher training during the Two-day Teacher Seminar (September, 2017).
- Teacher guidance and support which was offered by the Inspectors and the Art Education advisors both as school-based support and through electronic mail.
- Organisation of optional seminars through the Cyprus Pedagogical Institute in Lefkosa, Lemesos and Pafos.
- Development of supporting materials to further support aspects of the Visual Arts Curriculum.
- Reviewing of the Attainment Targets of the Visual Arts Curriculum.
- Updating of the MOEC website with educational resources and other supporting material.
- Reviewing and updating of the Art Education Programmes that are organised in museums and galleries in Lefkosa and Lemesos, so that they conform to the New Curriculum.
- Organisation of children’s art exhibitions with works inspired by the Art Education Programmes and by the Archive of the Cyprus Children’s Art.
- Continuation of the online educational Platform for Communication of Art Education Teachers, in the context of the Edmodo platform. Through this online community, teachers that teach visual arts have the opportunity to communicate with their peers and exchange information, lesson

plans, photographic material and videos, with the purpose to enrich their knowledge bank and improve their teaching.

In addition, the Department of Primary Education in cooperation with the Curriculum Development Unit of the MOEC reissued the Visual Diary for pupils, with a new cover that includes text with ideas for creative art work. The new diary was available to primary schools in September 2018.

2.1.1.12 Science

During the school year 2017 - 2018, the process of reorganising and improving the Adequacy and Attainment Targets of the Science Curriculum according to the real teaching time was completed. On the basis of the reformed version of the Science Curriculum, the authorised Science Teams continued the effort to produce teaching and supporting materials for the subjects "Science and Technology" (Grades 1-4) and "Science" (Grades 5-6).

Meanwhile, within the context of the training actions designed by the Department of Primary Education and the School-Nets formed by School Inspectors, headteachers' and science teachers' meetings were organised aiming to familiarize them with the application of Adequacy and Attainment Targets.

Additionally, in cooperation with the University of Cyprus, the University of Nicosia, the European University of Cyprus and the Pedagogical Institute, training meetings of Science teachers of Grades 3 and 4 were organised in all districts. The programme of these meetings included presentations and workshops regarding the teaching and supporting materials for Grades 3 and 4, pupils' performance in TIMSS 2015 and the strategies they apply in responding to assessment items.

As far as school-level training is concerned, Science advisors visited the schools of their region in order to provide them with teaching support and information about the pilot phase of TIMSS 2019.

2.1.1.13 Physical Education

Special emphasis during the school year 2017 - 2018 was given on the thematic area of Gymnastics regarding all levels of primary school. The beginning was on the initial daily in-service training of teachers, September 2017. The initial daily in-service training dealt with the content of the thematic area of Gymnastics, its Attainment and Adequacy Targets as well as with good teaching practices of a Gymnastic lesson. The Teachers participated in workshops, had the opportunity to reflect and redefine on a qualitative lesson on the thematic area of Gymnastics, based on Attainment and Adequacy Targets.

Two different training sessions, in the frame of Cooperative Learning Communities, followed the initial in-service training on the thematic area of Gymnastics. The first training session's focus was on floor exercises based on Attainment and Adequacy Targets and, the second one emphasized on rhythmic gymnastics. At both meetings, teachers had the opportunity to attend children in activities of developing, fostering and improving stabilization skills and manipulation skills of small equipment in the rhythm of music, as well as creating and presenting movement sequences and a gymnastic programme. The aim of the training sessions was teachers to observe, analyze and discuss an indicative methodological pathway of learning, developing and improving wheel skill, as well as attending activities focusing on stabilization skills key points and on the way Attainment and Adequacy Targets are fulfilled following different learning pathways and learning approaches, appropriate equipment, materials and safety guidelines. They also learned how to use flashcards in learning procedure for developing, evaluating and improving skills and understand more the important role of self-evaluation and peer-evaluation based on given criteria.

Workshops that involved principals of primary schools took place and completed in-service education in Physical Education for this school year. The workshops emphasized on the role of principal in implementation of the reform curriculum of Physical Education.

Support material was developed and uploaded on the official website of the MOEC under the link of educational material of Physical Education. An important edition, the textbook “The fundamental motor skills at Physical Education Curriculum in Primary School” with photos and key points of learning, developing and evaluating fundamental motor skills, is among other support materials. Flashcards of learning – observing – evaluating of fundamental stabilization skills were created on the basis of the above-mentioned textbook and are an additional support material for teachers. Last but not least, indicative lesson plans of the thematic area of gymnastics are among other material on the website.

The website of Physical Education was reconstructed making a significant differentiation on the presentation of curriculum, long term planning and indicative lessons. They all follow the line of thematic areas, each term for each class.

Inspectors and advisors of Physical Education visited schools and provided support to teachers on the previously mentioned areas or other content areas of their interest. At the same time, they plan, implement, evaluate and plan new lessons helping teachers to understand the implementation of the Adequacy and Attainment Targets.

Two workshops about CLIL in Physical Education were carried out at a European conference in Porto, Portugal, on 16th and 17th of March 2018, by members of Physical Education team and CLIL center of the MOEC. The innovative approach of CLIL was implemented in Physical Education in many primary schools, in cooperation with the inspectors and advisors of CLIL. Teachers were invited in CLIL approach Physical Education lessons, watched the lesson and learned about this innovative approach. Good practices were presented at a conference of CLIL in Cyprus, disseminating this topic.

Finally, key competences of the 21st century were developed by using technology in Physical Education lessons. Moreover, an e-portfolio was created as a result of this work which was done in the context of the Erasmus+ project “ATS2020 – Assessment of Transversal Skills”. This work was presented in an interactive poster session at the final conference of “ATS2020” in Brussels, 2nd of February 2018, emphasizing the fostering of digital competence, autonomous learning, collaboration and communication, information literacy, creativity and innovation.

A dance day was organised in Lemesos district as a result of the full implementation of Physical Education curriculum, especially the thematic area of traditional dance. A thousand and a hundred children, danced in groups, Greek traditional dances.

Finally, a great number of children met with the Cypriot World Champion of Sailing, Pavlos Kontidis, who delivered an inspirational speech referring to success (dreams, goals, and effort), the positive role of exercise in life, and the important role of healthy living as well as for values such as faith, patience and persistence.

2.1.1.14 Pre-primary Education

During the school year 2017 - 2018, the programme of pre-primary teachers' training concerning the Curriculum for Pre-primary Education (3 - 6 years) was implemented for second year. The programme

was annual and included the training of a small group of pre-primary teachers (up to 30 teachers in each group) in a curriculum subject / field of child development / methodological approach. The trainers had meetings with the teams aiming at an in depth study of the specific curriculum area, lesson plan design, classroom implementation, feedback and reflection.

Specifically, the programme covered in Lefkosia district: Mathematics, Natural Sciences, CLIL and Music, in Lemesos district: Mathematics, Language and Environmental Education and Education for Sustainable Development, in Larnaka district: Language, Social Studies and Development of Personal and Social Awareness, in Ammochostos district: Mathematics, and in Pafos district: Theatrical conventions. In total, 318 pre-primary teachers participated in the programme.

Along with the training of pre-primary teachers, the pre-primary headteachers and assistant headteachers participated in a training programme on topics related to the Curriculum for Pre-primary Education (3 - 6 years).

In June 2018, a pancyprian conference addressed to private sector pre-primary teachers, was held at the Pedagogical Institute in Lefkosia. The conference covered topics concerning the Curriculum for Pre-primary Education (3 - 6 years). The aim of the conference was to inform the participants about the curriculum and its philosophy. During the conference, workshops were organised through which the participants had the opportunity to familiarize with practical ways to apply the basic principles of the curriculum. The conference was attended by 100 pre-primary teachers.

Five regional conferences were held in Cyprus (one in each district) aiming at informing pre-primary teachers about issues related to the recognition and proper management of issues related to the sexual abuse of pre-primary school children. The conference was presented by an academic expert on the relevant issues and representatives of all the bodies directly related to the above subject (Cyprus Police, Legal Service, Welfare Office, Educational Psychology Department of the MOEC, Children's Home). The conference was attended by one teacher from each school and was open to both, public and private Pre-primary Education.

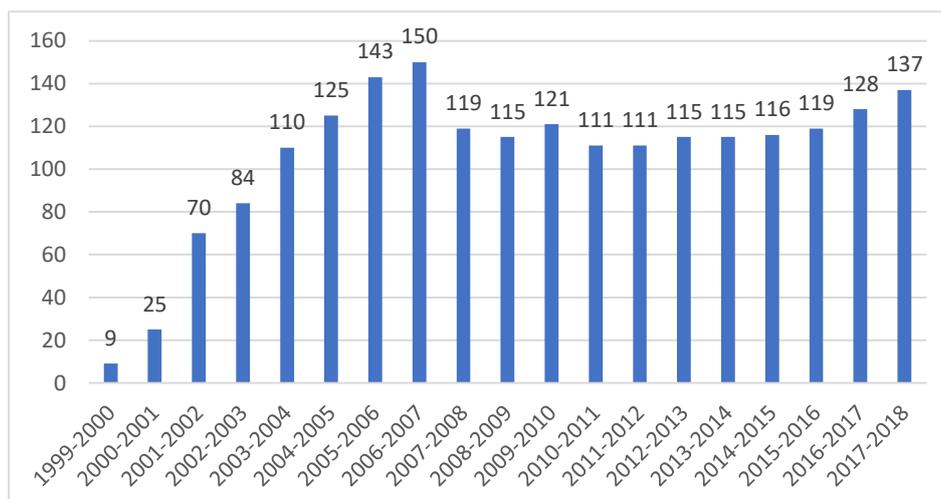
2.1.2 IMPLEMENTATION OF THE ALL-DAY SCHOOL

2.1.2.1 All-Day Optional Schools in Primary and Special Schools

The All-Day School concept in Primary Education was experimentally implemented during the school year 1999 - 2000 in nine Primary Schools - four urban and five rural ones. This experimental implementation of the All-Day School was evaluated by a Special Evaluation Committee, which consisted of representatives from the University of Cyprus, the Cyprus Pedagogical Institute, the Inspectorate, the Teachers' Union and the Pancyprian Confederation of Parents' Associations. After the first phase of this evaluation that was completed in May 2000, a report was prepared and submitted to the MOEC. Based on this report, the All-Day Schools were considered to be successful and useful both socially and educationally.

Since then – and upon the request of many schools – the institution of All-Day Optional Primary and Special Schools has been extended and implemented as follows:

Number of All-Day Optional Primary and Special Schools



The All-Day Optional Primary and Special Schools function from October to May, five days a week – based on two types of time schedules – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon teaching periods. The five-day school week was adopted from the school year 2016 - 2017 onwards.

No changes have been made concerning either the Curriculum or the timetable of the schools' morning programme. On the contrary, they continue to operate according to the existing school regulations. The afternoon programme in All-Day Optional Primary Schools includes lunch at school, five teaching periods per week to carry out assigned homework / consolidation, and ten teaching periods for the following elective subjects: English, Information Technology, Music, Physical Education, Art, Design and Technology, and Drama.

The number of pupils per class ranges from 8 to 25, according to the subject and the needs of each school unit. The formation of classes and groups is done according to the pupils' interests and the teachers' talents on specialised subjects. The MOEC provides all schools which function as All-Day Schools with the necessary equipment.

Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision / preparation of meals are undertaken by the parents. The type of food and the specific menu is agreed and arranged by parents in collaboration with the MOEC. The MOEC finances part of the cost by funding the meals for a number of needy pupils.

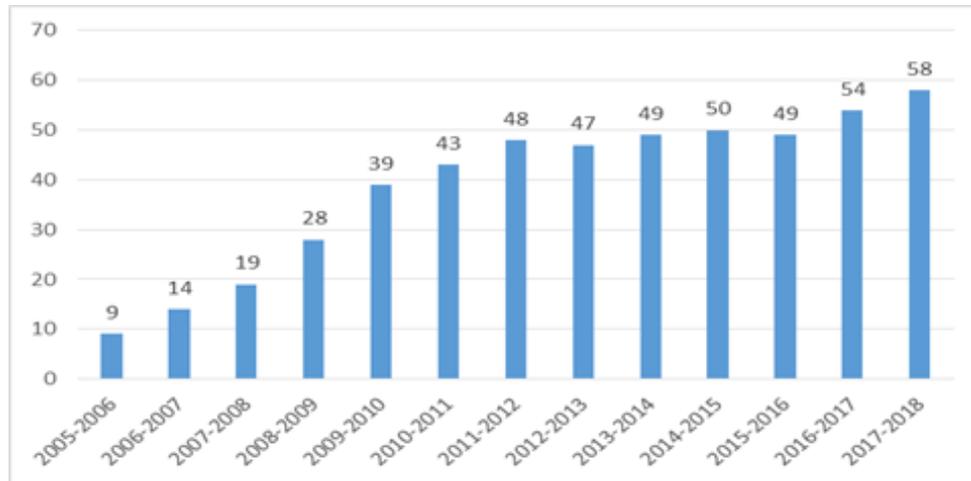
On November 17, 2015, the Council of Ministers approved the evaluation of the programme "All-Day Schools". During 2016 - 2017 the All-Day Optional Schools were evaluated by the Educational Research and Evaluation Centre. The Evaluation process included school visits, interviews and questionnaires. The findings of the evaluation were announced and exploited by the MOEC.

2.1.2.2 All-Day Optional Pre-primary Schools

The All-Day School in Pre-primary Education was experimentally implemented during the school year 2005 - 2006 in ten classes of nine rural pre-primary schools. During the school year 2006 – 2007, the institution was extended to 16 classes of 14 rural and two urban pre-primary schools all over Cyprus.

Since then, upon the request of many schools, the institution of All-Day Optional Pre-primary Schools was extended – and implemented as follows:

Number of All-Day Optional Pre-primary Schools



These Pre-primary Schools operate as All-Day Schools on an optional basis. They function from October to May, five days a week – based on two types of time schedules – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon periods. The five-day school week was adopted from the school year 2016 - 2017 onwards.

No changes have been made concerning either the Curriculum or the timetable of the schools' morning programme. On the contrary, they continue to operate according to the existing school regulations.

The afternoon programme includes lunch at school, five teaching periods per week for sleeping or resting and ten teaching periods for creative activities on the following subjects: Language, Maths, Information Technology, Drama, Music, Dance, Art, Physical Education and Group Games. The maximum number of pupils per class is 25.

The MOEC provided all schools already operating as All-Day Schools with the necessary equipment.

Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision / preparation of meals are undertaken by the parents. The type of food and the specific menu is agreed and arranged by parents in collaboration with the MOEC. The MOEC finances part of the cost by funding meals for a number of needy pupils.

On November 17, 2015, the Council of Ministers approved the evaluation of the programme "All-Day Schools". During 2016 – 2017, the All-Day Optional Pre-primary Schools were evaluated by the Educational Research and Evaluation Centre. The Evaluation process included school visits, interviews and questionnaires. The findings of the evaluation were announced and exploited by the MOEC.

2.1.2.3 All-Day Compulsory Schools in Primary Education

Rapid societal changes create the need to reform the Cyprus Educational System in terms of improved conditions for school life, modern ways of learning, new school subjects, upgraded

infrastructure and a revised Curriculum and School Timetable. Therefore, in 2006 – 2007, the MOEC introduced the All-Day Compulsory School in Primary Education on a pilot basis in nine Primary Schools throughout Cyprus. In 2007 - 2008, the number of schools increased to 15.

The first phase of the pilot programme lasted three years and was completed in the school year 2008 - 2009. It was evaluated by an Independent Evaluation Committee. In June 2009, the Council of Ministers approved a new framework for All-Day Compulsory Schools, which was designed based on the suggestions of the Evaluation Committee and the observations of the MOEC. The new framework constituted the second phase of the pilot implementation of All-Day Compulsory Schools and it was implemented during the school year 2009 - 2010.

At the end of the school year 2009 - 2010, the four-year pilot programme was completed. A Special Committee examined the final framework, studied ways of expanding the Compulsory All-day Schools and prepared a proposal which was approved by the Council of Ministers in June 2010. The Special Committee included representatives from the MOEC, the Ministry of Finance, the Special Evaluation Committee, the Teachers' Union, the Pancyprian Confederation of Parents' Associations and the external advisor for All-Day Compulsory Schools.

The final framework of the All-Day Compulsory Schools was implemented during the school year 2010 - 2011. As of that year the institution of All-Day Compulsory Schools continues to operate in 14 Primary Schools.

After the completion of the pilot programme of All-Day Compulsory Schools and the formal establishment of the All-Day Compulsory Schools that was approved by the Council of Ministers on 16th of February, 2011, the All-Day Compulsory School is officially considered to be a type of Public School.

The All-Day Compulsory Schools' educational programme and mode of operation is very different from the All-Day Optional Schools. The All-Day Compulsory Schools operate with a unified curriculum, unified school management and staff and also with an upgraded educational programme.

The All-Day Compulsory Schools operate four days a week (Monday, Tuesday, Thursday and Friday) from 7:45 a.m. to 3:15 pm or 4:00 p.m. and one day a week (Wednesday) from 7:45 a.m. to 1:05 p.m. They have a total of 47 teaching periods, that is, 12 teaching periods more than the mainstream (non-All-Day) Primary Schools. These 12 additional teaching periods are used for the teaching of English and Information Technology, and also for the introduction of new innovative subjects, such as Life Skills, and elective subjects which the pupils choose based on their interests (e.g. dancing, swimming, ballet, drama, and so on). For the teaching of English and the elective subjects there is a special arrangement for hiring specialised teaching staff (i.e. dance teachers, drama teachers, and so on.).

When the schools operate in the afternoon, lunch is provided to pupils. The school menu is designed by nutritionists and the food is prepared and supplied by catering services, except in the cases where the school unit has decided otherwise. Meals are offered in a specially arranged area, which functions as a dining room. During lunch, additional auxiliary staff helps with serving meals and cleaning up, whereas pupils are supervised by their teachers. The cost of meals is covered mostly by the parents, while the MOEC finances part of the cost. The financial support offered by the Ministry is €470 per pupil and covers 20% of the registered pupils, except in the cases of schools on mountainous areas,

where the MOEC finances all the pupils. This additional financial support falls within the wider framework of support towards the residents of mountainous areas.

An All-Day Compulsory School headteachers' network is in place so as to enable them solve problems and share ideas amongst themselves.

On November 17, 2015, the Council of Ministers approved the evaluation of the programme "All-Day Schools". During 2016 – 2017, the All-Day Compulsory Schools were evaluated by the Educational Research and Evaluation Centre. The Evaluation process included school visits, interviews and questionnaires. The findings of the evaluation were announced and exploited by the MOEC.

2.1.3 IMPLEMENTATION OF PUBLIC SUMMER SCHOOL

The functioning of Public Summer Schools (PSS) by the MOEC has been a social need and demand in the last few years. The programme of PSS was first introduced in the summer of 2015 to 22 primary schools. During the summer of 2018, the programme was implemented in 24 primary schools and 6 pre-primary schools. PSS offer creative activities during the summer, especially for children of disadvantaged socioeconomic origin.

The PSS programme has been widely accepted and embraced, since, among things, it:

- helps to reduce the gap between opportunities provided to children of affluent families and those of poor families in terms of creative experiences during summer holidays.
- promotes round and full development of children through various creative activities.
- reduces working parents' problems regarding children supervision during the summer period when schools are closed.
- prevents and diminishes juvenile delinquency.
- lessens excessive time devoted to watching television.
- provides a healthy breakfast.
- uses in the best way school buildings and equipment, beyond normal classes.
- contributes towards the improvement of the schools' infrastructure.
- offers unemployed educationists the chance to work.

All 30 PSS (24 primary schools and six pre-primary), which functioned during the summer 2018, worked for five weeks, from the first day of summer holidays until the last Friday of July. Both experienced and unemployed teachers were employed.

Each PSS follows a well-designed and flexible programme of creative activities, suitable for children's needs, abilities and interests, which include Artistic Expression, Design and Technology, Music, Theatre, Dancing, Computers, Home Economics, Indoor and Outdoor Group Games, Fairy Tales, Puppet Theatre and so on.

It must be noted that breakfast in PSS is daily provided for free, for all the children in need.

2.1.4 EDITION OF SCHOOL GUIDE FOR PARENTS AND PUPILS OF PRIMARY EDUCATION AND NOTEBOOK - DIARY FOR PUPILS

During the school year 2015 - 2016 the MOEC edited, for the first time, the "School Guide 2015 - 2016 for parents and pupils of Primary Education." This edition aimed at strengthening the cooperation of

MOEC, and in particular the Department of Primary Education, with all parents / guardians. The School Guide proved to be very useful for parents / guardians and for teachers and pupils. For this purpose, before the beginning of the school year 2016 - 2017, the MOEC edited new "School Guide for parents and pupils of Primary Education" with enriched themes. Since the school year 2017 - 2018, the School Guide decided to be given to all the children of 1st Grade, at the beginning of the school year, aiming to inform all new parents / guardians about the primary school and the way it operates but also about many other issues.

The School Guide includes rich content, through which parents / guardians can have immediate information about operating procedures and regulations concerning our schools. The daily schedule of school activities, as well as major educational policies of MOEC are recorded. Parents / guardians can refer to telephone numbers and email addresses of the MOEC Services to address their demands or to receive additional information on issues that concern them. In addition, reference is made to current and contemporary social issues of concern to parents / guardians and are associated with the proper education and guidance of young children, such as, for example, tackling bullying, safe internet use and so on.

The publishing of the School Guide is a novelty in our education, which highlights the importance of the role of parents / guardians as regards the objectives of education and also enriches and strengthens the overall effort made by the MOEC to improve and upgrade public school.

In the school year 2017 - 2018, the MOEC also edited, for the second consecutive year, the "Notebook tasks - Diary" for all pupils of Primary Schools. Teachers, pupils and parents / guardians indicated that this is a very useful edition so the MOEC decided from now on, to edit it every year. The "Notebook tasks - Diary" aimed to help pupils to learn to record their homework, other activities / tasks they have to do at home as regards their school, and the materials they need to bring to school for their lessons. At the same time, useful information is recorded to highlight important dates of the school year, enabling parents / guardians to inform themselves and, by extension, to effectively manage the school needs and requirements of their children.

2.1.5 INCREASE OF THE PRE-PRIMARY SCHOOL AND PRIMARY SCHOOL STARTING AGE

The MOEC reviewed the pre-primary school and primary school starting age as part of its continuing efforts for quality improvement and upgrading of the Cyprus Educational System. After researching the issue of school starting age, the MOEC prepared a relevant Policy Document. As a result of this effort, and after taking into consideration the views expressed by stakeholders, the MOEC put forward a proposal to the Council of Ministers. On the 9th of January, 2018, the Council of Ministers decided (Decision No. 84.078) to maintain the age of compulsory school attendance for children in pre-primary school at the age of 4 years and 8 months, as it currently the case is. At the same time, it was decided to gradually increase the school starting age for:

- (a) Pre-primary class from the current age of 4 years and 8 months to the age of 5.
- (b) Primary school from the current age of 5 years and 8 months to the age of 6.

Consequently, all children should complete the specific ages, before September 1st of the year during which they will attend school. For the pre-primary class, the increase will gradually be applied from the school year 2019 - 2020, while for the 1st Grade of primary school the increase will gradually be applied from the school year 2020 - 2021.

A series of research findings from both international and local research, as well as the experience of teachers and parents, suggest that at the age of 5 and 8 months of admission to primary school, some children, mostly boys, are immature to attend the primary school programme. At the same time, the learning readiness of children of this age, as well as their physical and cognitive development, vary considerably. The benefits of this change, which only takes into account the children's own interest, are expected to be many in the future. The increase of the age limit has been promoted for educational reasons only, since it will enable children to study both in the pre-primary as well as in the primary school, with greater learning and emotional readiness and maturity. This change is also one of the preventive measures that can be adopted so that the percentages of pupils with a high probability of remaining linguistically and mathematically illiterate are reduced and school success is promoted for as many pupils as possible.

In order to minimize the impact of the reduction in the number of classes and teachers in primary schools, to properly prepare all stakeholders and make the transition smooth, the change will be implemented gradually. This provides early warning and adequate preparation time for all parents. It is also ensured that no child will be in the pre-primary class for two years, since the implementation of the pre-primary curriculum will be redesigned and enriched to provide children with new learning experiences according to their age.

2.1.6 NEW OPERATING REGULATIONS OF PUBLIC SCHOOLS IN PRIMARY EDUCATION

The operation of Public Primary Education Schools is according to the Public Primary Education Schools Regulations of 2008 to 2017.

The Department of Primary Education pointed out that various problems often arise regarding the smooth operation of public schools in primary education, which are related to issues for which there is no provision in the existing Regulations. In particular:

- a) It has been revealed that better grouping and organizing of the regulations is needed to make them easier to use.
- b) Overlaps, deficiencies or ambiguities are presented. In some cases, clearer definitions/ regulations are needed, so that there will not be any misinterpretations.
- c) There is a need for changes and updating of the regulations on the basis of the current reality, in order to achieve the improvement of everyday life in schools along with the improvement of the learning outcomes.
- d) There is a great need for changes in the regulations concerning issues of smooth operation of schools, pedagogical measures for the development of social behaviour, confrontation of incidents of domestic violence or sexual abuse of children, dealing with the issue of unjustified absences, and so on, in order to cover gaps which have occasionally been observed and to incorporate changes according to the Ministry's policies, which have been developed/adopted in recent years.

The Department of Primary Education considers that the modernisation and consolidation of the modifications and the updating of existing regulations, will reinforce the whole effort by the Ministry of Education and Culture to upgrade the quality and the effectiveness of the education system. Therefore, the Department of Primary Education, in collaboration with stakeholders (Commissioner for Children's Rights, Teachers' Trade Union for Primary Education, Parents' Associations) proceeded with the process of reviewing the existing regulations. The whole process began in January 2016, with the establishment of a Review Committee, which worked systematically and intensively for the completion of its work.

Taking into account the above, the new operating regulations of the public primary schools were prepared and forwarded to the Legal Service for statutory audits. As soon as their legislative process is completed, they will be forwarded to the Council of Ministers for their issuance and then to the House of Representatives for approval, in order to apply them to primary education schools.

2.1.7 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION

2.1.7.1 Multicultural Education

The composition of the school population in public pre-primary and primary schools, for the school year 2017 - 2018, is shown in the following table:

	Primary schools (%)	Pre-Primary (%)
Greek-Cypriots	82,32	82,05
Turkish-Cypriots	0,15	0,09
Maronites	0,22	0,23
Armenians	0,06	0,06
Latins	0,00	0,01
Foreigners	17,25	17,56
TOTAL	100,00	100,00

The five countries, where most pupils with migrant background in Primary Schools come from are: Greece, Romania, Georgia, Bulgaria and Syria. In pre-primary schools the five countries, where most foreign pupils come from are: Romania, Syria, Georgia, Greece and Bulgaria.

The following table shows the percentage of pupils who speak Greek as a second language in primary schools during the past five years:

School year	Number of pupils	Percentage (%)
2013 - 2014	6608	13,9
2014 - 2015	7225	14,7
2015 - 2016	6728	13,5
2016 - 2017	7029	13,8
2017 - 2018	7452	14,5

The MOEC's policy regarding the education of pupils with migrant background aims at their smooth integration into the Cyprus Educational System. In response to the demands of contemporary society and the changing social environment, the MOEC is promoting the implementation of differentiated educational measures and policies to assist in the smooth and effective integration of groups with different cultural and linguistic identities. The Department of Primary Education makes provisions to evenly distribute pupils with migrant background in the various districts, so that teachers can support their linguistic and cultural needs in a more effective way.

Multicultural education is currently being practised through various support measures. These measures can be categorised as measures for language support, which refer to the learning of Greek as a second language, and measures to facilitate the smooth integration of groups with different cultural identities. The model that is currently being used is the mainstreaming programme in which

pupils with migrant background participate in classes along with the native Greek-speaking pupils. There is also a flexible system of intervention within the regular school timetable. This involves placing pupils with migrant background in a separate class for a specific number of teaching periods per week. These separate classes focus on the intensive learning of Greek and offer specialised assistance according to the pupils' specific needs. The Adult Education Centres offer afternoon classes for Greek as a second language to the children of repatriated ethnic Greeks, but also to all other pupils with migrant background interested in this subject.

The Department of Primary Education has implemented several measures to promote multicultural education. It provides all schools with educational materials, including books for the teaching of Greek, activity and exercise books, as well as teachers' books with methodological instructions and a variety of suggestions for mainly communicative activities. The Department also organises in-service training seminars and conferences for teachers who teach pupils with migrant background, so as to offer teachers the opportunity to further develop their learning and teaching approaches.

The MOEC has recently developed and implemented an upgraded educational policy pertaining to Multicultural Education, aiming at the smooth integration of pupils with migrant background into the educational system of Cyprus. The policy document was approved by the MOEC and the departments of the MOEC have developed an action plan with a variety of targeted actions, through the prism of an intercultural approach, anti-racist education and the methodology of teaching Greek as a second language. The policy focuses on five priority areas: (1) learning the Greek language, (2) reception of newly arrived children with migrant background, (3) education and teachers' in-service training, (4) data collection and analysis of the needs of pupils with migrant background and (5) intercultural approach in the new curriculum. The document also describes the current state of affairs regarding the integration of children with migrant background in the Cyprus Educational System as well as the teaching of Greek as a second language.

2.1.7.2 Feeding pupils in need

The MOEC continued to supply breakfast during the school year 2017 – 2018 to needy public-school pupils from all levels of education, to the pupils of the 3rd Class of the Secondary General Education attending the Literacy Programme, which is offered by the State Institutes for Further Education as well as to the pupils of the New Modern Apprenticeship.

The aim of this programme is to secure that children from disadvantaged families are offered a nutritious breakfast so as to minimize the possibility of detrimental consequences from possible malnutrition which can affect not only the pupils' school performance but also their overall physical and mental health and could potentially lead to social exclusion and increase the risk of early school leaving.

The children who are eligible to participate in the programme are selected based on financial and social criteria, such as the following:

Children:

- from families who receive the Guaranteed Minimum Income
- of unemployed parents
- who are orphans
- from single parent families
- from multi-child families (families over 3 children)
- from families with an especially inadequate income due to other reasons.

This year the number of the beneficiary pupils amounted to an average of about 13.000 (approximately 12% of the pupils' population).

The programme was funded by the Pupils' Welfare Fund of the MOEC, into which several private sponsors and companies made significant financial contributions and was supported by various stakeholders who offered different ways of assistance. In addition, part of the programme was funded by the Fund for European Aid to the Most Deprived (FEAD). The programme was implemented from the very first working day of the school year. The MOEC, drawing on the experience of implementing the programme in previous years, proceeded to differentiate procedures applying to the school year 2017 - 2018, where it was deemed appropriate.

The MOEC managed, in partnership with various sponsors, organisations and the schools' staff, to implement the above programme successfully, so that the pupils in need would receive their quality breakfast with the highest possible level of discretion, absolute confidentiality and respect to the children's dignity.

2.1.7.3 Pilot implementation of support primary schools with large number / percentage of children with increased chances for functional illiteracy

The prevention of functional illiteracy and the early detection and support of children with increased chances for language and mathematical illiteracy are priorities of the MOEC. To this end, an action plan has been drawn up and implemented covering all three levels of education. Key action for the MOEC is to support pupils with increased chances for functional illiteracy at primary school so that to reduce their number before going to high school.

Each year, the Educational Research and Evaluation Centre gives, all pupils of Grade 3, tests that assess the basic knowledge and skills of pupils in Greek and Mathematics all over the country. After correcting the tests, Educational Research and Evaluation Centre sends to each school registered lists of children with increased chances for functional illiteracy. For the school year 2017 - 2018, these children were in the 4th Grade (research results 2016 - 2017), in the 5th Grade (research results 2015 - 2016) and in the 6th Grade (research results 2014 - 2015). In the school years 2016 - 2017 and 2017 - 2018, a pilot implementation of support for 33 primary schools, with a large number/percentage of children with increased chances for functional illiteracy, took place.

The support of schools included, among others:

- Developing a professional learning action plan, with an emphasis on language and mathematical literacy.
- Training teachers to support children with increased chances for functional illiteracy, within their classroom.
- Reinforcing teaching of pupils of Grades 4, 5 and 6 identified through the Educational Research and Evaluation Centre research that they have increased chances for functional illiteracy.
- Training of teachers providing support for teaching, aiming at developing literacy skills in children.
- Systematic support, on school basis, by Greek and Mathematics advisors.
- Significant involvement of the relevant inspectors.

In the 33 primary schools that participated in the pilot project, 432 children in Greek and 375 children in Mathematics, during the school year 2016 - 2017 and 467 children in Greek and 437 children in Mathematics, during the school year 2017 - 2018, were supported by reinforcing teaching, since

according to the Educational Research and Evaluation Centre tests, had increased chances for functional illiteracy.

The evaluation of the pilot implementation by both the Department of Primary Education and the Educational Research and Evaluation Centre, in the school year 2016 - 2017, showed that head teachers, teachers, parents and pupils were very pleased. According to the views of the stakeholders, the programme was very well organised, the performance and confidence of the children improved and the training received by the teachers who took the reinforcing teaching was very successful. During the school year 2017 - 2018, the Educational Research and Evaluation Centre carried out an evaluation of the progress of pupils, through tests. The results of this evaluation were given to the Department of Primary Education, at the end of September 2018, for further analysis. By December 2018, a detailed report with suggestions was submitted to the Minister and relevant decisions (to be applied from the school year 2019 - 2020) as regards the support of children with difficulties in Greek and Mathematics were made. Therefore, the pilot implementation will be completed in the school year 2018 - 2019.

2.1.7.4 Promotion of Reading for Pleasure

The promotion of reading for pleasure among children is, over time, an important aim of the Department of Primary Education. All schools should act as places for cultivating a reading culture and as readers' communities and should create people who will feel reading books as their basic need.

In recent years, more systematic efforts have been made by primary schools to promote reading for pleasure. A decisive factor in this change was the introduction of the Curriculum for Literature in Primary Education, which is applied to the Greek lesson, through thematic units of literature, as well as the fact that the Ministry has set the development of reading for pleasure as an important dimension in the wider action plan to prevent and tackle illiteracy.

During the school year 2017 - 2018, the following actions were taken:

- Teacher training about ways to promote reading for pleasure at school and about teaching methodologies for Literature, in collaboration with the Pedagogical Institute of Cyprus and about the writing of children's and youth literature, in collaboration with Frederick University.
- The organisation of a conference for teachers on "Reading for Pleasure: Opening a Window to the World", with presentations by distinguished academics, with significant work and years of experience, in the area of Literature and Literacy: Professor Teresa Cremin, Professor Anta Katsiki-Gkibalou and Assistant Professor Yiannis Papadatos, as well as experiential workshops.
- A series of workshops offered to teachers by authors of children's literature about the creative use of their books in the classroom, familiarizing them with the design of relevant activities.
- Participation of 693 children from primary schools, from all over Cyprus, in the Greek competition "Bibliodromies 2018", which offers a unique experience to children to come into contact with literary works and creative reading as well as introduce children in intertextuality. First prizes were awarded to 13 children from Cyprus.
- A call for competition, in collaboration with Charalambides Christis Company, under the theme "Communities of Readers in Schools", aiming at the creation of a magazine by the children, which promotes love for reading. Two primary schools were awarded an amount of €15.000 each, to spend for the creation of spaces within the school promoting reading, according to their own proposals.
- Approval of relevant educational programmes and actions.

In order to implement the goal of fostering reading, schools developed activities such as the following:

- Lending library and its continuous renewal of books.
- A book exhibition at the school, in cooperation with the Parents' Association.
- Creation of reading spaces at school and in classrooms.
- Creation of a library room (where space was available).
- Visits to schools by writers and book illustrators from Greece and Cyprus.
- Conferences on relevant themes.
- Relevant presentations by children, in whole school gatherings.
- Creative activities with books.
- Creative reading of a whole book.
- Ten-minute independent reading, daily.
- Mobile libraries in the school yard during the break.
- Creation of magazines and newspapers to promote love for reading.
- Carrying out relevant research.
- Visits outside school (libraries, bookstores, fairy tale museum).
- Reading Clubs.
- Organisation and/or participation in relevant competitions.
- Classroom visits by parents and grandparents, who talk to children about their favourite books and their experiences as readers.
- Experiential workshops for parents, with activities related to books.
- Presentations and discussions with parents about ways to develop love for reading for their children.

2.1.7.5 Health Education Programme “MENTOR”

The Health Education Programme “Mentor” aims at the prevention of drug use and other addictive substances and it is included in the Health Education Curriculum. During the school year 2017 - 2018, the programme aiming to educate against smoking and alcohol consumption was offered to primary schools. In addition, the Life Education Centre, responsible for the implementation of the programme, continues to be supported by the MOEC.

2.1.7.6 Art Education Programmes

The Department of Primary Education, in collaboration with the Cultural Services, the Byzantine Museum of the Archbishop Makarios III Foundation, the Municipality of Lemesos and the Municipality of Pafos, continued the implementation of Art Educational Programmes in art galleries and museums in Lefkosia, Lemesos and Pafos addressed to primary education pupils.

These educational programmes offer teachers the opportunity to develop creative and educational activities through structured theme units and rich supporting materials, which are published online at the web portal of the MOEC:

<http://eikad.schools.ac.cy/index.php/el/programmata/mouseia-pinakothikes>

On the occasion of the World Children's Day (November 20) an educational day-event took place on November 18th, 2017, at the State Gallery of Contemporary Cypriot Art where the educational programme Children's Worlds run throughout the academic year. During the event children aged 6 - 8 and 8 - 10 years old along with accompanying adults used the family educational backpacks “Let's Go to the Gallery” and attended a story-telling session.

On the occasion of World Museum Day (May 18, 2018) and the International Arts Education Week (21 - 27 May 2018), children's art exhibitions were organised in Lefkosa, at Archbishop Makarios the 3rd Foundation. The exhibition included artworks produced by children influenced by their experience of participation in the Art Educational Programmes: "Journey to Byzantine Art" and "Hymn to Liberty".

Additionally, at the State Gallery of Contemporary Cypriot Art, a video exhibition of photographs of children's works, who participated in the educational programme Children's Worlds, was presented. At the same time, two art workshops ran under the title The Sound of a Dot, a Line and a Form for children 6 - 9 and 10 - 12 years old and their accompanying adults and aimed at assisting children and adults alike to discover the multiple meanings and the musicality of art elements in the artworks of the State Gallery.

2.1.7.7 Museum Education Programmes

The MOEC has been promoting the goals of Museum Education through the implementation of Educational Programmes since 1996. The programmes are offered in the museums of the non-occupied areas of Cyprus. The design of the Museum Education Programmes is developed through the cooperation of qualified seconded educators - advisors and the Art Inspectors of Primary Education. The programmes are addressed to primary education pupils. These educational programmes offer teachers the opportunity to develop creative and educational activities through structured theme units and rich supporting material, which is published online at the web portal of the MOEC:

http://www.moec.gov.cy/dde/programs/mouseiaki_agogi/ekpaideftika_programmata.html

The MOEC declared the week 14 - 29 May 2018, as the Week of Museum Education on the occasion of the World Museum Day (May, 18) and implemented the following activities:

- Parents were invited to participate together with their children, in the Educational Programmes in all towns of Cyprus, aiming at the dissemination of Museum Education within the community.
- Organisation and implementation of two new educational programmes for pupils and their parents at Ammochostos Gate with the title "Gate's whispers" and at the Church of Panagia Angeloktisti in Kiti with the title "In the Footsteps of the Angels".
- Presentation of the museum education programme, of the MOEC, entitled "In the footsteps of Goddess Aphrodite" at the Local Archaeological Museum of Palaipafos and the Palaipafos Archaeological Site in Kouklia village to pupils and their parents. Through experiential activities that actively involve pupils in multi-sensory and interdisciplinary experiences, various aspects of Goddess Aphrodite and her relationship with Cyprus were studied through history, myth and culture, from the Chalcolithic Age to nowadays.
- "A Night at the Museum". Screening of film about the Museum and sleepover for children in the Municipal Museum, Thalassa at Agia Napa.

2.1.7.8 Music Education Programmes

During the school year 2017 - 2018, musical groups, vocal and instrumental, participated in different events such as concerts organised by schools, communities or other organisations with great success.

Over 2000 pupils from primary schools all over Cyprus had the opportunity to attend educational concerts in collaboration with the Cyprus Symphony Orchestra (January, March and May 2018). In this way pupils were able to get to know the music, the instruments and the musicians of a symphony orchestra. The collaboration between the Cyprus Police Band and primary schools was also very successful and pupils from several primary schools had the opportunity to watch a concert by the

Cyprus Police Band on their school premises and learn about the instruments and music of a marching band.

Furthermore, musical groups from schools had the opportunity to present their work in events like the Choir Festival organised by the Grammar School (May, 2018) and be an active part of events that celebrated Music and Singing, such as the Choir Parade for the 2018 celebration of Singing organised by the Ministry of Education and Culture and Lefkosia Municipality (April 2018).

“Re-Be” programme was also implemented in selected primary schools all over Cyprus. This music listening method, is an educational and cultural outreach music programme for schools. During the lesson breaks the pupils were listening to music broadcasted by the “Re-Be” internet radio. In this way they were exposed to various genres of music and they had a pleasant break.

2.1.7.9 Environmental Programmes

The Environmental Education Programmes which are referred below are implemented through the Curriculum for E.E.-E.S.D., on an optional basis. The:

- “Eco Schools Programme”
- Cyprus-Greece cooperation “Gold-Leaf”
- programme “Learning about Forests”
- programme “Tiganokinisi” (management of oil waste)
- programme “Young Reporters for the Environment”.

2.1.7.10 Physical Education Programmes

The following programmes ran during the school year 2017 - 2018:

- “Olympic Programme - Sports Days / Events of summer and winter sports”: The Department of Primary Education in cooperation with the Cyprus Sport Organisation, the Cyprus Olympic Committee and the Sport Federations established the Olympic Programme “Sports Days / Events of summer and winter sports” that included a variety of sports such as gymnastics, ping-pong, Taekwondo, archery, ski, water sports, and athletics. The aim of this programme was the participation of children in as many sports as possible aiming to promote positive consequences to their lives and for them to adopt exercise as a lifetime habit.
- “Olympic Education Programme”: This programme was under the auspices of the MOEC and the Cyprus Olympic Committee. It promoted the Olympic values and ideas.
- “Physical Education in All-Day Compulsory Schools”: In this type of school, Physical Education was taught four times a week, twice as much as in the mainstream schools.
- “Physical Education in All-Day Optional Schools”: Pupils had the option of choosing two periods of Physical Education (games / dancing) among other elective subjects. Most children, about 70%, chose Physical Education.
- “Active School Breaks”: Programmes ran in schools encouraging pupils to take part in a variety of physical activities during break time. The aim was to promote healthy engagement with exercise, cooperation and appropriate social behaviour.
- “European Sports Week”: The MOEC in cooperation with the National Programme Coordinator, the Cyprus Sports Organisation, organises various activities, on a national level, aiming to promote sport and physical activity as well as to raise awareness of the benefits of exercise. The activities targeted all pupils in primary education, all teachers and school staff as well as a large number of parents. The activities are:
 - Break Time Active Play
 - Move to improve Energizing Brain

- Morning walk with teachers, parents and children in the school environment
- Orientation game at a natural park
- Knowing better Water sports

2.1.7.11 Cyprus CLIL Coordinating Centre – Content and Language Integrated Learning

The implementation of CLIL (Content and Language Integrated Learning) which involves dual-focused teaching, where a school subject is taught through a foreign language (in this case, English) has been implemented in Cyprus since 2006, initially within the framework of a pilot programme (2006 – 2010) and as of 2011 through the new Curriculum. During 2017 - 2018 CLIL was implemented in 55 primary schools and 91 pre-primary schools.

In 2015 the Ministry established a CLIL Coordinating Centre in order to coordinate the efforts to expand CLIL implementation and ensure high quality CLIL practice. The Cyprus CLIL Coordinating Centre is supported by an Advisory Board whose members have been appointed by the MOEC. The Advisory Board includes academics, representatives of parent associations as well as representatives from the wider society.

In June 2018 the CLIL Centre completed the project “CLIL in Pre-Primary Education: Building a Network of good CLIL Practice” (Erasmus+KA1).

CLIL Centre’s held a variety of activities in the school year 2017 - 2018 such as: seminars for pre-primary and primary teachers and headteachers, conferences, presentations, numerous meetings with teachers, team teaching activities and development of educational materials.

2.2 SECONDARY GENERAL EDUCATION

2.2.1 INNOVATIONS IN THE SUBJECT OF HOME ECONOMICS AT GYMNASIUM LEVEL AND AT LYCEUM LEVEL

The concept of a health promoting school approach has been introduced for the teaching of the subject of Home Economics, at Gymnasium level. This specific subject is thus taught in such a way as to put emphasis on changing pupils' attitudes and behaviours towards health, strengthening their ability to contribute to the creation of a healthy community and a healthy everyday lifestyle, always taking into account the physical, social and cultural environment in which pupils contribute, live and develop.

To help educators apply the philosophy of the subject, the teaching books as well as the pupil activity books were renewed and supported with new material. In addition, a number of new educational tools have been developed both for the Gymnasium and the Lyceum level, such as the posters "Are you taking enough Calcium?" and "Are you taking enough Iron?" Additionally, a lot of training sessions for the educators have been carried out both at school level and at the Cyprus Pedagogical Institute. Additionally, Attainment and Adequacy Targets at the Gymnasium level have been improved and new Attainment and Adequacy Targets have been developed for the Lyceum level, as well as new short educational manuals for the Lyceum level.

Activities that took place:

- Creation of a number of clothing items and accessories using recycling material and giving the pupils the chance to cooperate, create and apply new ideas, in a group working environment. Through this work, a number of ecological statements were promoted in the school environment and the community.
- Preparation of healthy food, snacks and drinks using local agricultural products.
- Investigation of the Cyprus' folk art and tradition and promotion of this concept through a number of exhibitions carried out in schools and the community.
- Promotion of the healthy message "5,2,1,0" at school (5 - meaning five portions of fruit and vegetables per day, 2 - no more than two hours screen watching per day, 1 - one hour of physical activity per day, and 0 - no consumption of drinks rich in sugars).
- Participation in environmental activities aiming at improving the environment awareness of the pupils e.g. Poster competition entitled "Closing the Plastic Bags Circle" launched by the Environment Department of the Ministry of Agriculture, Rural Development and Environment in collaboration with The Cyprus Pedagogical Institute.
- Participation in competitions regarding the increase of Consumer Awareness.
- Organisation of workshops for pupils regarding ways to deal with emotional issues, such as emotions of "anger" and "stress".
- Organisation of workshops for pupils regarding the topics of nutrition and diet, conflict resolution, emotional health and life values, such as responsibility, offer and respect.
- Organisation of a number of activities regarding the topic of bullying.
- Implementation of a number of activities regarding the traffic education of pupils.
- Promotion of acceptance and management of diversity and multiculturalism through various activities.
- Creation of herb and vegetable gardens in a number of schools.
- Contribution to health promoting education programmes such as the "EDSPY", "EV ZIN", "GEAR" and "Erasmus+" programmes.

- Cooperation with organisations such as that of "Cardet" and the "Cyprus Food and Nutrition Museum" regarding the implementation of various school activities / courses in the Home Economics lesson.

2.2.2 ROAD SAFETY EDUCATION

Road Safety Education is a component of the education curriculum of Home Economics both at the Gymnasium and Lyceum level. The main goal of the programme is to enable pupils to acquire the necessary skills and develop traffic awareness and appropriate behavior with the goal of decreasing the number of road accidents. The subject of the Road Safety Education was taught through a cross-curricula approach by teachers of different academic disciplines, but who were provided training in seminars specifically designed to address this subject, enriched by various lectures, visits, activities, and competitions that were organized by the Ministry of Education and Culture, schools and other stakeholders. As from the school year 2012 - 2013, the Road Safety Education component has been integrated in the Curriculum, through the subject of Home Economics.

In addition, the Ministry of Education and Culture in collaboration with the Police and the non-profitable and non-governmental agency "Reaction", organises every year a number of educational activities regarding road safety in schools that request cooperation. Moreover, the activity "Walking in the neighborhood around my school" with the help of the Police Authority, helps pupils identify risk factors causing accidents and improve their behaviour as pedestrians, cyclists and passengers. As from the school year 2018 - 2019, a pilot implementation of a specific traffic education programme with music intervention by African percussion units, is taking place at the Gymnasium level, under the auspices of the Police Authority and the Ministry of Education and Culture.

Moreover, the National Road Safety Strategic Plan for the next decade is under development with significant contribution from all stakeholders, including the Ministry of Education and Culture. At the same time, the European Union has reset the goal to decrease the deaths caused by accidents to 50% for the next decade and thus the Ministry of Education and Culture is in close collaboration with the Police to ensure the attainment of this goal.

2.2.4 ENVIRONMENTAL EDUCATION

Environmental Education aims at developing positive attitudes among pupils towards the environment and its sustainable development according to the Rio Agenda 21. International and European programmes have been introduced and implemented with the participation of pupils. Moreover, syllabi have been reformed and new teaching approaches are applied. Such programmes are:

1. "The Gold and Green Leaf" (Chrysoprasino Fyllo) (Cyprus and Greece).
2. "Eco-Schools" (European programme for pupils of all levels of education).
3. "Young Reporters for the Environment" (European programme for Gymnasias, Lycea and Technical Schools).
4. "SEMEP" (South Eastern Mediterranean Environmental Project).
5. "GLOBE" (Global Learning and Observations to Benefit the Environment).

2.2.5 COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

During the past few years, the syllabi of all IT courses taught at Secondary Education Level schools have been updated in order to meet European standards and current trends. Teaching of these courses at the Gymnasium and the Lyceum levels aims to engage pupils in meaningful learning using the computer as a problem-solving tool.

In all Lycea, depending on the curriculum needs, there are 130 IT labs for the purpose of teaching all computer science courses. Each lab contains 18 computers and a printer. In all Gymnasia, depending on the curriculum needs, there are 181 IT labs with 15 computers and a printer per lab. Furthermore, a video projector is installed in all IT labs. The video projector is connected to the instructor's computer. All computers in each IT lab are interconnected to form a local network and are connected to the Internet via an ADSL line.

In all Gymnasia, IT courses are mandatory for all pupils and are taught for two periods per week in each of the three classes. The main objective of these courses is for pupils to cover material of European standards (ECDL). During the 2017 – 2018 academic year pupils in the first grade took the Word Processing ECDL examination and pupils in the second grade took the Presentations ECDL examination. In addition, pupils are taught IT essentials and basic concepts of algorithm development and computer programming. In the A' Lyceum class, the IT course is mandatory for all pupils and is taught for two periods per week. Its objective is to introduce pupils to computer science. In B' and C' classes of the Lyceum there are three elective IT courses (Computer Science, Computer Applications and Networking/CISCO) which are taught for four periods per week.

Finally, during the academic year 2017 – 2018, the adoption of Attainment and Adequacy Targets was completed for all computing courses in all classes.

Actions for the School Year 2017 - 2018

The following actions were held during the 2017 - 2018 school year, in cooperation with various organizations such as the University of Cyprus (UCY), the University of Nicosia, the Cyprus Computer Society, the Society of Computer Science Teachers in Secondary Education, CYTA, and so on:

- Cyprus Olympiad in Informatics. At the end of this process pupils were selected to represent Cyprus at the International Olympiad in Informatics competition, and at the Balkan Olympiad in Informatics.
- One-day seminar for Lyceum and Technical schools' pupils.
- Cyprus Competition for creating Educational Games (LogiPaigion) for Secondary Education pupils.

2.2.6 MUSIC EDUCATION

MUSIC SCHOOLS

In the school year 2017 - 2018, the expansion of the Music School institution including the Gymnasium and Lyceum level has continued its development, covering all five districts: Lefkosia, Lemesos, Larnaka, Ammochostos and Pafos. Following the expansion, the revised Music School curriculum offers a more balanced programme, thus creating more favorable conditions for learning.

Programme Design

The Music Schools have been designed within the framework of the existing educational system in the form of all-day schools. In addition to the official school curriculum, music school pupils are offered additional music classes in all grades. Additional music subjects including individual instrumental lessons, Chamber Music, Choir, Orchestra, Byzantine Music, Traditional Music, Music Technology, Music Theory and History of Music are offered as afternoon classes. All Music Schools are hosted in selected Gymnasia and Lycea and are provided with music specific facilities and equipment.

Application

All sixth class Primary School and third class Gymnasium pupils are eligible to apply for the Music Gymnasium and Music Lyceum respectively. Twenty-five pupils are accepted every year in each

Music School, following a successful entrance examination. The Music School programme is offered to successful applicants on the basis of a full scholarship.

PANCYPRIAN PUPIL ORCHESTRA

The Pancyprian Pupil Orchestra aims to offer talented children the opportunity to perform in an orchestral ensemble. The programme aims to promote musical progress, as well as to improve social skills, the opportunity for self-expression, leadership skills and team-building. Moreover, its activities aim to create strong community connections and promote volunteering through charitable actions. During the school year 2017 - 2018, orchestral subgroups were active in Lefkosia, Pafos and Ammochostos districts. The members of the Pancyprian Orchestra participated in three two-day workshops, two of these taking place in Pafos and one in Lefkosia, in February, May and June 2018 respectively and presented a number of outreaching concerts all over the island.

EDUCATIONAL ACTIVITIES IN COLLABORATION WITH THE CYPRUS STATE ORCHESTRA (CySO)

Every year, pupils and their teachers have the opportunity to attend educational programmes offered by the CySO during school time. These programmes, designed to promote musical knowledge, musicality and creativity, aim to connect school music education with community music, to foster a diverse and comprehensive education for future artists, as well as to increase public participation in the arts.

The educational programmes for secondary education include:

I. Educational Concerts

Educational concerts aim to encourage active listening and appreciation of orchestral works. During 2017 - 2018, six educational concerts took place in Larnaka, Lemesos, Lefkosia and Pafos.

II. Open rehearsals

Open rehearsals aim to enhance the pupil experience of the orchestra rehearsal procedure, as well as to encourage active listening and appreciation of orchestral works. One open rehearsal was offered in Lefkosia during 2017 - 2018.

III. Educational visits in schools

During 2017 - 2018, the Cyprus Symphony Orchestra Wind Ensemble presented four educational concerts in schools in Lefkosia, Larnaka, Lemesos and Ammochostos district.

EDUCATIONAL ACTIVITIES IN COLLABORATION WITH THE PHAROS ARTS FOUNDATION

The Pharos Arts Foundation, in the context of its Music Education Programme, presents educational concerts, master-classes and music workshops for the benefit of pupils of state and private schools from different ethnic, religious and cultural backgrounds. Ten educational concerts were organised in 2017 - 2018, in addition to four master classes and workshops.

OTHER EDUCATIONAL ACTIVITIES

I. The annual Pupil Song Composition Festival “Marios Tokas” – “Kostas Montis”

The 2017 - 2018 Festival was held in December, 2017. It was co-organised by the Department of Secondary Education and the non-profit "Photos Photiades" Foundation. It featured three categories: Gymnasium, Lyceum and Music School and was open for participation to secondary education pupils from all over Cyprus. The Festival, which is dedicated to two renowned Cypriot artists, the songwriter Marios Tokas and the poet Kostas Montis, aims at promoting awareness of cultural heritage as well as pupil creativity and new cultural production.

II. Wind Ensemble Workshop

In 2017 - 2018, the instrumental programme inaugurated during the school year 2015 - 2016 continued its implementation, aiming to offer the opportunity to pupils with particular music potential to develop performance skills on wind instruments. By offering young people the opportunity to learn how to play a musical instrument, this programme aspires to encourage life-long music ensemble participation. The programme was co-organized by the Ministry of Education and Culture, the European University of Cyprus and the Lefkosia and Strovolos Open School, and was implemented

with the contribution of the Engomi School Board, the Strovolos School Board, the Agios Dometios Municipality, the Lefkosia Open School and the Strovolos Open School. The wind ensemble presented a number of concerts in December 2017 and June 2018.

III. First Pancyprian Singing Day and Choir Parade 2018

The First Pancyprian Singing Day was inaugurated in the school year 2016 - 2017 by the Department of Secondary Education, aiming to promote a singing culture in Cyprus schools and the community. During the weeks before and after the official Singing Day on the 28th of April, a number of activities were organised inside and outside schools, including concerts and festivals, singing and song composition contests, vocal development workshops and so on.

In 2018, the first Choir Parade was organised on the 19th of April in the centre of Lefkosia. More than thirty groups with more than one thousand singers participated with choral groups from public and private schools, music schools, conservatories, municipalities and communities, cultural organizations and higher education institutions.

MUSIC TEACHERS' IN-SERVICE TRAINING PROGRAMME

I. Music Counseling Seminars

The annual Inspectors' Seminars, for all secondary school music teachers, took place in September 2017 and March 2018. The Seminars included a presentation of the School Year objectives, information about planned activities and educational programmes, year planning and information about the Adequacy and Attainment Targets. In the second part of the seminar, a choral conducting workshop was presented by Adriana Sergidou, music educator and choral conductor. The Inspectors' seminar, in March 2018, included a three day choral workshop organized by the Directorate of General Education and the Pedagogical Institute, presented by the internationally renowned conductors and pedagogues Basilio Astulez and Zimfira Poloz.

II. Centralised professional development programmes

One-day choir conference

The 2018 one-day choir conference was organized by the Department of Secondary General Education and the Cyprus Pedagogical Institute with the support of the Strovolos Municipality. The conference included an afternoon workshop aiming at Music School pupils and secondary school music teachers and concluded with an evening concert, open to a wider audience, thus, promoting the interaction of school education and community.

III. Decentralised professional development programmes

School networks

A number of professional development seminars took place in the context of the school networking programme, aiming at promoting the implementation of Success and Attainment Indicators in the music classroom.

School Visits

School visits were organised in all provinces aiming at the individual support of secondary school music teachers. The visits included mentoring, co-teaching and reflective discussions.

Seminars

In cooperation with the Pedagogical Institute of Cyprus, under the Optional In-Service Training Seminars programme, a seminar was offered for secondary school music teachers under the title: "Designing a contemporary framework for the teaching of music based on Success and Attainment Indicators. The seminar was held in November and December 2017 in Lefkosia and Lemesos.

Educators' in-service one-day training

Two workshops were offered, which aimed at the professional development of music teachers on issues related to the improvement of learning outcomes regarding music studies in the second and

third class Lyceum. The workshops which took place in December 2017 and March 2018 in Lefkosia and Lemesos respectively, were led by Antonia Forari and Panagiota Michaelides.

Music Technology Seminar

A seminar under the title "Music Technology in Music Education: Perspectives and Practical Applications" was organized in June 2018 by the Pedagogical Institute and the Directorate of Secondary General Education. The seminar was conducted by Professor Leigh Landy of De Montfort University in Leicester, UK and the Music Technology Professor at the Lefkosia Music School, Dr. Nasia Therapontos.

IV. Attainment and Adequacy Targets

As regards the implementation of Adequacy and Attainment Targets, the following actions took place:

- Implementation of Adequacy and Attainment Targets from the first class Gymnasium to the second class Lyceum.
- Teaching resources development and implementation based on Adequacy and Attainment Targets for the second class Lyceum.
- Development of teaching resources based on Adequacy and Attainment Targets for the third class Lyceum.

2.2.7 SPECIAL NEEDS EDUCATION IN SECONDARY EDUCATION IN CYPRUS

The inclusion of children with special needs is a matter of major policy for the Ministry of Education and Culture, in Cyprus, that is in line with current international conventions and philosophical thought. The adoption of this policy has been accompanied by a change in perceptions, beliefs, and attitudes of society towards children with special needs, whether they are in the educational system or in the community.

The policy is expressed within the Special Education Law 113(1) of 1999, the Regulations for the Early Detection of Children with Special Needs 185(1)/2001, and the Regulations for the Training and Education of Children with Special Needs 186(1)/2001. These last two regulate the implementation of the new law as from September 2001.

The whole philosophical trend in Cyprus, which led to the implementation of the Law of 1999, is that children with special needs have the right to education as any other child and should be provided with all opportunities for an equivalent training, guidance and rehabilitation so as to improve their abilities to the maximum. The State is responsible for guarding the rights of children with special needs and for placing those children in the united body of training.

In secondary education, regular subject teachers provide support for children with special needs. A series of seminars regarding special education is being developed to assist all teachers with this task. All teachers are encouraged to attend courses of professional development run by the Cyprus Pedagogical Institute, while many of them have particular relation to special education. Attendance at in-service seminars is compulsory whilst attendance at local seminars is encouraged. Attendance of courses of continuing professional development is considered, in determining teachers' performance during their appraisal. A series of pedagogical discussions / meetings are being held in order to help the classroom teachers, the counselors and the liaison officers in each school to deal with pupils with special needs in the best possible way. Educational psychologists, university teachers and other specialists are called by the Secondary Education Directory to carry out these professional meetings.

2.2.8 SPECIAL EDUCATION PROGRAMMES

The following programmes are running in Secondary Education:

- A. Learning Difficulties
- B. Special Units
- C. Hearing
- D. Vision
- E. Homeschooling
- F. Literacy

A. PROGRAMME FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES:

- Pupils with specific learning difficulties are enrolled in this programme after a decision by the District Committee for Special Education.
- They are offered educational support, individually or in groups according to their needs.
- The special educational support is usually provided for subjects that children are examined at the end of the school year (Modern Greek, History, Physics, and Mathematics).
- They are exempted, for provision of educational support, from lessons that they cannot attend due to their disability (e.g. Ancient Greek or/and a Foreign Language).
- The District Committees provide different accommodations to the pupils with special educational needs, depending on their needs.

B. SPECIAL UNITS

- Children with mild to moderate intellectual disabilities or other disabilities attend the Units.
- Two to eight pupils attend the Units after the District Committee decides so.
- The pupils of the Unit get a certificate of attendance (L.113(I)/99, article 18, par. 6)
- Care assistants are employed at each Unit to meet the needs and safety requirements for the children who attend the Unit.
- In secondary education there are two types of Units: a) In gymnasia, b) In lycea and in technical schools.
- Special Units Programme in Gymnasium: special education and help is offered to pupils within an everyday school. Pupils attend 24 - 26 periods per week in their everyday class - Special Unit – and for 11 - 14 periods they attend lessons in their common class. Special staff is hired to offer help in the Unit.
- Special Units programme in Lyceum: special education and training is offered to pupils within an everyday school for three days per week. The other two days per week they visit specific work places for social and other experience. Pupils attend 19 periods in their everyday class - Special Unit – and for four periods they attend lessons in their common class. Special staff is hired to offer help in the Unit.

C. PROGRAMME FOR THE INCLUSION OF DEAF/HARD OF HEARING (D/HH) CHILDREN:

The following types of inclusion are in place:

- Attendance in general classroom without support,
- Attendance in general classroom and one-to-one or group sessions in a special modified room for lessons in which the children take exams.
- Attendance at a Unit.

D. PROGRAMME FOR THE INCLUSION OF CHILDREN WITH VISUAL DISABILITIES

- It is running in cooperation with the School for Blinds.
- Modifications during the exams and special building adaptations for children with visual disabilities

take place.

- The inclusion of those children is implemented in a similar way as the inclusion of children with specific learning difficulties. Special needs coordinators supervise the inclusion of those children.

E. HOMESCHOOLING EDUCATION

- It is offered to pupils with health problems, when the parent of the child or the head teacher of the school that the pupil attends demands so.
- This letter of demand, as well as medical documentation are submitted at the District Committee, which assesses each case and suggests each child's Individual Educational Plan (IEP).
- Homeschooling is offered during afternoons by the school teachers or in the mornings/afternoons by teachers who have not been appointed yet at a public school.
- Homeschooling is offered abroad if the child's needs demand so (e.g. if he/she is in a hospital abroad).

F. LITERACY PROGRAMME AT GYMNASIUM LEVEL

Literacy programme is running under the Secondary Education Directory (administrative responsibility). It aims at offering equal educational opportunities, preventing social exclusion by fostering basic skills, reinforcing self-esteem and offering emotional support.

The Programme used to operate during morning hours for all the Gymnasium classes. It was reformed, after a Minister's decision, in 2016 - 2017. Therefore, from the School Year 2016 - 2017 until today the Programme runs in a different way and pupils of Class A' and B' attend the Programme during the morning school hours, whilst pupils' of Class C' attend the Programme in the afternoon. The Morning Programme is running under the responsibility of the Special Education Office. The Afternoon Programme is running under the responsibility of the State Institutes for Further Education, another department of the Ministry of Education and Culture.

Functional illiteracy is one of the most serious problems of contemporary educational systems since its consequences are related to the emotional health and social adjustment of people as well as of society, in general. Marginalization, delinquency, self-destructive behavior, use or abuse of drugs, psychological and physical problems are its results. Therefore, fighting functional illiteracy is one of the main goals of our educational system.

The programme started in the school year 1989 – 1990, and after it had been evaluated and its success clearly shown, it was extended to all gymnasia. It aims at ensuring the basic human right for education for functionally illiterate pupils, preventing school and social exclusion with all its awful results, fostering and developing basic skills, boosting self-image and emotional support, and making adjustment at school and in society easier.

2.2.9 TEACHER ADVISORS

The institution of teacher advisors in Secondary Education functions as a bridge between the Ministry of Education and Culture and the School Units. They visit schools, both public and private, and offer advisory support using new methods and approaches, often through teaching practices, while they prepare supportive material and samples of examination papers. The advisors also contribute to the organization of various competitions among schools, seminars, colloquia, and so on. In addition they are energetically involved in the implementation of the Curricula on a national basis and the creation of a bank of relevant educational material.

2.2.10 SECONDARY PRIVATE EDUCATION

A. GENERAL INFORMATION

The Private Secondary Education department addresses issues related to the establishment and operation of Private Secondary Schools and Private Institutes. In particular, there are 39 Private Secondary Education Schools in Cyprus, which provide the pupils with education aiming at their intellectual cultivation and readiness related to their preparation for enrollment in Higher or Tertiary Educational institutes in Cyprus or abroad.

Private Secondary Education Schools are registered with the Ministry of Education and Culture and operate according to The Private Schools' and Private Institutes' Law of 1971 - 2012. Private Schools are divided into three categories according to their syllabus and timetable:

- Schools of the same type: Private schools of the same type are those schools which strictly follow the existing curricula of public schools.
- Schools of similar type: Private schools of a similar type are those schools in which apart from other subjects, 2/3 of the major subjects offered in public schools are taught in relation to time and subject content.
- Schools of a different type: Private schools of a different type are those schools which do not belong to any of the above two categories.

There are 558 Private Institutes that are registered with the Ministry of Education and Culture and operate according to the Private Institutes and Other Related Topics Law of 2018.

B. DEPARTMENT OF SECONDARY PRIVATE EDUCATION

The department of Private Secondary Education handles all issues related to the establishment and operation of private schools and private institutes. In particular it deals with issues relating to the following:

- a) The smooth and orderly operation of private schools and private institutes as regards the:
 - suitability and safety of buildings,
 - compliance in record keeping,
 - appropriateness of the teaching faculty and staff for the issuance of a certificate in relation to the professional qualifications of the teachers that are employed in the Private Secondary Education,
 - tuition fees of Private Schools,
 - new applications for the establishment and operation of Private Schools and Private Institutes,
 - presentation of matters related to Private schools and Private institutes to the Advisory Committee on Private Education for suggestions,
 - appropriateness of the quality of the education provided, by evaluating, the subject and school curricula, the methodology, and the methods used for pupil's assessment.
- b) Review of legislation governing the establishment and operation of Private Schools and Private Institutes and the drafting of two separate Legislations. The Private Institutes and Other Related

Topics Law of 2018 passed on 25/07/2018 and the Private Schools and Other Related Topics Proposed Legislation will soon be presented at the House of Parliament in order to be voted as Law.

2.2.11 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2017 - 2018

A research paper competition for the Science of Meteorology.

On Thursday, March 29, 2018 the award ceremony for the competition of the Science of Meteorology, was held at the Conference Hall of the Ministry of Education and Culture. The Ministry of Education and Culture in collaboration with the Cyprus Meteorological Association had announced a writing research paper competition on a voluntary basis, for the eleventh consecutive year. The competition was held in memory of Poyiadji Maria daughter of Mr. Andreas Poyiadjis, former member of the Cyprus Meteorological Association and Mrs Anthi Poyiadjis, a chemistry teacher who lost her life during the tragic plane crash in August 2005. The special theme of the competition for the school year 2017 – 2018 was: **“Storm activity. Tracking and creating a rain map of a storm episode”**.

The aim of the competition was to bring together pupils attending secondary schools in the public and private sector. This was done with the use of scientific / research methods and at the same time with the aim to promote the establishment of an environmental consciousness and the development of an environmental culture in collaboration with partners from the community. Additionally, the aim was to make pupils and their teachers aware of issues related to current environmental problems. And the ultimate goal of the competition was the active involvement of pupils on issues related to the protection and maintenance of the quality of life. After critical exploration of the problem in a spirit of cooperation and mutual assistance, the pupils gained a thorough understanding of the meteorological parameters and meteorological phenomena.

Meanwhile, pupils were involved in all stages of the research process. Those were the design of methodology, the formulation of hypotheses, the collection and analysis of the existing data using scientific research methods, data processing, interpretation of results, conclusions, hypothesis testing, practical and theoretical applications, and so on.

Various working groups, composed of both, pupils and teachers, participated in the competition. The research projects were evaluated and the three best were awarded diplomas and prizes. Diplomas were also given to all teams which participated in the competition as well as to the supervising teachers and their schools.

Schools from the public and private sector took part in the competition during the school year 2017-2018 and the competition was under the auspices of the Minister of Education and Culture Mr. Kostas Champiaouris.

2.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

2.3.1. INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

STRATEGIC PLAN FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING 2015 - 2020

The “Strategic Plan for Technical and Vocational Education and Training 2015 - 2020”, prepared by the Department of Secondary Technical and Vocational Education and Training of the Ministry of Education and Culture, was approved by the Council of Ministers on 15th April, 2015. This comprehensive Strategic Plan includes measures and activities that cover all the public Vocational Education and Training programmes offered by the Ministry of Education and Culture, namely:

- Secondary Technical and Vocational Education (morning classes)
- Evening Schools of Technical and Vocational Education (second chance schools)
- Lifelong Learning Programmes of Vocational Education and Training (Afternoon and Evening Classes)
- the Apprenticeship Scheme - New Modern Apprenticeship
- Post Secondary Institutes of VET (MIEEK in the Greek language), which have been accredited as a Public School of Higher Vocational Education and Training.

The following measures are implemented through the Strategic Plan:

- Further enhancement of the cooperation between Technical and Vocational Schools of Education and Training and Industry, thus enabling access to suitable modern technical equipment, educational material and infrastructure through practical training in Industry.
- Organization of information campaigns regarding the prospects for employment offered by Technical and Vocational Education and Training in Cyprus.
- Development of new curricula for Secondary Technical and Vocational Education, placing emphasis on the acquisition of basic skills, key competences and the way knowledge is acquired, rather than on narrow specialization. The reformed curricula are oriented towards learning outcomes and based on ECVET units. They were introduced as of the school year 2016 - 2017.
- Upgrading of the curricula offered by the Evening Schools of Technical and Vocational Education (which operate as second chance schools) in order to become more flexible.
- Further development of the Post Secondary Institutes of VET (MIEEK in the Greek language), which began their operation in November 2012, offering graduates of secondary education the opportunity for further vocational education and training. In April 2017, the Cyprus Agency of Quality Assurance and Accreditation of Higher Education accredited the Institutes as a Public School of Higher Vocational Education and Training.
- Upgrading of the Apprenticeship Scheme.
- Enhancement of the quality and competences of teachers and trainers through specialized training programmes.
- Completion of the process for the establishment of the National Qualifications Framework.
- Establishment of a Quality Assurance Framework, according to the EQAVET recommendation.

The successful implementation of these measures is of vital importance, since they can contribute to enhancing the competitiveness and growth of the Cyprus economy.

PROPOSAL FOR THE UPGRADING OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

With its Decision no. 79.985, dated 14 December, 2015, the Council of Ministers approved the Proposal of the Committee for the Upgrading of Secondary Technical and Vocational Education, which includes the following measures:

- Review of the fields of study and specializations offered by Secondary Technical and Vocational Education in order to become more attractive and relevant to labour market needs.
- Review of the existing curricula or development of new curricula based on learning modules and ECVET units.
- Increase of the percentage of practical training at the workplace/industry.
- Review of the existing timetable.

The measures mentioned above have been introduced as of the school year 2016 - 2017.

ESTABLISHMENT OF AN EVENING SCHOOL OF TECHNICAL AND VOCATIONAL EDUCATION IN LEMESOS

Taking into account the successful operation of the Evening School of Technical and Vocational Education in Lefkosia, which was established in 1999, the Ministry of Education and Culture proceeded to establish an Evening School of Technical and Vocational Education in Lemesos. The objective was to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society in general. The Evening School of Technical and Vocational Education in Lemesos was set up in January 2012, offering classes in the fields of Mechanical Engineering and Hotel Catering. During the school year 2017 - 2018, 85 adult pupils attended the programmes offered.

The programmes offered at the two Evening Schools of Technical and Vocational Education are equivalent to the secondary technical and vocational education programmes that are offered in the morning. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered at the Technical and Vocational Schools of Education and Training that operate in the morning, adapted, however, to the particular characteristics and needs of adults who attend Evening Schools. The duration of studies varies from one to four years, depending on the educational level of those interested in attending the Evening Schools of Technical and Vocational Education.

Attendance at the Evening Schools of Technical and Vocational Education is free of charge and leads to the acquisition of a school leaving certificate (apolyterion), which is equivalent to that awarded to graduates of Secondary Technical and Vocational Education and Secondary General Education. This means that the school leaving certificate awarded by the Evening Schools of Technical and Vocational Education entitles graduates either to pursue further studies at Institutions of Tertiary Education in Cyprus, Greece, or abroad, provided that they meet the entry requirements, or access directly the labour market as skilled workers.

ESTABLISHMENT OF THE POST-SECONDARY INSTITUTES OF VOCATIONAL EDUCATION AND TRAINING (MIEEK)

The Post-Secondary Institutes of Vocational Education and Training (MIEEK in the Greek language) were set up in November 2012. They operate at existing Technical and Vocational Schools of Education and Training, under the supervision of the Department of Secondary Technical and Vocational Education and Training of the Ministry of Education and Culture. They provide an alternative learning pathway to secondary education graduates, thus enhancing the image of VET in Cyprus. By attending these Institutes, students, especially those who wish to access the labour market immediately, have the opportunity to acquire or complete their technical and vocational education, since the Institutes provide opportunities to citizens, and especially young people, to acquire, improve, or upgrade their qualifications and skills in order to become better prepared for participation in the labour market.

In April 2017, the Cyprus Agency of Quality Assurance and Accreditation of Higher Education accredited the Post-Secondary Institutes of Vocational Education and Training as a Public School of Higher Vocational Education and Training and classified their programmes at Level 5 of ISCED.

For the establishment and smooth operation of the Institutes, the Ministry of Education and Culture cooperates with the Ministry of Labour, Welfare and Social Insurance, the Human Resource Development Authority, Organizations of Employers and Manufacturers, Associations of Employees, and other stakeholders relevant to the world of work, who are represented in the MIEEK Council.

The objective of the Institutes is to offer higher vocational education and training and provide students with the necessary qualifications by imparting academic and technical knowledge, as well as professional and practical skills. Additionally, they offer students the possibility to develop those skills that will enable them to adapt to the changing needs of industry.

The programmes have been especially designed to be relevant to labour market needs. During the academic year 2016 - 2017, the following **accredited** programmes of study were offered:

1. Bakery - Confectionery
2. Computer and Communication Networks
3. Electromechanical and Industrial Refrigeration Installations
4. Organic Vegetable Crops
5. Purchasing and Supply Management – Shipping
6. CNC Technology – Woodworking Industry
7. Dairy Technology – Cheese Making
8. Industrial and Residential Automation

Attendance at the Post-Secondary Institutes of VET is free of charge. The duration of the programmes offered is two years, on a 5-day basis. The premises and facilities of Technical and Vocational Schools of Education and Training are used for this purpose, covering the major provincial areas of Cyprus. Attendance includes practical training in industry and businesses/enterprises.

During the academic year 2017 - 2018, 222 students attended the programmes offered. A student placement system with selection criteria (favouring young unemployed individuals in particular) was applied, since the number of applicants exceeded the number of the available places.

2.4 THE CYPRUS PEDAGOGICAL INSTITUTE (C.P.I.)

2.4.3 DEPARTMENT OF TRAINING

According to the Council of Ministers Decisions (August 2015, July 2017), the Cyprus Pedagogical Institute (CPI), is the official department of the Ministry of Education and Culture which runs teachers' professional development. It offers a variety of training programmes that are repetitive and compulsory for teachers, mainly because they are either provided by the education laws or their service plans, or because these programmes are developed with reference to the current needs and the context of schools

2.4.3.1 IMPLEMENTATION OF THE PROFESSIONAL LEARNING STRATEGY

During the school year 2017 - 2018, the Cyprus Pedagogical Institute, as the official carrier for the teachers' in-service training, proceeded to extended implementation of the Policy for Teachers' Professional Development, based on the latest decision of the Council of Ministers (dated 17/7/2017). The decision was based on the pilot and evaluation stage of the professional development programme, as well as the evaluation of the professional development policy conducted by the Technical Assistance Group of Experts of the European Committee (June 2017).

According to the Council of Ministers' decision, the aim of the Professional Development Strategy is the quality improvement of teachers' and pupil' education, therefore, all schools were expected to prepare a Professional Development Action Plan (PDAP), which would be an integral part of the School Improvement Action Plan. The PDAP should be focused on a specific issue that would be set as priority to be improved, according to teachers' and pupils' needs assessment at each school and should include focused school-based training as well as a number of school-based activities, also based on teachers' decisions. Activities should be internally evaluated, to inform further decision-making. For the preparation and implementation of the PDAP described above, schools had at their disposal the Electronic Base for Professional Development, which offers supporting material (e.g. needs assessment specimens, suggestions for actions), suggestions for cooperating opportunities with the Ministry of Education or other institutions (e.g. universities), as well as additional instructions.

In parallel with the opportunity given to all schools to enhance teachers' professional development, an opportunity was given to a small number of schools, on a voluntary basis, to follow a more systematic procedure with annual systematic support of the CPI. The CPI Professional Development Support Programme, which was one of the ways that schools could choose in order to implement their teachers' professional development, followed a similar procedure as that described above, but in a more systematic way. Each school followed a methodology (e.g. action research, lesson study, quality teaching rounds), which was considered suitable according to the specific issue set as priority and teachers' specific needs. The CPI supports teachers in these participating schools in order to decide, plan and implement a variety of actions and practices that are consistent with the educational reality in their school and to reflect on them, aiming at critical awareness, always in order to meet the professional and developmental needs of each school's teachers. During the school year 2017 - 2018, 41 schools participated in the CPI Professional Development Support Programme (1 pre-primary school, 20 primary schools, 18 secondary schools and 2 technical-vocational education schools).

2.4.3.2 IN-SERVICE TRAINING PROGRAMMES FOR SCHOOL LEADERS

In-Service Training Programmes for School Leaders mainly focus on enhancing Newly Promoted Head teachers' (Primary and Secondary Education) and Deputy A' Head teachers' (Secondary Education) Professional Development in order to become effective leaders and agents of change for their school

units. In-Service Training Programmes are included in a comprehensive content of school leadership, based both on the policy of the European Union for School Leadership and on recent scientific outcomes for effective leadership.

The main thematic units of the programmes are the following:

- Legislation and Policy
- School Development
- Planning and Organizational Management of the School Unit
- School Culture and Climate
- Human Resource Management
- Promoting Teaching and Learning

The priority is to combine theory and practice, so that to help participants to be effective in their leading roles. Therefore, in the Programmes, expert practitioners present good practices, concerning leadership practices. In addition, in the case of the Newly Promoted Head teachers, Mentor Head teachers provide them with guidance and support.

In May 2018, 19 Newly Promoted Head teachers of Primary, Secondary and Technical Schools successfully completed the Programme. Also in December 2017 and in June 2017, 125 and 39 respectively Deputy A' Head Teachers of Secondary Education successfully completed the Programme.

2.4.3.3 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

In the school year 2017 - 2018, the CPI continued to organize and run school-based seminars and seminars for parents in schools across Cyprus. The seminars covered different areas of interest that correspond to a great extent to the issues faced by parents, students and educators. 546 applications were submitted for school based seminars and 100 applications for parents' seminars.

2.4.3.4 OPTIONAL SERIES OF TRAINING SEMINARS

During the school year 2017 - 2018, optional series of training seminars were offered successfully, which aimed at the professional development of teachers on issues related to pedagogy, psychology, methodology, the teaching of specialized subjects of the curriculum and educational technology. The thematic seminars were established on the basis of the training needs of teachers.

Specifically, a total of 1706 participants, teachers of public and private education, were registered in 116 seminars. Teachers had access to information and enrollment in optional courses through the electronic platform www.pi-eggrafes.ac.cy.

2.4.3.5 TRAINING PROGRAMME FOR TEACHERS OF THE GREEK LANGUAGE IN THE USA

The CPI offers a Training Programme to Expatriate Educators of the United States, who teach the Greek language and culture to children of the Greek diaspora in the USA. The main objective of the Programme is to help educators acquire the grammar and syntax of the Greek language in a systematic way while improving their understanding and skills of teaching Greek as a second/foreign language, focusing on modern approaches. The Greek Orthodox Archdiocese of America, in collaboration with the Pedagogical Institute, selects the teachers and organizes the programme. In 2018, the programme was offered at the premises of the Pedagogical Institute between 15 to 29 July, with thirteen (13) Expatriate Educators completing their training. The content of the programme combined the theoretical and practical framework of application of knowledge, whereby various

thematic areas were covered: including Teaching Methodology of Greek as a Second / Foreign Language in Pre-school, Primary and Secondary Education, Greek and Cyprus History as well as Culture. The programme was enriched with visits to archaeological and historical sites, museums and monasteries in Cyprus, in an effort to offer learning opportunities through experiences on the island.

2.4.3.6 TRAINING PROGRAMME FOR EXPATRIATE TEACHERS

The Training Programme for Expatriate Teachers aimed to train them use modern approaches as regards the teaching of Greek as a second / foreign language. Thus, they were given the opportunity to improve their knowledge of the Greek language, literature, history and culture and be able to teach in their home countries. The programme was offered from May to July every day on a five-day basis, from 9:00 until 13:30. The Training Programme was attended by 11 expatriate teachers and included a number of visits to museums, and historical and archaeological sites of Cyprus. Moreover, the Programme included school experience, which the expatriate teachers attended accompanied by their trainers.

2.4.3.7 TRAINING DAYS FOR TEACHERS

- **Teachers of secondary education and secondary technical and vocational education**

The CPI, in cooperation with the Department of Secondary Education and the Department of Secondary Technical and Vocational Education, organized two-day training seminars in December and March. The teachers had the opportunity to choose training activities offered in their schools.

- **Primary teachers' two-day training seminars**

The Cyprus Pedagogical Institute in cooperation with the Department of Primary Education organized two-day training seminars from the 4th of September to the 7th of September 2018. The purpose of the two-day training seminars was teachers' professional development based on their needs. The training was offered centrally on the first day and on a school base the second day. For teachers working at Pre-primary Education and Special Needs Education two-day seminars were organized, too.

Specifically, for the school year 2018 - 2019 the training was planned to be offered to 5423 teachers, 3976 working in Primary Education, 771 working in Pre-primary Education and 676 teachers working in Special Needs Education. 188 seminars were organized in all educational regions by 84 Educators (external partners of the Cyprus Pedagogical Institute and officers working at the Cyprus Pedagogical Institute and the Ministry of Education and Culture). Due to strike measures teachers did not attend the trainings offered centrally. The material of all seminars was uploaded on the following site of the Cyprus Pedagogical Institute:

(http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=673&Itemid=360&lang=el).

2.4.3.8 EDUCATIONAL PROGRAMME FOR PROSPECTIVE DESIGN AND TECHNOLOGY / TECHNOLOGY TEACHERS ON CURRICULA AND DIDACTICS

According to the Service Plan for prospective teachers of Design and Technology, they must attend a Special Educational Programme, offered by the Pedagogical Institute in cooperation with the Department of Secondary General Education of the Ministry of Education and Culture. The Programme aims at introducing/familiarising prospective teachers as regards the curricula of Design and Technology (Gymnasium and Lyceum Cycle), as well as at understanding and implementing the design process. In 2018, fifty-three (53) prospective teachers attended and successfully completed the Programme

2.4.3.9 TRAINING PROGRAMME FOR SUBSTITUTE PRE-SCHOOL TEACHERS

The Cyprus Pedagogical Institute in collaboration with the Department of Secondary General Education and the Department of Secondary Technical & Vocational Education offered a Training Programme for substitute secondary education teachers. The Training Programme took place from February to April 2018 and it was repeated from October to December 2018.

The purpose of this Training Programme was the enhancement of substitute secondary school teachers' teaching and learning efficacy in aspects such as legal and administrative issues of the Cyprus Educational System, the National Curriculum, current teaching methodology trends, lesson organization and preparation, as well as classroom organization and administration. Moreover the Programme aimed at informing the participants about everyday school life and supporting them in organizing an effective substitute period in schools they are called to serve.

The main priority of the Training Programme for the substitute secondary education teachers was to combine theory and practice, so that to help them be effective in their substitute roles. The main thematic units of the Training Programme were the following:

- Legal and administrative issues
- Basic pedagogical principles and the National Curriculum
- Effective teaching
- Classroom organization and administration and effective classroom teacher substitution
- Lesson organization and preparation

During the school year 2017 - 2018, 42 substitute secondary school teachers attended and successfully completed the Programme.

2.4.3.10 IN-SERVICE TRAINING FOR ENTREPRENEURIAL EDUCATION

The department of Training of the C.P.I. implements programmes of continuing professional development in the areas of Entrepreneurial education. The Pedagogical Institute implements programmes for entrepreneurship in education in accordance with the National Policy Statement for the Enhancement of the Entrepreneurship Ecosystem in Cyprus (2015), the new legislation for Social Entrepreneurship (2018) and the European Union's Policy on the new strategic framework for European cooperation in education and training (ET 2020). The aim is to foster entrepreneurial culture and entrepreneurship in Cypriot education, since the development of initiative and entrepreneurship is one of the 8 Key competences for lifelong learning (ERF 2007), vital in order to capitalize on the skills of young people in order to develop.

Teacher training offered was in line with current scientific trends on the subject. It prioritized the development of entrepreneurial and communication skills of teachers themselves and provided tools for the development of creative thinking, innovative ideas, participation and self-confidence among pupils, through meaningful learning experiences. Thus, it promoted the role of the educator not only as a carrier of knowledge but also as a supporter and facilitator.

In 2017 - 2018, 732 teachers and 402 pupils had the opportunity to participate in different training and empowering activities/projects. The C.P.I. provided a combination of training through workshops / school based visits / co-teaching and highlighted the role of entrepreneurship in education as a key – competence for lifelong learning in a cross - curriculum manner promoting team / problem based learning. The C.P.I. expanded its cooperation with external associates, universities and local authorities,

participated in European partnerships as a member of the local working group, in EU-level and local policy-making committees, presented actions at conferences, contributed in the European Network for Entrepreneurship, sought entries in Erasmus+ programmes and promoted E-Twinning action related to Entrepreneurship in education. Additionally, the C.P.I. focused on training initiatives on social and environmental entrepreneurship, through the Educational programme of creativity, innovation and entrepreneurial idea "Ideodromio", a partnership with the Departments of Secondary and Technical Education, the Cedar Centre of Entrepreneurship, with the support of the University of UCLan Cyprus, KPMG, USB Bank and GRAVITY, which was offered to educators of secondary and technical schools. The empowerment of the teachers involved intended to provide pupils with the opportunity to develop and present innovative ideas of social and environmental entrepreneurship that would enhance their co-operative skills, entrepreneurship, creativity, innovation and self-confidence. Thus they would act as a link between education and the business world. A final entrepreneurial day, was organized and all pupil teams presented their work and competed for the most innovative social or green idea.

2.4.3.11 SEMINARS ENTITLED "TEACHERS PRESENT THEIR WORK"

During 2018, the Cyprus Pedagogical Institute offered, for the second time, the opportunity to teachers to present their work through 2.5-hour seminars. These seminars aimed to disseminate teachers' experience and knowledge on pedagogical issues and on effective teaching approaches that had been applied in their classroom. The Seminar Programme was structured in seven broader thematic sections: Teaching, Teaching/Learning Evaluation, Sociology of Education, Preschool Education, I.C.T. in Education, Psychology and Physical Activity/Screen Activities. Altogether, nineteen seminars were offered by 25 teachers from pre-school, primary and secondary education. In total, two hundred and fifty-two teachers attended these seminars.

2.4.3.12 SEMINAR "TEACHING PRACTICES IN THE COURSE OF PHYSICS IN SECONDARY EDUCATION"

The aim of the Seminar "Teaching Practices in Physics in Secondary Education" was to facilitate the exchange of views among physics teachers on effective physics teaching approaches that had already been applied in the classroom. In the Seminar, teachers present teaching practices on specific subjects of physics teaching. During the school year of 2017 - 2018, two seminar meetings were held each month, one the first half of the month in Lemesos and Pafos and one the second half of the month in Lefkosia, Larnaka and Ammochostos. The teaching material of each meeting was posted on the Seminar webpage at the Cyprus Pedagogical Institute website.

2.4.3.13 CONFERENCES

The CPI organized more than one hundred seminars, conferences and workshops in collaboration with the Departments of the Ministry of Education and Culture and/or other partners. The above, were structured containing a theoretical part, followed by workshops which were offered by the P.I. trainers or teachers. All the above actions were uploaded on the websites of the Ministry of Education and Culture as well as on the CPI Facebook page.

2.4.3.14 IMPLEMENTATION OF THE ANTIRACIST POLICY: "CODE OF CONDUCT AGAINST RACISM & GUIDE FOR MANAGING AND RECORDING RACIST INCIDENTS"

During the school year, 2017 - 2018, all schools, at all levels of education, were required to implement anti-racist policy of the Ministry of the Education and Culture "*Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents*". The policy conceptualizes racism in a broad

manner, including all sorts of discrimination. It includes definitions of basic concepts which form the theoretical background (e.g. racism, racist incident, discrimination, stereotypes, diversity, and so on.), outlines the responsibilities and commitments expected by each member of the school community, and provides the steps to be followed by schools in order to deal with racist incidents in a practical manner. It provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents. As the antiracist views diversity as a multidimensional phenomenon, involving various aspects of people's identities, it is expected to contribute to the decrease of bullying and discrimination based on any form of diversity in schools (religion, ethnicity, language, appearance, disability, gender, sexual orientation, and so on.).

The Pedagogical Institute has conducted several actions during the school year 2017 - 2018 in order to support teachers and schools implementing the antiracist policy. At the same time, the antiracist policy website was continually updated with information on the implementation, supporting material and answers to frequently asked questions¹. A support line (email and telephone) was operating throughout the year (kodikas@cyearn.pi.ac.cy).

For the evaluation of the implementation of the policy for the school year 2017 - 2018, the PI collected 100 reports from schools with details about the racist incidents they recorded. Out of these, 57 schools reported no incidents, while 43 recorded a total of 266 racist incidents. The criteria mainly were the appearance of the victims, their ethnicity and language.

2.4.4 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

The Department of Educational Technology (DET) implements programmes of continuing professional development in the areas of Information and Communication Technologies (ICT), designs research and practice, proposes new educational implementations and promotes innovations related to the use of new technologies in education. At the same time, it provides pedagogical and technical support facilitating the effective use of ICT, including online learning, communication and management (<http://www.pi.ac.cy/TET>). In addition, DET implements projects that support the work of the Ministry's ICT Unit and more specifically the Use of ICT in teaching and learning sub-unit.

The focus of the activities planned and implemented is on the Education and Training 2020 European priorities as well as the Cyprus Digital Agenda. Under this scope, the following actions on Opening up Education through digital technologies have been taking place during the year 2018, with an emphasis on transversal skills needed for the digital society, as well as effective teaching and learning. The actions aim at the effective teaching and learning at school level, teacher level and student level (Diagramme 1).

¹ http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1429&Itemid=448&lang=el

Using digital technologies for effective teaching and learning

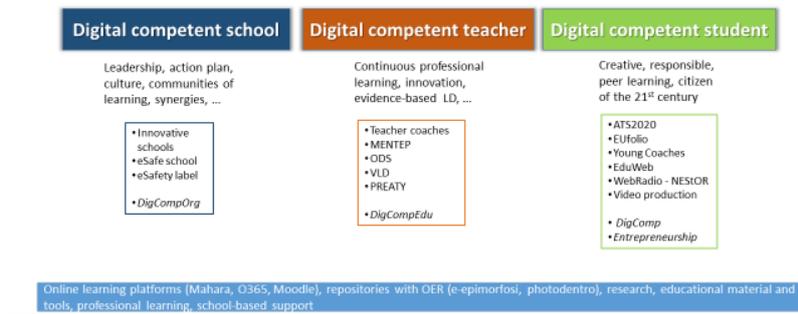


Diagramme 1: Using digital technologies for effective teaching and learning

2.4.4.1 ICT USE IN THE LEARNING PROCESS

Use of Digital Technologies in teaching and learning

- Innovative schools and teacher coaches for ICT in teaching and learning innovativeschools.pi.ac.cy.
- Learning designs and educational material for the use of digital technologies in the learning process photodentro.pi.ac.cy.
- Seminars, presentations and workshops for the use of ICT in teaching and learning.
- The use of an online self-assessment tool for the schools' digital competence SELFIE: Self- reflection on Effective Learning by Fostering Innovation through Educational Technologies: ec.europa.eu/jrc/en/digcomporg/selfie-tool
selfie.jrc.es
innovativeschools.pi.ac.cy/selfie

Creative, safe and responsible use of the Internet

- Safe school for the Internet - esafeschools.pi.ac.cy
- Young coaches for the internet - youngcoaches.pi.ac.cy
- Short video production on Safe internet by pupils – competition internetsafety.pi.ac.cy/competitions
- Children educate digitally illiterate adults in safe and creative web (EduWeb) - www.pi.ac.cy/eduweb
- Networked European School Web Radio (NEStOR) - www.pi.ac.cy/nestor
- Seminars, presentations and workshops for creative, safe and responsible use of the Internet and Media Literacy (workshops.pi.ac.cy)
- eSafetyLabel - www.esafetylabel.eu/web/guest
- Webradio messages and songs by students - competition - www.pi.ac.cy/kantonakoustei
- Happy Onlife online game - https://web.jrc.ec.europa.eu/happyonlife/webgame_en.html
- Summer camps workshops on creative and safe use of the internet internetsafety.pi.ac.cy/educational-workshops-summer-camps
- Helpline and Hotline 1480 services on the safe use of the Internet: (<https://www.cybersafety.cy/helpline>, <https://www.cybersafety.cy/hotline>)

Transversal and digital skills for pupils and teachers

- ats2020.eu
- mentep.pi.ac.cy, mentep.eun.org

Conferences

- ICT in the learning process (www.pi.ac.cy/imeridaTPE2018)
- Safer Internet Day (internetsafety.pi.ac.cy/saferinternetday, <https://internetsafety.pi.ac.cy/sid2018>)
- Short video competition awards (internetsafety.pi.ac.cy/conferences-details/is-short-video-event-2018)

Online learning environments and repositories

- www.e-epimorfosi.ac.cy
- photodentro.pi.ac.cy
- elearn.pi.ac.cy
- mahara.ats2020.eu
- o365.ats2020.eu
- www.pi-elearning.ac.cy
- www.pi-egrrafes.ac.cy

Presentations and workshops at national and international conferences

Workshops, presentations, seminars in schools, for pupils, teachers and parents

2.4.4.2 AUDIOVISUAL MATERIAL PRODUCTION

- Educational documentaries
- Portal paragoges.pi.ac.cy

2.4.5 EUROPEAN PROJECTS

The Cyprus Pedagogical Institute participated and coordinated a number of European competitive programmes for innovative learning projects.

PERIOD	PROJECT	CO-FUNDING
Information and Communication Technologies		
01/09/2016-31/08/2018	NEStOR: Network European School Web Radio.;	Erasmus+ KA2 - Strategic Partnerships for School Education.
01/09/2016-31/08/2018	EduWeb: Combating Digital Exclusion: Children educate digitally illiterate adults on safe and creative web.	Erasmus+ KA2 - Strategic Partnerships for School Education.
01/07/2016-31/12/2018	Connecting Europe Facility - Safer Internet Programme - CYberSafety - Cyprus Safer Internet Center.	European Commission Connecting Europe Facility: Telecom.
01/12/2017-30/11/2020	The European MediaCoach Initiative/ European MediaCoach.	Erasmus+ KA 3 – Support for policy reform.

Environmental education		
01/10/2017-31/11/2018	Koilani Elementary School was turned into an Environmental Educational Centre.	Programme of Rural Development 2014 - 2020, Measure 7: Basic Services and Villages Gentrification in Rural Areas.
01/12/2017-30/11/2019	SEA4ALL : Enhancing critical thinking in schools for marine pollution using innovative ICT technologies.	Erasmus+ KA2 - Strategic Partnerships for School Education.
Teaching methodology		
01/09/2016-31/08/2018	HOPEs: Happiness, Optimism, Positivity & Ethos in schools.	Erasmus+ KA2– Strategic Partnerships for School Education.
PERIOD	PROJECT	CO-FUNDING
01/02/2017-31/01/2020	MaSDIV: Training and Youth led by high-level public authorities. Supporting mathematics and science teachers in addressing diversity and promoting fundamental values.	ERASMUS + / Support for Policy Reform/EACEA-34-2015 / European policy experimentations in the fields of Education, Training and Youth led by high-level public authorities.
01/10/2017-31/03/2020	EDUCATE: Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teacher Learning.	Erasmus+ KA2 - Strategic Partnerships for School Education.
01/09/2017-31/08/2020	M4TM: Mathematics for the million: mathematics for my world.	Erasmus+ KA2 - Strategic Partnerships for School Education.

2.4.7 THE CURRICULUM DEVELOPMENT UNIT (CTU)

The work of the Curriculum Development Unit is:

- Coordination of procedures for the issuance of curricula.
- Processing of writing, editing and updating teaching textbooks and the production of educational materials for teachers and pupils, at all levels of education.
- Purchasing of teaching textbooks published by publishing organisations (Computer Technology Institute and Press "Diophantus") in Greece and the process of transporting them from Greece to Cyprus.

- Issuance of educational materials (booklets, posters, cover art, flyers and so on.) for the purposes of the:
 - Ministry of Education and Culture (MOEC),
 - Pedagogical Institute (PI),
 - Centre of Educational Research and Evaluation (CERE), and
 - other services of MOEC.
- Preparing documents for opening tenders and the procedure that follows (publication, evaluation and awarding of tenders) and the supervision of publication during the process of printing.
- Cooperation with the Departments of Primary, Secondary General and Secondary Technical and Vocational Education and the Ministry of Education and Culture Store, for the creation of an electronic database to facilitate ordering textbooks electronically.

In order to carry out the work effectively, the Curriculum Development Unit works closely with the Ministry of Education and Religion in Greece, the Lifelong Learning and Religious Affairs, the Computer Technology Institute and Press "Diophantus" (ITYE), the Pedagogical Institute of Greece, the Departments of Education, the Tender Board of the Ministry of Education and Culture, the Government Printing Office, private printing presses, the Ministry of Education and Culture Store, the Universities of Cyprus, the Trade Unions of teachers and so on.

2.4.7.1 BOOKS USED IN THE CYPRUS EDUCATIONAL SYSTEM

The Curriculum Development Unit has been actively involved in the adoption of the curricula and the production of teaching materials for the Education Reform. The books used in the Cyprus Educational System include publications by MOEC, the Computer Technology Institute and Press "Diophantus" (ITYE) and from other sources. The table below shows in detail the number of books used at each educational level.

Level of Education	Number of book titles			
	CDU	Computer Technology Institute and Press "Diophantus"	Other Sources	Total
Preprimary / Primary	95	42	-	137
Secondary General	142	72	39	253
Technical and Vocational	184	47	30	261
Total	421 (64,7%)	161 (24,7%)	69 (10,6%)	651 (100%)

2.4.7.2 CURRICULUM DEVELOPMENT UNIT BUDGET

The following table shows the expenditure for the financial year 2018:

	Cost
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.545.000,00

Purchase of textbooks from CTIP "Diophantus", books sent abroad/books received from abroad.	€1.155.000,00
Total cost	€2.700.000,00

2.4.8 CENTRE OF EDUCATIONAL RESEARCH AND EVALUATION (CERE)

The Centre of Educational Research and Evaluation (CERE) was established in August 2008, following a decision by the Council of Ministers. The CERE undertakes and coordinates a range of activities in three different directions. Firstly, the CERE assumes responsibility for the implementation of international and national research studies on pedagogical and educational issues (e.g. educational policy, national curricula, and teacher training). Secondly, the CERE undertakes evaluation studies on educational innovations, interventions and programmes of the Ministry of Education and Culture (MoEC), implemented in Cyprus schools. Thirdly, the CERE seeks to develop and sustain research-oriented culture within the educational system (schools, pupils, and teachers). During 2018, in accordance with its annual action plan, the CERE engaged in various actions across the three dimensions outlined above, as follows:

2.4.8.1 PARTICIPATION IN LOCAL AND INTERNATIONAL RESEARCH EDUCATIONAL STUDIES

2.4.8.1.1. INTERNATIONAL RESEARCH

The CERE is involved in a number of research studies coordinated by international organisations (e.g. the Organization for Economic Cooperation and Development (OECD), the International Association for the Evaluation of Educational Achievement (IEA)), some of which are co-funded by the European Commission. Specifically, the CERE represents the MoEC in the following international surveys:

- **Programme for the International Student Assessment (PISA)** – The study aims to develop reliable indicators for the learning outcomes of educational systems (knowledge and skills of 15 year-olds in Reading, Mathematics and Science) towards or upon the completion of compulsory education. The study is implemented every three years. More information is provided at: <http://keea-pisa.pi.ac.cy/pisa/>
 - **PISA 2018:** This was the third participation of Cyprus in the study (previous participation was in 2012 and 2015) and the focus was on Reading. During 2018, the Main Study took place (March-May), with the participation of 5504 students from 92 public and private secondary education schools. The CERE organized, coordinated and supervised the process of data collection (tests to pupils, as well as questionnaires to pupils and schools) and coding, while implementing quality control measures. The data were submitted to the Educational Testing Service (ETS) during the summer of 2018, so that they could be processed, along with the respective data from the other participating countries. The results will be published in 2019.
 - **PISA 2021:** This will be the fourth participation of our country in the study and the focus will be on Mathematics. In 2018, Cyprus participated in all required preparatory tasks in view of the Field Study, which will take place in the spring of 2020. The proposed items for Mathematics (major domain) and Creative Thinking (innovative domain) were thoroughly reviewed, whereas the first preparatory sampling forms were submitted, according to the timeline.
- **Trends in International Mathematics and Science Study (TIMSS)** – The study aims to assess the performance of fourth and eighth graders in Science and Mathematics, at an international level. In addition, TIMSS is intended to collect information about the implementation of the National

Curriculum, the teaching practices and school resources. The study is implemented every four years. More information is provided at: <http://keea-timss.pi.ac.cy/timss/>

- **TIMSS 2019:** This was the sixth participation of Cyprus in the survey. The Field Study took place in spring 2018 and involved 1056 Grade 4 and 1080 Grade 8 pupils from 34 primary schools and 26 gymnasia, respectively. The data (tests to pupils and questionnaires to pupils, parents/guardians, teachers and schools) were coded and submitted to the organizers in June 2018, to be processed/analysed, along with the data provided by the other participating countries. In addition, in the fall of 2018, the CERE coordinated the process of translations and adaptations of the final data collection instruments that will be used in the Main Study in spring 2019.
- **Teaching and Learning International Study (TALIS)** – The study focuses on the learning environment and working conditions of teachers in schools. It offers an opportunity for teachers and school principals to provide data for education analyses and policy development. The study collects information from principals and teachers in lower secondary schools (gymnasium), at an international level, with respect to aspects, such as professional development, evaluation, teaching and students' learning. The study is implemented every five years. More information is provided at: <http://keea-talis.pi.ac.cy/talis/>
 - **TALIS 2018:** Cyprus participates in TALIS for the second time (the first participation was in 2013). Participation of our country in the study was co-funded by the European Commission. The Main Survey took place in March 2018. Data were collected through electronic questionnaires to school principals and teachers in lower secondary education schools. In total, 1611 teachers from 88 public and private schools participated in the study. During data collection, quality assurance processes were strictly implemented. The data were submitted to the organisers during the summer of 2018. The results will be published at two stages: June of 2019 and March of 2020.
- **Progress in International Reading Literacy Study (PIRLS)** – This international survey provides data on trends in comparative reading achievement for fourth graders, across participating countries. PIRLS collects considerable background information on how education systems provide educational opportunities to their pupils, as well as the factors that influence how pupils use these opportunities. The study runs every five years. More information is provided at: <http://keea-pirls.pi.ac.cy/pirls/>
 - **PIRLS 2021:** Cyprus participates in the study for the second time (the first participation was in 2001). During 2018, the CERE collaborated closely with the organizers to provide feedback on the passages for the Field Study. In addition, it was involved in the translation of released items from previous cycles and the development of a website for the study. The Field Study will take place in spring 2020, and the Main Study in spring 2021.
- **International Civic and Citizenship Education Study (ICCS):** This study investigates the ways in which young people are prepared to undertake their roles as citizens in a world where contexts of democracy and civic participation continue to change. It focuses on eighth grade pupils' knowledge, understanding and attitudes towards citizenship and seeks to explore factors that may come to influence their behavioural intentions with respect to participating in activities related to civics and citizenship.
 - **ICCS 2022:** This is the first participation of our country in the study. A decision was made in 2018 for Cyprus to participate in the study. This participation is expected to be co-funded by the

European Commission. The Field Study will be implemented in 2020 and the Main Study in 2022.

- **Health Behaviour in School-aged Children (HBSC)** – This international study of World Health Organization (WHO) collects data on pupils' (11, 13 and 15-year-old) health and well-being, social environments, health behaviours, and so on. More information is provided at: <http://keea-hbsc.pi.ac.cy/hbsc/>
 - **HBSC 2018:** The Field Study took place in December 2018, with the participation of 1092 pupils from 61 public primary and secondary education schools (Grade 6, Grade 8, and Grade 10). An anonymous online questionnaire was used for data collection. The next cycle of the study will be held in 2021 - 2022 and Cyprus will be able to participate, once it becomes a full member of the HBSC network.

2.4.8.1.2 EUROPEAN RESEARCH

In addition to participating in the international studies mentioned above, on behalf of MoEC, the CERE is also involved in the following European projects:

- **Mathematics for the Million: 'mathematics for my world' (M4TM) (2017-2020)** – This project is funded by ERASMUS+, Key Action 2 and aims to develop and evaluate good practices for mathematics teaching. Particularly, it seeks to help teachers build confidence about the use of a range of formal and non-formal techniques to teach mathematics. The project pays particular attention to the engagement of parents in this process. During 2018, the CERE was involved in the process of monitoring the project and ensured a high level of quality.
- **Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teacher Learning – EDUCATE (2017-2020)** – The project was funded under the ERASMUS+ Key Action 2 scheme. It focused on the engagement of pupils in cognitively demanding tasks and the differentiation of instruction to address and accommodate the variability in terms of pupils' level of ability. The project sought to investigate relevant challenges faced by teachers, to develop teacher training materials in order to support their attempt to address the dual goal of promoting cognitive activation and facilitating differentiation, and organize and deliver training courses for teachers in the participating countries. In 2018, the consortium developed teacher modules and corresponding teacher educator modules focusing on promoting the dual objective of differentiation and cognitive activation. The CERE was involved in the process of monitoring the project to ensure a high level of quality.

2.4.8.1.3 NATIONAL RESEARCH

In addition, the CERE implemented two longitudinal large-scale national studies as follows:

- **Programme for Functional Literacy for Third and Sixth Graders** – At the local level, the CERE ran the longitudinal 'Programme for Functional Literacy' (PFL) on a national scale for all primary school pupils at the third and sixth grade. The study aimed at the identification of pupils 'at risk' for functional illiteracy. The results of the study were forwarded to the schools and the Directorates of Education of the MoEC, so that these pupils received the necessary support. The CERE had also implemented dissemination activities, including the publication of research articles in academic journals and the presentation of research findings in conferences. Since 2016, all schools have been administering the tests on the same days, for both grades. In 2018 the tests were administered on

the 6th of December (Greek Language) and the 7th of December (Mathematics). More information is provided on the webpage: <http://keea-literacy.pi.ac.cy/literacy/>

- **Learning Greek as an Additional Language** – This programme intended to indicate the level of competence for Greek as an additional language for children with immigrant background, so as to offer them appropriate support. Participants were pupils across the primary school grades, who currently attended (or will attend in the following school year) supportive teaching classes for Greek as an additional language. The programme has been running at the national level since 2017 - 2018. During 2018, 2333 students (first phase) and 1877 (second phase) participated in the programme. More information is provided on the webpage: <http://keea-ellinomatheia.pi.ac.cy/ellinomatheia/>

2.4.8.2 EVALUATION OF INNOVATIONS AND PROGRAMMES OF THE MOEC

During 2018, the CERE implemented the following evaluation studies, which are expected to facilitate the MoEC in evidence-based decision-making:

- **An investigation of Teachers' Views on Sex Education in Primary Schools** – The main goal of this study was to investigate teachers' views on sex education in primary schools. Data was collected through focus group interviews with 27 teachers from five schools. The CERE was responsible for the preparation of a report (January, 2018).
- **Shaping a New Policy for Special Needs Education: First review of the views of the stakeholders** – Recognising the importance of seeking and synthesising the views of citizens, the authorities and the organised groups, the MoEC initiated an exploration of the stakeholders' views on the development of a new policy and legislation that will govern the education of children with disabilities in the Cypriot Educational System. Data were collected through an online questionnaire. The CERE was responsible for the preparation of a report with the results of the analysis (March, 2018).
- **Evaluation of the Remedial Teaching Programme for Pupils who Fail Promotive Exams** – The research focused on the investigation of teachers' and pupils' perceptions on the implementation of the remedial teaching programme by the Directorate of Secondary Education, which was implemented for the second year in 2017 - 2018. Data collection involved focus group interviews with teachers and pupils from four schools. The results of the evaluation were documented in a report prepared by the CERE (July, 2018).
- **Evaluation of the Morning and Afterschool Literacy Programme at the Gymnasium** – The research aimed at investigating the effectiveness of the morning and afternoon literacy programme at gymnasium to help pupils improve their competence with literacy (reading comprehension and writing) and numeracy. Also, it investigated the effectiveness of the programme with respect to the development of the pupil's social skills. Finally, it aimed to explore teachers' views about the effectiveness of the implementation of the programme to identify possible ways to further improve this initiative. Data collection involved CBA tests for pupils in two phases, questionnaires on the evaluation of social behaviour and questionnaires for teachers in the morning and afternoon programme. The results were included in a report (July, 2018).
- **Formative Evaluation of the New Timetable for Secondary Education in the Third Grade of Lyceum** – During 2017, the CERE undertook the evaluation of the new timetable for secondary

education, focusing on the third grade of Lyceum. This evaluation involved the collection of data with respect to the perceptions of pupils and teachers. Specifically, the study provided for the collection of quantitative and qualitative data through pupil questionnaires, teacher questionnaires and separate semi-structured group interviews with pupils and teachers. The results of the evaluation were documented in a report prepared by the CERE (August, 2018).

- **Evaluation of the New Policy on School Indicators** – During the school year 2017-2018, a new policy regarding school indicators was implemented in schools of all levels of education. In this context, schools were asked to formulate their own Indicators and to develop and implement school improvement plans. The CERE undertook the evaluation of this new policy, focusing on the views and experiences of school principals and inspectors. The methodological design provided for the collection of data through online questionnaires with both populations, as well as individuals semi-structured interviews with school principals. The results of the evaluation were included in a report (September, 2018).
- **Formative Assessment of the Programme for the Support of Primary schools with a Large Number/Percentage of Children at Risk in Terms of Developing Literacy or Numeracy Skills**
This evaluation study aimed to evaluate the effectiveness of the programme to improve Grade 4 pupils' literacy skills and investigate the extent to which pupils improved significantly to avoid placement "at risk". Furthermore, it aimed to explore involved teachers' views about the effectiveness of the programme, highlight advantages and also possible limitations. Data collection involved standardized curriculum-based assessment tests in language (reading, text comprehension, and writing) and mathematics, PFL tests for pupils, as well as questionnaires for teachers. A respective report was prepared (September, 2018).

Further information about the evaluation studies listed above (as well as evaluation studies that had been implemented earlier) is provided at: www.keea.pi.ac.cy.

2.4.8.3 PROMOTION OF RESEARCH CULTURE WITHIN SCHOOLS

The CERE supported a number of schools in the implementation of action research at school level, on topics aligned with schools' own interests and educational needs. In addition, the CERE also collaborated with the Cyprus Research Promotion Foundation for the implementation of the competitions '*Students in Research*' and '*Technology and Innovation in Education*'.

Finally, the CERE also assured that all individuals conducting research in Cyprus public schools used appropriate instruments and followed proper methodological approaches/ethical protocols. It reviewed more than 200 research plans submitted by individual researchers per year. In addition, since 2016 the CERE employed an electronic platform for submitting and organizing the research outcomes of the various research plans that were implemented. The systematic collection of these outcomes on an electronic database will contribute to the development of a shared repository with research results.

2.5 HIGHER AND TERTIARY EDUCATION

THE DEVELOPMENT OF HIGHER EDUCATION

2.5.1 VISION

It is a well-known fact, both within Europe and internationally, that the key to a strong and viable economy, as well as to prosperity amongst citizens, lies in education. Following Aristotle's wise affirmation that "the fate of empires depends on the education of youth", governments, worldwide, further increase their resources in education and support their Higher Education (HE) systems, because they know that this will eventually result in high caliber international students with strong entrepreneurship skills, rich investments, technological and scientific development.

In light of the above, the MOEC aspires for Cyprus to be established as a Regional and International Educational and Research Centre of Excellence. As such, and in alignment with the policies and measures followed by the European Union (i.e. the Bologna Process, EU2020 etc.), HE of Cyprus aims to promote excellence in teaching, to encourage quality assurance and, at the same time, to safeguard diversity and University autonomy. It is believed that HE should be accessible to all, encompassing both those who are already at work and those who did not have the means to pursue University education. At the same time, MOEC aspires to further promote lifelong learning.

2.5.2 IMPLEMENTATION OF THE BOLOGNA PROCESS IN CYPRUS

The Bologna Process started on June 19th, 1999 when 29 European Ministers responsible for Higher Education signed the Bologna Declaration. Currently, 48 countries participate in the Bologna Process, including Cyprus, which has become full member in 2001. In March 2010, the European Higher Education Area (EHEA) was launched.

During these last eighteen years, the members of the EHEA have succeeded in building a European HE Area. These 48 countries implement reforms on Higher Education on the basis of common key values such as freedom of expression, autonomy for Institutions, independent students' unions, academic freedom and academic mobility of students and staff. Through this process, countries, Institutions and stakeholders of the European Area of HE, continuously adapt their Higher Education Systems, making them more compatible and strengthening their quality assurance mechanisms.

- **Quality Assurance**

As part of the European agenda for the modernization of HE, issues of quality assurance are constantly being revisited, in an attempt to ensure that institutions of HE revolve around and build a culture of quality. Within this framework, Cyprus has placed quality assurance issues very high on its political and educational agenda.

In 2015 the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) was established replacing the existing Bodies of Evaluation and Accreditation, aiming to enhance the quality in the HE, offered in the Academic Institutions of Cyprus, according to the European Standards and Guidelines for HE.

- **Education and Industry**

The link between education and the business sector is becoming one of the most important challenges for Europe. The continuous economic changes taking place in the world demand that HE Systems take into account the industry's needs in order to cope with the ever changing labour market and society. The MOEC, acknowledging the increased need to promote cooperation between HE Institutions, research institutions, employers and enterprises (labour market), supports initiatives and actions towards the achievement of this goal.

- **Excellence in Teaching and Learning Outcomes in HE**

The MOEC, along with all its partners, is committed to maintaining and developing European and international standards of excellence in the teaching and learning environment. HE Institutions are encouraged to invest in the continuous professional development of their staff, as well as to the enhancement of quality.

Furthermore, HE Systems are increasingly referring to learning outcomes when setting overall goals and challenges. Taking into consideration that learning outcomes are gaining a prominent position in planning and implementing policies, Cyprus HE attempts to successfully combine excellence in teaching with what a learner knows and is able to do at the end of a learning process. Thus, identifying learning outcomes in a careful and transparent manner has become yet another challenge that the Cypriot HE System and its stakeholders need to, successfully, face.

2.5.3 IMPLEMENTING EU RESEARCH AND INNOVATION POLICY IN CYPRUS

Research, development and innovation constitute an integral part of the economic development target of Cyprus. Investing in knowledge and innovation is considered as a factor of major importance for economic development in the country.

The medium and long term strategic objectives of Cyprus for Research and Innovation are the following:

- upgrade existing and develop new research infrastructure, allowing high-level research activities in cutting-edge fields to be carried out,
- involve enterprises in research and innovation activities as well as to increase their contribution to the total R&D spending,
- increase the number of human capital employed in research,
- attract experienced researchers and scientists from abroad, as a means of utilising their research experience and know-how,
- encourage the participation of Cypriot organizations in European research programmes, and
- promote international networking and cooperation.

The academic activities of Public and Private Universities have research and innovation at the centre of their policy. The Universities have adopted a dynamic strategy on research, aiming to reach out to all the above aims and work with stakeholders. Aiming at the advancement of scientific knowledge and at facilitating the study and solution to real life problems, a wide collaboration network is established between Research Centres and Universities in Cyprus and abroad.

Research programmes are funded either through the budget of the Universities, or by various organisations in Cyprus and abroad, and especially, by national and EU research funding programmes. Collaborations with Universities and Research Centres abroad are promoted in order to enhance scientific research, cooperation and exchange of information. Research is also partly funded by the Research Promotion Foundation (RPF), which allocates public funds on a competitive basis.

Research activities, plans and projects, as well as the implementation of research and innovation policy of the Universities in Cyprus, can be found on the following URLs:

<http://www.ucy.ac.cy/research/en/research-at-the-university-of-cyprus>

<https://www.cut.ac.cy/mem/research/>

<http://www.ouc.ac.cy/>

<http://www.frederick.ac.cy/research-at-frederick>

<http://www.euc.ac.cy/en/research>

<https://www.unic.ac.cy/research/support/research-innovation-office>

<http://www.nup.ac.cy/research-and-innovation-at-neapolis-university-in-cyprus/>
<http://www.uclancyprus.ac.cy/en/research/>

In addition to the promotion of a research culture, the MOEC promotes the development of an entrepreneurial culture that will endorse cooperation with other entities supporting technologically innovative business in Cyprus.

The work of the Liaison Offices in the Universities and the significant benefits derived from securing finance from EU Structural Funds have a substantial contribution to the progress and development of our society.

2.5.4 INTERNATIONALIZATION OF HIGHER EDUCATION

Over the last 20 years, the international dimension of Higher Education in Cyprus has become more central on the agenda of the Government, HE Institutions and their representative bodies, student organisations and the Accreditation Agency. The main policy of the Republic of Cyprus, with regards to HE, is to fulfil not only the local needs for HE, but to establish Cyprus as a regional Educational and Research Centre and as a hub for international scholars and students.

Since 2015 internationalization is amongst the top priorities of DHTE as they are set in its Strategic Plan. In October 2018 DHTE took advantage of the peer counselling instrument which is part of the tool box of the strategic framework for European cooperation in education and training (ET 2020). Peer counselling offers tailor-made policy advice to a country undergoing structural reform by peers from national administrations with experience in the relevant policy area. Towards the internationalization of Cyprus HE, a series of measures have been taken (or are still in progress), and many others are in the agenda for future action as part of the internationalization of HE. Some of them are the following:

- **Cross-border collaborative arrangements**

The MOEC as well as HE Institutions in Cyprus have been pursuing the signing of agreements to create channels of communication and collaboration with countries and institutions from all over the world. International co-operation among HE Institutions is primarily based on bilateral agreements between individual institutions. Universities in Cyprus have already developed cross-border collaborative agreements with other European and International Universities.

Co-operation has also been developed within the framework of Inter-governmental Educational and Cultural Agreements. These official agreements include academic exchanges of staff and students, exchanges of administrative staff, exchange of good practices and expertise, as well as policy-based decisions on mutual recognition of degrees, development of programmes and more.

Cyprus co-operates also with UNESCO. Through this cooperation Cyprus Universities have been nominated with UNESCO Chairs.

- **Establishment of study programmes in English in Public Universities**

Considering the fact that the language of instruction is one of the main tools for attracting foreign academics, researchers and students, a Government's reformation policy for Higher Education has been to establish programmes of study offered by Public Universities in English.

As a result, the House of Representatives has voted law amendments in order to facilitate the offer of undergraduate and postgraduate programmes of study, by the Public Universities, in languages other than the official languages of the Republic, such as English.

- **Attracting International Students to Study in Cyprus**

Making European Education Systems more visible and more attractive to international students is one of the primary objectives of the Lisbon Strategy and the Bologna Process. Within this framework, Cyprus has adopted certain policies to attract international students. In this context the DHTE has proceeded to the development of:

- a) information material on Higher Education in Cyprus, in various languages such as Arabic, Chinese, English, Greek and Russian.
- b) the provision of information on its official website (www.highereducation.ac.cy)
- c) the organisation and/or participation along with HEI's in various activities for the promotion of Cyprus HE (i.e. Higher Educational Fairs, conferences in Greece, Russia, Bulgaria, Spain, the Ukraine), as well as in Asia (e.g. China) and the Arab World (e.g. Oman, Egypt, Jordan, United Arab Emirates, Bahrain). Additionally, the MOEC addresses or receives invitations by foreign countries for official visits in order to exchange information and promote the collaboration in the area of HE.

In 2018, the DHTE organized the participation of Cypriot Delegations in the following Educational Fairs:

- «Education and Career», Moscow, 5-6 March, 2018
- Information Days «Studies in Cyprus», Heraklion and Chania, 3 and 5 - July, 2018
- «Najah 2018», Abu Dhabi, 31 October – 2 November, 2018
- «Academia Lebanon 2018», 15-16 November, 2018
- «Moscow International Fair Education and Career 2018», Moscow, 23-25 November 2018
- « University Expo Qatar », Qatar, –28-29 November, 2018

- **Scholarships**

Opportunities for international students to study in Cyprus have been broadened. EU students can spend certain time periods in Universities in Cyprus through the Erasmus+ Programme. It is important to note that studying for an undergraduate course in public Universities is free for all Cypriot, as well as European citizens.

Cyprus offers a number of short-term and long-term scholarships to international students. Scholarships are provided through Bilateral Executive Programmes of Cultural, Scientific, and Educational Collaborations, signed with various countries including Asian Countries.

HE Institutions in Cyprus have also been applying their own scholarship policy regarding international students. At private Universities, international students receive a subsidy of their tuition and they are eligible to receive grants based on their academic performance.

- **Institutional activities**

The Universities of Cyprus have signed international agreements for research collaboration with European Universities as well as Erasmus Agreements to equip students with the knowledge, skills and international perspective, so as to further prepare them for the labour market.

3.

PARTICIPATION IN EUROPEAN PROGRAMMES

3.1 EURYDICE NETWORK

The Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States since 1980 to boost cooperation, by improving the understanding of educational systems and policies. As from 2008 the Education, Audiovisual and Culture Executive Agency (EACEA) took over responsibility for the European-level activities of the network and a new European Eurydice Unit was established in the Agency.

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning, by providing comparable information on education systems and policies in the 38 countries concerned and by producing studies on issues common to European education systems. It covers:

- 42 educational systems within the 38 countries participating in the Erasmus+ programme (EU Member States, Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia, Switzerland and Turkey), and
- a coordinating unit based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.

The Cyprus Eurydice Unit has been operating within the Ministry of Education and Culture since June 2002. For more information on Eurydice, visit the following website:

<https://eacea.ec.europa.eu/national-policies/eurydice/>

3.1.2 Council of European Programme “Education for Democratic Citizenship and Human Rights” (EDC/HR)

Council of Europe: “Education for Democratic Citizenship and Human Rights” (EDC/HR)

The programme EDC/HR is included in the Council of Europe framework of activities and embraces all the activities and actions that have been planned to help both the young and adults to participate actively in a democratic life, demanding all their rights but also undertaking all the responsibilities allocated to them.

I. EDC/HR in Cyprus Schools

In Cyprus’ schools EDC is integrated into the entire curriculum, activities or functions of our schools. It includes concepts such as ‘education for peace’, ‘universal (or global) education’, ‘intercultural education’, ‘democratization’ and participation in public affairs. These concepts, which are closely related to the teaching of democratic citizenship and human rights, are included in the goals set by the Ministry of Education and Culture for all schools during the school year 2017 - 2018:

Goals of the school year 2017 - 2018

Based on the MOEC curriculum, each school sets its own objectives. The goal, however, “I know, I do not forget, I claim”, should be among the ones set by each school.

II. Activities for EDC/HR in Cyprus Schools

The EDC/HR is directly interested in the educational authorities, schools, non-governmental organizations, local authorities, municipalities and Mass Media. A wider-scope of education that emphasizes school life and extracurricular activities. An education that plans and fulfils relevant activities and functions which have a particular role to play in the success of this programme. These activities are either defined centrally by the Ministry of Education and Culture or implemented in the culture of individual schools according to the visions individual headmasters have for their schools.

Activities that are defined centrally:

- The promotion for Further Education Seminars for all teachers in cooperation with the Pedagogical Institute and the Pestalozzi Programme of the Council of Europe.
- The integration of and support for children with special abilities by applying specialised programmes in public schools aiming at securing equal opportunities in education.
- Implementation of the Programme "Activities for Social and School Inclusion" ("DRA.SE") in all towns, targeting success for all pupils.
- The promotion of measures for the smooth integration of immigrants in our schools and generally in our society.
- The establishment of the Youth Parliament aiming at the active participation of youth in decision making by identifying and solving their problems.
- The implementation of a democratic process for electing Pupil Councils. (In some schools the election of foreign pupils in Pupil Councils is encouraged).

Activities implemented through individual school initiatives:

Within the framework of the E.D.C/HR, Secondary Schools participated, alongside all the Council of Europe (C.E) country members, in a project entitled 'Learning and Living / Experiencing Democracy for all 2010 - 2014'. Our schools informed the Programme Coordinator about all the activities and functions they planned in relation to D.C/HR.

During the school year 2017 - 2018 the following activities were initiated by schools:

- Within the framework of pupil writing competition organized by the Cyprus Post, a pupil won the first World Prize and was awarded in Berne.
- An event was hosted by the European Commission in Cyprus, attended by MEPs and the school was awarded the European Citizen Prize.
- School Poster Competition on "Global Peace" within the framework of the European Parliament - European Parliament Ambassador School.
- Interactive workshop within the framework of the 4th National School Competition on European Union issues.
- European Pupil Essay Competition: "2018 European Year of Cultural Heritage. The past meets the future."
- Lecture: "From Ancient Greek Culture to the Rule of Law of the European Union."
- Programme: "Encouraging positive life attitudes is a key feature of Education."
- Award for the programme: "Good practices for the prevention of violence and juvenile delinquency".
- Competition: "The child: the victim of the Holocaust", launched by the MOEC in collaboration with the Embassy of Israel.
- "Imagine": bicomunal programme among Greek and Turkish Cypriots.

- Programme: "Action on the Road". Graffiti in public places such as nursing homes and hospitals. Pupil activities at the Cyprus Horseracing Center.
- European Pupil Radio: "Nestor Programme".
- Volunteerism and Fund Raising: PASYKAF, "Radiomathonios", "Archbishop Makarios III Walk of Love", Christodoula's Progression and so on.
- Condemnation of the Pseudo-State.
- Workshop: "Philosophy nurtures living".
- European Programme against Racism and Promotion of Equality and Respect.
- Seminar "AWARE" to promote diversity and mutual respect.
- Collaboration with the institution: "Hope of Children".
- Participation in the Euro-Mediterranean Youth Forum.
- European Health Education Programme "EDSPY ", Health Education Conference of the MOEC and Ministry of Justice against Substance Addiction.
- Meeting of pupils and students with Mayors, traffic policemen officers for the implementation of the Traffic Education Programme in areas of high risk of traffic violation. Creation of a Film informing pupils about Road Safety: "Life is in your hands - Protect It".
- Projects on "Democracy and Human Rights".
- 3D Sculpture "Mourning" (Thrinios).
- Video for the "" project <https://youtu.be/aT-hl6i5nKE>
- Conference: "Nikos Kazantzakis - The Traveller".
- Theatrical performances of world literature (A. Chekhov, and others).
- Working with schools abroad through the e-Twinning platform and twinning with schools in Greece.
- Promotion of "Let's do it Cyprus" cleaning up our land.
- High school anthem competition.
- School networking for sporting activities in the Troodos vicinity.

Additional school based activities, projects, conferences, and so on were carried out in the previous years and are still continuing presently; these are thoroughly presented in previous Yearly Reports of the Ministry of Education and Culture.

The Ministry of Education and Culture and generally our society is sensitive when it comes to Human Rights and Democratic Citizenship. Thus, the above mentioned activities are indicative steps aiming at boosting citizenship in these challenging and difficult times we go through.

3.2 ELECTRONIC PLATFORM FOR ADULT LEARNING IN EUROPE - EPALE

The Department of Secondary Technical and Vocational Education and Training is the coordinator of the Electronic Platform for Adult Learning in Europe (EPALE) in Cyprus.

EPALE is a multilingual online space aiming to exchange, showcase and promote methods of good practice in adult education. Individuals involved in organising and delivering adult education can access an online adult learning platform to share the latest developments and learn from each other. EPALE also includes a library of resources, a calendar of courses and events of interest for adult education professionals, as well as a partner-search tool.

EPALE supports the following goals. It aims at:

- making lifelong learning and exchange of experience a reality,
- improving the quality and efficiency of adult learning, and
- promoting equality, social cohesion and active citizenship through adult learning.

Anyone involved in providing and organising adult education, including teaching and administrative staff, policymakers, researchers and media can take part.

3.3 HIGER AND TERTIARY EDUCATION

3.3.1 PROGRAMMES FOR INTERNATIONAL STUDENTS AND STUDENT MOBILITY

The MOEC places great emphasis on promoting learning mobility in HE for students, teaching staff and researchers. Such mobility contributes to the enrichment of human capital and the strengthening of employability through the acquisition and exchange of knowledge and intercultural competences.

Considering that international cooperation programmes contribute towards enhancing the quality and international visibility of HE and fostering mobility and intercultural dialogue, the MOEC encourages and supports HE Institutions of Cyprus to actively participate in European and international cooperation programmes:

- **Erasmus+**

Erasmus+ is the European Programme for Education, Training, Youth and Sports. This Programme, which began its operation on 1st January 2014, replaced the Lifelong Learning Programme, the Youth in Action and other international programmes, such as Erasmus Mundus and Tempus. **Erasmus+** supports activities in all fields of Lifelong Learning (School Education, Tertiary Education, Vocational Education and Training, Adult Education) as well as Youth and Sport activities.

The aim is to foster learning mobility in Europe, institutional exchanges and cooperation between educational institutions, businesses, youth organizations, local and regional authorities and NGOs. Millions of young people every year are eligible for funding to study, train, carry out volunteer work or take part in youth or sports activities in a EU country other than their own.

Erasmus+ is an integrated programme, based on Key Actions rather than on sectors of Education:

- Key Action 1: Learning Mobility of individuals
- Key Action 2: Co-operation for innovation and good practices
- Key Action 3: Support for Policy Reform

More information about Erasmus+ can be found on the website of the European Commission, at the following link: http://ec.europa.eu/education/erasmus-plus/index_en.htm

- **Marie Curie**

The Marie Curie actions under the Seventh Framework Programme for Research and Technological Development promote excellence and mobility in European research and provide broad support for the development of dynamic world-class human resources in the European research system.

The MOEC encourages and supports the participation of Cyprus HE Institutions in the Marie Curie programme. The level of this participation is an important factor towards the Government's aim to develop a knowledge-based society. In particular, the training of early career researchers through the Marie Curie Programme contributes to shaping the development of career structures for researchers in Cyprus Universities.

3.2.2 REGIONAL CO-OPERATION PROGRAMMES

Cyprus also supports participation and collaboration in the framework of Regional Co-operation Programmes such as:

- **Asia-Europe Meeting (ASEM)**

Asia - Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the European Union Member States and the European Commission with a number of Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, with the objective of strengthening the relationship between the two regions, in a spirit of mutual respect and equal partnership.

- **Euro-Mediterranean Partnership (Euromed)**

Euro-Mediterranean Partnership (Euromed), is a “partnership” to strengthen Europe’s relations with countries in the Mashriq and the Maghreb regions. Euromed is, in fact, a European Programme in which countries within the European Union and non-EU Mediterranean countries can collaborate in several areas, such as Higher Education, Research and Innovation. Cyprus is actively involved in the partnership and therefore participates in most of the activities as well as in the operation of the Euro Mediterranean University Institute (EMUNI). The Rector of the Technological University of Cyprus is a member of the committee of EMUNI.

- **The Union for the Mediterranean (UfM)**

The Union for the Mediterranean (UfM) is a multilateral partnership of countries from Europe and the Mediterranean Basin: the member states of the European Union and a number of Mediterranean partner countries from North Africa, the Middle East and the Balkans. It was created in July 2008 as a relaunched Euro-Mediterranean Partnership (the Barcelona Process), when a plan to create an autonomous Mediterranean Union was dropped. The UfM aims to promote cooperation of non-European Mediterranean countries with European Union Countries in a wide area of subjects such as environment, energy, maritime, pollution of the Mediterranean, Education, Telecommunications, and so on. Cyprus is actively involved in the UfM, participating in a number of projects in different areas.

4.

OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME – 23rd SESSION 2017 – 2018

This year the 23rd session of the Youth Parliament was held at the venue of the Greek Parliament in Athens, from 2nd to 6th of July, 2018, with the participation of 19 Cyprus Young Members of the Parliament (seven from Lefkosia, four from Lemesos, three from Ammochostos, two from Larnaka, two from Pafos, one from Keryneia). The Greek Parliament Foundation carried out a public draw in order to select the Young Members of the Parliament.

Pupils from Classes A' and B' Lyceum and Technical Schools (Private and Public), of all Greek schools (in Greece, Cyprus, Germany, the United Kingdom, Belgium, South Africa, Australia and so on) were entitled to participate in the competition for the selection of the Young Members of the Parliament. In Cyprus 1822 pupils, from 68 schools, participated in the competition.

Pupils were informed about the competition and guided by mainly their teachers of Greek, who functioned as liaisons, in cooperation with the headmasters of the schools who had undertaken the obligation to inform the pupils and arrange the procedures for their participation. Teachers worked optionally and on a voluntary basis.

The aim of this educational programme, which has acquired the character of a simulation of the legislation work, is to familiarize pupils not only with the real potentialities but also with the limitations of parliamentary life and additionally, develop significant parliamentary abilities. The pupils' participation consists a kind of preparation for the rights and obligations, related to the status of the citizens, which they will soon face in their adulthood.

At the final phase of the Programme, the 19 Cyprus Young Members of the Parliament participated in the work of the YOUTH PARLIAMENT as houseguests of the Greek Parliament, who covered all their expenses. Young Members of the Parliament were offered the opportunity to take a tour of the Acropolis museum and attend cultural activities in the Parliament yard.

The main theme of the session was: "A school can fit us: we click "like" in the difference." The Teenage Members were divided into six groups / committees, regardless of their geographical origin and school, and dealt with the respective issues. The study of the topics by the teenage Members of each group took place at committee meetings, with free expression of all opinions, lectures / discussions with experts on each theme, and experiential workshops. The groups reached a number of proposals from which one was selected and submitted to the Plenary of the House of the Adolescents, chaired by the President of the Hellenic Parliament, Mr. Nikos Voutsis, in the presence of the Minister of Education, Research and Religious Affairs Mr. Kostas Gavroglou. In conclusion, the "House of Adolescents" worked by simulating the legislative work of the Parliament.

Overall, this year, the Youth Parliament Programme offered to the youth the opportunity for national revival with the unification of Greek youngsters from all over the countries and the exchange of views and opinions on contemporary problems faced both by the Greeks and humanity today. It was in general believed that the continuation of such institutions, such as the YOUTH PARLIAMENT, is necessary since they offer multiple benefits to the young people, and consist the hope for a better world.

4.2 UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK (ASPnet)

The UNESCO Associated Schools Project Network (ASPnet) was established in 1953, aiming at encouraging communication and enhancing cooperation among young people in the member states of the Organization, thus contributing towards the effective implementation of the UNESCO's vision. This global network comprises more than 9,000 educational institutions in 180 countries today.

Cyprus has been a member of the network since 1969 - 1970 under the auspices of the Ministry of Education and Culture and is currently participating with 29 member schools and seven school-observers, active in a variety of ways, such as organizing conferences and participating in events organized by the ASPnet schools abroad. The main objective of the Network is to promote UNESCO's ideals among young people, especially in the fields of literacy, arts and science, the natural environment, cultural heritage and human rights.

Activities of the School year 2017 - 2018

I. Human Rights Day

On 10th December 2016, Human Rights Day, under the supervision of the National Coordinator, the ASPnet schools organized in-school events under the title "*Right to Education*" aiming at raising awareness on the issue and sensitizing young people. The events included lectures, discussions, photographic exhibitions, songs and theatrical performances. In the end of the events, pupils received relevant printed material which was offered by the ASPnet Central Secretariat and Sabine Detzel International Co-ordinator.

II. European Year of Cultural Heritage 2018

Within the framework of the European Year of Cultural Heritage 2018 and UNESCO's focus, KEE UNESCO in co-operation with the ASPnet National Network Coordinator, prepared a two-year action programme: "Global Citizenship and Education for Cultural Heritage" (2018 - 2019).

The implementation of the programme included:

a) Training of Teachers from UNESCO Associated Schools in the use of modern teaching methods for Cultural Heritage

The Cyprus Pedagogical Institute and the Cyprus National Committee of UNESCO co-organized a seminar at the Leventis Art Gallery in Nicosia, on 15th February 2018, for ASPnet Network Primary and Secondary teachers. The Seminar aimed to disseminate good practices and suggest innovative actions and approaches on teaching about cultural heritage along with contemporary artistic creation.

b) 41st Pancyprian Symposium of the UNESCO Network Associated Schools

On 19 - 20 April 2018, the 41st Pancyprian Symposium of the Cyprus UNESCO Associated Schools on "*Cultural Heritage: When the Past Meets the Future*" was held in Nicosia with the participation of about 350 pupils and teachers of Primary and Secondary Education from schools in Cyprus and Greece. The symposium was organized under the supervision of the UNESCO National Committee, the National Coordinator of the Associated Schools, the Pancyprian Gymnasium and the Kykkos A' Lyceum. During the Symposium the pupils had the opportunity to participate in roundtable discussions, in original experiential workshops and special guided tours. The Symposium was held under the auspices of the Youth Organization of Cyprus and in collaboration with various cultural institutions, foundations, museum educators, historians and artists, who implemented the workshops and tours of the programme within the framework of the European Year of Cultural Heritage 2018.

c) Participation of the UNESCO Cyprus Associated Schools in workshops about creating short documentaries.

In collaboration with the productive company of cultural documentaries "Tetraktis Films" and with the support of the Cultural Foundation of Bank of Cyprus, a series of workshops for Lyceum pupils and teachers of the ASPnet Network of Cyprus were organized aiming at their training for the production of short documentaries (10 - 15 minutes), with an archaeological, historical or ethnographic content. Five of the documentaries created by ASPnet schools were selected to be screened at Skali Aglantzias on 23rd September 2018 at the 1st International Festival of Archaeological, Ethnographic and Historical Documentary in Cyprus.

Following this, on the 19th October 2018, Cyprus UNESCO Associated Schools in collaboration with "Tetraktis Films" and the UNESCO headquarters of the University of Nicosia (UNIC), organized a training seminar titled: "*Archeology - Ethnography - History: training pupils in the production of short films*". The event was part of the 2018 European Heritage Days and was attended by more than 200 pupils and teachers from all over Cyprus.

III. Participation of Cyprus pupils in the IH Symposium of Associate Lycea ASPnet UNESCO of Attica

Within the framework of the collaboration of the UNESCO Network of Schools of Cyprus and Greece, a group of pupils of the Apostles Petros and Pavlos Lyceum participated in the Pupil Symposium of Lycea Network of the UNESCO Programme ASPnet of Attica. The Symposium took place on 22 - 23 February 2018 at Leontios Lyceum of Nea Smyrni and the pupils had the opportunity to discuss the topic "Holistic Human-centered Education". The pupils of the Apostles Petros and Pavlos Lyceum presented their work against xenophobia, participated in discussion groups and had educational visits within the framework of Museum Education and the general theme of the ASPnet Cyprus Network "Global Citizenship and Education for Cultural Heritage".

4.3 29th PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 29th Pancyprian School Theater Competition constitutes a remarkable educational event. Its organization falls under the responsibility of the Ministry of Education and Culture in cooperation with the Cyprus Theatrical Organization once a year. The cultural centre of the Bank of Cyprus sets the prizes. The interest and love of the pupils and teachers for the multidimensional art of the Theatre which is rapidly increasing leads to the conclusion that our youth, under the appropriate guidance can express themselves creatively, exercise their critical ability by coming into contact and familiarize themselves with culture in creative and original ways.

Those involved in the aforementioned event are fully committed to it despite their already heavily loaded schedule. The rehearsals which precede the theatrical performance enthral our pupils teaching them at the same time how to cooperate, accept others, get acquainted with theatre writers, feel the emotions and passions of others and most importantly penetrate into their own souls. In addition, they learn how to organize and discipline themselves, enjoy a common creative outcome - the final theatrical product through which racism is rejected, imagination and creativity are exercised in the best possible way and the interest for the art of the theatre is enhanced through the pupils' enthusiasm and impulsiveness which find their way in the most effective and efficient fashion.

During our days when materialistic values overwhelmingly overshadow spiritual values leading to the utopian pursuit of contemporary prosperity and posing a threat to the spiritual development of our pupils, the art of acting becomes a soothing consolidation for their souls. Their teachers desperately look for ways to initiate them into the great ideals and values of life which are expressed through theatre that undoubtedly constitutes one of the major features of the Greek Civilization. The Art of performing which is the offspring of knowledge and language shapes consciousness and contributes towards the multidimensional fostering of young people's personality. The 29th Pancyprian School Theatre Competition, in which 59 schools took part, was held between February 20th and March 20th, 2018.

4.4 OTHER ACTIVITIES OF THE DEPARTMENT OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

- Pupil and parent guidance, aiming to inform pupils and their parents about the fields of study and career prospects offered by Secondary Technical and Vocational Education.
- Co-operation with CEDEFOP.
- Co-operation with the European Training Foundation (ETF).
- Co-operation with stakeholders and social partners, including the Committee for the Monitoring of the Upgrading of Secondary Technical and Vocational Education, Organizations of Employers and Manufacturers, Trade Unions, the Council of the Post-Secondary Institutes of Vocational Education and Training (MIEEK), and so on.

5.

OTHER SERVICES

5.1 European and International Affairs Office (EIAO)

5.1.1. EU and international policy coordination

The (EIAO) promotes the implementation of the EU and International policies in Cyprus in line with national priorities through coordination of educational committees, technical working groups and other groups of experts. It works towards the enhancement of cooperation with other government agencies and non-governmental organizations in Cyprus and abroad regarding European and international affairs. It collaborates closely with all the Departments of the Ministry of Education and Culture, the Cyprus Sports Organization, the Cyprus Youth Board, and other Governmental Departments, the Permanent Representation of Cyprus in Brussels, Strasbourg, Geneva and elsewhere, and with the embassies of the Republic of Cyprus abroad.

The EIAO coordinates the preparation or monitoring of reports on matters arising from the conventional obligations of Cyprus as a member of European and International organizations. Moreover, it prepares the participation of the Minister of Education and Culture and other Ministry officials in meetings taking place abroad. It coordinates the conclusion and renewal of international agreements between the MOEC and respective bodies.

5.1.2 Support for maximising the use of European and International Resources

The EIAO reinforces the MOEC officers' capacity to take advantage of funding opportunities and activities from European programmes, by - inter alia - the organization of professional development activities for MOEC's officers. It organizes specialised training seminars and workshops according to the needs of the MOEC's officers that would assist them in applying for competitive European Funding Programmes. The EIAO works towards the creation of structures that will encourage the submission of proposals, according to the strategic plan and priorities of the MOEC and increases their chances of success; additionally, it provides information and administrative support related to funding opportunities.

5.1.3 Implementation of Projects

The EIAO implements programmes resulting from International and European cooperation. The majority of the programmes is co-funded by European and international sources and helps the Ministry of Education and Culture to increase growth, ensure sustainable development, and enhance social cohesion, in line with its strategic priorities and the European and international objectives.

5.2 THE STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of pupils of all ages and adults and promoting lifelong learning which is a fundamental requirement of the European Union. The State Institutes for Further Education help low income families and offer scholarships to pupils who excel in their Examinations. They employ mostly young unemployed teachers and very few experienced teachers, if necessary. There are 41 State Institutes all over Cyprus with more than 12.500 pupils every year.

Lessons offered at the State Institutes for Further Education

- Languages (English, French, German, Italian, Spanish, Russian, Turkish) up to level B1 or B2 of the Common European Framework of Reference for Languages.
- Greek to non-native Greek speakers.
- Accounting at all levels.
- Remedial lessons for Gymnasium and Lyceum pupils.
- ICT
- Preparatory lessons for the Pancyprian examinations (entry examinations for State Universities in Cyprus and Greece).

Since 2003 the State Institutes for Further Education have been offering free Greek lessons for the Turkish Cypriots and free Turkish lessons for the Greek Cypriots in an attempt to create communication bridges between the Greeks and the Turks.

Since September 2017 the State Institutes for Further Education have been offering free Greek lessons for the non Cypriot citizens who live permanently in Cyprus.

Examinations

At the end of the school year the pupils at the State Institutes for Further Education take final Examinations and those who pass the Examinations are awarded with a Certificate. The State Institutes for Further Education keep an attendance book and pupils who exceed 20 absences are not allowed to take the final Examinations.

If pupils wish, they can also take the following external examinations:

- Pancyprian examinations (entry examinations for State Universities in Cyprus and Greece)
- Cambridge Examinations for Young Learners (Starters, Movers, Flyers), KET, PET, F.C.E., I.G.C.S.E., I.E.L.T.S for the English language
- DELF for the French language
- L.C.C.I. for Accounting
- E.C.D.L., I.C.T. Europe for Computers

The enrolments at the State Institutes for Further Education are in June and there are additional registrations the first days of September.

The State Institutes for Further Education are open every Monday, Tuesday, Thursday and Friday. There are classes for adults in some Institutes in the evenings. In special cases, lessons may be given on Wednesday afternoon or Saturday morning. Every lesson lasts 90 minutes and it is offered twice a week.

The fees are very low. They range from €225 - €410 a year.

5.3 Information and Communication Technologies Unit

The Ministry of Education and Culture (MOEC), has set high priority on the integration and exploitation of Information and Communication Technologies (ICT) in the educational process as well as on the development of those technologies that will advance school administrative procedures. The ICT Unit is divided into 4 sectors:

- The Sector of Administrative Procedures Management
- The Sector for the use of ICT in the Learning Process
- The Technology Infrastructure and Equipment Sector
- The Contract and Tender Sector

5.3.1 The Sector of Administrative Procedures Management

5.3.1.1 Web and Communication Service

The Web and Communication Service is responsible for the organization and presentation on the web of all information related to the directorates, services, units, departments and programmes of the MoEC, as well as all the educational material for Primary and Secondary General Education. Specifically, it maintains and updates on a daily basis all the websites of the MOEC: (www.moec.gov.cy, more than 80 websites), the Educational Portal (www.schools.ac.cy, more than 40 websites) and the websites of the programmes of the MoEC (more than 10) and of a number of independent services (i.e. www.kysats.ac.cy, www.geonoma.gov.cy, www.dipae.ac.cy).

Additionally, the Web and Communication Service is responsible for the presentation and dissemination of information on social media:

Facebook: <https://www.facebook.com/ypourgeiopaideias>,

YouTube: <https://www.youtube.com/user/cymoec>,

Twitter: <https://www.youtube.com/user/cymoec>.

Moreover, it provides web hosting for all public school websites and supports public schools with web services, website design template and website development. It also provides training and technical support to teachers who are responsible for creating and updating the public schools' websites through one-to-one and group workshops as well as online video and guides (i.e. video tutorials, step-by-step guide). It also manages the email accounts under the domain www.schools.ac.cy.

During the school year 2017 - 2018 the following projects were completed:

- Restructure, development and update of new responsive websites (accessible on mobile devices) using the Joomla Content Management System (CMS) for the school subjects of Primary and Secondary Education (totally: 29 websites), in collaboration with the consultants and inspectors of the various school subjects.
- Technical support to schools and teachers regarding the design, development, and management of school websites (Content Management Systems: Joomla, Get Simple).
- Design, development and maintenance of new websites for services and programmes of the MOEC:
 - National Information Portal for Education: <http://www.epee.gov.cy>
 - Content Language Integrated Learning (CLIL): <http://clil.schools.ac.cy>
 - Examinations for Teacher Recruitment: <http://diorisimoi.moec.gov.cy>
 - Examinations for Recruitment in the Public Sector: <http://epd.moec.gov.cy>
 - European Funds Management Unit: <http://mdet.moec.gov.cy/>
 - Programme "Filanagnosia": <http://filanagnosia.schools.ac.cy>
 - School Delinquency: http://www.moec.gov.cy/dme/programmata/scholiki_paravatikotita/
 - Coordinating Committee for Health Education and Citizenship: <http://www.moec.gov.cy/seayp/>
 - Museum Education – Primary Education: <http://mousagd.schools.ac.cy>

- Administration and daily update of the Ministry's Social Media accounts:
 - Facebook: <https://www.facebook.com/ypourgeiopaideias>
 - Twitter: <https://twitter.com/cymoec>
 - YouTube: <http://www.youtube.com/cymoec/>
- Design, creation and upgrade of web applications for e-forms, submitting applications and distributing circulars:
 - Update of the web platform for data management and for the submission of online application forms for participation in the Adult Education Centres and integration of online payment through JCC Smart (pupils).
 - Update of the web platform for data management and for submission of online application forms for recruiting the position of Local Representative in the Adult Education Centres (Local Representatives).
 - Update of the web platform for data management and for submission of online application forms for teaching at the Adult Education Centres (teachers).
 - Update of the web platform for submission of online application forms for teaching at All-Day Compulsory Schools (teachers).
 - Update of the web platform for submission of online application forms for teaching at All-Day Optional Schools (teachers).
 - Update of the web platform for submission of online application forms for teaching at Afternoon and Evening Classes of Secondary Technical and Vocational Education and Training (teachers).
 - Update of web application form for seconded posts at the MOEC (teachers).
 - Update of the web platform for uploading and distributing circulars of the MOEC (Primary, Secondary General and Secondary Technical and Vocational Education and Private Education).
 - Back end system for management.
 - Front end system for presentation.
 - Update of the web platform for the presentation of Circulars of the MOEC (Primary, Secondary General, Secondary Technical and Vocational and Private Education) on mobile devices (responsive design).
 - Update of the web application for uploading and distributing Internal Circulars (General Archive) of the MOEC.
 - Update of the web forms for recruiting the Educational and Summer Camps (pre-primary teachers, primary teachers and university students) and integration of online payment through JCC Smart.
 - Update of the web forms for recruiting examiners and assessors for the Examination Service.
 - Update of the web form for submission of online application forms for studying at the Post-Secondary Institutes of Vocational Education and Training - MIEEK (students).
 - Update of the web form for submission of online application forms for recruiting the Post-Secondary Institutes of Vocational Education and Training - MIEEK (teachers).
 - Design and development of a web form for submission of online application forms for recruiting the Post-Secondary Institutes of Vocational Education and Training - MIEEK (Lab Assistants).
 - Design and development of a web form for submission of online application forms for teaching at the "Home Schooling Programme" (teachers).
 - Update of the web platform for data administration and online application forms for teaching at the State Institutes for Further Education (teachers).
 - Update of the web platform for the management of music files (Primary and Secondary Education).
 - Update of the web form for submission of online applications for participation in the "Internet Safety" seminar.

- Update of the web form for submission of online application forms for teaching at the New Modern Apprenticeship (specialists, teachers).
- Update of the web platform for submitting online applications for participation in the ECDL exams.
- Update on the web platform for the management of all the authorized users of the above platforms/forms.
- Update of the web platform used by the Web and Communication Service for purposes of organization and management of MOEC files.
- Design and update of a web platform for data management and presentation of examination marks and results for the Pancyprian Exams (responsible on mobile devices).
- Design and development of the online platform for data management of applications, payments, candidate participation reports and presentation of reports concerning the Exams for the Public Sector Recruitment.
- Design and development of a web platform of management of online application for recruiting the Exams Centres for the Exams for Public Sector Recruitment.
- Management of payments through JCC Smart for the Educational and Summer Camps abroad.
- Management of National Open Data Portal on behalf of the MOEC.
- Management of departmental accounts of the MOEC for purposes of payment through JCC billing system.
- Software design, development and upgrade for the purposes of internal file management of Web and Communication Service.
- Standalone programme for the management of applications collected from the electronic forms of the Adult Education Centers.
- Software design, development and upgrade for the support of the Accounting Department of the MOEC.

5.3.1.2 Educational Management System

The Educational Management System (SEP) is a computerized system that includes a number of functions, including the functions of submission and management of teacher leaves (sick leave and absence leaves), the submission of various applications by teachers and the management of these applications by the respective District Offices and so on. The system is being used by the teachers at all levels of public education for the electronic submission of various applications, by the school units for the submission of data regarding pupils, teachers and school data and by ministry officers for the data processing and management of data collected through SEP.

During the school year 2017 - 2018, the functions of submission and management of teacher leaves were implemented at all levels of education, thus completely eliminating the management of leaves in paper form. Additionally, the existing functions of SEP have been upgraded according to the needs and requirements of the various departments of the Ministry.

5.3.1.3. School Management System (SMS)

The Ministry of Education and Culture officially launched the project on the design and implementation of e-Government in Cyprus Education, with the signing, on June 25, 2018, of the agreement with the contractor for the provision of Consulting Services for the implementation for the project "School Management System" (SMS).

SMS is a computerized system intended to standardize and speed up bureaucratic processes. Its introduction to the education system is crucial and of primary importance, since it is an integral part of

the restructuring of the Ministry of Education and Culture. At the inaugural meeting with the contractor, KPMG Ltd, the project was officially launched and the timetables were set.

Expected results and deliverables within 2018:

Deliverable 1: Project Management Tool (Clarizen).

Deliverable 2 (a): Detailed Analysis Report.

Deliverable 2 (b): Process Re-Engineering Document.

Deliverable 2 (c): Functional and Technical Specifications Document.

Deliverable 3: General Policy Planning Document for the Security and Protection of the Computerized System to be implemented.

Deliverable 4: Suggestions/Solutions Document for the Interconnection of Existing and New Subsystems to be implemented.

The overall objective of the SMS is to create an advanced computerized system which will ensure the proper information management and process automation, thus contributing to the reduction of bureaucracy, the avoidance of high administrative costs and the prompt provision of information, cooperation and support of the following stakeholders:

- School Units
- School Management Teams
- Directorates and Services of the MoEC
- District Education Offices
- Teachers and Educators
- Parents and Pupils
- Trade Unions
- Educational Service Commission
- School Boards
- Pedagogical Institute

The various parts of the system will be offered to the users gradually, while the provision of all planned services will be completed by 2023.

The total cost for the implementation of the SMS is €9,000,000 including VAT. The project is co-funded by the National Resources and the European Union's European Funding Management Unit (EFMU) and in particular by the specific objective of increasing the number and quality of information services to citizens and businesses and updating public administration, through the use of Information and Communication Technologies.

5.3.2. Sector for the Use of ICT in the Learning Process

The ICT in the Learning Process sector of the ICT Unit aims at the use of digital technologies to support teaching and learning. To pursue this goal, it will maintain the promotion of continuous professional development programmes, online portals with open educational resources, e-learning and blended learning supported by learning management systems, online communities of practice, school-based programmes and competitions, participation in European and Research Programmes, coordination of the safer internet programme, and the promotion, in general, of innovations related to the use of new technologies in education.

During 2018, the aim of the ICT in the Learning Process sector has been supported by the activities of the CPI Educational Technology Department. At the same time, under the collaboration with the Ministry's Departments of Education (Primary, Secondary General and Technical and Vocational), a policy towards the internet access in schools is being planned, including Wi-Fi radiation measurements in schools along with the implementation of a safe internet filter provided by CYTA. In addition, in collaboration with Microsoft, training was provided for school academies.

In December 2018, the Ministerial Council approved the national strategy for a “Better Internet for Kids” in Cyprus.

The actions focus on the Education and Training 2020 European priorities as well as the Cyprus Digital Agenda. Under this scope the following actions on Opening up Education through digital technologies took place during the year 2018, covering the following areas:

- Use of Digital Technologies in teaching and learning.
- Creative, safe and responsible use of the internet.
- Transversal and digital skills for pupils and teachers.

Furthermore, the aim is to develop:

- Digital competent pupils
- Digital competent teachers
- A Digital competent school

1. WORKSHOPS, PRESENTATIONS, SEMINARS IN SCHOOLS, FOR PUPILS, TEACHERS AND PARENTS

- Use of ICT in teaching and learning
- Seminars for ICT teachers
- Workshops on robotics and programming
- Safe internet (<https://workshops.internetsafety.pi.ac.cy>)
- Media Literacy
- Summer camps workshops on the creative and safe use of the internet (<https://internetsafety.pi.ac.cy/summer-camps>)

2. HELPLINE AND HOTLINE 1480 SERVICES ON THE SAFE USE OF THE INTERNET

<https://www.cybersafety.cy/helpline>, <https://www.cybersafety.cy/hotline>

3. OPEN EDUCATIONAL RESOURCES ONLINE REPOSITORIES, PORTALS AND LEARNING ENVIRONMENTS

- <http://www.e-epimorfosi.ac.cy>
- <http://photodentro.pi.ac.cy>
- <http://elearn.pi.ac.cy>
- <http://mahara.ats2020.eu>
- <http://o365.ats2020.eu>
- <http://www.pi-elearning.ac.cy>
- Happy Onlife online game (https://web.jrc.ec.europa.eu/happyonlife/webgame_en.html)

4. COMPETITIONS

- Short video production on Safe internet by pupils – competition (<https://internetsafety.pi.ac.cy/competitions>)
- Webradio messages and songs by pupils – competition (<http://www.pi.ac.cy/kantonakoustei>)
- Positive content for the internet by pupils competition

5. CONFERENCES

- ICT in the learning process
<http://www.pi.ac.cy/imeridaTPE2018>
- Safer Internet Day
<https://internetsafety.pi.ac.cy/saferinternetday>, <https://internetsafety.pi.ac.cy/SID2018>

- Short video competition awards (<https://internetsafety.pi.ac.cy/competition-details/short-video-2017-2018>)

6. ICT PROGRAMMES IN THE LEARNING PROCESS

- **Innovative schools and teacher coaches for ICT in teaching and learning** (<https://innovativeschools.pi.ac.cy>)
- **The use of the online self-assessment tool for the schools' digital competence SELFIE: Self-reflection on Effective Learning by Fostering Innovation through Educational Technologies** (<https://ec.europa.eu/education/schools-go-digital>, <https://innovativeschools.pi.ac.cy/selfie>)
- **Learning designs and educational material for the use of digital technologies in the learning process** (<http://photodentro.pi.ac.cy>)
- **Safe school for the Internet** (<https://esafeschools.pi.ac.cy>)
- **Young coaches for the internet** (<https://youngcoaches.pi.ac.cy>)
- **European project EduWeb: Children educate digitally illiterate adults in a safe and creative web** (www.pi.ac.cy/eduweb, www.eduweb-project.eu)
- **European project NESTOR: Networked European School Web Radio** (www.pi.ac.cy/nesor, <http://europeanschoolradio.eu>)
- **European project CYberSafety: A project for a safer internet for children** (<https://www.cybersafety.cy>)
- **eSafetyLabel** (<http://www.esafetylabel.eu>)
- **European project ATS2020 - Assessment of Transversal Skills 2020:** A European Policy Recommendation project on the assessment of transversal skills through an e-Portfolio approach and self-regulated learning. (<https://ats2020.eu>)
- **European project MENTEP-MENtoring Technology Enhanced Pedagogy:** A European Policy Recommendation project on the development of digital skills for teachers through online courses and a self-assessment tool. (<https://mentep.pi.ac.cy>, <http://mentep.eun.org>)

5.3.3. Technology Infrastructure and Equipment Sector

During the school year 2017 - 2018, the effort to make the greatest possible use of the equipment already available in schools continued. As part of this effort, as many computers as possible are repaired and upgraded and equipment is being utilized by schools. Moreover, operating system and office applications were upgraded.

Using the Electronic Catalogues for IT Equipment published by the Treasury of the Republic, 1081 personal desktop computers, 100 portable computers, 70 video projectors, 146 color printers and 755 monochrome printers were ordered for schools of all educational levels. Additionally, 22 photocopiers,

250 color printers, 8 monochrome printers, 19 video projectors, 47 personal desktop computers and 15 portable computers were ordered, and the delivery of equipment to schools has been scheduled.

Offering free licences for the Office 365 suite continued for all the computers of public schools and for all teachers and pupils. Furthermore, the creation of recovery images for all major computer supplies facilitated the computer administrators to install the new software. The images created during the previous school year were improved significantly and a lot of work was done to stabilize them and deal with compatibility problems that occurred during the transition from Windows 7.

Additionally, the infrastructure of the Data Center continued to operate, with existing equipment and at no extra cost, for the creation, management and promotion of recovery images. Moreover, the procedure for the withdrawal and environmental management of obsolete computer equipment that was used in public schools continued.

Structured Cabling

Up to now 89 schools in total (Secondary General and Secondary Technical and Vocational Schools) were equipped with fiber optics backbone network and were capable to connect to the Internet from every room in the school (administration offices, teaching rooms and labs). The fiber optics backbone network offered high-speed networking and enabled fast transfer of large volume of data. During the school year structured cabling was installed in 10 Secondary Schools according to the terms of the competition that was carried out during the previous school year. The structured cabling analysis phase for the remaining 22 schools of Secondary General and Secondary Technical and Vocational Schools, whose competition was completed during the previous school year, also started. Both the analysis and deployment phases of the structured cabling project were co-funded by the European Regional Development Fund.

5.3.4 Contracts and Tenders Sector

Current Contracts:

- Local Networks for Secondary Schools: Provision of services for the Design and Supervision of Structured Cabling in 22 Secondary Schools (Phase E)
- Microsoft Software: Provision of free licences for Microsoft Software for the computers of all public schools for a period of three years. The contract was renewed and free licences for the Microsoft Software was also available for all pupils and teachers.
 - Provision of computer equipment: The equipment (personal desktop computers, printers and video projectors) was procured using the Electronic Catalogues for IT Equipment published by the Treasury of the Republic.
 - Provision of tablet computers to pupils of Public Primary and Secondary Schools in order to unload them from the school bag, to improve the learning process and empower their digital skills, in the broader context of promoting the Digital Strategy of Cyprus.
 - Provision of memory cards and motherboards for upgrading the Applied Arts course in order to learn and use the Adobe Suite.

5.4 THE EDUCATIONAL PSYCHOLOGY SERVICE (EPS)

The Educational Psychology Services is an interdepartmental service of the Ministry of Education and Culture of Cyprus, answerable to the permanent secretary of the Ministry. The Educational Psychology Service has three district offices in the towns of Larnaka, Lemesos and Lefkosia. Additionally, two sub-offices are operating in Ammochostos and Pafos to fulfill the needs of the local area.

During the school year, 2017 - 2018 there were 47 educational psychologists that provided their services all over Cyprus. *The structure of the Service is the following:*

- One Principal Educational Psychologist – Head of the Service
- Four Senior Educational Psychologists – Responsible for the three district offices and for the administration of the Service.
- Three Educational Psychologists Grade A' - Assistant to the Senior Educational Psychologists.
- 47 educational psychologists – They work within the school system. Each educational psychologist is responsible for a number of schools and pupils. The ratio of educational psychologists to pupils today is 1/ 3000.

Educational Psychology Services envision introducing the principles and practice of educational psychology in an inclusive school system that will emphasize individual learning for all pupils, regardless of their different abilities, social backgrounds, religion or ethnicity. Educational Psychologists strive to protect and promote the mental health of pupils and facilitate learning and development for all pupils in the educational system of Cyprus.

Mission

The mission of the Service is to promote mental health and facilitate learning and development of youths at all levels within the educational system, from pre-school to upper secondary education by initiating actions for change, growth and development. This can be achieved by supporting the work of educators, parents and other stakeholders towards the development of fully functioning, responsible, autonomous and creative individuals. Overall the Educational Psychology Service strives to contribute to the achievement of the goals of education as set out by the educational policy of the Ministry of Education and the Cyprus Government.

1. Functions of the Service

Educational psychologists work within the school system and provide their services to pupils, educators as well as parents. They collaborate with other professionals in the private as well as in the public sector to provide quality services for all pupils. The work of the educational psychologists is organized around two main sectors: The *individual referrals sector* and the *programmes, research and studies sector*.

➤ **The Individual Referral Sector**

This has traditionally been and still is the main area of activity of the service. Educational psychologists respond to referrals either directly by the schools through the “Mechanism for Identification and Support of Children with Learning and Other Difficulties” or by the District Committees of Special Education according to Law 113(I)/1999. Parents can also contact the EPS directly to ask for help. Other professionals such as Pediatric Neurologists, Child Psychiatrists or Social Workers often refer children.

Reasons for referral vary, the most usual request being the evaluation and assessment of learning, emotional or behavioral difficulties. Concerns that are more practical include requests for needs evaluation in view of transition of the child from pre-primary to primary education or from primary to secondary education, and so on, repetition of year, truancy, critical incidents in the life of a child, child abuse and/or neglect, and so on.

➤ **The Programmes, Research and Studies Sector**

During the last years there is a noticeable shift towards the development and implementation of programmes that aim at prevention (primary and secondary) rather than cure (tertiary prevention) and are implemented within the whole school system. These programmes last at least one academic year and activities are initiated to involve the educational psychologist, educators, administrators of schools, pupils as well as parents. Through these programmes, a greater number of pupils can be served and mental health can be promoted for the school population, in general. Programmes and interventions are also developed and implemented for a particular group of pupils (i.e. at risk pupils).

2. Main areas of Activity

- Evaluation, diagnosis and intervention in individual cases of children who present learning and adjustment difficulties.
- Development of preventive actions, interventions, programmes in cooperation with schools.
- Research in key area issues (drug use, bullying, violence, anti-social behaviour).
- Dissemination of information, training and education (media, publications, talks, lectures, conferences, seminars, workshops, and so on).
- Participation in policy and decision-making bodies, committees, and so on.

5.5 SCHOOL CLERKS ADMINISTRATION OFFICE

The Department of School Clerks Office Administration, headed by the Chief School Clerk operates under the jurisdiction of the Permanent Secretary of the Ministry of Education and Culture and forms part of the Civil Service. It is a service of applied managerial presence imperative for and totally compatible with the aims of the state for the sustainable development of education.

It is responsible for planning, appointing and managing the School Clerks of 112 Secondary Education Schools, five Evening Schools, 13 Technical Schools, two Evening Technical Schools, eight Afternoon and Night Technical Schools, 44 School Boards, 42 State Institutes for Further Education, five Musical Schools, four Public School of Higher Vocational Education and Training and the Library of the Pedagogical Institute.

The Department keeps records for all the School Clerks (about 472) which among others, include Personal Records and Leave Records. It monitors and controls the posts and arranges for appointments for vacant posts. It also approves annual leaves, sickness or maternity leaves, medical councils, confidential reports and retirement.

Additionally, it prepares the annual budget for the recruitment of extraordinary School Clerks for the Department of Public Administration and Personnel, according to the needs of the Office.

As from June 2005 the service has undertaken the Appointment Procedure for Temporary Clerks. It sets criteria, evaluates the applications, draws up and publicizes preliminary and final lists and proceeds to appointments of Temporary Clerks according to submitted needs.

In their effort to improve the quality of their services, the Administration Office organises seminars, where and when feasible, for the training of the staff.

- a) Seminars for the Lycea Clerks of Lefkosia on "Office Organization Secretarial Schools and Office Management" in cooperation with the Department of Cyprus Academy of Public Administration (October - November 2018).
- b) Seminars for the School Boards of Lefkosia Clerks on how to support the ILATIS programme (April – May - July 2018).
- c) Seminars for the School Clerks of State Institutes for Further Education and Afternoon and Night Technical Schools on accounting issues in cooperation with the Accounting Department of Ministry of Education and Culture (September 2018).

The Administration Office Clerk created its own website in which useful information, forms, helpful material, and so on, are provided for the clerks of the school units, State Institutes for Further Education, School Boards, Afternoon and Night Technical Schools, Musical Schools and Public Schools of Technical and Vocational Education and Training.

The website is: http://www.moec.gov.cy/grafeio_dioikisis_epimeliton/

5.6 THE STORE HOUSE

The main objective of the Ministry of Education and Culture Store is the dispatching of school stationery to the public schools. Generally, the Store assists all the schools throughout the year.

Concerning Primary Education, the Store, in co-operation with Inspectors and Advisors, prepares and transmits the specifications of stationery, material for art, teaching methodology, music instruments, athletic material, design and technology material to the tender committee of the Ministry for approval and invitation to tenders. Meetings are then held with the successful tenders and arrangements are made for receiving and storing of all the above items as well as books.

Concerning Secondary Education, the Store, in co-operation again with the successful tenders, makes arrangements for receiving and storing of materials of chemistry, physics, biology, home economics and design and technology as well as books until they are dispatched to schools. The Store is responsible for Primary Education as well as Secondary Education for the follow-up of the contracts and has to ensure that all the terms and conditions are fully met. The Store works in close co-operation with the Accounts Department and makes arrangements so that the suppliers are paid soon after they deliver the items ordered. The preparation of dispatches is carried out within the Store in close co-operation with the schools, school boards and community councils.

The Store prepares a timetable and undertakes the responsibility to serve the needs of all Primary, Secondary and Technical Education public schools, private schools of Elementary and Secondary Education and the community schools after receiving their orders. The delivery of the required items in each district is undertaken by a transporter under contract and a store employee.

Books donated by various authors and approved by the Ministry of Education are also delivered to school libraries. Apart from the above, the Store sells to individuals books published by the Curriculum Development Unit.

In 2018 the Store attended approximately 1 000 orders.

5.7 PERMANENT COMMITTEE FOR THE STANDARDIZATION OF GEOGRAPHICAL NAMES OF CYPRUS

The Permanent Committee for the Standardization of Geographical Names of Cyprus (MKETΓO) was originally established in 1967 and was formalized by the decision no. 15.769 of the Cabinet on 21.4.1977. The Committee is the competent body for the standardization of the geographical names of Cyprus. Pursuant to Law N.66(I)/98 and Regulations ΚΔΠ443/2001, the Minister of Education and Culture, as the Competent Authority, appoints the President and the members of the Committee every five years. The Committee consists of the President and nine members.

The Committee, within the framework of its tasks, deals mainly with the following issues:

1. All issues related to the standardization of geographical names of the Republic of Cyprus.
2. Records the geographical names of the Republic of Cyprus, studies and submits to the Competent Authority for approval its recommendations for the standardization and coding of geographical names.
3. Represents the Republic of Cyprus in international conferences and sessions of the United Nations in matters within its competence, and cooperates with the UN and other international organizations, as well as with the respective national committees of other countries, in order to achieve the objectives laid down in the legislation. In the United Nations website, a series of articles have been published in UNGEGN Bulletin No: 49, 51, 52, 53, 54 and 55. See, link: <https://unstats.un.org/unsd/geoinfo/UNGEGN/bulletin.html>
4. Advises competent local authorities to name or rename roads and how names should be written.
5. Monitors the application of the standardization of geographic names and the Greek alphabet transcription system to the roman writing system of the Hellenic Organization for Standardization (ELOT 743), which was approved by the United Nations' Fifth Conference as a model of the International Organization for Standardization (ISO 843.3), and was adopted by the Council of Ministers.
6. Selects from the existing types of geographical names only one type for official and international use, after examining the feasibility of selecting this particular type from a linguistic, grammatical, aesthetic, social and historical point of view.

The Committee gathers data from history, linguistics, archeology, literature, cartography and folklore, which help in the etymology, spelling and standardization of the toponyms and the names of the municipalities and communities of Cyprus.

The main task of the Committee is also to address the Turkish arbitrariness which, trying to impose new illegal names, erases and decimates the historical names of Cyprus in the occupied areas of the island. Thus, at every international forum, such as the United Nations, as well as through daily communication and information via the Internet and other media, the Committee strives for the historical names of Cyprus and manages to protect them, and cancel the Turkish arbitrariness.

The Committee's website: www.geonoma.gov.cy, has information on the Committee's background, legislation and rules of operation, information on its staffing, communications and activities, texts from its participation in conferences and events, references to the efforts to counter the Turkish arbitrariness for unlawful alteration of the historical names of Cyprus, maps, material for the transcription of names into the Roman alphabet, and so on.

The geographic names of Cyprus have been standardized (according to the specifications set by the UN) and published in the official Gazetteer of Cyprus: "A Complete Gazetteer of Cyprus". This gazetteer has been submitted to the competent committee of the United Nations since 1987 and has been officially approved. The Gazetteer is also posted on the website of the Committee for easier use by all interested persons: (<http://www.geonoma.gov.cy/myfiles/ekdoseis/cygazetteer/index.html>).

At the following web site address, the Committee has published a web-based application where automatic transliteration of Greek characters into Roman characters can be performed in accordance with ELOT 743 (identical to International Standard ISO 843), which has been approved by the United Nations: <http://www.geonoma.gov.cy/index.php/typopoiisi/metagrafi-ellnikou-alfavitou>

The official geographical names are a very important integral part of the Cultural Heritage of the Republic of Cyprus. These names are included in the Gazetteer, which was deposited and approved by the United Nations, and is protected by a series of UN resolutions, such as: III/16, VI/9, VIII/9, IV/19 and IX/4), as well as relevant legislation of the Republic of Cyprus (71(I)/2013). The official geographical names must be used and respected by all parties involved, in accordance with the applicable legislation.

The Committee's work includes projects, which were promoted by the United Nations.

Thus the Committee:

1. Established the Greek alphabet transcription system into roman, which was adopted by the United Nations Conference. The official names of the Republic of Cyprus, which, can travel and be recognized throughout the world, have been locked on this system.
2. Submitted to the United Nations the Concise Gazetteer of Cyprus, which was the prerequisite for the approval of the transcription of the Greek alphabet into Roman.
3. Submitted to the United Nations the Complete Gazetteer of Cyprus, which was recorded in their Proceedings as "The National Gazetteer of Cyprus", and was characterized as: "splendid, excellent, and perfect".
4. Submitted to the United Nations administrative, tourist and road maps, which were prepared by the Department of Lands and Surveys in accordance with the standardization rules.
5. Submitted to the United Nations the edition: "List of Country and Capital Names (2012)".
6. Submitted to the United Nations the edition: "Toponymical Guidelines for Map Editors and Other Editors".
7. Reports to the United Nations on the progress of standardization of geographical names in the Republic of Cyprus.
8. Submits regularly to the United Nations, relevant articles on Cyprus, for publication in the UNGEGN Bulletin, which is issued every six months.
9. Published a brochure in the Greek language, based on the UN rules on Geographical Names, highlighting the importance of the standardization of geographical names.
10. Published a Guide on the Standardization of Geographical Names, to be used by public services and institutions.
11. The Committee standardized all names of cities, and communities in Cyprus.
12. Submitted to the United Nations a Gazetteer of Sea Geographical Names (2017).
13. Prepared a relevant poster, in relation to the work of the Committee, for distribution to all schools in Cyprus.
14. Published and delivered a bookmark in relation to the work of the Committee.

The Committee's ongoing objectives include:

1. Updating and re-publishing the Cyprus Gazetteer for easy international use.
2. Continuous representation of the Committee at all United Nations conferences, sessions, and working groups.
3. Continuous information on the Committee's activities and the importance of maintaining geographical names as an essential part of the cultural heritage of the country.
4. Examination of proposed names of roads and other geographic names, in relation to the requests submitted by the District Administration Offices and the municipalities of Cyprus.
5. Keeping up-to-date and enriching the Committee's website.

5.8 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY MISSION

The Civil Defence, Health and Safety Office supervises the implementation of the Safety and Health in work legislation. This legislation outlines the Office's responsibilities and as a result its mission is to provide a safe and healthy environment for all the stakeholders and participants in the Cyprus Educational System, who are all involved within the educational institutions and services, as well as all the pupils who attend public schools. At the same time, they are straightforwardly involved in actions in case of an emergency at a school unit. Their main concern as Health and Safety Officers is to ensure healthy and safe conditions at work according to the European Directives and the Cyprus legislation in all educational institutions (pupils and staff in all public schools) and services of the Ministry of Education and Culture (MOEC).

PERSONNEL

The Office is an independent service associated directly with the Permanent Secretary. It has an interdepartmental character and the personnel consists of three officers that represent the three levels of education, that is, Primary, Secondary and Technical / Vocational Education.

ACTIVITIES

- First Aid Seminars to Primary Teachers.
- Risk Evaluation training for Secondary and Technical Education Head Teachers.
- MOEC's First Aid and Evacuation Teams training.
- MOEC's central building evacuation drill exercise.
- Provision of automated external defibrillators (AED) in schools (Secondary and Technical Education)
- Visits / Inspections in schools and services of the MOEC for counselling on Civil Defence and Health and Safety Issues such as:
 - Preparing a Health and Safety Report,
 - Performing evacuation exercise so as to check if the school's emergency plan complies with the minimum requirements set by the legislation,
 - Providing advice and additional information,
 - Investigating accidents and complaints, and
 - Giving lectures to school personnel, pupils and parents.
 - Representing the Ministry of Education and Culture in Parliament regarding laws and legislation on safety and health issues.
 - Acts as a link of the Ministry of Education and Culture to other ministries and governmental agencies.

5.9 EUROPEAN FUNDS MANAGEMENT UNIT

The European Funds Management Unit of the Ministry of Education and Culture was established after the accession of Cyprus to the European Union in order to manage and supervise co-financed projects by the Structural Funds of the EU undertaken by the Ministry of Education and Culture (MOEC).

The Partnership Agreement for the Development Framework 2014 - 2020 constitutes the main strategic plan for growth. The contribution of significant resources originating from the European Structural and Investment Funds (ESIF) of the European Union in the 2014 - 2020 Programming Period further promotes the MOEC's commitment to successfully and efficiently implement the education policy agenda.

The measures adopted comply with the Country Specific Recommendations for Cyprus and focus on the following operational objectives:

- Promoting lifelong learning
- Developing human resources
- Enhancing economic and social cohesion
- Strengthening research, technological development and innovation
- Improving access to, use and quality of Information and Communication Technologies (ICT)

Structure of the Unit

Head

Dr. Nikolas Giasoumi, Inspector, Department of Secondary Education, has been appointed, as of March 2018, Head of the European Funds Management Unit. The Head of the Unit is responsible for preparing and submitting, on behalf of the MOEC, proposals for co-financed projects. The Head undertakes responsibility for the daily management of the projects and oversees their smooth implementation.

Staff

The European Social Fund Management Unit is staffed by five officers on full or partial secondment, a secretary and an assistant accounting officer.

The European Social Fund

The European Social Fund is one of the EU Structural Funds and the European Union's main financial instrument for supporting employment as well as promoting economic and social cohesion in all member states, through actions implemented within the framework of the EU Employment strategy.

The European Regional Development Fund

The European Regional Development Fund (ERDF) aims to strengthen economic and social cohesion in the European Union by correcting imbalances between its regions. The ERDF focuses its investments on several key priority areas, known as "thematic concentration", as follows:

- Innovation and Research;
- The digital agenda;
- Support for small and medium-sized enterprises (SMEs);
- The low-carbon economy.

The ERDF resources allocated to these priorities depend on the category of region.

Projects of the MOEC Co-Financed by the European Union

During the 2007 - 2013 programming period, the MOEC successfully implemented six co-financed projects by the ESF.

In the current 2014 - 2020 programming period, the MOEC runs eight projects co-financed by the European Union, which are consistent with the MOEC Strategic Planning as well as the EU Structural Funds aims:

Co-financed projects under the ESF:

1. Project Title: Activities of School and Social Inclusion

Budget: €29.900.000

The project "Activities of School and Social Inclusion" refers to the implementation of actions aiming to support and strengthen public school pupils and at the same time to promote school and social inclusion. The project aims to support, expand and improve the outcomes of the project against "Early School Leaving, School Failure and Delinquency in Zones of Educational Priority", which was implemented during the 2007 - 2013 programming period. For the current school year 2017 - 2018, the project runs in 96 school units.

The variations of the project "Activities of School and Social Inclusion" in relation to its predecessor are the following:

- The new project is not zone based i.e. school units will not be grouped into geographical clusters. Rather, individual school units and / or clusters of schools (pre-primary, primary, secondary schools, and technical schools) will be selected regardless of their geographical area.
- The new project does not dictate for a Local Coordinator per zone, but for one per school.
- The new project addresses the gap observed in the previous programmes regarding the administrative issues of the afternoon programmes.
- The new project will not be applying the clause relating to the reduction of the number of pupils; rather, schools will be supported by targeted services from additional teaching staff.
- In the new project more training opportunities and enhanced professional development will be provided to involved teachers.
- The new project will apply concrete measurable and objective criteria for the selection of schools participating.

The project's main objectives are the following:

- Support the Cypriot population living below the poverty line or being at risk of poverty and social exclusion.
- Ensure the welfare and support the financially weaker groups of the population particularly affected by the economic crisis.
- Reduce early school leaving rates.
- Improve learning outcomes.
- Reduce school failure and delinquency.
- Strengthen social cohesion by reducing the risk of social marginalization and exclusion.

2. Project Title: Establishment of Mechanisms for the Validation of Non-formal and Informal Education & Pilot Implementation

Budget: €1.400.000

The Project aims at:

- Mapping the current situation in Cyprus regarding the validation of non-formal and informal learning;
- Elaborating a National Action Plan for the creation of validation mechanisms;
- Piloting mechanisms which will focus on adult education, youth and volunteering.

3. Project Title: Development of the Technical and Vocational Education and Training (VET)

Budget €15.900.000

The project is focusing on meeting the EU recommendations for improving and upgrading VET in Cyprus and aims mainly at:

- Improving the Advisory service and orientation education.
- Upgrading and modernizing the school curriculum of VET schools.
- Improving the Post-Secondary Institutes of Vocational Education and Training.

The New Modern Apprenticeship (NMA) project is also being implemented by the Ministry of Education and Culture. The NMA has the following objectives to:

- provide pupils who left formal education without basic learning competencies or vocational skills, with technical and vocational methodologies and skills, and
- further enhance the connection between the Technical and Vocational Education with the industry sector and, thus increase the supply of labor (technicians) with certifiable vocational qualifications in line with the needs of the economy.

4. **Project Title: Counselling and Career Guidance for NEETs**

Budget: €1.200.000

The aim of the project is to enhance Career Guidance and Counselling Services for young people aged 16 - 24 who are not in Education, Employment or Training (NEETs). The project falls under the framework of the 'Europe 2020' Strategy and the Council Recommendation of April 22, 2013 for establishing guarantees for young people. *Youth Guarantee* is a commitment by all member states to ensure that all young people under the age of 25 will receive a good-quality employment offer, continued education, apprenticeship or traineeship upon leaving formal education or becoming unemployed, in the context of an effort to abolish youth poverty and social exclusion. During the delivery of the project individual career guidance and counselling will be offered to young people aged 15 - 24 who are not in employment, education or training (NEETs). The proposed services comprise 12000 counseling sessions with young NEETs and at least 3000 evaluation papers/ career guidance questionnaires throughout Cyprus. The beneficiaries, as prescribed in the MOEC proposal, will be 4000 NEETs aged 15 - 24. The Project is part of the National Action Plan for Youth Employment (ages 15 - 29), submitted to the European Commission in December 2013.

5. **Project Title: Providing free breakfast to all needy pupils in the Public Education System**

Budget: €10.000.000

During the economic crisis, the Ministry of Education and Culture (MOEC) found that many pupils did not take breakfast before or after their arrival at school. This fact could affect their performance and created negative emotions and as a result the pupils had a tendency to push themselves towards isolation while increasing the risk for them to become school dropouts and/or increasing the risk of social exclusion. With these new data at hand, MOEC proceeded with the implementation of a programme to provide free breakfast to needy pupils on a Nation-wide scale and at all levels of education. From this project some schools are excluded, and those are the ones that already have benefited from the Fund for European aid for the needy (FEAD) which co-finances similar action as well as the schools that get sponsorships / donations. The benefited pupils get free breakfast from the school cafeteria. To avoid their stigmatization, they get breakfast as all the other pupils. The difference is that those qualified pupils get free breakfast. Through the provision of School Breakfast the MOEC aims at combating all forms of discrimination, targeting children in need for breakfast and promoting equality for all pupils.

Co-financed projects under the ERDF:

1. Project Title: School Management System

Budget: €9.000.000

The School Management System (SMS) is an integrated e-Government electronic information management and process automation system (Turnkey e-Government Solution). The SMS is designed to provide all stakeholders (School Units, School Administration Officers, District Education

Offices, Departments and Services of the MOEC, Education Service Commission, the Pedagogical Institute, Teacher Unions, Teachers, Parents and Pupils) with improved service quality in terms of carrying out their administrative tasks and / or expediting procedures of the MOEC in any demands that the above entities might have. An important element of the implementation is the accessibility of the system regardless of where they are and the equipment that is being used by users (PCs or tablets or "smart" phones). The system will recognize each user - administrative staff, teachers, pupils, parents, MOEC personnel - and give adequate access to the system through specialized portals for each category of users.

2. Project Title: Structured cabling and wireless networking in Secondary General Education and Secondary Technical and Vocational Education

Budget: €3.500.000

The MOEC prioritised to complete the wired-structured cabling in all schools of secondary education, thus finalising a decade of efforts in accomplishing the schools' structured cabling.

The aim is to provide to the whole educational community (pupils and teachers) Internet services in ways that strengthen and support the learning process and learning outcomes. Through the application of wireless networking systems and structured cabling infrastructure, the whole education community will be able to work efficiently in a common network that will allow the seamless exchange of information among them. It will also give pupils the opportunity to access modern technologies and Internet services within the schools.

1. Wired-structured cabling

Wired-structured cabling infrastructure in schools of General Secondary and Vocational Education so far covers 80% of the schools. The aim of this project is to cover the remaining 20% of schools.

2. Wireless networking

Ease of use, seamless connection to the World Wide Web, low connectivity costs, security and easy set-up will help all stakeholders in a school (pupils, teachers, staff, parents, and so on.) to carry out their work efficiently and quickly.

Co-financed projects under the FEAD:

1. Project Title: Free breakfast for needy pupils of Public Education

Budget: €805.000

In response to finding that many pupils do not take breakfast before or after arriving at school, the MOEC launched a free breakfast programme for needy pupils. To avoid their stigmatization, benefited pupils take breakfast from their school canteen, just like all the other pupils. The only difference is that beneficiaries take their breakfast for free. The co-financed programme will cover additional needs of the free breakfast programme already implemented by the MOEC that have arisen due to the termination or reduction of sponsorships during the school years 2016 - 2017 and 2017 - 2018, in relation to previous years. Implementation of the project started in February 2017 and is expected to be completed in December 2018.

The number of benefited pupils is approximately 2.000 in Primary and Secondary Education.

5.10 Health Promotion

A main objective has been to support the schools in developing and implementing an action plan on health education and prevention of pupil delinquency. The action plan should meet the needs and characteristics of the school but also exploit opportunities for collaboration with parents, the community and other stakeholders. The interventions described below are meant to support the development and implementation of the health education and citizenship action plan of each school.

5.10.1 Task Force on School Violence

1. Role and Recruitment of School Violence Intervention Team

The School Violence Intervention Team (SVIT) supports schools in Primary, Secondary General, and Secondary Technical and Vocational Education to deal with serious incidents and/or phenomena of extreme delinquency. The team comprises of Primary and Secondary/Technical Education Educators and School Advisors, with expertise in dealing with school violence and delinquency in the school setting, and Educational Psychologists from the Educational Psychology Service, specialized in Clinical Psychology.

2. Areas of Activity

2.1. Supporting schools in the management of delinquency of a pupil or group of pupils

The main role of SVIT is to support schools in the development and implementation of action plans based on a holistic and systemic approach. This process involves the collaboration between the school and several government and community services and organisations, and other key players, based on the needs in each case. Examples include the pupils involved, their parents/carers, the Educational Psychology Services, the District Committees on Special Education, the Social Welfare Services and the Mental Health Services for Children and Adolescents. The Action Plan includes the description of the problem, specific actions to be implemented with specific timetables, along with the commitment of all involved parties. The team (SVIT) coordinates, monitors and supports the implementation of the Action Plan, and promotes its adaptation when necessary.

During 2017 - 2018, SVIT responded to 140 intervention requests from primary schools and 132 requests from secondary schools. The distribution of the incidents is described in the table below:

District	Intervention Requests- Primary Education	Intervention Requests- Secondary General / Technical Education
Lefkosia	35	36
Lemesos	40	41
Larnaka	38	27
Ammochostos	8	10
Pafos	19	18
	140	132

As part of the Action Plans of the schools, aiming at the reduction and combating of delinquency, SVIT can utilize allocated financial resources of the MOEC. In 2018, SVIT allocated a total amount of €350.000.00 for the implementation of alternative-schooling and psycho-educational programmes for pupils, for the provision of child psychiatric and psychological diagnosis and support, and for afternoon activities. In 2017 - 2018, 92 pupils in Primary schools participated in alternative-schooling programmes with the contribution of external school collaborators. Specifically, 22, 29, 11, 27 and

three pupils participated in these programmes in Lefkosia, Lemesos, Pafos, Larnaka and Ammochostos districts, respectively. In Secondary schools, 216 pupils participated in alternative-schooling programmes: 64, 33, 34 and 17 pupils participated in Lefkosia, Lemesos, Pafos, Larnaka and Ammochostos districts, respectively.

2.2. Trainings provided by SVIT

SVIT provides training to schools about the handling of violence and delinquency. In particular, it offers training in the programme "School Mediation and Peaceful Conflict Resolution". In 2017 - 2018, SVIT delivered training to 42 Secondary schools (overall 44% of secondary schools were trained in the programme between 2012 and 2018). Furthermore, the team provides training to teachers in Primary and Secondary schools in the management of problematic behaviour, mentoring, empowerment of pupils and teachers, and the implementation of alternative-schooling programmes. For the implementation of the alternative-schooling programmes, SVIT offered two intensive seminars to teachers and external school collaborators.

During 2017 - 2018, the Team participated in the In-Service training of teachers offered by the Cyprus Pedagogical Institute. Specifically, SVIT offered training to Principals and Vice Principals in Primary and Secondary Education, on the "Management of Problematic Behaviours" and "Prevention and Management of Bullying in Schools". SVIT advisors also offered training to various school groups and settings throughout the year, and during the two-day In-Service Training of Teachers in Primary and Secondary Education, on the following topics: "Managing At-Risk Behaviour", "Prevention and Handling of Deviant Behaviour at Schools", "The Role of Schools in the Development of Pupil Resilience", "The Teacher as the Core of Prevention and Counteraction in School Violence", "Peaceful Conflict Resolution in School", "The Teacher as a Mentor", "The Class Teacher's Role in Prevention", "Empowerment of Teachers".

SVIT also contributes to awareness raising in the society. The team is involved in dissemination activities including provision of information and guidance in the Media, and participation in scientific and professional conferences and Roundtables. In 2017 - 2018, SVIT participated in the conferences of the Cyprus Educational Association, the Cyprus Pedagogical Association and the Interdepartmental Committee on Development and Improvement of the School Unit. SVIT also contributed in the training offered to Civil Servants on the topics of Workplace Bullying, in collaboration with the Cyprus Academy of Public Administration and the Commissioner for Administration and Human Rights.

In 2017 - 2018, SVIT advisors were trained in "Restorative Justice Practices" and "Positive Behaviour Management".

2.3. Participation in Programmes of the MOEC

During 2017 - 2018, SVIT participated in the Committee for the Revision of the Operation Regulations of Public Schools in Primary Education. The team offered suggestions for revisions in relation to the Pedagogical Measures that will be adopted for the Development of Social Behaviour and the Management of Problematic Behaviour.

In addition, SVIT in collaboration with the Department of Secondary General Education contributed to the preparation of guidelines for the development of action plans to prevent and combat school violence. Simultaneously, SVIT established a website on School Delinquency, which includes useful information and guidelines for school units.

Finally, SVIT participated in the Working Group on the development of a National Strategy for the Prevention and Management of Violence in Schools under the coordination of the School Violence Observatory.

3. Collaboration with partners

In the context of improving its services to schools, SVIT sought to develop further collaboration with its partners leading to the establishment of a cooperation protocol between SVIT and the Social Welfare Services. Additionally, SVIT engaged in a dialogue with the Mental Health Services for Children and Adolescents in order to improve the support offered to high-risk pupils and their families.

Moreover, SVIT sought collaboration with non-governmental organisations, as well as the Public and Private Higher Education Institutions in Cyprus in order to facilitate schools with programmes and actions as part of their action plans against Delinquency.

4. Evaluation of the SVIT's intervention

In May 2018, SVIT carried out an evaluation of schools which collaborated with the team during the school year 2017 - 2018. The data collection was carried out through the utilization of questionnaires which were kept anonymous and confidential. The aim of the research was to evaluate the efficacy of the broad intervention of SVIT in schools, the alternative schooling programme, as part of the school action plan, and the provision of training in schools by SVIT advisors. The results of the evaluation were taken into consideration by SVIT with the aim to improve its services and to provide more effective support to schools.

5.11 The Coordinating Committee of Health Education and Citizenship

5.11.1 The Coordinating Committee of Health Education and Citizenship, whose constitution and operation was institutionalized through the first National Strategy for Drugs 2004 – 2008 of the Cyprus National Addictions Authority, coordinates the policy of the Ministry of Education and Culture related to Health Education and Citizenship. With the term "Health Education and Citizenship" we refer to policies / actions and programmes which promote the physical, mental and social well-being of the pupils, on one hand by developing their social skills and critical thinking, on the other by upgrading their social and natural environment.

Responsibilities

The **Coordinating Committee of Health Education and Citizenship**:

- Coordinates the policy of the Ministry of Education and Culture in relation to all thematic areas of health education (smoking, addictive substances, road safety, occupational health and safety, consumer education, sex education, AIDS, addiction, racism, violence, and so on.),
- Directs the monitoring and implementation of strategic health plans such as Substance Dependency (Cyprus National Addictions Authority), Safety and Health (Ministry of Labor) and Smoking, AIDS and Child Accidents (Ministry of Health) at all levels of education,
- Undertakes coordination on Health and Citizenship issues in collaboration with all Division Departments, the Cyprus Pedagogical Institute, the Educational Psychology Service, the Direct Intervention Team, the Violence Observatory, the DRASE Programme and other groups of the MoEC, which deal with issues related to the physical, mental and social well-being of pupils,
- Develops and promotes programmes in order to upgrade the psychosocial climate of the school, the quality of relationships and communication within the school, and all factors that reduce the chance of young people engaging in health harmful behaviors. This includes actions to support pupils during a difficult phase in their lives and the strengthening of schools to improve the school climate,
- Promotes and evaluates the preventive strategy in schools, as delineated in the Action Plan of the Cyprus National Addictions Authority,
- Inform schools about approved Health Education and Citizenship Programmes,
- Promotes the implementation of Health Education and Citizenship programmes in schools,
- Organizes training seminars, workshops, conferences and lectures on Health Education and Primary Prevention,
- Collects material on Health and Citizenship issues,
- Creates and organizes educational material for the implementation of Health Education and Primary Prevention programs, and
- Submits and implements European Programmes, which deal with issues on Health and Citizenship Education.

5.11.2 Actions-Programmes supported by the Coordinating Committee of Health Education and Citizenship:

1. Grant of non-school-related actions to support pupils and pupils belonging to vulnerable population groups

The Programme has been in operation since 2012 and has been part of the commitments of the Ministry of Education and Culture to the National Strategy of the Cyprus National Addictions Authority to Address the Dependence on Illegal Substances and the Harmful Use of Alcohol (2013 - 2020).

The Ministry of Education and Culture with the Coordinating Committee of Health Education and Citizenship as an expert stakeholder, identifies and supports pupils belonging to vulnerable population groups.

In the context of promoting this policy the Coordinating Committee of Health Education and Citizenship favors the development of actions by schools aiming at the involvement of these children in non-school activities, to make creative use of their free time.

The actions aim at contributing to substantial support (learning, emotional, self-empowerment and social self, highlighting and fostering talent, developing a safe life and so on for pupils belonging to vulnerable population groups.

The potential risk faced by the action is social exclusion and the marginalization of pupils in the specific categories due to their possible inability to take part in leisure activities and show their particular potentials / talents.

During the school year 2017 - 2018, 556 actions, other than school time, were funded to support pupils belonging to vulnerable population groups.

2. «School and Social Inclusion Actions»

The project "School and Social Inclusion Actions" is part of Priority Axis 3 of the Operational Programme "Employment, Human Resources and Social Cohesion 2014 - 2020", which includes Investment Priorities corresponding to the Thematic Objective 9: "Promoting social inclusion and combating poverty and discrimination".

- It is co-financed by the European Social Fund,
- aims to mitigate the negative impact of the economic crisis on education,
- includes various measures offered in 96 schools at pre-primary, primary, secondary and technical education in Cyprus, and
- operates in specific schools that are selected based on specific objectives and measurable criteria, regardless of the geographical area in which they are located.

• Expected Results

So far, 14.5% of total pupil population has been benefited by actions provided through the project. The project's objective is to cover 15% of the pupil population by 2020.

- **Implementation Period:** September 2015 – December 2023

- **Total Budget (€):** 29.000.000

For the implementation of the programme of school and social inclusion activities for the period 2019 - 2023 and the selection of schools, the Ministry of Education and Culture is currently (February 2019) proceeding to collect data from all schools of all educational departments for the school year 2018 -

2019. From the data submitted, there will be a ranking of schools that will make selection of the new schools participating in the programme.

Objectives:

- Ensuring social welfare and supporting financially the deprived groups of the population that are particularly affected by the economic crisis.
- Reducing early school leaving.
- Improving learning outcomes.
- Reducing school failure and delinquency.
- Enhancing social cohesion, by preventing social marginalization and social exclusion of vulnerable groups of pupils.

SCHOOL YEAR	NUMBER OF SCHOOLS	COVERAGE OF PUPILS POPULATION
2015 - 2016	42	7,5%
2016 - 2017	89	12,5%
2017 - 2018	96	14,5%

Programme Actions

- **Provision of morning and afternoon programmes to reinforce pupils and their families learning and creativity**

a) Reinforcing Teaching and Learning during school time:

- Pre-primary Schools
- Primary Schools (Greek Language - Mathematics)
- Secondary Schools (Modern Greek - Philology, Greek for bilinguals, Mathematics, Physics, Chemistry, Biology, Economics)

b) Creative programmes during school time:

- Theater, Art, Physical Education (Sports / Dance), Home Economics, Music Instrument (Guitar / Bouzouki / Piano), Music

c) Teaching and Creative Programmes during afternoon Time:

- Greek language/Modern Greek/Philology, Mathematics, Physics, Chemistry, Biology, Computer Science, Theater, Art, Home Economics, Physical Education (Sports / Dance), Economics, Music Instrument (Guitar / Bouzouki / Piano), Music, Foreign Languages (Arabic, Bulgarian, Russian, Turkish).
- Psychosocial support for pupils and their families through the establishment of "Information and Social-emotional Support Centres".
- Supply of technological school equipment and educational tools/materials
- Seminars and training for teachers

Programme Evaluation

- **Internal Evaluation**
 - Reports on creative and reinforcement teaching activities. Each educator will prepare an annual report on the creative and / or reinforcing teaching services provided.
 - Experts' Reports. Specialists providing psychosocial support will produce quarterly reports on the services provided.
- **External Evaluation**
 - Final Project Evaluation / Project Report by external evaluator.

Expected Outcomes: To

- improve Learning Outcomes,
- support vulnerable groups of pupils who are particularly affected by the effects of the economic crisis,
- enhance counseling and career guidance for pupils,
- psychologically support pupils in their transition to different school environments,
- encourage pupils on issues of self-determination, autonomy, individuality, moral principles, moral dilemmas, social justice, equality and social acceptance,
- reinforce pupils who face the danger to remain functionally illiterate or graduate from school without the essential competencies for living and life-long learning,
- prevent and treat delinquency issues, school failure and early abandonment,
- enhance consulting services and vocational guidance,
- help pupils with low social competencies in order to ensure their inclusion in the wider society,
- provide help to migrant families in learning Greek and improving their social skills,
- offer 800 new employment positions for young professionals, and
- be sure to make use of the available Community funds due to its high degree of maturity.

3. School Violence Intervention Team

Task Force on School Violence

1. Role and Recruitment of School Violence Intervention Team

The School Violence Intervention Team (SVIT) supports schools in Primary, Secondary General, and Secondary Technical and Vocational Education to deal with serious incidents and/or phenomena of extreme delinquency. The team comprises of Primary and Secondary/Technical Education Teachers and School Advisors, with expertise in dealing with school violence and delinquency in the school setting, and Educational Psychologists from the Educational Psychology Service, specialized in Clinical Psychology.

2. Areas of Activity

2.1. Supporting schools in the management of delinquency of a pupil or group of pupils

The main role of SVIT is to support schools in the development and implementation of action plans based on a holistic and systemic approach. This process involves the collaboration between the school and several government and community services and organisations, and other key players, based on the needs in each case. Examples include the pupils involved, their parents/carers, the Educational Psychology Services, the District Committees on Special Education, the Social Welfare Services and the Mental Health Services for Children and Adolescent. The Action Plan includes the description of the problem, specific actions to be implemented with specific timetables, along with the

commitment of all involved parties. The team (SVIT) coordinates, monitors and supports the implementation of the Action Plan, and promotes its adaptation when necessary.

During 2017 - 2018, SVIT responded to 140 intervention requests from primary schools and 132 requests from secondary schools. The distribution of the incidents is described in the table below:

District	Intervention Requests- Primary Education	Intervention Requests- Secondary General / Technical Education
Lefkosia	35	36
Lemesos	40	41
Larnaka	38	27
Ammochostos	8	10
Pafos	19	18
	140	132

As part of the Action Plans of the schools, aiming at the reduction and combat of delinquency, SVIT can utilize allocated financial resources of the MOEC. In 2018, SVIT allocated a total amount of €350.000.00 for the implementation of alternative-schooling and psycho-educational programmes for pupils, for the provision of child psychiatric and psychological diagnosis and support, and for afternoon activities. In 2017 - 2018, 92 pupils in Primary schools participated in alternative-schooling programmes with the contribution of external school collaborators. Specifically, 22, 29, 11, 27 and three pupils participated in these programmes in Lefkosia, Lemesos, Pafos, Larnaka and Ammochostos districts, respectively. In Secondary schools, 216 pupils participated in alternative-schooling programmes: 64, 33, 34 and 17 pupils participated in Lefkosia, Lemesos, Pafos, Larnaka and Ammochostos districts, respectively.

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During 2017 - 2018, the Team participated in the In-Service training to teachers offered by the Cyprus Pedagogical Institute. Specifically, SVIT offered training to Principals and Vice Principals in Primary and Secondary Education, in the "Management of Problematic Behaviours" and "Prevention and Management of Bullying in Schools". SVIT advisors also offered training to various school groups and settings throughout the year, and in the two-day In-Service Training of Teachers in Primary and Secondary Education, in the following topics: "Managing At-Risk Behaviour", "Prevention and Handling of Deviant Behaviour at Schools", "The Role of Schools in the Development of Pupil Resilience", "The Teacher as the Core of Prevention and Counteraction in School Violence", "Peaceful Conflict Resolution in School", "The Teacher as a Mentor", "The Class Teacher’s Role in Prevention", "Empowerment of Teachers".

SVIT also contributes to awareness raising in the society. The team is involved in the dissemination activities including provision of information and guidance in the Media, and participation in scientific and professional conferences and Roundtables. In 2017 - 2018, SVIT participated in the conferences of the Cyprus Educational Association, the Cyprus Pedagogical Association and the Interdepartmental Committee on Development and Improvement of the School Unit. SVIT also contributed in the training offered to Civil Servants on the topics of Workplace Bullying, in collaboration with the Cyprus Academy of Public Administration and the Commissioner for Administration and Human Rights.

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In addition, SVIT, in collaboration with the Department of Secondary General Education, contributed to the preparation of guidelines for the development of action plans to prevent and combat school violence. Simultaneously, SVIT established a website on School Delinquency, which includes useful information and guidelines for school units.

Finally, SVIT participated in the Working Group on the development of the National Strategy for the Prevention and Management of Violence in Schools under the coordination of the School Violence Observatory.

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Moreover, SVIT sought collaboration with non-governmental organisations, as well as the Public and Private Higher Education Institutions in Cyprus in order to facilitate schools with programmes and actions as part of their action plans against Delinquency.

4. Evaluation of the SVIT's intervention

In May 2018, SVIT carried out an evaluation of the schools which collaborated with the team during the school year 2017 - 2018. The data collection was carried out through the utilization of questionnaires which were kept anonymous and confidential. The aim of the research was to evaluate the efficacy of the broad intervention of SVIT in schools, the alternative schooling programme, as part of the school action plan, and the provision of training in schools by SVIT advisors. The results of the evaluation were taken into consideration by SVIT with the aim to improve its services and to provide more effective support to schools.

4. Cyprus Observatory on School Violence

The Cyprus Observatory on School Violence (COSV) consists by six primary education teachers and one from secondary education. The responsibilities of COSV are to collect, code, analyse and

evaluate data regarding the length and the forms of school violence. It also gathers and disseminates quantitative and qualitative data, concerning Good Practices to prevent and address school violence, school dropout and juvenile delinquency.

Within the framework of its responsibilities to defining a policy for the prevention and management of school violence, COSV submitted a proposal for a National Strategy against school violence to the Council of Ministers. On January 17, 2018, the final text was approved by the Council of Ministers for implementation and on 12th October 2018 the MOEC officially declared the beginning of its work. In order to monitor its implementation, a monitoring committee has been set up, while the overall coordination was assigned to the COSV. The action practices of the National Strategy have a duration of 4 years and are grouped into 6 thematic units: The first thematic unit concerns the creation of mechanisms for collecting, coding and analysing data and reporting general results about the phenomenon of violence. The second pillar concerns legal and administrative measures aiming to protect pupils from all forms of violence and facilitating their access to support services. The third package of policies and measures, aims to strengthen structures concerning the phenomenon of preventing and managing violence in school. In particular, it is intended to strengthen the multidisciplinary model of services, including social welfare, health, education, psychological support and guidance for children and their parents / guardians. The fourth pillar is about enriching knowledge and empowering pupils to develop peaceful attitudes and behaviours. The fifth set of actions focuses on promoting the active participation of pupils themselves in preventing and tackling the phenomenon of violence at school. The last pillar of action seeks to empower the parents / guardians, the teachers and the management team.

As far as empowering teachers and pupils and parents/guardians to prevent and address violence in school, COSV provided two school interventions for the year 2017 - 2018, in 60 primary schools. The interventions were about Conflict Resolution – School Mediation and Identifying and Addressing Bullying. For this purpose, two textbooks were developed for primary school pupils, one on Conflict Resolution and one on School Bullying. Furthermore, COSV developed two manuals for teachers, to support the implementation of school mediation in schools and the management of school bullying.

At the same time, COSV conducted the 2nd National survey on school victimization aiming at measuring the extent and forms of violence at school in relation to gender.

In May 2018, COSV in cooperation with the Ministry of Justice and Public Order, awarded primary and secondary schools that had applied Good Practices to prevent violence and juvenile delinquency in their school settings. At the same event, COSV organised an exhibition of various governmental and NGO's interventions, actions and programmes on preventing and tackling school violence in order to strengthen school units in tackling the phenomenon.

In addition, society and all educational partners are continuously informed and educated about the prevention and address of school violence through television and radio broadcasts, with the publication of articles, with newsletters, with presentations of COSV in conferences and with postings at www.moec.gov.cy/paratiritirio_via.

5. European School Network for the Promotion of Health

Cyprus has been a member of the European Network of Health Promotion Schools since 1995. This network operates under the auspices of three International Organizations: the World Health

Organization, the European Union and the Council of Europe. According to these organizations, the development of health education programmes, not only in the school sector, but also in the wider social environment in general, is the modern and effective method for preventing and improving the health of not only of people but also of the environment. The programme is implemented in Secondary General Education and is supervised by the Physics / Biology / Geography Inspectorate and involves 11 Gymnasias and 11 Lycea.

6. "Well Being", Health Education Programme

The "Well Being" Health Education Programme is part of the Cyprus-Greece Health-related Healthcare Programmes under a Protocol signed between the Ministry of Education and Culture of Cyprus and the corresponding Ministry of Greece. The programme began operating in 1998 and is run in rounds. Each round lasts two school years, and at the end of each two years a Workshop is organized, in which the participating schools present their actions. The school year 2017 - 2018 was the second year of the 9th round of the "Well Being" programme. The programme is implemented in Secondary General Education and is supervised by the Physics / Biology / Geography Inspectorate and includes 12 Gymnasias and one Lyceum.

7. "Health Education Seminars" (A programme preventing drug addiction.)

Since 1995, the Ministry of Education and Culture has been organizing in collaboration with the Ministry of Health (Mental Health Services), the Ministry of Justice and Public Order (the Drug Prevention Service), "Health Education Seminars" against drug addiction. The Health Education Seminars programme, is implemented in Secondary General Education and is supervised by the Physics / Biology / Geography Inspectorate and includes all Gymnasias.

8. «Viennese Social Competence Programme» (ViSC) a Preventive intervention programme

The programme, which applies to Secondary Schools, aims at an appropriate preventive approach in the field of education to address problems related to antisocial behavior, aggression, delinquency and, in particular, strategies to tackle and manage bullying through actions on the development of social and intercultural skills, empowerment and tackling phenomena of violence, social exclusion and racism. During the school year 2017 - 2018 the Programme was implemented in eight schools of Secondary General Education.

5.11.3 Actions developed / supported under the auspices of the Coordinating Committee of Health Education and Citizenship

1. School Reading Communities

The Ministry of Education and Culture, in cooperation with Charalambides - Christis, under the programme of "Corporate Social Responsibility Participation", launched a tender for the School Communities of Readers. The Action was developed within the framework of the first emphasis of the school year 2017 - 2018 ("Improving learning outcomes with an emphasis on the implementation during the teaching process of the Reconstructed Curriculum Programmes).

2. Electronic Handbook for the prevention of the use of addictive substances

The prevention of the use of addictive substances in school, as demonstrated by research, is linked, among other things, to systematic and gradual teaching Health Education. In this context, the

Coordinating Committee of Health Education and Citizenship promoted the handbook titled "Thank you for thinking about me", which includes gradual educational activities aiming at the prevention of addictive substances. These activities refer to pupils aged 6 - 13 years and concern, among other things, the issues of drug storage, passive smoking, the reasons young people start smoking, the use of alcohol by juvenile, the role of friends in the use, related legislation, promotion of smoke-free environments, and so on.

3. Inclusion of a European Charter of Rights for Patients in Schools

The Coordinating Committee of Health Education and Citizenship has promoted, in collaboration with the Ministry of Health, a brochure listing the 14 Fundamental Rights of Patients, as drawn up by the Active Citizenship Network (CAN) since 2002, in collaboration with 12 other European organizations. The form was distributed to pupils of school units at all levels, in order to inform them, their teachers and parents / guardians.

4. Supply of sports material to athletes within high risk groups

The action is implemented by the Cyprus Sport Organization (CSO) and is supported by the Coordinating Committee of Health Education and Citizenship within the framework of the National Strategy of the Cyprus National Addictions Authority, the Cyprus Sports Organization, through the Planning "Dealing with Addictive Substances". The action supported during the school year 2017 - 2018 with free supply of sporting material, 60 pupils/athletes within high risk groups.

5. iDecide- «An innovative toolkit for inclusive decision making policies»

The Ministry of Education and Culture coordinated the three-year European Programme Erasmus+ of the «EACEA 33/2014 - Key action 3: Support for policy reform – Initiatives for policy innovation», under the title "An innovative toolkit for inclusive decision making policies – iDecide". The Project is based on Priority 1 of Education, Audiovisual and Education, Audiovisual and Culture Executive Agency (EACEA) «Reduce inequalities in learning outcomes that affect pupils from disadvantaged backgrounds».

Within the framework of the project, an electronic application was developed where teachers could find practical tips on 23 decision-making areas, which relate to the daily life of the school (e.g. teaching, break, excursions, cooperation with parents / guardians, discipline, school events) and for 73 subcategories of pupils, who may be marginalized at school.

Part B'

Culture

1.

CULTURAL SERVICES

1. THE DEPARTMENT OF CULTURAL SERVICES (DCS)

The first service of the Ministry of Education and Culture (MOEC) was created in 1965, with exclusive jurisdiction over culture. Upon being upgraded to a department in 1992, it was renamed the "Department of Cultural Services" (DCS). In terms of modern culture, the Department of Cultural Services is responsible for the expression of the government's cultural policy. Its jurisdiction covers the general development of the Arts and Letters in Cyprus, engagement with the public about culture, and promotion of the achievements of the Cyprus' cultural activity abroad. The department plays a particularly important role in shaping the cultural identity of the country. The total budget of the department for 2018 (which also covers the Cyprus Library and the Council of Historical Memory of the EOKA Struggle [ΣΙΜΑΕ]) amounted to €15,796,759 (Regular and Developmental Expenditures).

1.1 LITERATURE

1.1.1 Dissemination of Cypriot Literature Abroad

The Department of Cultural Services, aims at promoting Cypriot culture through the works of Cypriot writers, disseminating a significant number of literary and other publications of general interest worldwide, through cultural institutions, universities, libraries and embassies of the Republic of Cyprus.

1.1.2 Cultural Periodicals

Through the measure entitled "*Strengthening Periodicals of Cultural Content Publishing*", the department aims at enhancing the dissemination of valuable periodicals by publishing articles and studies that highlight issues, forms and events from the field of Cypriot literary and artistic creation, history, and cultural heritage. Published periodicals / newspapers include periodical publications (including yearbooks issued by non-profit cultural operators) issued in Cyprus by Cypriot publishers and which have already completed at least one year of circulation.

The evaluation of periodicals is based on the following criteria:

- a) The integrity of the issue (artistic editing and printing),
- b) The quality of their content,
- c) Their contribution to the study and promotion of Cyprus's literature, art, history and cultural heritage,
- (d) Circulation range and regularity of the issue.

Twelve (12) periodicals were subsidized in 2018 with a total amount of €42,004. The following journals which received this subsidy were: *Διόραμα (Diorama)*, *Κυπριακή Μαρτυρία (Cypriot Testimony)*, *Θέματα (Themes)*, *In Focus*, *Άνευ (Without)*, *Ανέμη (Spinning Wheel)*, *Ακτή (Coast)*, *Νέα*

Εποχή (New Era), Μικροφιλολογικά (Microliterary), Cypria Archaeologia VII, Στασίνος (Stasinus) and Ανεράδα (Anerada).

1.1.3 Purchase of Publications for the enrichment of Cypriot and foreign libraries

The department implemented the measure “*Purchase of Publications for the Enrichment of Cypriot and Foreign Libraries*”. This aims to establish a transparent methodology for the selection and purchase procedure of the publications purchased by the department. On the basis of this measure, 51 titles were purchased in 2018.

1.1.4 Organization of Literary Events in Cyprus

1.1.4.1 Event honouring Professor George Georgi and presentation of his book, *The Foundation and Operation of the Greek Sub-Consulate in Cyprus 1833 - 1864: An Indicative Aspect of the Greek - Turkish Relations*

On Tuesday, March 20, 2018, the MOEC honored Professor Giorgos Georgi, board member of the Neapolis University, for his contribution to education and culture at a reception at the Journalist Centre. In cooperation with En Tipois publications, Professor Georgis presented his book, *The Foundation and Operation of the Greek Sub-Consulate in Cyprus 1833 – 1864: An Indicative Aspect of the Greek – Turkish Relations*, (*Η Ίδρυση και Λειτουργία του Ελληνικού Υποπροξενείου στην Κύπρο 1833-1864: Μια Ενδεικτική Πτυχή των Ελληνοτουρκικών Σχέσεων.*) The book is an extensive study of the first Greek diplomatic presence in Cyprus and the action of the first Greek consuls in times of crisis and conflict between the newly established Greek State and the Ottoman Empire.

1.1.4.2 Christopher Milionis Memorial Event

The department honored the contributions of the late writer and educator Christophoros Milionis, organizing a memorial event on Friday, November 23, 2018, at 19:00, at the DCS building. The event was opened by Mr. Pavlos Paraskevas, Director of the Department of Cultural Services. Attendees were given the opportunity to watch the production of ET1 (2004) titled *The History of My Time: Christophoros Milionis*, 1961, in which Christophoros Milionis himself narrated his experience in Cyprus during the four years 1960 - 1964. Several speakers enlightened various aspects of his work, namely former students and scholars of Christophoros Milionis: Mr. Nikos Nikolaou-Hatzimichael, Mr. Chambis Tsaggaris, Mr. George Georgis, Mr. Lefkios Zafiriou, Mr. Alexandros Bazoukis and Ms. Jean-Marc Laborie, who traveled from Paris for the event. Mrs. Tatiana Milioni offered the final remarks in honor of her spouse.

1.1.5 Publications of the Department of Cultural Services

1.1.5.1 Kyriakos T. Karnera: *Ποιητικά Άπαντα (Poetic Collected Works. Critical Version and Recitation)*

The department published the book Kyriakos T. Karnera: *Poetic Collected Works (Ποιητικά Άπαντα)*. The publication was conducted in collaboration with Dr. K. G. Yiangoullis, who undertook the research and editing of the book. The publication consists of 143 poems by Kyriakos T. Karnera, who undoubtedly consists one of the most original poetic voices of the Cypriot folk poetry. Karnera's poems deal with the issues of love and peasantry, as well as social justice and moral order in our world. Dr. Yiangoullis has now published the poet's works for the third time. The 1978 and 1980 editions were edited by Dr. Yiangoullis who provided a detailed and annotated critical review.

1.1.6 Grant Scheme for the translation of works by Cypriot writers from Greek into foreign languages

With the aim of providing incentives for the promotion and dissemination of Cypriot literature abroad and enhancing the mobility of Cypriot literary books and Cypriot writers in the international arena, DCS applied the Grant Scheme for the translation of works by Cypriot writers from Greek to Foreign Languages. Beneficiaries of the scheme are foreign publishing houses and Cypriot publishers who found partners abroad. Within the scope of the Scheme, five applications were approved for a translation grant in 2018.

1.1.7 Funding of literary events in Cyprus and abroad and other expenses of literary societies

1.1.7.1 Funding of literary events in Cyprus and abroad under the programme "CULTURE" (2015 - 2020)

The department funds organizations, groups of individuals and individuals that organize literary events in Cyprus and abroad, as well as the participation of actors and individuals in conferences and events abroad through the Literature Supporting Project (CULTURE Programme, Literature strand). In 2018, the funding for seventeen literary associations' activities was approved. The project also funded the activities of 33 persons in Cyprus and abroad.

1.1.7.2 Plan for the Support of Cultural Organizations for the Coverage of Display, Communication and International Networking Needs

Within the framework of the *Promotion, Communication and International Networking Plan*, the department funded two literary societies to create and maintain a formal website for their annual membership of a European or other international body and for their representation in the work of a European or other international body in which they are members.

1.1.8 Organizations / Grants for literary events abroad

The department participates in the EUNIC Network and in the FICEP (Forum of Foreign Cultural Institutes in Paris), as well as in international festivals for the promotion of Cypriot literature abroad. In this context, Cypriot writers participated in EUNIC's *5th European Literary Walk* in Athens through the House of Cyprus in Athens, the *EUNIC European Night of Literature 2018* in Amsterdam and Leeuwarden, and the *18th Festival of the First Novel* in Budapest.

1.1.9 State Literary Prizes

In order to support and promote the literary work of Cypriot writers, the department awards the State Literary Prizes annually.

1.1.9.1 Award Ceremony for State Literary Prizes

On December 12, 2018, the State Literary Prizes were awarded at a ceremony held at the Pallas Cinema Theatre. The prizes were awarded by the Minister of Education and Culture, Mr. Kostas Champiaouris. The award-winning books were exhibited to the public at the event. For 2018, the following prizes were awarded:

POETRY: Pitsa Galazis, *The Voice (Η φωνή)*, Armos Publications

SHORT STORY or NOVELLA: Nasia Dionysiou, *Superfluous Beauty (Περιττή ομορφιά)*, Rodakio Publications

TREATISE (MONOGRAPH) or LITERARY ESSAY: Pantelis Voutouris, *Ideas of viciousness and kindness: Nationalism, socialism, racism (1897-1922)* (Ιδέες της σκληρότητας και της καλοσύνης: Εθνικισμός, σοσιαλισμός, ρατσισμός (1897-1922),) Kastaniotis Publications

LITERATURE FOR YOUNG CHILDREN: Marina Mihailidou-Kadi, *White Uniform* (Άσπρη στολή), Teleia Publications

LITERATURE FOR OLDER CHILDREN AND ADOLESCENTS: Andri Antoniou, *The summer I grew up* (Το καλοκαίρι που μεγάλωσα), Kedros Publications

ILLUSTRATION: Zoe Pintsi-Kyriakou, for the illustrations of the project *I adore clouds* (Λατρεύω τα σύννεφα) by Neofyta Polydorou.

1.1.9.1.1 Juries

The Jury of the State Prizes for Literature was comprised of: Fragiski Abatzopoulou (Chairperson), Stefanos Efthimiadis, Andreas Makridis, Kika Olympiou and Nikos Orphanides. The Jury of the State Prizes for Literature for Children and Adolescents was comprised of: Anastasia Katsiki-Givalou (Chairperson), Katerina Karatassou, Maria Mihailidou, Marina Rodosthenous-Balafa and Flora Timotheou. The Jury of the State Prizes for Illustrations was comprised of: Artemis Eleftheriadou (Chairperson), Konstantinos Georgiou, Sandra Eleftheriou, Dimitris Kokkinolambos and Teresa Lambrianou.

1.1.10 Libraries Sector (State, Municipal, Community and School Libraries)

Thirty-two libraries of government departments continued cataloging their collections through the upgraded ABEKT 5.6 library system. Additionally, thirty-eight municipal and community libraries have installed the ABEKT 5.5 and 5.6 system and are provided with technical support. As every year, financial support was given to Municipal Libraries as well as financial assistance to Community libraries through the grant equivalent method. The latest version of ABEKT 5.5 and 5.6 was developed and the user interface of ABEKT is available now in Greek and English. Moreover, in the context of upgrading school libraries, the support team of WWW in collaboration with the TEPAK Library, proceeded with the introduction of the new KOHA library system in an attempt to create a unified collective library of school libraries. The Cyprus Library Network developed and upgraded by the MOEC, in collaboration with the National Documentation Centre (EKT), and is available at <http://www.cln.com.cy/>. It provides access to the directories of public, educational and other libraries.

1.1.10.1 The Elpinikeios Library

The Elpinikeios Library is housed in a privately-owned building in Pallouriotissa, which was donated specifically for the creation of a library. It started its operation in April 2001 and continues to serve its audience while its automation continues with the ABEKT 5.6 system. As of 2018, it has 1,347 members. At the same time, the library has undertaken the allocation of books purchased by the department to the Municipal and Community libraries. These efforts are intended to support the creation of writing and editorial activities, with particular focus on the circulation of Cypriot literary works.

1.1.10.2 The Library Support Team of the Cyprus Library, utilizing the necessary infrastructure, transmits digital material produced in Cyprus to the European Digital Library (Europeana) through metadata. This action contributes to the promotion and enhancement of our country's cultural heritage. In the meantime, the organization of the literary archive of the writer Theodosios Nicolaou has been completed and digitization has begun. Additionally, each year the support team prepares a list of literary works proposed for the annual State Literary Prizes.

1.1.10.3 Cyprus Library

The operation of the Cyprus Library is governed by the Law 51/87. The Library operates in four different buildings: the Main Building (the Lending Library; the Children's Book Library, the Periodicals Department and the State Publishing Centres are located at this site); the Reading and Information Department and Cataloging Department of the Cyprus Library (housed in the renovated building of the former Phaneromeni Library); the offices of the Cyprus Library as well as the European Digital Library "Europeana" are located on department premises; the Department of Digitization, the Department of Audiovisual Media and the Research Collections (Official Gazette of the Republic of Cyprus from 1878 to today, Collection of Government Publications, such as Annual Reports of Ministries, Statistical Surveys, Musical Collections, Digital Library, Cyprus Bibliography, etc.) are housed in the Main Building of the MOEC. Additionally, a section has been created in the Warehouse for books that cannot be stored in other buildings, including books and periodicals from the Conservation Workshop. A collection of the United Nations publications has also been transferred there.

1.1.10.3.1 A new building to house the Cyprus Library

The MOEC promotes the construction of a building to house the Cyprus Library on the premises of the Chancellery (located in the west of the old building of the Ministry of Finance adjacent to Lord Byron Avenue.) The Council of Ministers has already approved a piece of land of 3000m².

1.1.10.4 Information Department - Phaneromeni Reading Room

It has important material for research on Cyprus-related issues and reference books, such as encyclopedias, dictionaries, bibliographies, and so on. Free access to the Internet is available in the Reading Room.

1.1.10.5 Periodicals Centre (Main Building)

It includes over 2500 titles of Cypriot, Greek and foreign magazines and the daily press in microfilm from 1999 until today.

1.1.10.6 Registration Centre (Main Building)

It is responsible for assigning ISBN, ISSN and ISMN for books, magazines published in Cyprus.

1.1.10.7 Library Cooperation Centre (Main Building)

An inter-library and hardware exchange centre works between libraries. The Library is a member of the Board of Directors of the European National Libraries (CENL), the International Federation of Librarian Associations (IFLA) and a full member of the European Library Network (TEL).

1.1.10.8 Archive/Museum of Literature

Procedures are now underway for the operation of the Archives / Museum of Literature. The Museum is housed in the Main Building of the MOEC. The separation of the thematic sections of the archive of the theologist Theodosios Nicolaos has been completed.

1.1.10.9 Digital Platform

The Cyprus Library has moved forward to create a digital platform (www.cyprusdigitallibrary.org.cy) in which the following magazine collections will be digitally archived: Cyprus Today from 1963 - today; the official state newspaper, The Cyprus Gazette, from 1878 - present; the collection of Cyprus Blue Books, presenting financial and other aspects associated with activities and expenditure of all parts of the state during the period from 1886 to 1946; digital collections by local authorities; the collection of

the Cyprus National Commission for UNESCO; works of digitized art within the framework of the Europeana 280 programme; works of Cyprus Studies, and so on.

1.1.10.10 European Digital Library "Europeana"

The Cyprus Library is a member of the European Digital Library. The MOEC, which is the national accumulator of metadata promotion to Europeana, has so far contributed 25456 cultural heritage items in the Europeana collection on behalf of Cyprus.

1.1.10.11 Book Conservation Centre (Warehouse)

The Centre was created aiming at maintaining old books and magazines kept by the Library.

1.1.10.12 Cyprus Reference Bulletin

The Cyprus Library issued the Cyprus Reference Bulletin for 2018. The Bulletin, has been issued since 1999, and covers Cypriot publishing for each year.

1.2 MUSIC

1.2.1 Musical Organizations in Cyprus - Subsidy of Bodies, Institutions, Artists and Music Composers

Music activity has grown in recent years with many performances and events organized by various bodies (such as choirs, musical groups, foundations, associations, clubs, cultural organizations, non-profit companies, and so on.). The financial support provided by the Department of Cultural Services plays an essential role. In the context of enhancing music activity, the department sponsors a variety of musical organizations such as, choruses, musical groups, foundations, unions, cultural organizations, cultural groups and non-profit companies. This support greatly assists these groups in carrying out their annual activity and important aspects of the State's public policy on culture. In 2018, as in previous years 38 cultural operators and 11 musical ensembles received support for the organization of music programmes and for the development of activities in Cyprus. The total number of subsidized activities was 49.

1.2.2 Musical Organizations Abroad - Subsidies of Bodies, Institutions, Artists and Music Composers

The department subsidizes cultural institutions, Cypriot artists and Cypriot artistic groups in order to organize or participate in cultural events/festivals abroad. For the year 2018, six cultural operators, seven musical ensembles and nine artists received subsidies. The total number of subsidized activities was 17.

1.2.3. Grant for participation in music conferences and programmes abroad

The department subsidizes Cypriot artists and musicologists for their participation in musical conferences or symposia abroad. In the 2018, seven artists were provided grants.

1.2.4 Purchase of digital discs

In support of Cypriot musicians and creators, the department has established the Digital Media Market. For 2018, a number of digital copies were purchased from five albums.

1.2.5 "Pafos Aphrodite Festival" Grant

For the 20th consecutive year, based on the decision of the Council of Ministers, the MOEC supports the Pafos Aphrodite Festival, one of the most successful events in Cyprus which contributes towards

cultural decentralization, the development of local communities and the strengthening of cultural tourism. In September 2018, the great masterpiece of Gioachino Rossini "The Barber of Seville" was hosted by the Italian organization C.I.A.L.M. - Teatro Lirico Italiano, in collaboration with the Ventidio Basso Ascoli Piceno Theatre, and with the participation of the Cyprus Symphony Orchestra.

1.2.6 Music publishing and co-organizing of events

The department, in cooperation with the Cyprus Composer Centre and the Music Information Centre, jointly organized the 7th Annual New Music Festival, held at the Medieval Hall of Kasteliotissa from 5 - 9 November 2018. At the festival, contemporary works by Cypriots and other composers were presented with most of them serving as world premieres. These works also express the local sound, thus communicating the rhythms of contemporary music. In the framework of the Festival, for the second year, a concert was given by the Cyprus Symphony Orchestra with works of Cypriot composers, at the Pallas Theatre in Nicosia, on 28 November 2018.

1.2.7 Promoting Cypriot musical creativity abroad

The department contributes to the promotion of music in a variety of ways, either through grant programmes or through organization of and/or participation in important musical events abroad. In 2018, the department supported the Cyprus Music Information Centre.

1.2.8 Centre for Music Research, Innovation and International Networking

As per the decision of the Council of Ministers in July 2008, the Centre for Music Research, Innovation and International Networking began operating in order to offer a variety of services to Cypriot composers, musicians, trainers, pupils and music lovers, in general. The Centre is managed by the Cyprus Symphony Orchestra (CSO) and is under the supervision of the MOEC through *ex officio* ministry officials participating in the Board of Directors of the CSO. The primary concern of the Centre is the creation of a Cyprus Music Archive. Its aim is to collect and preserve the works of Cypriot composers in a user-friendly database, giving access to the wider public of Cyprus of their works, offering these works together with audio-visual and biographical material, as well as research sources. The centre also offers information to the public of Cyprus on local music, contributes to wider cultural development, and informs the public about the achievements of local artists.

The Centre has been an official member of the International Association of Music Information Centres (IAMIC) since 2010 and participates in annual conferences and in all its proceedings holding the position of the Secretary of the Board of Directors since 2014. From March 2016, the centre's Administrator was elected as a member of the Board of Directors of the European Music Council.

1.2.8.1 Activities of the Centre in 2018

1.2.8.1.1 Preservation and enrichment of the archive of modern Cypriot music

Within the framework of the operation of the Centre as a live, dynamic and functional archive of modern Cypriot music, the following actions were carried out:

- Recording and cataloging existing files (Union of Cypriot Composers, the department's archive, and so on.).
- Communicating with individual composers to arrange access to their work.
- Digitizing the material in high resolution and storing it in digital files.
- Recording and reviewing the material on the database of the Centre's website.
- Updating and upgrading of the KMPC website to modern HTML5 and mobile redesign.

The database of the centre's website is designed to preserve and promote modern Cypriot music. The works of Cypriot composers are cataloged on the basis of international practices (e.g. FRBR model, Dublin Core Metadata System).

1.2.8.1.2 Expansion of the thematic catalogue of the Cypriot musical scene

Within the framework of creating greater visibility and information regarding the musical scene in Cyprus, the centre proceeded with the creation of a "Thematic Directory" of the Cypriot musical scene. This list includes information about all individuals, organizations or companies that have an active role in the musical life of Cyprus, including contact details and a description of the services they offer. The goal is to create a dynamic database that contains all this information. As part of the continued expansion and exploitation of the thematic list, the centre started designing a mapping programme for the active musical potential of Cyprus.

1.2.8.1.3 Development and promotion of contemporary Cypriot music creations

The release of a digital album with jazz music by Cypriot artists "Jazz in Cyprus". The digital collection has been released with 500 copies for promotional purposes (not for commercial ones) and consists of works presented at the two jazz and world music festivals that took place in 2016 and 2017 at the Rialto Theatre. This publication will be used for the purpose of promoting Cypriot music at International Music Exhibitions and Conferences.

1.2.8.1.4 7th Annual New Music Festival

The department, in cooperation with the Cypriot Composer Centre and the Music Information Centre, organized the 7th Annual New Music Festival from 5 to 9 November 2018. At the New Music Festival, contemporary works by Cypriots and other composers were presented.

1.2.8.1.5 5th Annual Cyprus Jazz & World Music Show

The Ministry of Education and Culture together with the Music Information Centre and the Rialto Theatre, recognising the presence and influence of jazz music organized in November 2018 the 5th Cyprus Jazz & World Music Show, presenting important works. The aim of this event was to highlight, enhance and promote composers and musicians living and working in Cyprus.

1.2.8.1.6 Participation in conferences and international music exhibitions

The centre participated in the following symposia:

- International Music Exhibition 2018: presentation of the Centre's work at the conference session entitled "Information on music! Who needs it?: Challenging the music information service model in a data driven society".
- World Music Expo 2018: Presentation of the Centre's work at the European Agenda for Music conference and panel discussion with Barbara Gessler, Head of the Unit of Culture at the Education, Audiovisual and Cultural Executive Agency EACEA, and Giambattista Tofoni (Europe Jazz Network Manager).
- 2018 Annual Meeting of the International Association of Music Information Centres (IAMIC).
- European Forum on Music 2018: The Centre participated in the International Association of Music Information Centres, while the Centre Administrator has been re-elected to the Board of Directors.

1.2.9 The Cyprus Symphony Orchestra

1.2.9.1 The Orchestra

As the only permanent professional symphonic ensemble in Cyprus today, the Cyprus Symphony Orchestra (CSO) has rapidly expanded in the new millennium into a modern and dynamic orchestra with a strong presence in the musical events of the country. At the same time, it is a national symbol for Cyprus in Europe and beyond.

Addressing all Cypriots, CSO presents about 30 different programmes every year: regular evening concerts, social offer concerts, educational and family concerts as well as chamber music, with 80 - 90 concerts each year which take place in all the cities of Cyprus. Its growing audience can enjoy a many kinds of music, from masterpieces of the classical repertoire, opera music, ballet music to light classical music, folk songs, music for the cinema, jazz, and so on.

By constantly aiming at excellence and social networking, CSO performs innovative artistic projects, hosts artists of international fame, promotes Cypriot creation and Cypriot soloists and seeks cooperation with state and private actors.

In the context of promoting its international profile, CSO (with members from Serbia, Greece, Germany, Denmark, Bulgaria, France, Malta, England), has organized international competitions and master classes, and promotes events such as concerts on the Internet and the social media. The Orchestra itself is a living symbol of multiculturalism, a small Europe, with 41 members coming from 16 different countries. Moreover, prominent Cypriots and foreign masters and soloists have collaborated with CSO in 2018.

From August 2017, Artistic Director and Conductor of CSO is Jens Georg Bachmann, responsible for the organisation of the annual artistic programme, the selection of the guest soloists who collaborate with the orchestra, as well as the management of most of its concerts.

1.2.9.2 CSO Programmes of 2018

In 2018, CSO presented a total of 28 different programmes through 'Evening Concerts', 'Educational and Family Concerts', 'Neighborhood Concerts' and 'Chamber Music Concerts' with Greek musicians, in all the main cities of free Cyprus. Altogether 91 concerts were given in the following formats: Evening Concerts (19 series, 42 concerts / performances); Educational and Family Concerts (five series, 31 concerts in total - 20 educational concerts for selected schools and 11 family afternoon concerts); Neighborhood Concerts (three series, eight concerts in rural communities); Chamber Music Concerts (five series, 10 concerts).

1.2.9.2.1 Evening Concerts

Evening concerts are the major part of the Orchestra's programme and take place on a regular basis every 1 - 2 weeks, in all the main cities of Cyprus. The repertoire of CSO, ranging from masterpieces of western classical music from the Renaissance to the modern era, as well as works by Cypriot composers, opera music, ballet music, orchestrated art and folk songs, music for the cinema and other kinds of music. They are addressed to the general public and have won a large audience.

Among the most important collaborations of the Orchestra was the participation in the following events: Pafos Aphrodite Festival; the New Year's Concerts entitled "Postcards from Vienna"; the Easter Concerts on the evenings of Holy Week; Christmas Concerts. Other key performances include:

- International Francophone Day, programme composed entirely of French composers;
- TELETHON and the Italian Embassy in Cyprus supported an opera charity evening on 13 June 2019, with the most popular arias of one of Italy's most beloved Italian opera composer, Gioachino Rossini, on the occasion of the 150th anniversary of his death. CSO collaborated with four internationally acclaimed Italian lyric singers from Accademia Rossiniana di Pesaro 2017 for their performances in the presidential palace gardens;
- Participating in the celebrations of the Annual Festival of Georgian Culture in Cyprus, CSO presented "Largo and Allegro for Strings, Piano and Drums" by Georgian Giya Alexandrovich Kancheli and hosted the internationally renowned piano soloist Elisso Bolkvadze on 7 - 8 December. At the same time, a platform was given to two talented young Cypriot soloists in the "Witch Dance" concert series, a Musical Symposium of the two orchestras of the Foundation.

Celebrating the European Year of Cultural Heritage in 2018, the Cyprus Symphony Orchestra toured in Serbia. In the context of World Refugee Day 2018 and under the auspices of the UN High Commissioner for Refugees, a "Solidarity Concert on Refugees" was given on June 20 at Phaneromeni Square.

1.2.9.2.2 Educational and Family Concerts

The Orchestra contributes to the musical education of young people by organizing educational, family concerts as well as visits of musicians to schools in cooperation with the primary and secondary education departments of the Ministry of Education and Culture. Within 2018 there were five different programmes, a total of 31 educational and family concerts. More specifically, 14 concerts were given in Lefkosia, four in Lemesos, eight in Larnaka, three in Pafos and two in Paralimni. All programmes aimed at both Primary and Secondary Education. It is estimated that educational morning concerts as well as the visits of all musicians to schools were attended by around 8,000 pupils all over Cyprus, while family concerts attracted around 2,500 listeners.

1.2.9.2.3 Neighborhood Concerts

One of the orchestra's aims is the promotion of orchestral music across Cyprus. This is largely achieved through Neighborhood Concerts. In this context, the musicians go out and tour throughout Cyprus. They play in squares, outdoor theatres and cultural centres of municipalities, schools, various institutions, health and care centres for the elderly and elsewhere, bringing the joy of orchestral music to every resident or visitor to Cyprus. The concerts aim at both entertainment and public awareness of classical music. At the same time, they contribute to the cultural upgrading of the communities.

1.2.9.2.4 Chamber Music Concerts

The chamber music concerts, with the participation of CSO's musicians, are performed monthly on Saturday afternoons in Lefkosia and Sunday afternoons in another city (Larnaka, Lemesos or Pafos). They appeal to the audience who would like to enjoy a musical experience of live classical music during the weekend and to an audience that is not able to visit the evening concerts of the orchestra often. In 2018, five different chamber music programmes were given in Lefkosia, Pafos and Lemesos.

1.2.9.3 Artists and Repertoire

Apart from the Artistic Director and Conductor of CSO Mr. Jens Georg Bachmann, the Orchestra was led in 2018 by Cypriot conductors Yannis Hadjiloizos and Petros Stylianos, as well as by internationally renowned conductors, Reinhard Goebel and Esa Heikkila.

Among the well-known soloists with whom the Orchestra collaborated are Cyprien Katsaris, Elisso Bolkvadze, Gina Poulou, Alex Moskofian, Katerina Minas, Giovanni Galetti, Aurelien Pascal, Eugenio Maria Fagiani, Francesca Tassinari, Martiniana Antonie, Pietro Adaini, Daniele Antonangeli, George Nouneh, Philip Jundt, Marina Grauman, as well as the young soloists - members of the Young Cyprus Symphony Orchestra Maria Petrou and Orestis Papatryphonos. Additionally, the CSE collaborated with the choir Cantus Novus Femina of the Lemesos Cultural Movement "Selection", for the Christmas Concerts, with the Cypriot soprano Avra Siati.

1.2.9.4 Audience

In 2018, the concerts of the orchestra were attended by a total of 29,100 people. The audience consisted of people of all ages and from all communities. Evening concerts were attended by people aged 15 and over, young couples, young people and middle-aged people as well as retired people. Most of the audience of family concerts consisted of children under the age of 12, while social and chamber music concerts were attended by a varied audience.

1.2.10 Cyprus Youth Symphony Orchestra

1.2.10 The Orchestra

With about 80 members aged 9 - 26, the Cyprus Youth Symphony Orchestra (CYSO) is the most important musical ensemble of young people in our country. As a member of the European Federation of National Youth Orchestras, it operates at the highest artistic level, promoting music, preparing young musicians for their professional career and building the future audience. During the 26 years of history, the UNFCCC presented hundreds of concerts both in Cyprus and abroad covering a wide range of music repertoire. From 2013, the Artistic Director and Conductor is George Kountouris.

1.2.10.2 CYSO Programmes of 2018

CYSO presented rich events in 2018. All the concerts were directed by the Artistic Director and Conductor of CYSO, Giorgos Kountouris and were performed at the Strovolos Municipal Theatre and the Pattichion Municipal Theatre of Lemesos. CYSO participated for the third consecutive year in the annual "Cypriot Concert" in Vienna.

1.2.10.3 Summer and Spring Music Academy

The Music Academy of CYSO is still a very important institution in the musical educational events of Cyprus. The Academy is organized every year on the mountainous village of Pedoulas in August. The programme includes courses for all musical instruments, orchestra, groups as well as chamber music. All musical activities are taught by musicians of the Symphony Orchestra of Cyprus and the Music School of SOC. At the end of the Academies, the symphonic programme is presented at an evening concert for the audience at the Pedoulas High School Ceremony Hall and then at major theatres in Cyprus. The camp was attended by a total of 70 children and 10 teachers.

1.2.10.4 Music School

The Music School of CYSO (formerly called Music Workshop) was founded in the early 1990s to meet the immediate need of young musicians for education due to lack of music education by the state. Initially, it was organized by the department with the support of a non-governmental organization, the Music and Fine Arts Fund. A few years later, the administration and the finances of the workshop were fully undertaken by the department. Since 2007, it has been collaborating with the CSO.

Each year, the annual Music School concert is held, with the most talented scholars of the school. The concert took place at the Pattichion Theatre of Lemesos on May 26, 2018, dedicated to Baroque Music and presented by the esteemed journalist Andreas Iakovidis.

1.2.10.5 Sections

CYSO has several sections, such as string, percussion, brass, woodwind and band. The sections are widely known and popular and are often invited to participate in various events of important organizations and organizations. Throughout 2018, these sections performed in several national events for companies and institutions, from both the public and private sector.

1.2.11 Operational Expenses

1.2.11.1 Grants to Bodies and Institutions

Through the scheme "*Funding of Cultural Operators to Cover Operational Expenses*", the department subsidizes cultural institutions to cover part of their annual operating costs. In the year 2018, 12 cultural institutions were subsidized with a total amount of €67.123.

1.2.11.2 Promotional needs, communication and international networking - Subsidies of Bodies and Institutions.

Through the scheme "*Strengthening Cultural Institutions to Address Display, Communication and International Networking Needs*", the department subsidizes cultural institutions to cover part of the annual needs for marketing, communication and networking. For 2018, the available credits amounted to €20,000.

1.3 VISUAL ARTS

1.3.1 Purchase of Artwork

As in 2017, the Department of Cultural Services continued to purchase artwork with the aim of encouraging artistic production, the works of which contribute to the creation of a State Collection of Artwork. The primary scope of the collection is to preserve modern Cypriot art from the late 19th century until today. For this purpose, the department allocated €125,000 for 2018. During 2018, 31 works of art were purchased to enrich the collection of the State Art Gallery of Contemporary Cypriot Art.

1.3.2 State Art Gallery Of Contemporary Cypriot Art

The State Art Gallery of Contemporary Cypriot Art houses the State Collection of Contemporary Cypriot Art on a permanent basis. A collection of artists' works are kept at the Gallery, which includes resumes and works of art, slides, and a photo gallery. There is also an art library, which is systematically enriched with publications of the history and art theory, catalogues of major international exhibitions, monographs of important historical and contemporary artists, and so on. In 2018, the gallery received about 6,000 visitors.

1.3.2.1 Procedure for the establishment of a Museum of Contemporary Art in Cyprus

With the aim of better preserving, presenting, analyzing and promoting Cypriot Art of the 20th and 21st centuries locally and internationally, as well as establishing a fundamental, participatory platform that encourages learning, research and critical dialogue around art and the culture, the department promotes the creation of the Museum of Contemporary Art of Cyprus.

In order to establish the most appropriate model for the operation and management of the Museum, it was considered necessary to carry out a special study, which was carried out by the Laboratory of Optical Sociology and Museology of the Department of Multimedia and Graphic Arts of TEPAK, after a Competition in February 2018. This was a radical institutional reform, in which existing museum facilities (the State Art Gallery in Lefkosia and the Kostas Argyros Museum in Mazotos) are expected to join and operate under the new legal status.

1.3.2.2 New State Art Gallery - SPEL

In 2018, an important cultural infrastructure project was completed and delivered to the department. The fully renovated SPEL building (opposite the Famagusta Gate in old Lefkosia) will serve as the new State Art Gallery of Contemporary Art. During the year, various work and assignments were also carried out concerning the interior layout of the premises and in particular the reception of the building. Until the new establishment of the renovated building of the new State Art Gallery - SPEL will host various events starting with a major research exhibition at the beginning of 2019 dedicated to the historic Cypriot artist Christoforos Savva (1924 - 1968), on the occasion of the 50th anniversary of his death.

1.3.2.3 Educational Programmes

At the State Art Gallery a training programme for primary school pupils continued in 2018, in cooperation with the Department of Primary Education.

1.3.2.4 International Museum Day 2018

In 2018 the State Art Gallery participated in the International Museum Day celebrations, which this year had the theme of "Museums and (Networks). New Approaches, New Audience ". By choosing this topic, the International Council of Museums (ICOM) showed that museums are now a key player in internet-generated relationships, while at the same time they are the focus of many different social networks.

On May 18th, 2018, the State Art Gallery's Programme for the International Museum Day included an interactive and visual workshop for children with Rhea Afantitou, titled "*The Sound of a Telly, a Line and a Form*". The programme included interactive walks and pictorial activities at the State Art Gallery for children of two different age groups. At the same place, there was a presentation of photographs with works of pupils from the fourth grade of various primary schools who participated in the art education programme. As part of the event, the visual artist PASHIAS presented a live performance entitled Mountaintop, which was developed in dialogue with selected works of Christopher Savvas from the State Collection on the occasion of the 50th anniversary of the death of the historical artist. Cypriot musician Lefteris Moumtzis, composer and founder of the cultural organization LOUVANA, performed in the garden of the State Art Gallery.

1.3.3 Promotion Of Modern Cyprus Art Abroad

1.3.3.1 16th International Architecture Exhibition of the Biennale of Venice

Since 2006, the department has been cooperating with the Cypriot architects (Association of Architects of Cyprus) to organize and carry out the participation in the International Exhibition of Architecture of the Venice Biennale.

The 16th exhibition took place from May 24th to November 25th, 2018, with the title *Freespace*. The thematic axis of the event was edited by artistic directors Yvonne Farrell and Shelley McNamara

approaching the concept of Space as both Material and Life-Memory. Cyprus participated in the Biennale, represented by *I Am Where You Are*, which was developed by the team of architects Veronika Antoniou, George Hatzichristou and Alessandra Swiny. The proposal deals with the concept of space as a social product, thus developing the necessary affinities with the Biennale theme. Developed as a platform for communication and interaction, the proposal was structured on two main axes: on the one hand, a series of events held in the Cypriot pavilion and, at the same time, in Cyprus, and on the other hand an interactive facility in which the visitors of the Cypriot pavilion formed the exhibition space through oversized sculptures / costumes. The proposal was selected through an open call announced by the Ministry of Education and Culture and the SCAC.

1.3.3.2 Participation in the activities of the International Union for the Young and Creative Biennials of Europe and the Mediterranean

The International Association of Young Creators of Europe and the Mediterranean (BJCEM) is the organizing body of the homonymous institution (Youth Biennale). It is an international network of Government Agencies, Local Authorities, Museums of Contemporary and Modern Art, Institutions and Cultural Organizations of the Greater Euro-Mediterranean Region from 25 countries. BJCEM was founded in July 2001 to promote the inter-cultural relationships of young creators beyond political, social, economic and narrow geographical borders. Cyprus participates in the BJCEM network through the department. Cyprus hosted one of the sessions of the BJCEM Board of Directors, during the week of 13 - 14 March, 2018, at the Municipal Art Gallery of Larnaka.

1.3.3.3 Submission of solo exhibitions of Cypriot artists and their participation in institutionalized and ad hoc visual art activities

Besides organizing official state participations, the department subsidized Cypriot artists for the presentation of visual exhibitions abroad and for their participation in major international art exhibitions and group exhibitions throughout 2018. Examples include the individual exhibition of photographer Stelios Kallinikos at the FOAM Photography Museum in Amsterdam and the participation of the artist Andreas Mallouris in the Ingruttati Palermo workshop in the context of the parallel events of the Manifesta 12 Biennale in Palermo.

1.3.4 Granting of a Chamber of Fine Arts and Other Visual Bodies

The department subsidizes the activities of the Chamber of Fine Arts (EKATE), as well as other bodies of collective representation of groups of creators, both professionals and amateurs, such as the Cypriot Characters Society and the Association of Self-taught Painters (EN.A.Z.). For 2018, organizations such as the Cypriot Engraver Company, the Pierides Foundation, Undo Point Contemporary Arts, the ARTOS Cultural Foundation and the NeMe Cultural Association were funded for their activities.

1.3.5 Art Photography

As part of the policy of support for artistic photography, the department subsidized the Association for Photography "FOTODOS" as well as the Cyprus Photographic Society for activities of networking (participating in the work of the International Federation of Photographic Art) thus enhancing artistic education (Pancyprian Photo Contest).

1.3.7 Works of Art for Public Buildings

Based on the *Minimum Obligatory Enrichment Rate of Public Buildings with Works of Art (Procedures and Obligations) Law of 2009* [N. 57(I)/2009] (Including Public Legal Entities), each state body is responsible for the opening of a public tender for the enrichment of a public building used by the

institution for the permanent housing or the provision of services with works of art. In 2018, the University of Cyprus launched a competition for the installation of artworks on the main campus' Student Centre. Three works were selected of the following artists: Theodoulos Gregoriou, Alexander Welch and Panagiota Evangelos.

1.3.8 Establishment of the Lemba Cultural Village

In April 2016, an open architectural competition for the establishment of a cultural area in Lemba village was announced. The competition was completed in July 2016 with the selection of a total of 40 entries of the consortium SCZS ARCHITECTS (architects Spyros Spyrou, Haris Christodoulou, Angeliki Zissimopoulou and Haris Solomou). The project includes the existing buildings used by the Cyprus Art College and in its full development will comprise of buildings for artists and for educational programmes for primary and secondary school pupils and accommodation hostels. The invitation to tender for construction works is expected during the first half of 2019.

1.4 DANCE

The Ministry of Education and Culture (MOEC) supports in many ways the development of dance in our country through various actions, events and programmes. The main objectives of the department's development policy in the field of dance are:

- 1) Supporting research and artistic creation by encouraging both group and individual initiatives;
- 2) Stimulating public interest in dance through proper training and information;
- 3) Promoting youth education in classical and contemporary dance;
- 4) Reinforcing artistic potential in the field of dance in Cyprus and abroad;
- 5) Encouraging exchanges, contacts and collaborations of our artists with artists from other countries.

These objectives are implemented through the promotion and support of cultural operators and individuals involved in dance who, through these grants, develop activities in this field.

1.4.1 Contemporary Dance Platform

In 2001, the MOEC founded the "Dance Platform", held this year for the 18th consecutive year. The event, sponsored entirely by the MOEC, gives Cypriot choreographers the opportunity to present their creative and choreographic work in the field of contemporary dance to the Cypriot audience and to dance experts invited from abroad, within the organized context of the platform. The 18th Dance Platform was organized in collaboration with the Rialto Theater and took place from 2 - 4 March 2018. The following groups and choreographers participated: Sevim Aknıpar, Julia Brendle, Pelma Lia Haraki, Fouli Stylianidou, Panagiotis Tofi, Transfiguratio (Alexia Nicolaou) and Dance Group Pente (Roula Kleovoulou).

1.4.1.1 Cyprus Contemporary Dance Festival

On the department's initiative and aiming to provide the public with the latest international trends and developments prevailing in the field of contemporary dance, the Cyprus Dance Festival has been held annually since 1998. The Festival is organized by the department, in collaboration with the Rialto Theater and embassies in Cyprus. This year's 21st Cyprus Contemporary Dance Festival was held between 11 - 30 June. It was attended by representative dance groups from the following countries: Israel, Switzerland, France, Italy, Greece and the Netherlands. The performances took place at the Rialto Theater. Cyprus was represented by Fouli Stylianidou with the project *Whispers* and by the .pelma group. Lia Haraki with *Near Life Experience*. The Cypriot performances were presented at the Pallas Theater.

1.4.2 Terpsichori Programme

The *Strengthening Creation and Research in the Dance Sector - Terpsichori* programme aims to support choreographers for new productions and research in the field of contemporary dance. In 2018, four choreographers and contemporary dance groups were funded for research and production of their new projects:

1. Fotis Nikolaou: OBLATIONS
2. Lia Haraki (.pelma.Lia Haraki): Gold
3. Battle of Dimitriadis Lindahl (Inner Forces): OROS / MOUNTAIN
4. Elena Christodoulidou (Amphidromo Dance Theater): Horses

1.4.3 Grants for Dance Events in Cyprus and Abroad in the framework of the "Culture" Programme

The department subsidizes dancers, dance groups and choreographers for the creation of new choreographic works and for the organization of dance activities in Cyprus. Participation in international festivals and conferences abroad is supported through the *Literature Supporting Project* (CULTURAL PROGRAMME, Dance Subprogramme). In 2018, funding was approved for twenty-five (25) applications for dance activities. The profile of successful applicants included dancers, dance groups, and choreographers. Several entities and groups of individuals were subsidized for activities carried out in Cyprus.

1.4.4 Strengthening of Cultural Institutions for Promotion, Communication and International Networking Scheme

Under the scheme, the department funded the creation of an official website for the following individuals and groups: the .pelma group. Lia Haraki; Amphidromo Dance Theater; Lefkosia Dance House; the Lefkosia Youth Ballet. Funds were allocated to the Lemesos Dance House to cover the annual subscription to the European Dancehouse Network and costs related to its representation in the works of the Aerowaves Dance Network, of which the organization is a member.

1.4.5 The Summer Dance Festival of New Movement

For the 15th consecutive year, the Summer Dance Festival of New Movement of Cypriot Dance Groups, Dancing, and Choreographer' was organized in Lemesos from 21 - 28 July 2018. Subsidized by the MOEC, the festival is organized at various venues around the city. Participating in this year's event were the following groups and choreographers: Petros Konaris, Elisa Kapodistrias, Roula Kleovoulou, Natali Chigi, Arianna Economou and Evi Panagiotou.

1.5 FOLK CULTURE / CULTURAL HERITAGE

The Department of Cultural Services promoted a large number of activities in the field of folk culture, a sector that is experiencing significant and sustained response at the level of institutions and individuals. For 2018, grants were given under the new CULTURE programme: Folk Culture Subprogramme - Support for traditional cultural activities.

1. Grant for the participation of dance groups and traditional music players in traditional events in Cyprus and abroad.
2. Encouragement of dance teachers and scholars to attend seminars and participate in International Conferences in Cyprus and abroad.
3. Grant to communities and rural areas to organise festivals, aiming at the cultural decentralization.
4. Encourage to artists of the Shadow Puppetry.

Among the NGOs that were awarded this year were: Lemesos Folk Group, Lemesos Cultural Dance Group "Dionysos", Vassilitsa Cultural Club and "Alexandra" Traditional Dance Workshop. They also supported the following institutions: International Children's Festival of Folk Dances of the Lemesos Folk Group, Lemesos Folk Dance Seminars and Lemesos Cultural Dance Group "Dionysos".

1.6 THEATRE

The main objectives the Department of Cultural Services in the field of theatre are the development of the theatrical education, the upgrading of public interest in theatrical creation, the promotion of the Cypriot artistic potential abroad, the encouragement of the experimental theatre and the involvement of young people in the process of creation.

In the last few years, the activity in the field of theatre has been steadily increasing, which is manifested by the organization of theatrical performances, theatrical workshops and other events by various actors. The department supports these efforts because they encourage talented youth and contribute towards important artistic creation. This year the grants were given under the new CULTURE programme: Theatre Sub-Programme - Support for Theatrical Creation and Development.

1.6.1 Ancient Greek Drama Festival 2018

The International Festival of Ancient Greek Drama also gathered thousands of spectators from Cyprus and abroad this year and gave unique moments of theatrical quality to all those gathered at the Ancient Odeon of Paphos, the Ancient Theatre of Kourion and the Skali Aglantzias Amphitheatre to enjoy the high-level performances that were presented at the festival.

The Festival is organized by the department, the Cyprus Centre of the International Theatre Institute and the Cyprus Tourism Organization. The 2018 festival featured a diverse programme. Due to the difficult economic realities in Cyprus and internationally, performances at reduced entry were offered to event-goers and friends of the International Festival of Ancient Greek Drama. The significant increase in tickets both in Cypriot performances and foreign productions proves the successful run of the Festival, its enlargement and its establishment as one of the most important cultural institutions in Cyprus.

The International Festival of Ancient Greek Drama 2017, which took place from 2 to 28 July 2017, hosted distinct performances, from theatrical performances inside and outside Cyprus, with high-level performances. In total, the Festival included five theatrical productions in twelve performances, coming from Greece, Latvia, Israel and Cyprus.

This year's 20th organization of the event was dedicated to the memory of Nikos Siafkalis, who died a few days before the opening of the Festival, as a tribute to the man who envisioned the Festival but also to a man who offered the maximum in the development and evolution not only of ancient theatre but also of all theatrical activities of Cyprus, in general.

1.6.2 Funding of theatrical activities in Cyprus and abroad under the programme "CULTURE" (2015 - 2020)

The department funds operators, groups of individuals and individuals to organize theatre activities in Cyprus and abroad, as well as the participation of actors and individuals in theatrical activities, festivals, platforms abroad through the Theatrical Creation and Development Support Plan (Programme CULTURE, Theatre Sub-programme). In 2018, funding was approved for a total of forty-one actions in the field of theatre.

Subsidies were provided for theatrical organizations involved in the production of children's and youth plays: the Foundation for Cultural Creation of Children and Young People in Larnaka; Versus Theatre; Antilogos (Αντίλογος); Eidekanou Theatre (Ειδεκανού); P.A. Theatrical Workshop. Subsidies were also provided to troupes: Balomeni Tsepi (Μπαλωμένη Τσέπη), Aiora (Αιώρα); Never Ending Story; Andrei Kroupas; Marios Kakoullis.

Programmes that have been established as institutions in the field of theatrical events in Cyprus have also been subsidized: the hospitality programme *Yard Residency* of the Mitos Centre for Performing Arts and the *Play On* programme of the Cypriot Centre of the International Theatre Institute.

Additionally, activities were also sponsored that included theatrical performances by companies, troupes and actors: Theatre One; ESTIA Theatrical Multipurpose; the Underground Stage, the Mitos Centre for Performing Arts; the Fotogago Group; Maria Miha; Fani Petsa. Support was also provided to series of educational workshops, seminars, Theatre workshops from academics, filmmakers and theatre practitioners from abroad. These activities were organized by the Cyprus Centre of the International Theatre Institute, Fresh Target Theatre, the Summer Institute of Ancient Greek Drama, the Fotogago Group, and the Foundation for Cultural Creation of Children and Young People in Larnaka, the Rectus Centre, and the Eidekanou Theatre.

Lastly, within the framework of the Theatrical Creation and Development Support Plan (CULTURE Programme, Literature strand) activities abroad of theatre professionals were also funded: two attended a theatre festival in New York while two others participated in a theatrical production organized by the city of Aarhus in Denmark.

1.7 INTERNATIONAL FESTIVAL "KYPRIA 2018"

The International Festival "Kypria 2018" was organized in September and October in which 10 high-level productions from Cyprus and abroad were presented in 35 performances with performers from Cyprus, Greece, the USA, the Netherlands and Canada. For the third year, the festival hosted special performances for children while for the fourth consecutive year, performances were offered to the public free-of-charge. These are changes made in recent years to make public access to the festival more accessible.

1.7.1 Programme of the 2018 Festival

The following events took place:

1.7.1.1 Theatre

Clever Little Lies by Joe DiPietro. Directed by Petros Filippidis, with Katia Dandoulaki, Giorgos Partsalakis and others. (Greece)

The Servant of Two Masters (Il servitore di due padroni) by Carlo Goldoni. Directed by Adonis Floridis with Andreas Vassiliou, Andreas Makris, Elias Andreou, Polyxeni Savva and others. (Cyprus)

1.7.1.2 Dance

Martha Graham Dance Company, choreographed by Martha Graham (USA)

1.7.1.3 Music

Royal Concertgebouw Orchestra Amsterdam, with works by Wagner and Mahler (The Netherlands)

The Dance in the Music, with Martinos Tirimo and Atsuko Kawakami, in the memory of Nikolas Oikonomou on the occasion of the 25th anniversary of his death, (Cyprus/Japan)

Captivating Jazz, with the Ioannou-Vafeas quartet and the internationally renowned saxophonist Grant Stewart, (Cyprus/Canada)

1.7.1.4 Children

Hansel & Gretel, by Grimm Brothers, directed by Carmen Ruggeri (Greece)

Tenekedoupoli (Tin City) by Eugenia Fakinou, with Irene Andronikou, Antonios Papamichael, Ivi Nikolaidou and others. (Cyprus)

1.7.1.5 Events with no admission fee

Echo (Ηχώ) by Join the Dots with Marilena Kyriakou, Tzortzina Tatsi and others (Cyprus)

Cine Acordes, by the guitar group Acordes (Cyprus)

1.8 CINEMA

1.8.1 Objectives

The Department of Cultural Services (DCS), aware of the power of cinematographic art, its importance in shaping and shaping modern societies, its enormous cultural and intercultural value, and the multifaceted benefits it can offer to a country's economy and market, have shown significant activities in the various aspects of its formation, such as film production, film education, vocational training and the provision of incentives for foreign productions.

1.8.2 Film Production - Distinctions

1.8.2.1 Production

In spite of the reduced budget for the production of films in relation to the years before the country's economic crisis, the department has increased support of a significant number of films. In an effort to continue and develop cinematographic creation in Cyprus, a number of films are supported under various categories: *Development of a Low Budget Fiction Film Production* (12); *Development of the Writing of a Fiction Film Script* (seven); *Short Film Production* (17).

1.8.2.2 Festivals - Awards

Particularly important for the Cypriot cinema this year were a large number of awards and participations in international film festivals. Miriam Piperidis' *Smuggling Hendrix* in Cyprus was awarded the Best Foreign Film Award at the Tribeca Film Festival in the United States, and continues its participation in various major festivals. Tonya Misiali's *Pause* made its official debut in the international competition at the Karlovy Vary Festival, then won the first prize at Hellas Filmbox's "Hellenic Film Festival Berlin", while Simon Farmakas' *Sunrise In Kimmeria* was awarded Best Newcomer Award at the 7th Nachalo Film Festival 2018 in St. Petersburg.

The Short Film of Myrsini Aristeidou "ARIA", after the World Premiere at the Venice Festival in September 2017, was shown at the Sundance Festival in the USA, in January 2018. Among other international festivals, she was also distinguished in the competition section of the Tampere International Film Festival (Finland). She also won the first prize for Best Cypriot Film at the International Short Film Festival of Cyprus (ISFFC) in 2018.

Also, several of the recent Cypriot films continue their journey to festivals and special film presentations organized by the Embassies of Cyprus in various countries worldwide.

In order to promote Cyprus as a shooting location, as well as for the promotion of Cypriot films and co-productions, Cyprus maintained a pavilion at three festivals: the International Short Film Festival of Drama; the Thessaloniki International Film Festival; the Cannes International Film Festival in Berlin.

1.8.2.3 Incentives for Foreign Productions

In 2018, Cyprus adopted economic and tax incentives aiming at further developing domestic cinema, attracting foreign film productions in Cyprus and raising the interest of private companies (foreign and local) to invest in the audio-visual sector. Motives are expected to be in place in early 2019.

1.8.3 International and other Cinema Festivals

1.8.3.1 International Film Festival "Cinema Days - Cyprus 2018"

The International Festival "Cinema Days - Cyprus" is organized by the department, in collaboration with the Rialto Theatre in Limassol. In 2018, it was held for the 16th consecutive year, from 19 to 28 April in Lemesos (Rialto Theatre) and Lefkosia (Zina Palace Cinema). The two main programmes of the festival were Glocal Images and the Viewfinder (Glances at Modern International Cinema). All the films of the Glocal Images and Viewfinder segments were screened for the first time in Cyprus. The Artistic Committee, which consists of Tonia Miaialis (director), Dr. Filippopoulos, was responsible for the selection of the films, the drawing of the screening programme and the parallel events. Costas Konstantinidis (academic), and Marios Stylianou (director).

The non-competition section of the Viewfinder Festival included films that were distinguished during the festival year, following the selection of the Artistic Committee, with a common feature appealing to the creation and promotion of critical thinking.

For the fourth time, the festival included in its programme the "Children's Film Festival" with film screenings and workshops.

1.8.3.1.1 International Jury

Abel Ferrara: A multi-award-winning US director, creator of renowned films such as *Bad Lieutenant*, *King of New York*, and *Pasolini*.

Elina Psychou: Awarded for the Works in Progress section of the Karlovy Vary International Film Festival in 2012, and among the "Ten Most Promising European Directors".

Olivier Clinckart: Film critic of the monthly magazine *Grand Angle* from 1996 to 2009.

Ralitzza Petrova: Award-winning filmmaker. Her films have been distinguished internationally at major film festivals, such as the Cannes and Berlin festivals. Her work is also present on major contemporary art/gallery platforms such as Tate Modern and Centre Pompidou.

Petros Charalambou: Cypriot director. Since 2000 he has been directing advertisements, documentaries, musical and corporate films and films for which he has won several awards and distinctions. *Boy on the Bridge* was awarded at various festivals around the world.

1.8.3.1.2 Glocal Images International Competition Awards:

Best Film Award & Best Direction Award: both prizes were awarded to two films: Rungano Nyoni's *I Am Not a Witch* (Nairobi) and Alberto Monteras' *Respeto* (Philippines).

Special Jury Prize: The prize was awarded to Vassilis Christofilakis' *Too Much Info Cloud Over my Head* (Greece).

1.8.3.1.3 Honorary Distinctions to

1. Onur Saylak's *More* (Turkey), for the excellent role distribution and photography.
2. Alen Drljevic's *Men Don't Cry* (Croatia), for the authentic interpretations of the characters.
3. Blerta Zeqiri's *The Marriage* (Kosovo), for the bold outline of an important issue, against the backdrop of Kosovo's conservative society.

1.8.3.1.4 Awards of the National Competition Section

The Best Cypriot Film Award: Simon Farmakas' *Sunrise in Kimmeria*.

The Best Cypriot Director's Award: Christos Georgiou for his direction of *Happy Birthday*.

Honorary Distinction: Vladimir Subotic for his photo in *Chinatown: The Three Shelters* of Alice Danezi-Knutsen.

Student Jury Award: Rungano Nyoni's *I Am Not a Witch*.

Cytavision Audience Award: presented by the Festival's audience in Lemesos and Lefkosia to Alberto Monteras' *Respeto* (Philippines).

1.8.3.2 8th International Short Film Festival of Cyprus

The Cyprus Short Film International Short Film Festival, the official international short film competition of Cyprus, took place in the Rialto Theatre from 13 to 19 October 2018, with organizers the Ministry of Education and Culture and the Rialto Theatre. The programme of the Festival included 50 films in its International Competition Section and 20 films in the National Competition Section, as well as six parallel programmes.

1.8.3.2.1 International Jury

Achilleas Kyriakides (Chairperson): Award winning Greek writer, translator, screenwriter and director.

Jean Rice: Producer - Head of Programmes at the Irish National Film School.

Daniel Ebner: Artistic Director of the Vienna Short Festival from Austria.

Kilian Lilienfeld: Developer of film festivals from Switzerland.

Reno Gavri: Cypriot award-winning director.

1.8.3.2.2 International Competitive Programme Awards

The Best Film Award: Jeremy Comte's *Fauve* (Canada).

The Best Direction Award: Sarah Veltmeyer's *Kiem Holijanda* (the Netherlands).

The Best Film Award (Runner-up): Michael Grudsky's *The Transfer* (co-production of Israel, Germany and Austria).

The Best Documentary Award (tie): Ismael Joffroy Chandoutis' *Dark Waves* (France) and Rati Tseladze's *Prisoner of Society* (Georgia).

1.8.3.2.3 National Competition Awards

The Best Cypriot Film Prize: Myrsini Aristeidou *Aria*.

The Best Film Award (Runner-up): Stelana Cleri *Beyond the Star*.

The Dino Katsourides Best Direction Award: Anthony Petrou *The Sound*.

The Best Photography Award: Stefan Metzner for his photo in Haris Ayiotis' *Quidnunc*

The Best Acting Award, (sponsored by the Municipality of Lemesos): Maria Zorba for her performance in Vangeljos Soumeli's *The Cross*

An honourable mention was awarded to Sofia Anastasiou for *The Way Things Go*.

For the fifth consecutive year, students from the Department of Multimedia and Graphic Arts of TEPAK voted for Best Musical Videos. It was won by France Romain Segaud for Gaia.

1.8.3.3 "The Drama Festival Travels in Cyprus"

Over the past twenty years, the award-winning Greek short films have been established in Cyprus as part of the Short Film Festival of Drama. The event takes place in collaboration with the Drama Festival Organizing Authority, the Hellenic Ministry of Culture, Rialto Theatre, Lefkosia Film Friends Group, Lemesos Cinema Club, Larnaka Cinema Club and Pafos Cinema Friends Group. This is a three-day screening, devoted to the Greek Short Films, highly favored by young filmmakers.

1.8.3.4 European Film Academy Awards

The department, the European Academy of Cinema and the ARTos Foundation, in cooperation with the Cyprus University of Technology, held for the eleventh consecutive year the *Short Matters!* Festival of Short Films. The screenings took place at the ARTos Foundation in Lefkosia on 26, 27 and 28 September 2018 and on September 29 and 30, 2018, at TEPAK in Lemesos.

1.8.3.5 Festival "Alternative Cinema Images and Images"

The "Alternative Cinema Pictures and Aspects" festival, which is held for 16 years was moved from June to February (February 23 - March 1, 2018). The Festival is an initiative of the department, in collaboration with the non-profit organization Brave New Culture and is held at the Textile Book Club.

1.8.3.6 Summer Movie Marathon 2018

The response of the Cypriot and foreign public to the projections of the Summer Movie Marathon was also significant this year. It was organized for the 20th consecutive year by the department and Theatre One, in cooperation with the Friends of Cinema Society. The marathon took place between July 11 and September 9 in the oldest open summer cinema in Lefkosia, the "Constantia" outdoor cinema.

1.8.4 Other Actions

In addition to the above, the department subsidized the following institutions and annual events:

1.8.4.1 Cinema Club Grant

Film clubs are sponsored to organize tributes to national cinemas and screenings from classic and contemporary quality cinema. At the same time, cultural organizations that promote cinema education and aesthetics are subsidized.

1.8.4.2 Grants for activities of the Union of Directors of Cyprus for the purpose of vocational training

A three-day workshop and a masterclass were sponsored by the department.

1.8.4.2.3 International Lemesos Documentary Festival

With a multifaceted programme from around the world, the Lemesos International Documentary Festival (August 1 - 8, 2018) completed its 13th year of organizing and presenting more than 20 creative documentaries, at the first nationwide screening. The International Documentary Festival of Lemesos was organized by the non-profit organization BraveNew Culture with the support of the department.

1.8.5 Developing Outdoor Cinema

The department, in the context of the development of outdoor cinema, conducted the following activities:

1.8.5.1 Enhancement of rural halls

On a yearly basis, through a special programme of the department, rural halls are supported for the organisation of cultural activities.

1.8.5.2 Projection of Cypriot and European films

Viewing Cypriot and European films in rural areas is promoted by the department through regional municipalities.

1.8.5.3 International Animation Film Festival "Views of the World"

The non-profit organization "Views of the World", in collaboration with the Hambis School of Engraving and the ASIFA International Organization, organized the 17th International Outdoor Film Festival "Views of the World". Over the last 11 years, the festival has been recognized internationally and works in cooperation with a significant foreign festival in the International Community of Animation, as well as with Cinematography Centres. The Festival has been incorporated since 2013 into the international organization Animation of UNESCO ASIFA.

1.8.6 Animation for Children and Young People

The developmental programme titled "Animation for Children and Young People" takes place every year in February and March, starting from Lefkosia, with the intention to travel to other cities. This edition of the Festival is addressed to children and young people, as well as to teachers and parents interested in broadening their knowledge in the animation art.

1.9 OPERATIONAL EXPENSES - GRANTS TO BODIES AND INSTITUTIONS

Through the scheme "*Funding of Cultural Operators to Cover Operational Expenses*", the department subsidizes cultural institutions to cover part of their annual operating costs. In the year 2018, 12 cultural institutions were subsidized with a total amount of €67.123.

1.10 PROMOTING COMMUNICATION AND INTERNATIONAL NETWORKING - SUBSIDIES OF BODIES AND INSTITUTIONS

Through the scheme "*Strengthening Cultural Institutions to Address, Communication and International Networking Needs*", the department subsidizes cultural institutions to cover part of the annual needs for marketing, communication and networking. For 2018, the available credits amounted to €20,000.

1.11 REGIONAL CULTURAL DEVELOPMENT

1.11.1 Cultural Decentralization Programme 2018

The aim of the programme is to promote cultural decentralization through a series of qualitative activities taking place in rural communities. The Plan aims at implementing activities in order to promote, cultivate and disseminate culture and provide opportunities for acquaintance, understanding, participation and creation in a wide range of rural areas. Thus, they encourage the mobility of artists and other professionals as well as their artistic work and finally the formation of an artistic perception.

1.12 EUROPE FOR CITIZENS PROGRAMME

The "Europe for Citizens" competition programme aims to promote European "citizenship": to bring Europe closer to its citizens and enable them to participate in its construction. The project is addressed to local authorities and organizations, think tanks, civic groups, non-governmental organizations, trade unions, educational institutions, volunteer organizations, amateur sports associations and receives relevant project proposals for co-financing.

1.13 CULTURAL CENTRES / OFFICES FUNCTIONING ABROAD

1.13.1 House of Cyprus in Athens

The House of Cyprus in Athens from January to December 2018 organized a total of 141 events. More specifically, there were 41 book presentations, 10 exhibitions (two of which took place in cooperation with the Michalis Kakoyannis Foundation), five events for theatre and cinema (two of which were also organized in collaboration with the Michalis Kakoyannis Foundation), 11 music events (three of which were held at the Michalis Kakoyannis Foundation), one dance event, 13 Tributes to important intellectuals of Greece and Cyprus, 25 lectures (10 of which in collaboration with the Company Mete (4th Seminar), six Conferences, 12 events of various institutions, institutes and universities of Greece and Cyprus (National and Kapodistrian University of Athens, Cyprus Organizations, Publications, and so on), and four school visits, informative presentations at three workshops and conferences on education.

In addition, the House of Cyprus co-organized and supported 13 events along with various institutions of Greece and Cyprus: Cypriot organizations in Greece (OECD and CSR) - National Student Union of Cypriots in Athens (EFEK) - Centre for Scientific Research of the Ministry of Education and Culture of Cyprus - European Union National Institutes of Culture in Athens (EUNIC Athens) - National and Kapodistrian University of Athens (National Technical University of Athens) - National Technical University of Athens (NTUA) - University of Cyprus - Cyprus Open University - Cyprus Institute of International Studies Theatre - Committee of the Occupied Municipalities of Cyprus - 31st Panorama of European Cinema - Benaki Museum - Museum of Cycladic Art – Nearchos Klerides Cultural Foundation - Association of Scholars of the AG Foundation Leventis. Finally, the House of Cyprus was represented in 56 external events (exhibitions, speech events, conferences, and so on).

1.13.2 Office of the Cultural Advisor at the Cyprus High Commission in London

1.13.2.1 General Activities

The Cultural Advisor of the Cyprus High Commission in London implements an ambitious cultural diplomacy strategy aiming at developing an extroverted policy of conducting cultural and academic activities promoting the Cypriot culture and culture in Great Britain, both in their historical dimension and in their contemporary, as it relates to British culture, the wider European but also global civilization. The successful realization of this work undoubtedly depends on the constructive relationship of positive cooperation between the Department of Cultural Services, the High Commission and the Ministry of Foreign Affairs.

Within the framework of the Cultural Adviser's activities, meetings and contacts with artists, curators, academics, representatives of cultural or academic institutions, counterparts of other embassies, as well as representatives of SMEs in both the United Kingdom and Cyprus have been held for information, creating frameworks for cooperation and exploring opportunities for co-organizing cultural and academic actions. Among the cultural and academic institutions with which collaborations have

been launched include the British Museum, the University College of London, the King's College in London, the University of Greenwich, the University of Westminster, the Oxford Philharmonic Orchestra, the Hellenic Centre, the Open University of Cyprus, Photo London, The Kendal Comic Arts Festival, the European Poetry Festival, the European Writer's Tour, the London Design Festival, the London Craft Week, and the Edinburgh Fringe Festival.

The Cultural Office is also an institutional member of EUNIC London, represented in meetings and participating in individual committees, studying opportunities for co-organization of events. Last but not least, the collaboration between the London School of Education and the Fitzwilliam Museum of the University of Cambridge for which the office contributes financially but also through the organization of events to disseminate and further publicize the activities of the programme.

1.13.3 Office of Cultural Attaché at the Embassy of Cyprus in Berlin

At the beginning of 2005, a cultural office was founded at the Embassy of the Republic of Cyprus in Berlin. One of the characteristics of the office's cultural programmes is the participation of artists of other nationalities, resulting in the creation of multicultural programmes focusing on Cyprus. Another important objective is to familiarize works of Cypriot composers with musicians and the music scene in Germany. Among other priorities, there are collaborations with German players and efforts to include Cypriot artists at German events. Programmes are being proposed to artists and suggestions have been made for possible collaborations among artists, so new projects and new shapes with new dynamics are often created.

In the year 2018, three series of cultural events "Cyprus" in Berlin, "Cyprus Spring" in Munich and "Cyprus Moments" in Cologne were organized. In addition to organizing these events, the office provided assistance to various artists: the musician Savva Thomas required help on issues related to his participation in an international theatre project, "Our Lives", part of which was held in Berlin; the promotion of Andreas Pantzi's film "The Killing of Kokora" and the film by Ilias Demetriou, "Fish n' Chips", were promoted during "Greek Cinema Days" in Stuttgart. Assistance was also provided to the work of the Film Market kiosk at the Berlin Film Festival. This was the first time Cyprus was represented at this event.

1.13.3.1 The three major cultural events

1. *Cyprus in Miniature*, Berlin, 22. 4 – 07. 6. 2018
2. *Cypriot Spring*, Munich, 22. 4 - 4. 5. 2018
3. *Cypriot Moments*, Cologne, 16 - 29. 11. 2018

1.14 EUROPEAN UNION AND INTERNATIONAL AFFAIRS

1.14.1 Cultural Cooperation Agreements and Programmes

With the aim of cooperating with other countries in the fields of education, culture and science, Cyprus has signed many bilateral Agreements. For the implementation of such agreements, the *Executive Programmes of Educational, Cultural and Scientific Cooperation* are drawn up and signed by the Contracting Parties. Agreements and programmes provide the necessary institutional framework within which the cultural and educational exchanges between Cyprus and other countries can take place. The department has the authority to draw up and implement the part of the provisions of the Programmes governing cultural cooperation and cultural exchanges of Cyprus with each of the contracting countries (with the exception of the provisions concerning cooperation on cultural heritage). Within the framework of this responsibility, the department is responsible for organizing

events abroad to promote contemporary Cypriot culture as well as for the organization of cultural events in Cyprus. Within the framework of the programmes, there are also exchanges of experts for the purpose of mutual information and cooperation in the field of culture.

1.14.2 "Culture" Strand of the European Union's "Creative Europe" Programme

From 2014, the "Creative Europe" Programme has replaced the programmes: "Culture 2007 - 2013", "MEDIA" "MEDIA Mundus". The new programme supports artists, cultural professionals and cultural organizations in fields such as performing arts, fine arts, publishing, cinema/audio-visual, television, music, multidisciplinary art, cultural heritage and cultural heritage, and computer games in order to operate in other countries and develop the skills necessary in the digital age. By increasing the visibility of European cultural works in other countries, cultural and linguistic diversity is also promoted. In Cyprus there are offices of the "Creative Europe" Programme (Culture and MEDIA strand) with the general objective of assisting cultural and creative actors in the "Creative Europe" Programme. The overall responsibility for the operation of the Offices is entrusted to a "Co-ordinating Body" for the "Creative Europe" Programme. The Programme Coordinator in Cyprus for 2018 was the TALOS RTD Organization.

1.14.3 European Year of Cultural Heritage 2018

2018 was the European Year of Cultural Heritage. The main objectives of the European Year of Cultural Heritage (2018) were to emphasize cultural heritage as a key component of cultural diversity and intercultural dialogue, highlight its contribution to the economy and emphasize its importance as a constituent element of European Union and third-countries. The Director of the Department of Antiquities of the Ministry of Transport, Communications and Works, Dr. Marina Solomidou-Ieronimidou, and the Director of the Department of Cultural Services, Mr. Pavlos Paraskevas, served as the National Coordinators for Cyprus and jointly organized the European Year of Cultural Heritage 2018. The coordinating role between the two Ministries was the Office of European and International Affairs of the Ministry of Education and Culture. The Opening Ceremony of the European Year of Cultural Heritage in Cyprus was held in cooperation with the Representation of the European Commission in Cyprus with the participation of Mrs Themis Christofides, Director General of General Education, Youth, Sports and Culture of the European Commission. Cyprus held a programme of events that included conferences, presentations, photographic exhibitions, musical events, and festivals.

1.14.4 Cultural Routes of the Council of Europe

From 1 January 2011, the MOEC participates in the Cultural Routes Programme and the Board of Directors of the Enlarged Partial Agreement on Cultural Routes (EPA) was set up in April 2011. The Cultural Routes Programme considers cultural routes to be very important tools for the development of intercultural dialogue, the approach of cultures, sustainable development, and promotion of cultural tourism but also facilitation of the European integration. The operators of European cultural routes, which have been declared "European Cultural Routes", receive the Council of Europe mark. The programme aims to promote ethical and responsible tourism that respects local communities and their cultural identity and peculiarity.

1.15 INSTITUTIONAL PARTICIPATION IN PREPARATORY BODIES OF THE COUNCIL OF EUROPE RELATING TO CULTURAL AFFAIRS

The work carried out by the Cyprus Presidency of the European Union (2012) laid the foundations for a new approach to strategic and developmental issues for culture at the European level. On this basis, several Presidencies have used as a basis the Council Conclusions of the Cyprus Presidency

on Cultural Governance. Both during the Bulgarian and Austrian presidencies, a number of important issues have been promoted and the Department of Cultural Services has been actively involved in shaping issues and developing positions on: the Work Programme for Culture (2019 - 2022); the establishment of the "Creative Europe" Programme (2021 - 2027); the Council Conclusions on participatory governance of cultural heritage; the European Year of Cultural Heritage (2018).

1.16 EUROPEAN NETWORKS

Participation in European networks such as EUNIC, European Union Youth Orchestra, and European Cultural Policy Compendium

1.17 UNESCO CONVENTION ON PROTECTION AND PROMOTION OF DIVERSITY AND CULTURAL EXPRESSION

Under the Convention, a systematic codification of the actions contributing to the implementation of the Convention are carried out. In 2018 an event was held for the presentation of the *Cultural Expressions and Pluralism-Views of Modern Cypriot Creation*.

1.18 MUSEUMS

1.18.1 Museum Recognition Legislation

The Guidance and the Purposes of Law 58 (I) / 2009 - The Recognition of Private Museums and Museums of Local Authorities (Process and Conditions) Law - is of a purely regulatory nature. The ultimate goal of the Law is to improve the conditions and levels of operation of private museums and museums of local authorities and upgrade the services they offer and the work they perform. The Law establishes the conditions that must be met so that the museums belonging to the above categories can, if they seek to do so, be recognized by the state. The Law also provides appropriate incentives for museums to seek recognition as recognized museums and receive state sponsorship under terms and conditions set out in a specific financing instrument (State Grant Scheme for Recognized Museums). In 2018, the Museum of Byzantine Heritage in Palaichori was recognized by the Museum Committee.

1.18.2 Housing of Letters and Arts

The Department of Cultural Services continued to rent houses in Lefkosia, Lemesos, Larnaka and Pafos in 2018 in order to provide housing to the letters and arts. The Buildings of Letters and Arts are used by designated Associations to hold meetings, sessions, art exhibitions, literary events, film screenings, rehearsals, and so on. The department continues to support the management, operation and cultural activity of the Buildings of Letters and Arts, in order to serve as important cultural points of Cyprus' urban centres.

1.18.3 The National Struggle Museum

The museum has been operating in its current location, since 30 April 2001. In 2018, it received about twenty thousand visitors, hosted pupils and students, ranging from primary school to university, organized groups, as well as travellers from abroad. The museum's exhibition area includes rich material such as historical heirlooms, brochures, instructions, photos, articles and everything else related to the EOKA 1955 - 1959 Liberation Struggle.

On April 1st 2018, the museum took part in the activities in the memory of the EOKA Liberation Struggle (1955 -1959). It also participated in the "International Day of Tourism" and the Pan-European celebrations for "International Day and the European Night of Museums 2018", organized a workshop

entitled "Monuments and Places of Memory" in collaboration with the Department of History and Archaeology of the University of Cyprus. At the same time, the museum's activities, such as guided tours, documentaries, educational lectures in academic institutions, as well as information and data provided to various researchers for the period 1955 - 1959 continued.

1.19 THE CYPRUS NATIONAL COMMITTEE OF UNESCO

The Cyprus National Commission of UNESCO is the vital link between the state, civil society and UNESCO and acts as an advisory body to the State. The Commission promotes the implementation of UNESCO Conventions and Programmes in Cyprus in cooperation with all Ministries and Government Departments, as well as with Non-Governmental Organizations whose activities are related to those of UNESCO, namely education, culture, social and human sciences, natural sciences and communication and information. Additionally, it serves as a public information point for UNESCO purposes and programmes and distributes printed material, books, posters and digital material. It also maintains and promotes contacts with other National Committees of Member States of UNESCO aiming to exchange views and broaden cooperation in order to achieve common goals.

1.19.1 Promotion of UNESCO Conventions

The Commission actively promotes the implementation of UNESCO cultural conventions ratified by Cyprus, in particular those relating to the protection of the Cultural and Natural Heritage (1972), the Intangible Cultural Heritage (2003) and the Diversity of Cultural Expressions (2005), in cooperation with the Department of Antiquities, the Department of Cultural Services and other bodies whose objectives are in line with the principles of the Conventions.

In recent years, the Commission has been actively involved in the protection of Intangible Cultural Heritage, both through its presence at regional and international UNESCO meetings, and by the implementation of targeted actions at national level, Cyprus has entered in the Illustrative List of Intangible Cultural Heritage.

1.19.1.1 National List of Intangible Cultural Heritage

The Commission has coordinated the process of enriching the National List of Intangible Cultural Heritage (NAP) to capture and preserve the traditional cultural expressions that have been a part of the lives of Cypriot residents through a democratic process involving government agencies, local authorities, cultural organizations and other stakeholders. The applications submitted were examined by the Special Committee of the Ministry of Education and Culture, the Department of Antiquities and the UNESCO Cyprus National Committee, which was composed of experts of intangible cultural heritage and representatives of the department. Following the completion of the process, it was decided to include seven items in the National Catalogue: Authentic loukoumi of the Wedding; Cypriot carob trees; Easter customs; popular folk tales of Cyprus; Feast of Panayia Chrysospilotissa; Feast of Apostle Luke in Aradippou; St. George's Fair in Paralimni.

1.19.1.2 Presentation of new entries in the National Catalogue of Intangible Cultural Heritage

On February 27, 2018, in the ceremony hall of Archbishop Makarios III Cultural Foundation, the presentation of the entries of the year 2017 in the National Catalogue of Intangible Cultural Heritage was held and the relevant certificates were awarded. The event was co-organized by the Cyprus National Committee of UNESCO, the Cultural Centre of the Archbishop Makarios III Institution and the Cyprus Committee of Byzantine Studies. The event was also attended by the Director of the Directorate of Modern Cultural Heritage of the Hellenic Ministry of Culture and Sports, which referred to the importance of enrolling the art of chanting in the UNESCO Representative Directory. The

programme was accompanied by Byzantine hymns, the Choral Chorus "Cypriot Melodians and the Dance of the Holy Apostles of the Holy Archdiocese of Cyprus" Saint John the Damascene".

1.19.1.3 Approval of the registration of "Drystone Walling" in the UNESCO Representative Catalogue of Intangible Cultural Heritage

The incorporation of the art of drystone walling into the Representative List of the Intangible Cultural Heritage of Humanity was approved by the Intergovernmental Committee of the Convention for the Safeguarding of Intangible Cultural Heritage (UNESCO, 2003) at its 13th Annual Meeting (Port-Louis, Mauritius, 26 November - 1 December 2018), based on the full application file submitted by Cyprus, in cooperation with France, Switzerland, Greece, Spain, Italy, Croatia and Slovenia. The art of dry stone refers to the construction of stones without any binding mortar (dry). It is connected with customs and practices related to the traditional organization of the rural area, with the particular character of each region (mountainous, semi-mountainous, coastal) and with the operation of the construction. The knowledge of the art of dry stone is passed down from one generation to the next, in parallel with its practical application to the particular circumstances of each place.

1.19.1.4 Submission of an application for the engraving of Byzantine music in the UNESCO Representative List of Intangible Cultural Heritage

In April 2018 a request for registration of the chanting art (Byzantine music) was submitted to Greece in the Representative List of Intangible Cultural Heritage of Humanity. The application was prepared by the UNESCO National Committee in cooperation with the Department of Modern Cultural Heritage and Immaterial Cultural Heritage of the Ministry of Culture and Sports of Greece and the department. The application will be examined by the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage at its annual meeting in November / December 2019.

1.19.1.5 Production of short film about "Psaltic art" (Byzantine music)

On the 29th of May 2019, in the UNESCO Amphitheatre of the University of Nicosia, the first public screening of a short film entitled "Byzantine Music", from the UNESCO Representative List of Intangible Cultural Heritage in collaboration with the UNESCO Headquarters of the University of Nicosia and Mediazona-University of Nicosia, was held. The movie is available at the link: <https://www.youtube.com/watch?v=HsmWsDdUINU>

1.19.1.6 UNESCO Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005)

The Cyprus National Committee of UNESCO works closely with the National Contact Point for the implementation of the objectives of the UNESCO Convention of 2005. Following the publication: Cultural Expressions and Pluralism: Aspects of Modern creativity in Cyprus, a relevant event was held on 25 April 2018 at the Leventis Art Gallery in Lefkosia. During the event the framework of modern cultural policy in Cyprus and indicative actions of civil society were presented, while the UNESCO representative spoke about the challenges and opportunities opened for states and civil society through the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions. For the purpose of viewing the basics of the release, a short video was created, which can be accessed at the following link: <https://vimeo.com/266649334>.

1.19.1.7 European Heritage Days 2018

The Cyprus National Committee of UNESCO participated in the work of the Special Committee of Cyprus on the organization of the European Day of Heritage, coordinated by the Department of Town Planning and Housing. The theme chosen for 2018 was "European Year of Cultural Heritage".

1.19.2 Promotion of UNESCO Programmes

The Commission is working with the relevant departments of the MOEC to promote the agency's objectives through educational programmes and, in particular, the activities of UNITWIN school networks and UNITWIN networks under the auspices of UNESCO.

1.19.2.1 UNESCO Corporate Schools Network

The establishment of the UNESCO Network of Schools (ASPnet) was established in 1953 to encourage communication and strengthen cooperation between the pupil communities of the member states of the Organization in order to promote the UNESCO objectives more effectively for young people. The Network has been active in Cyprus since the school year 1969 - 1970, under the supervision of the MOEC. The Network includes public and private primary and secondary schools, active in a variety of ways, such as organizing conferences and participating in events organized by other Corporate Schools abroad.

In the context of the European Year of Cultural Heritage 2019 and UNESCO's priorities, UNESCO in co-operation with the ASPnet National Network Coordinator prepared a two-year network action programme around the Global Theme: "Global Citizenship and Education for Cultural Heritage" 2018 - 2019). In the framework of the implementation of the programme, the following were carried out:

1.19.2.1.1 Training of UNESCO Educational Corporate Schools on the use of modern teaching methods for Cultural Heritage

The Cyprus Pedagogical Institute and the Cyprus National Committee of UNESCO co-organized on 15 February 2018 a seminar at the Leventis Art Gallery in Lefkosia, which was addressed to ASPnet Network Primary and Secondary Teachers. The Seminar aimed to draw participants good practices for innovative actions and approaches on teaching cultural heritage and its synergy with contemporary artistic creation.

1.19.2.1.2 41st Nationwide Symposium of the UNESCO Network of Schools

The 2018 symposium, "Cultural Heritage: When the Past Meets the Future", was held in Lefkosia from 19 - 20 April 2018 with the participation of about 350 pupils and teachers of Primary and Secondary Education from schools in Cyprus and Greece. The UNESCO National Committee, the Pan-Cypriot Gymnasium and the Kykkos Lyceum were responsible for the organisation. The symposium was part of the European Year of Cultural Heritage 2018 and during this time the pupils had the opportunity to participate in round table discussions and original experiential workshops and special tours. The symposium was held under the auspices of the Youth Organization of Cyprus and in collaboration with various cultural institutions, foundations, museum educators, historians and artists, who undertook the workshops and tours of the programme.

1.19.2.1.3 Participation of UNESCO Cyprus School (Lycea) in workshops for the creation of short documentaries

In collaboration with the production company of cultural documentaries "Tetraktis Films" and with the support of the Bank of Cyprus Cultural Foundation, a series of workshops for Lycea pupils and teachers of the ASPnet Cyprus Network were organized aiming at their training for the production of short documentaries (10 - 15 minutes long), with historical or ethnographic content. The five ten-minute documentaries created by a number of ASPnet schools were screened at Skali Aglantzias on September 23, 2019, as part of the 1st International Festival of Archaeological, Ethnographic and Historical Documentary in Cyprus.

1.19.2.1.4 Participation of Cypriot pupils in the "ASPnet Associate Lyceum Symposium UNESCO in Greece

Within the framework of the collaboration of the UNESCO Network of Schools of Cyprus and Greece, a group of pupils of the Apostolos Petros and Pavlos Lyceum participated in the Symposium of the Lyceum Network of the UNESCO Programme ASPnet of Greece. The Symposium was held on 22 - 23 February 2018 at the Leonteion Lyceum of Nea Smyrni and had the general theme of "Holistic Human-centred Education".

1.19.2.1.5 SEMEP Network

The South Eastern Mediterranean Environment Project (SEMEP), co-ordinated by UNESCO, aims to study technological, economic, historical, social and cultural issues and promote scientific and environmental research. The SEMEP programme of Cyprus participates in the European programmes "Ark of Inquiry" and "PLATON" (<http://platon-project.eu/>) as well as in the "Pupils in Research - MERA" competition, which the Institute for Research and Innovation announced and organized. Under the responsibility of the Physics/Biology/Geography Inspectorate of the MOEC and in cooperation with the Cyprus Pedagogical Institute and the UNESCO National Committee, the 9th SEMEP pupil conference was organized in Cyprus on "Cooperation for the management of water resources, through culture and science, for sustainable development."

1.19.2.1.6 UNESCO / UNIVERSITY Chairs

Since 1992, UNESCO's Offices have been the UNESCO's most important programme at the academic level, aiming at strengthening inter-university cooperation and encouraging exchanges at academic level. In addition to the research initiatives they undertake, UNESCO Chairs provide opportunities for training in areas relevant to the Agency's responsibilities and the specific issues that each headquarter has undertaken to promote, organize and participate in conferences and activities of educational institutions of other States hosting UNESCO and are subject to evaluation and monitoring of their work by the Agency itself. Today more than 700 organizations are active in 116 member states of the Agency, in the fields of physical and social sciences, culture, education and information.

In 2018, the UNESCO department responsible for Higher Education approved the creation of a third UNESCO chair in Cyprus on "Digital Cultural Heritage" at the Digital Cultural Heritage Lab of the Cyprus University of Technology. The choice of the laboratory to create the world's only UNESCO World Heritage site is an international recognition of its significant contribution to the digitization, preservation and enhancement of the cultural heritage of humanity.

1.19.3 Other Activities

1.19.3.1 International Museum Day

The Cyprus National Committee of UNESCO took part in the International Museum Day celebrations this year, in collaboration with the Cypriot Studies Society, organizing workshops entitled "Knowing the Intangible Cultural Heritage of Cyprus" at the Cyprus Folk Art Museum on Sunday, 20 May.

1.19.3.2 International Day of Light

Following the successful International Year of Light 2015, UNESCO adopted a day to celebrate the International Day of Light on May 16, every year starting in 2018. The Commission chairperson participated in a special event organized by SESAME Synchrotron and The Cyprus Institute.

1.19.3.3 International Day of Literacy

The UNESCO National Committee, in cooperation with the Pan-Cypriot Organization for the Promotion of Literacy, prepared and promoted a message to the media for the International Day of Literacy, celebrated every on September 8th. The main purpose of the celebration is to raise awareness amongst stakeholders and the general public about literacy levels at national and international level.

1.19.3.4 Library

In the offices housed by the Commission, a library with UNESCO publications has been created, which is open to the public wishing to consult it. The collection includes up to 1200 titles of books and magazines and the thematic subjects covered are related to UNESCO's key actions in the areas of Education, Culture, Social and Human Sciences, Physical Sciences, and Information and Communication. The primary mission of the Library is to serve the needs of the relevant stakeholders on UNESCO's activities and programmes so that Cyprus benefits from them. The Library is open to the public for on-site use. The Library Catalogue is available online: (www.unesco.org.cy).

1.19.4 Internet

The Commission maintains its own website (www.unesco.org.cy) and a Cyprus National Commission for UNESCO website, aiming at providing immediate and effective information to the public on issues concerning the Commission's programmes and of UNESCO in Cyprus.

1.19.5 International Relations

The Commission is represented in intergovernmental committees as well as regional and international meetings and conferences in order to inform about UNESCO programmes, exchange of good practices and strengthen international cooperation:

1.19.5.1 Tocatì Traditional Games and Sports Festival

An official of the Commission and representative of the "Domaine" Folklore Group Pafos participated in the above meeting, which was held on 13 September in Verona, Italy. The purpose of the meeting was to submit a multinational application for registration of the Tocatì Traditional Games Network to the UNESCO's Best Safeguarding Practices of Intangible Cultural Heritage, as well as for the creation of a Traditional Game and Sports network with the participation of member states that have registered in their National Traditional Games and Sports Catalogue.

1.19.5.2 12th Annual Regional Expert Meeting of Intangible Cultural Heritage (SEA) in South-Eastern Europe

A Commission Officer and the Commissioner of the Kalliniki Municipal Museum of Athienou took part in the above meeting, which was held on 25 - 26 October 2018 in Ljubljana, Slovenia. The meeting was organized by the UNESCO National Commission of Slovenia, in cooperation with the UNESCO Regional Office in Venice. The expert meetings for the NCP started in 2007 with a view to enhancing cooperation between the countries of the region to implement the UNESCO Convention on the Protection of the NAP.

1.19.5.3 13th Meeting of the Intergovernmental Committee of the UNESCO Convention on the Protection of the Intangible Cultural Heritage

The two experts of the Committee on the Intangible Cultural Heritage and the Deputy Permanent Representative of Cyprus to UNESCO participated in the above-mentioned meeting, held from 26

November to 1 December 2018, in Port-Louis, in the Republic of Mauritius. During the sessions of the Commission the registration of "The art of dry stone" (multinational application: Cyprus, France, Switzerland, Greece, Spain, Italy, Croatia, and Slovenia) was approved.

2.

THE CYPRUS RESEARCH CENTRE

2.1 OBJECTIVES AND MEANS TO REALIZE THEM

The Cyprus Research Centre (C.R.C.) was founded in 1964 with the aim of enabling Cypriot and overseas scholars to research the history and civilisation of Cyprus and have the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture IN Cyprus, namely its history, folklore, language, literature, ethnography and social sciences are initiated and implemented at the C.R.C. as well as those concerning related disciplines, according to the country's requirements at any given time and within a broader regional context.

In order to realise the above aims the C.R.C. employs a permanent research staff as well as outside collaborators on a contractual basis, both within Cyprus and abroad. It promotes co-operation in the field of scholarship with universities, research centres and other academic institutions both within and outside Cyprus, and members of its permanent research staff take part in academic conferences related to their field of specialisation. Additionally, they undertake research missions overseas. The C.R.C. also organises conferences in Cyprus and abroad in co-operation with other academic institutions.

2.2 LIBRARY AND ARCHIVES

The C.R.C. has a specialised library for the furtherance of its various research programmes, containing over 20,000 volumes, chiefly specialised encyclopaedias, academic journals, monographs, publications of archival material and other reference works, covering the history and civilisation not only of Cyprus but also that of Greece, Europe and the Middle East, in general. The classification on the computer of the volumes in this library is presently close to completion. The C.R.C. also houses important archival collections of primary source material, consisting of manuscripts, photocopies and photographic copies (offsets) of historical source material and documents, microfilms and cassettes. These have been placed in various archives, such as the Historical Archive, the War Veterans' Archive, the Folklore Archive and the Oral Tradition Archive. The updating of materials in the last three archival collections was undertaken by the Cyprus Research Centre in co-operation with the Library of the University of Cyprus. The transcription of the oral testimonies of the cassettes to digital CDs for the Folklore Archive, the Oral Tradition Archive and the Folklore Archive was accomplished with the long-term aim of creating a Unitary Data Base for Oral History.

2.3 PUBLICATIONS

From 1965 until present the C.R.C. has published important works covering a broad range of academic subjects, including scholarly monographs, editions of documents and historical source materials, translations of historical sources, reprints, conference proceedings and an annual academic journal. At present these publications number 191 scholarly works, including 38 Annual Reviews, eight Conference Proceedings, four Collected Study volumes and a digital CD containing traditional Cypriot music. The above publications consist of works undertaken by the permanent research staff and the

outside collaborators of the C.R.C. in Greek and in the major European languages (English, French, German, Italian and Spanish).

These works are placed in the following series:

- i) Texts and Studies of the History of Cyprus
- ii) Publications of the C.R.C.
- iii) *Epeteris* (Annual Journal) of the C.R.C.
- iv) Conference Proceedings of the C.R.C.
- v) Publications of the Social Research Centre
- vi) Digital Disks (CDs)
- vii) Collected studies

These publications are available for sale from the C.R.C. offices as well as from booksellers in Cyprus and overseas.

2.4 ACTIVITIES FOR 2018

In the year 2017, the Cyprus Research Centre has published the following four books:

1. *Chypre au temps de la Révolution Grecque d'après la correspondance consulaire et diplomatique française -Année 1821-* ed. Anna Pouradier Duteil-Loizidou
2. *Nikos Nikolaides the Cypriot: Correspondance and other archive material*, ed. Letteris Papaleontiou
3. Laura Balletto, *Aspetti e Momenti della Storia di Cipro (secc. XIII-XV)*, Collected Studies IV
4. Gérard Dédéyan, *Les Arméniens en Chypre (577-1211) de Justin II à Hugues Ier de Lusignan*

In addition, within the context of publication and promotion of the conclusions of research on Cyprus, the Cyprus Research Centre in co-operation with the House of Cyprus and the Cultural Foundation of the National Bank of Greece presented the publications of the C.R.C. for the year 2017 at the book shop of the Cultural Foundation of the National Bank of Greece in Salonica on 8 May 2018 and the same publications at the House of Cyprus in Athens on 10 May 2018.

For additional information on the Cyprus Research Centre please visit the C.R.C. website.: www.moec.gov.cy/kee

3.

THE CYPRUS THEATRE ORGANISATION

3.1 LEGAL STATUS

The Cyprus Theatre Organisation (THOC) set out its creative journey in 1971, aspiring to «promote the art of theatre in Cyprus and foster a sense of artistic performance among people, as well as artistic relations among Cyprus, Greece and other countries».

As a semi-governmental organisation, THOC is under the supervision of the Minister of Education and Culture in Cyprus and is governed by a nine-member Board of Directors (BoD) appointed by the Council of Ministers for a thirty-month term. The budget of the Organisation is submitted for approval to the relevant Ministry and the Council of Ministers, and is passed into law by the House of Representatives. THOC is headed by a General Director for a five-year term, following a position announcement and approval by the BoD. Since 2017 THOC is also headed by an Artistic Director for a three-year term, following a position announcement and approval by the BoD. The Organisation's policy is set out by its Board of Directors.

The State Theatre in Cyprus offers productions on four different stages:

- The Main Stage hosts large-scale productions of classic, modern and contemporary plays, as well as ancient drama, intended for large audiences.
- The New Stage hosts socially engaged, small-cast plays of international contemporary theatre in a smaller, atmospheric space that strengthens intimacy between stage and audience
- 0 - 18 Stage: THOC's Stage 0 - 18 includes plays for children and youth, successfully reaching out to young people with performances specially organized for pupils and preschoolers.
- Theatre Apothikes: Experimentation is facilitated as well as the quest for new creative ways of expression. This is the place where young talented artists and theatre people with fresh ideas can find a medium for expression.

Over the past years changes brought THOC at the heart of the European theatre, whilst a change of attitude by the audience in Cyprus is clearly prompted, thus carrying on the same enthusiasm and awareness of the set target: to make theatre for the people of Cyprus with openings to and influences from the international stage.

Bringing theatre closer to the people with a carefully selected repertoire of regular productions, including subtitled productions in English and Turkish for non-Greek speaking audience as well as touring to urban and rural centers, summer productions in dozens of remote places in the countryside, productions at schools, site-specific theatre, taking into consideration the needs of the people of Cyprus – these are only some of the targets achieved.

THOC has been established in the collective consciousness of the Cypriots as a creative, prolific, prestigious Organisation that has earned the trust of theatre professionals in Greece, and other countries that have collaborated on occasion with the theatre of Cyprus. All this has contributed to warmer responses by the audience and to the Organisation's international acclaim.

Partnerships with state theatres in Europe have also been sought, introducing novel practices, such as drama workshops at schools and rehearsals open to young people, enabling workforce exchange and new invitations for collaboration, as well as innovative approaches to theatre for children/teenagers that have afforded an opportunity to exchange ideas, experiences and practices.

An in-depth, careful series of changes that have taken place in recent years across various levels, spanning all the way from THOC's informative documents and production booklets to its new building, completed on 28 March 2012, as well as hosting such events as the General Assembly of the Union of European Theatres – all make up a body of work which the Board of Directors can fine-tune on its way to making drastic progress against its future objectives.

During the period between 2017 - 2018, time-tested initiatives had been rehosted in THOC's venues: National Theatre Live (broadcasting productions of the National Theatre of England); inviting important artists from Greece and abroad based on Protocols for Collaboration signed with Greek State Theatres (National Theatre and State Theatre of Northern Greece); theatre for children: apart from the production staged at THOC, on Stage 0 - 18, addressed to primary and secondary education schools, the "suitcase-theatre" initiative was triggered with a custom-made production for preschoolers, intended for class performances.

The Organisation has also overhauled the THOC Theatre Awards, modifying the award philosophy and rationale in a bid to stir up the interest of artists and audience as well as solidify the awards' prestige by reconsidering their criteria twenty years after they were first introduced.

A review of THOC's accomplishments over its 47 years of operation would impress even the more reluctant or "indifferent" audience to theatre: high standard of productions, demonstration of important artistic skills by actors, directors, composers, designers, choreographers, and so on. The Organisation's productions have travelled to all continents, with THOC being hailed as a confident and distinguished theatre entity, contributing to the rich Greek heritage but also to the creation of bridges between cultures. In this aspect, THOC can boast to have honoured Cyprus and theatre, in general.

Lastly, one of THOC's most significant objective within the framework of its educational contribution, is to set in motion the necessary procedures for the establishment of a State Drama School to train actors. Preparatory efforts are already underway and we are hopeful that Cyprus will soon have its own Public School of Dramatic Art.

THOC, today is undoubtedly one of the most important cultural establishment in Cyprus and the nucleus of theatre activity on the island; it maintains a well-respected international artistic presence with highly acclaimed productions and activities, as well as a vast array of programmes in the field of theatre development. It pursues its cultural contribution to the country by placing the individual at the heart of its commitments and offering diversity in its artistic and educational endeavours as it addresses the wider public and creates new audiences.

Theatre development

In 1979, eight years after its establishment, THOC added to its structure the Department of Theatre Development, which has since then been engaged in ways and projects that broaden and promote theatre activity in Cyprus, in cooperation with other entities and social groups.

The main activities of the Department of Theatre Development are as follows:

- Subsidization and support of independent theatres (non-profit companies), as well as ad hoc performances.
- Organisation of seminars, lectures, and other events related to theatre.
- Theatre in education: Pancyprian theatre school games, workshops for professionals and educators of all academic levels, support and close collaboration with the Ministry of Education and Culture in theatre development through the educational system.
- Amateur theatre: Support and organisation of the annual Pancyprian Festival of Amateur Theatre, workshops, networking, and so on.
- Theatre of Cypriot communities abroad: Minor yet significant support to groups keeping theatre accessible to Cypriots abroad.
- Playwriting Development, Competitions and support of Cypriot playwrights.
- Collaborations with organisations abroad: Participation in European Programmes dealing with Education, intercultural exchange, multiculturalism and exchange of good practices.
- Subsidization of organized groups (i.e. Cyprus Centre of the International Theatre Institute, Cyprus Actors' Union, Playwrights' Society, and so on.).
- Networking and providing information regarding matters on theatre.

Core activities today

Subsidization and support of theatre creativity – THYMELI Plan:

Following an all-encompassing, thorough evaluation of the previous subsidization plan, it has been decided that the earlier Funding Programmes for theatre creativity had served their objectives (increase of theatre groups, polyphony, opportunities for engagement of theatre contributors, and so.) and were in need of renewal and modernization.

The last few years have seen the initiation of a process of defining needs and consulting with other theatres in Cyprus, towards restructuring subsidization by refocusing objectives in line with contemporary requirements and new trends in theatre and theatre groups active in Cyprus today.

The THYMELI Plan (first implemented in 2015 for 2016 grants) is the tail end of a long series of consultations with interested parties, creators, state services and institutions carried out in a context of absolute transparency to enhance theatre development. It represents a unified grant programme addressed to all professional Theatre Entities and Groups; by contrast to the previous programme which distinguished between different entities, the current plan evaluates each theatre production on the basis of measurable criteria to ensure equality and fairness for creators. Among other significant aspects, the Programme places emphasis on quality and organization, providing support to Entities/Groups so that they may engage in theatre creation, therefore, developing the art of theatre in Cyprus by rewarding *inter alia* the ability to attract an audience and implement decentralization, professionalism, and so on. Details about THYMELI are posted on THOC's website at:

<https://www.thoc.org.cy/theatre-development/epichorigisi-theatrikis-dimioyrgias-theatrikes-chorigies-thymeli,el-theatredev-01,el>

With an eye to making the Plan as effective and operational as possible, an evaluation and restructuring process was scheduled at the end of its first three years of operation, taking into account views publicly expressed by theatres in combination with specific figures presented to THOC. The initiative was made possible through the theatre community's willingness to collaborate in order to endow THYMELI with an air as fair and democratic as possible, bearing in mind the diversity of theatre entities in Cyprus.

Beneficiaries

It is estimated that this particular activity directly benefits on average 500 theatre professionals per year, with an out-reach of at least 200,000 spectators of all ages. Cost: €1,138.000 per year, distributed to theatre entities through the THYMELI Plan.

(<https://www.thoc.org.cy/theatre-development/ergastiria-tis-tetartis-sto-theatriko-katafygio-thok-el-theatredev-03-04-el> =)

Theatre in school

Consistent support and promotion of varied theatre in schools either as a supplementary for drama games to various courses or as an independent course, as well as a means of self-improvement and learning. This year marks the 30th anniversary of the Pancyprian School Theatre Games, co-organized with the Ministry of Education and Culture. The Games include theatre education in consultation with schools in Cyprus, training seminars and workshops for educators engaging in theatre, and so on.

Teacher training, is implemented through “Wednesday Workshops”, available at a very low cost, developed thematically in alignment mainly with the needs of teachers, but also spanning to include a wide range of workshops.

(<https://www.thoc.org.cy/theatre-development/ergastiria-tis-tetartis-sto-theatriko-katafygio-thok-el-theatredev-03-04,el> ⇒).

Within the context of the Pancyprian School Theatre Games, co-organized with the Ministry of Education and Culture, THOC presents training workshops for educators assigned to stage productions, and also provides schools with financial support. The Games are largely coordinated by THOC’s Department of Theatre Development, but the decisions are taken by the THOC-MEC Special Committee on Theatre in Education which consists of three members of THOC’s Board of Directors and the Theatre Development Officer together with three members appointed by the Ministry of Education and Culture. The presidency is held by the Ministry. (More on the games at: <https://www.thoc.org.cy/theatre-development/theatro-sta-scholeia-el-theatredev-02,el>)

This year marks the 30th anniversary of the Games, which indeed calls for celebration. Furthermore, a variety of visits, tours and workshops on the premises of THOC are available for organized groups of pupils and, on occasion, visits to schools for presentations, lectures, and so on.

Beneficiaries

On average, 200 educators and 1200 pupils participate in the Games, per year, plus adult audiences of approximately 60 productions within the context of the Games – all, estimated to make up a total of 20.000 - 25.000 beneficiaries. Added to this number are all pupils of the participating schools. This specific institution enriches the entire spectrum of the educational system and of society, since parent involvement elevates each endeavour to a community event.

Educational Programmes

On average 30 experiential workshops have been organized each year since 2014 in the framework of the ‘Theatre Refuge’. To this, a number of masterclasses are added, plus educational school visits to the premises of THOC and one-day-events on topics of interest to theatre professionals. Special programmes for groups with limited access are also organized, i.e. “Look at us Differently” for the visually impaired. The programmes are generally, addressed to the wider public, theatre professionals, pupils, students, other professionals of theatre-related occupations, special groups, and so on.

Amateur Theatre

THOC organizes an annual Amateur Theatre Festival whilst providing support to groups and offering, on occasion, training workshops, and so on. During year 2018 the 31st Pancyprian Festival of Amateur Theatre was held. Seeking to further support and enhance this institution, as well as to reward the people who without payment dedicate their free time to

the act of theatre, the Organization has recently made changes in the organizational structure on the basis of consultation with interested drama groups.

Beneficiaries

There are more than 60 amateur drama groups across Cyprus, with which THOC maintains open communication. It is estimated that each group includes at least 20 members (with some reaching as many as 60) whilst their performances are attended by several thousands of people per year. The most significant aspect, however, is that amateurs become theatre “ambassadors” within the communities, many of which are found in remote areas and where productions are staged through a collective effort, giving tangible evidence of theatre development.

Support to playwriting

Policies are implemented to encourage and motivate the production of plays by Cypriot playwrights from theatre companies, thus building strong ties between Cypriot playwriting and the wider public.

THOC supports the Union of Cypriot Playwrights with a symbolic annual subsidy. Further, in recent years, the project ‘Play’, co-organized by THOC and the Cyprus Centre of the International Theatre Institute has made a crucial difference in the field of playwriting in Cyprus. ‘Play’ aimed at fine-tuning and staging plays by Cypriot playwrights in order to encourage playwrights through constructive dialogue with theatre practitioners. Even though the project ‘Play’ is not offered at present, both co-organisers believe that a new initiative should be undertaken to foster and further develop playwriting. Consultations among interested parties are already taking place to this end.

THOC continues to offer additional financial support to playwrights whose plays are staged by subsidized theatre companies.

Beneficiaries

Playwrights and audiences of subsidized theatres.

Cyprus Theatre Museum

The Museum was founded in 2012 following joint efforts on behalf of the Municipality of Lemesos and the Cyprus Theatre Organisation who both acknowledged the need to safeguard the country’s theatrical history. The generous donation of Panos Solomonides to the Municipality of Lemesos has allowed the renovation of ‘Kouvas’ Lithography Centre, renamed “Panos Solomonides Cultural Centre”. The Centre, was inaugurated in 2010, and now houses the Cyprus Theatre Museum.

The permanent collection includes printed material as well as costumes, models, props, drawings for sets and costumes as well as set representations. The exhibits were brought together by collecting material from theatre professionals and theatre companies that either donated or loaned exhibits from their archives.

European and international collaborations

- Curatorship of Cyprus' National Participation at Prague Quadrennial, the largest worldwide scenography exhibition. Preparations have already begun since 2017 and are well underway. Cyprus will be represented in June, at the PQ19, in the section Wave with an installation by Elena Kotasvili and Alexis Vayianos. At the same time, the exhibition's Fragments will host a sculpture by Andy Bargilly from the production of "Seven against Thebes" by Aeschylus.
- Participation in the European Platform for Scenography EMERGENCE
- Following a decision by THOC's Board of Directors to withdraw from the European Theatre Convention (ETC), our application to join the Union of European Theatres (UTE) is pending. Moreover, we suggest our return to the European Theatre Convention, seeing that we have only benefitted from our membership, both financially and qualitatively. After all, our inclusion in this theatre network constitutes a necessary step to prevent any kind of introversion and subsequent exclusion from European synergies.
- Our multifaceted collaboration with theatres abroad constitutes a starting point for exchanges, European-based programmes that promote theatre development, and so on.

Beneficiaries

Theatre professionals in Cyprus, both artists and technicians, and the wider public.

Financial support of organized groups

Despite difficulties caused by limited funds, Boards of Directors of THOC, recognise the importance of THOC grants offered to entities with significant theatre activity and have thus continued the financial support of organised groups such as the Cyprus Centre of the International Theatre Institute, the Cyprus Actors' Union, Playwrights Society, the Theatre Museum, and so on.

Beneficiaries

Theatre-going audiences gain from the activity of such groups (i.e. Ancient Drama Festival) along with all professional actors in Cyprus, and playwrights. Cost: Approx. €60,000 annually.

Exchange with entities in Greece and abroad: collaboration protocols with State Theatres of Greece and multifaceted collaboration with theatres abroad serve as an important initiative to exchange training of personnel, European-based programmes, all promoting theatre development, and so on.

Beneficiaries

Theatre professionals in Cyprus, both artists and technicians (e.g. exchange programmes for light designers, sound engineers, and so on.)

Networking and information

Information about theatre in general (to prospective pupils, parents, professionals, organisations interested in the theatre of Cyprus, educational foundations, organized groups, and so on.) and assistance to researchers and educational foundations.

Social intervention

- Social intervention is achieved through themed activities, for instance a series of Workshops applying theatre techniques to deal with homophobia in education.
- Active participation in calls such as the drafting of the National Youth Policy; collaboration and protocol with the Cyprus National Addictions Authority; and inclusion of vulnerable groups.

3.2 ARTISTIC ACTIVITY OF THE CYPRUS THEATRE ORGANISATION DURING THE PERIOD 1. 10. 2017 - 30. 9. 2018

MAIN STAGE

C/C	Play	Performances	Audience
1.	THE LADY FROM THE SEA by Henrik Ibsen Translation: Margarita Melmburg Director: Heinz-Uwe Haus Period: 11.11.17 - 30.12.17	25	3.296
2.	STELLA WITH THE RED GLOVES by Iacovos Kambanellis Director: Constantinos Arvanitakis Period: 20.1.18 - 30.3.18	32	6.347
3.	THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME By Simon Stevens Translation/Director: Lea Maleni Period: 21.4.2018 - 26.5.2018	18	3.568
4.	THE PERSIANS by Aeschylus Director: Aris Bibiaris Period: 30.5.2018 - 7.6.2018	5	2.307
5.	MISTERO BUFFO by Dario Fo Translation: Thomas Moschopoulos Director: Costas Gakis Period: 22.6.2018 - 27.7.2018	11	3.236
	TOTAL OF MAIN STAGE	91	18.754
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	62	13.508
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	91	34.345

NEW STAGE

C/C	Play	Performances	Audience
1.	COCK by Mark Bartlet Translation: Katerina Evaggelatos Director: Costas Silvestros Period: 20.10.2017-13.1.2018	36	4.118
2.	TRIBES by Nina Raine Translation: Eri Kyrgia Director: Athina Kassiou Period: 2.2.2018-24.3.2018	25	2.722
3.	THE SHELL by Constantina Soteriou Director: Andreas Araouzos Period: 13.4.2018 -19.5.2018	22	2.168
4.	DUBITANDA Artistic Supervision: Stefanos Drousiotis Period: October-December 2017	41	2.077
5.	THE DRAWING ROOM Artistic Supervision: Panayiotis Larkou Period: February-May 2018	18	1.182
	TOTAL OF NEW STAGE	142	12.267
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	88	8.134
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	75	6.141

STAGE 018

C/C	Play	Performances	Audience
1.	PETRO'S WAR by Alki Zei Director: Takis Tzamargias Period: 15.10.2017 - 31.3.2018	69	18.559
2.	SOFIA, THE BEE by Demetris Baslam Director: Demetris Baslam Period: 9.1.2018 - 30.3.2018	74	5.890
	TOTAL OF STAGE 018	143	24.449
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	105	38.482
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	131	43.458

NATIONAL THEATRE LIVE

1.	WHOSE AFRAID OF VIRGINIA WOOLF	1	147
2.	ROSENCRANTZ AND GUILDENSTERN ARE DEAD	1	53
3.	YERMA	1	167

4.	PETER PAN	1	151
5.	ANGELS IN AMERICA	2	124
6.	SALOME	1	73
7.	FOLLIES	1	75
8.	CAT ON A HOT TIN ROOF	1	107
9.	JULIUS CEASER	1	34
	TOTAL	10	931
	GRAND TOTAL	386	56.401
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	267	62.543
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	303	85.274

PARTICIPATION OF THOC AT THE HELLENIC FESTIVAL DURING THE YEARS 2018, 2017 & 2016

	Play	Performances	Audience
2018	PERSIANS by Aeschylus	2	8.800
2017	PERSIANS by Aeschylus	3	13.910
2016	ANTIGONE by Sophocles Collaboration: National Theatre of Greece, National Theatre of Northern Greece, THOC	-	-

COMPARATIVE CHART OF NUMBER OF PLAYS, PERFORMANCES AND AUDIENCES IN CYPRUS AND ABROAD

1.10.2017- 30.9.2018	Plays		Performances		Audience		Total Audience
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	5	1	91	12	18.754	16.960	35.714
New Stage	5	-	142	-	12.267	-	12.267
Stage 018	2	-	143	-	24.449	-	24.449
TOTAL	12	1	376	12	55.470	16.960	72.430

1.10.2016 30.9.2017	Plays		Performances		Audience		Total Audience
	Cyprus	Abroad *	Cyprus	Abroad *	Cyprus	Abroad *	
Main Stage	3	1	62	6	13.508	16.039	29.547
New Stage	4	-	88	-	8.134	-	8.134
Stage 018	1	-	105	-	38.482	-	38.482
TOTAL	8	1	255	6	60.124	16.039	76.163

1.10.2015 30.9.2016	Plays		Performances		Audience		Total Audience
	Cyprus	Abroad *	Cyprus	Abroad *	Cyprus	Abroad *	
Main Stage	4	1	91	-	34.345	-	34.345
New Stage	3	2	75	2	6.141	100	6.241
Stage 018	1	-	131	-	43.458	-	43.458
TOTAL	8	3	297	2	83.944	100	84.044

* The figures above include all performances given by the Cyprus Theatre Organisation abroad.

COLLABORATION OF THE CYPRUS THEATRE ORGANISATION WITH THEATRE GROUPS IN CYPRUS AND ABROAD

Within the framework of collaboration, exchange and guest performances, the Cyprus Theatre Organisation presented the following plays in 2018:

Play	Performances	Audience
1. GKIAK	3	453
2. SLEEP, STELLA	3	416
TOTAL	6	869

3.3 DEPARTMENT OF THEATRE DEVELOPMENT

SUBSIDISATION «THYMELI»

	2018 €	2017 €	2016 €
SATIRICO THEATRE	140.000	179.000	196.915
THEATRE ENA	165.250	130.000	165.500
ETHAL	180.000	178.000	206.800
THEATRE SKALA	110.000	155.000	174.000
THEATRE DIONYSOS	100.000	175.000	116.416
THEATRE ANEMONA	120.000	128.000	54.000
THEATRE VERSUS	70.000	20.000	20.000
THEATRE DENTRO LTD	80.000	20.000	-
PARAVAN PRODUCTIONS	-	-	14.000
KAT'EKON	-	-	14.000
PERSONA THEATRE GROUP	20.000	-	20.000
ANO THROSKO PRODUCTIONS	10.000		
THEATRICAL TEAM POINT 2	-	10.000	-
IMAGINARY THEATRE	10.000	10.000	-
ENACT THEATRE	10.000	-	-

FRESH TARGET THEATRE	5.000	55.000	39.200
EROS THEATRE FAMAGUSTA		10.000	-
PARAPLEVROS PRODUCTIONS	10.000	-	17.800
MARIOS METTIS	-	-	10.000
«SOLO GIA TRIS» THEATRE GROUP	40.000	-	28.000
ALPHA SQUARE ORGANISATION LTD	30.000	10.000	41.272
MARIA KYRIACOU	-		
OPEN ARTS	-		10.000
«ANTILOGOS» THEATRE GROUP	17.500	-	10.000
«LIBERTAD” THEATRE GROUP	-	-	10.000
PRIMA LUX	-	-	10.980
KENTRO PARASTATIKON TECHNON «MITOS»	-	-	14.000
POCKET THEATRE	10.000	24.000	-
TOTAL	1.127.750	1.104.000	1.172.883

3.4 INFRASTRUTURE

INFRASTRUCTURE CONSTRUCTION/RENOVATION FOR NEW AND EXISTING THEATRE BUILDINGS	2018 €	2017 €	2016 €
THOC NEW BUILDING	47.588	130.793	139.584
THEATRE APOTHIKES THOC	8.932	11.280	24.568
MAKARIOS III AMPHITHEATRE	1.299	3.486	6.769
ANCIENT THEATRE OF KOURION	-	3.332	-
TOTAL	57.819	148.891	170.921

3.5 OTHER SUBSIDIES AND ACTIVITY

AMATEUR THEATRE	2018 €	2017 €	2016 €
31 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	26.892	-	-
30 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	1.493	22.866	-
29 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	3.107	20.330
28 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	-	468
TOTAL	28.385	25.973	20.798

SCHOOL THEATRE	2018 €	2017 €	2016 €
PANCYPRIAN PUPIL THEATRE GAMES	29.592	28.760	27.323
TOTAL	29.592	28.760	27.323

SUBSIDISATION OF ORGANISATIONS	2018 €
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	40.000
CYPRUS THEATRE MUSEUM	35.000
ACTORS UNION OF CYPRUS	5.125
CYPRUS PLAYWRIGHTS COMPANY	4.000
SI.DI.K.E.K.	2.000
TOTAL	86.125

OTHER ACTIVITY	2018 €
THEATRE AWARDS	19.273
WEBSITE	13.160
WORKSHOPS OF THE THEATRE DEVELOPMENT DEPARTMENT	12.611
SUBSIDISATION OF CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDISED THEATRES	10.800
COLLABORATION WITH THE NATIONAL THEATRE OF NORTHERN GREECE FOR THE PRODUCTION «GKIAK»	10.525
EUROPEAN PROGRAMME EMERGENCE	1.631
TOTAL	68.000

4.

CYPRUS ACADEMY OF SCIENCES, LETTERS AND ARTS

The Ministry of Education and Culture, in collaboration with the members of the Founding Committee of the Cyprus Academy of Sciences, Letters and Arts developed the legislative framework for the establishment of the Cyprus Academy of Sciences, Letters and Arts. On November 10, 2017, the House of Representatives unanimously voted the Founding Law of "The Cyprus Academy of Sciences, Letters and Arts Law of 2017", under which the Academy is established as a Legal Entity of Public Law based in Nicosia. Under the Founding Law, the Academy is independent and fully autonomous in its aims and goals.

The Cyprus Academy of Sciences, Letters and Arts is the Highest Cultural Institution of Cyprus in science, letters and arts; its membership consists of the most distinguished and most notable scientists, scholars and artists. The main goals of the Academy are the promotion of excellence; the cultivation and promotion of sciences, letters and arts; the contribution to the development of research and innovation, the promotion of scientific development of the Republic of Cyprus, the support of Education and the strengthening of Academic and Research Institutions of the country, as well as the cooperation among universities, research centers and industry. It is the purpose of the Academy, also, to provide scientifically reliable up-to-date independent information and advice to the Republic of Cyprus and its Institutions on science, technology and arts as well as to actively represent the Republic of Cyprus and its participation in European and International Associations of Academies.

In accordance with article 10 of the Law, the Council of Ministers appointed by its decision number 84.185, 17/1/2018, a four-member Founding Committee composed of Messrs. Loucas Christophorou, Christoforos Pissaridis, Kyriacos Nikolaou and Vassos Karageorghis, distinguished and well-known internationally personalities in the field of sciences, letters and arts who are citizens of the Republic of Cyprus, with the aim to organize the Academy.

The Ministry of Education and Culture, in collaboration with the member of the Founding Committee of the Academy, Academician, Loucas Christophorou drafted the Statutes of the Academy entitled "The Statutes of the Cyprus Academy of Sciences, Letters and Arts - Regulations 2018". The final draft of the Regulations considered the suggestions made by distinguished personalities of science, letters and arts, as well as by representatives of the scientific and research centers in Cyprus during the public consultation held at the Ministry of Education and Culture.

The draft of the Regulations, after having undergone legal control by the Law Office of the Republic of Cyprus, was approved by the Council of Ministers and submitted to the Education Committee of the House of Representatives for discussion, and subsequent approval by the House of Representatives during the first semester of 2019.

Additionally, In November 2018, the Founding Committee of the Academy published and broadly announced the Call for Applications for the twelve (12) positions of the Founding Members of the Academy, four (4) Members for each Class. The process of electing the 12 Founding Members of the Academy is expected to be completed in the spring of 2019. The date of election of the 12 Founding Members of the Academy constitutes the date that the Cyprus Academy formally commences its functions.

Cyprus can now be represented in European as well as in other International Associations of Academies and the work of its scientists, scholars and artists can be promoted internationally; Cyprus can effectively participate in the shaping of the scientific, artistic and social development inside and outside the Republic of Cyprus.

Part C'

Sports

1.

THE CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organization, being the Supreme Sport Authority in the Republic of Cyprus is responsible for enhancing the development of both the out-of-school sport activity and the “Sports-For-All” (SFA) programme, pursuant to the 69 - 96 Cyprus Sports Organization Law.

The CSO's functional structure is as follows:

- 1.1 Sports Sector
- 1.2 Technical Services, Monitoring and Inspecting Private Gymnastics Schools
- 1.3 CSO-owned Sport Facilities Management
- 1.4 Financial Management Sector
- 1.5 International Sport Relations, protocols and European Issues
- 1.6 Sports Academy
- 1.7 Staff Issues
- 1.8 Cyprus Sport Research Centre (CSRC)
- 1.9 Senior Counsel for Athletes' Health (SCAH) – Athletes' Health Sheets
- 1.10 Senior Council for athlete's health (S.C.A.H.)

The Competitive Sports, the Sports-For-All and all the Organization's individual programmes are placed under the Sports Sector: (High Performance Scheme, Talent National Scheme, National Developmental Sports Support Scheme, Anti-violence, and so on).

Creating and / or improving the sport infrastructure all the CSO-owned sport facilities are placed under the Sport Facilities & Technical Services Sector.

The Sector of Administration and Maintenance of Owned Sport Facilities

The planning of owned facilities but also the supervision and maintenance of all the owned sport facilities come under the Sector of Administration and Maintenance of Owned Sport Facilities.

The CSO's entire financial planning, the financial procedures, auditing and the CSO-owned sport facilities management come under the Financial Management Sector.

The Human Resources Sector and the Cyprus Sport Research Centre are responsible for the training of the Organization's permanent staff and the follow-up of the Sport Research Centre but also the relations with the trade unions.

Analysing Sectors and Branches

1.1 Sports Sector

The Sports Sector comprises of two branches, the first one of the Competitive Sports and the second one with the Mass Sports.

ANALYSING SECTORS AND BRANCHES:

SPORTS SECTOR

The Sports Sector comprises of two branches: the first one is the Competitive Sports and the second one, the Mass Sports.

1.1 COMPETITIVE SPORTS

The Competitive Sports depend financially on the CSO's subsidies amounting to €10.020.500 compared to €9.948.000 in 2017. In 2018, the above amount was used to subsidize the following sectors: (a) **CSO's programmes - €1.885.000:** Insurance, Violence and Fair Play, National Development Sports Support Scheme, Talent National Scheme, High Performance Athletes, Researches, Volunteerism and European Sports Week.

Subsidies:

Branch A: Bottom Sports (Clubs) - €2.317.095

Branch B: Top Sports (Federations) - €5.818.404.

CSO's PROGRAMMES – AMOUNT: €1.885.000

The CSO programmes are in fact national programmes covering a wide extent of activities, in which the individual programmes stated below are subsumed:

Insurance €133.500: It is related to the high yield insurance scheme, which more than 800 National Teams male and female athletes benefit from.

- **European Sports Week €100,000:** the above planning has been considered for the third time in the context of this year budget. The European Commission aims at promoting the physical exercise and sport-practising on all levels.

- **SUBSIDIES TO SPORT INSTITUTIONS €8.135.500**

The above sector is divided in two sections:

- **SECTION A - BOTTOM SPORTS €2.317.095**

It is related to the subsidies intended to clubs, groups, associations, and so on. It becomes operational through six (6) basic actions.

- **Coaching programme €350.000,00:**

Covering part of the expenses faced by Individual Sport Clubs, Gymnastics Clubs and Nautical Clubs, deriving from employing coaches.

- **Rewarding Champions of Clubs of Team Sports €100.000:**

Supporting financially the basketball, handball, volleyball, table tennis, female football and futsal team sports clubs for participating in the relevant European events under a specific planning.

Aid to deportees' clubs €783.665:

Providing financial aid to our deportees' clubs dealing with all sports being active prior to 1974, which pursue their competitive activities this year. This programme is operational on three levels:

- Supporting football clubs.
- Supporting clubs dealing with other team and individual sports further to football.
- Granting a lump sum to the Cyprus Confederation of Local Federations – CCLF member clubs.
- Covering a loan granted to deportees' clubs enjoying membership of the Cyprus Football Association.

Subsidizing team sports €324.092:

Providing financial aid to basketball, handball, volleyball clubs based on their competitive activities related to men and women. The sum of €140,000 is related to semi professionalism.

• CCLF Clubs €330.000,00:

Financial aid granted to both the Federation and the clubs involved in rural football, supporting Academies and enhancing development programmes for the rural football clubs.

• Individual sports €323.798.00:

Financial aid based on the competitive evaluation of the Individual Sports Clubs, the Nautical Clubs and the Gymnastics Clubs. The aim is further financial aid given to individual sports clubs, which do not have any other income sources (games tickets, and so on).

• Unpredictable costs €105.540:

It is deemed necessary that €105.540 be entered as «Unpredictable costs».

SECTION B - TOP SPORTS €5.818.404:

It is mainly related to the support provided to our Federations and is implemented through eleven (11) basic actions. These eleven actions – in relation to further fifteen (15) operational in 2012 have been the outcome of a decision by the Board dated 15/5/12 according to which actions were merged without being abolished; they are operating like sub-divisions. The objective by merging them is to ensure a more flexible operation of the Federations. The CSO's Board also decided at its meeting held on 13/1/2015 to set aside the decision on putting together the Certified Staff and Officers' Actions, which make the two above stated divisions operational through independent Actions.

• Action: Certified Staff's earnings €919.208:

It is related to the covering of the expenses deriving from the pay of the Federations' staff.

• Overall expenses €371.950:

It is related to the support provided to the Federations in order to meet their overall expenses. It refers in particular to both our Federations' staff and the other overall expenses like T.T.T., Board members' travelling expenses, office running costs, office equipment, stationery, and so on.

• Athletes' incentives €521.000:

Supporting financially the Federations' champions according to their annual performance; the amount subsidized gives incentives to athletes involved in Olympic sports who according to the Federations' criteria, are classified as elite athletes and they are equally members of our national teams. These sums are allocated according to a specific rating system for athletes in conjunction with their performance. The action plan is developed by the Federations according to the particularities of each sport, which is communicated and approved by the CSO.

• Federations' Coaches €743.400:

It is related to the recruitment of coaches responsible for our national teams by the Federations. Each Federation is precisely the one that appoints coaches and assistant coaches for the national

teams, who are responsible for implementing our national teams' planning. It is noted that the Federations' Coaches are qualified experts in each sport.

- National Teams' Planning €1.511.900:

• **International Games in Cyprus €121.500:**

Support is provided to the Federations to organize international games in Cyprus. Our Federations enjoy membership to European and International Organizations in Europe and in the world. In this capacity they bear the obligation or have the discretion to claim and be assigned various events on a European and / or international scale. This helps our athletes to acquire experience in sports but also to organize international games, while Cyprus is at the same time promoted abroad. It is noted that according to the CSO, organizing international games in Cyprus is an important step to enhance sport tourism in our country.

• **Participating in international games €950.000:**

Financial aid is given to the Federations in order to participate in international games. Our Federations enjoy membership of European and International Institutions and through their obligations, they have to participate in international games, which are organized by them. The CSO's aim is to participate in international events in a substantial way and ultimately help our athletes achieve excellence and not just participate simply to acquire experiences.

• **Athletes' specialized training €336.300:**

It is related mainly to training programs of international athletes regarding specific international games.

As regards in particular our athletes' participation in big games, special preparation is required in order to be fit to reach their top performance ever. Therefore, they train in places – areas having the suitable environment for games but also in places where they can train with athletes coming from other countries equally efficient in order to push them become more competitive.

In 2018, the Federations received by the CSO further €100.000 in the form of subsidies to train their athletes for the Commonwealth and the Mediterranean Games ahead.

• **Medical care €104.100:**

The medical treatment (vitamins, and so on) administered to the Federations' athletes is covered. Our Federations are also given the possibility to provide, through the said action, insurance cover for more athletes beyond the number of those already registered in the CSO's Insurance Scheme. They may also provide support to our athletes by providing them with recovery programmes like massage, physiotherapy sessions, aqua therapy sessions, and so on.

It is noted that the rapid development of sports requires further scientific support of our athletes with medical care and treatment.

Planning developmental programmes: €384.440

- Talents' development €124.570

Specific programmes favouring the development of gifted athletes to become the future champions enjoy support by the Federation. Our Federations elaborate specific programmes through their planning to identify and value new gifted athletes to become our country's future national teams. The stated planning covers qualified coaches specialized in camping in Cyprus and abroad. These coaches are trained in education and in child psychology, so that the said planning may be in line with the particularities of childhood and adolescence.

The talent development planning is considered by the CSO our Federations' future investment in favour of all the sports' development.

-Developing the Bottom Line / Infrastructure and material €259.870:

The Federations develop their action plan for young children / athletes. Our Federations are responsible for the inclusion of young athletes, while at the same time they deal with the development of each Federation's sport, aiming at enlarging the bottom line of each sport. The planning becomes also useful for both the Federations in their competitive claims but also for the sport becoming a mass one. Part of the above stated sum is granted to the Federations in order that they may cover their needs in terms of specialized sport material.

Professional Establishment €871.148:

Inclusion and recruitment of "elite" athletes having accomplished great achievements on an international scale;

Domestic Games €297.400:

Support is provided to the Federations to ensure the smooth conducting of Cyprus-scale Championships. As is generally known, a keen organizational planning is required so that national championships may take place, which implies high expenditure that must be covered by the organizer. These expenses come from preparing the spaces, giving compensation to the judges/referees/secretariat and observers. The Cyprus-scale championships are always conducted in accordance with the international regulations applied by each Federation so that the procedure championship is valid and reliable.

Conferences Abroad €79.400:

The Federations' representatives participate in the respective European and World Conferences.

The members of our Federations' Boards, who are also members of the respective international bodies, should attend their meetings in order to support the position and the interests of the Cypriot Sports. At the same time many of our members claim a position and are elected as members of the Board of international bodies, which gives an identity to the Cypriot sports and the Republic of Cyprus, in general.

Rewards (ex gratia payments) €548.480:

The CSO implements the Ex gratia Payments Scheme according to which athletes who have obtained a remarkable position in big international sport events are rewarded with subsidies given to them. The «Ex Gratia Payments Scheme» is applied by the CSO for high sport performances of able-bodied athletes and athletes with a disability, according to which both athletes and coaches are generously rewarded with bonus for their excellent performance in high sport events.

The most important sport successful results achieved in 2018 are reported below in detail:

S/N	NAME	FEDERATION	GAMES	POSITION	SPORT
1	PAVLOS KONTIDES	CSF	4-YEAR WORLD CHAMPIONSHIP	1 st	LASER
2	PAVLOS KONTIDES	CSF	ANNUAL PAN-EUROPEAN CHAMPIONSHIP	1 st	LASER
3	PAVLOS KONTIDES	CSF	MEDITERRANEAN GAMES	2 nd	LASER
4	DIAMANTO	CGF	AUSTRALIA COMMONWEALTH	1 st	ALL-AROUND

	EVRIPIDOU		GAMES		INDIVIDUAL
5	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	BALL
6	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	HOOP
7	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	2nd	RIBBON
8	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	3rd	CLUBS
9	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	ALL-AROUND TEAM-RHYTHMIC
10	GEORGIU MARIOS	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	FLOOR EXERCISES
11	GEORGIU MARIOS	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	PARALLEL BARS
12	GEORGIU MARIOS	CGF	AUSTRALIA COMMONWEALTH GAMES	3rd	ALL-AROUND
13	GEORGIU MARIOS	CGF	MEDITERRANEAN GAMES	1st	HORIZONTAL BAR INDIVIDUAL
14	GEORGIU MARIOS	CGF	MEDITERRANEAN GAMES	1st	ALL-AROUND INDIVIDUAL
15	GEORGIU MARIOS	CGF	MEDITERRANEAN GAMES	2nd	PARALLEL BARS INDIVIDUAL
16	PARELLIS APOSTOLOS	CAAA	MEDITERRANEAN GAMES	1st	DISCUS THROW
17	PARELLIS APOSTOLOS	CAAA	AUSTRALIA COMMONWEALTH GAMES	3rd	DISCUS THROW
18	ARTYMATA ELENI	CAAA	MEDITERRANEAN	1st	400M

			GAMES		
19	ACHILLEOS GEORGIOS	CSSF	AUSTRALIA COMMONWEALTH GAMES	1st	SKEET
20	ANDRI ELEFThERIOU	CSSF	AUSTRALIA COMMONWEALTH GAMES	1st	SKEET
21	ANDRI ELEFThERIOU	CSSF	4-YEAR SKEET WORLD CHAMPIONSHIP	6th	SKEET
22	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	ALL- AROUND INDIVIDUAL
23	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	BALL
24	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	HOOP
25	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	2nd	RIBBON
26	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	3rd	CLUBS
27	DIAMANTO EVRIPIDOU	CGF	AUSTRALIA COMMONWEALTH GAMES	1st	TEAM RHYTHMIC
28	ANTONIS ARESTIS	CNPC	IPC EUROPEAN ATHLETICS CHAMPIONSHIP - BERLIN	2nd	400M
29	ANTONIS ARESTIS	CNPC	IPC EUROPEAN ATHLETICS CHAMPIONSHIP - BERLIN	2nd	200M
30	CAROLINA PELENDRITOU	CNPC	IPC EUROPEAN SWIMMING CHAMPIONSHIP - DUBLIN	2nd	100M BREASTST ROKE

Subscriptions €96.280:

Until 2005, the Federations forwarded to the CSO the forms related to their membership subscriptions to the World and the Pan European Federation and the CSO paid afterwards their subscriptions. From 2006 onwards, the relevant amounts of money standing for subscriptions are given to the Federations, which pay instead in order to ensure a greater flexibility.

Unpredictable €9.278:

It is deemed necessary to report and keep the above stated sum as «Unpredictable» in order to cover any non-predicted needs of our sport institutions that are likely to come up during the year.

-Sports for persons with disabilities and vulnerable groups in 2018:

The Social Sports (Sports for Persons with Disabilities and Vulnerable Groups) have been sustained financially by the CSO with the amount of €360.000,00, increased by €15.000 compared to 2017. In 2018 the following sectors have been subsidized:

Regular annual subsidy in favour of sport institutions, which support sports in Cyprus, persons suffering from paraplegia and disabilities, with special needs, having undergone transplant, the deaf and blind. The total amount for 2018 reached €271,773.00, increased by €23,530 compared to 2017.

Special planning based on criteria and conditions aiming at supporting various organized groups, by enhancing physical exercise practiced by targeted groups. The total amount reached €55.000 in 2018 compared to €67.00,00 in 2017.

The planning actions are as follows:

- «Coping with Addictive Legal and Illegal Substances»
- Dealing with Religious Groups
- Supporting Vulnerable Groups»
- €25.000,00 are available to cover expenses of Paralympic athletes abroad.

-Sport Tourism Sport - €15.000

In 2018, the Sport Tourism has been sustained financially by the CSO with the amount of €15.000.

The CSO upgraded the sport map by subsidizing its member Federations in order to organize international games in Cyprus, participate in international events for sport associations held abroad and in Cyprus and by subsidizing member Federations to participate in Pan European and World Conferences. The CSO is collaborating with Universities and the CTO in order to organize in Cyprus conferences and events on Sport Tourism. It also provides training and support to sport institutions regarding sport tourism issues.

A “Sport Tourism” joint Committee with the CSO and the CTO participating is operational. Its aim is to coordinate both Institutions’ actions in order to attract sport tourism to Cyprus being the host country of regular meetings during which both Institutions’ joint actions are decided. Yet, the CSO participated in the Public Consultation on transforming the National Tourism Strategy for the period 2017 - 2030 as decided under the Cyprus EU Presidency and it set forth its position.

-Subsidizing School Boards - €245.000

The CSO released €245.000 to the benefit of 47 School Boards (91 school classrooms) so that these school classrooms may be used during afternoon hours by recognized Clubs, Federations and the CSO for National Programmes (185 sections of clubs and federations but also national programmes), according to criteria set up jointly by the Ministry of Education and Culture, the CSO and the Coordinating Committee of the School Boards.

- International Sport Relations, Transnational Agreements & Memoranda of Sport Partnership

The International Sport Relations play a particularly important role for both the Cyprus Sports Organization and Cyprus sports in general. This is one of the key objectives for which the Cyprus Sports Organization has been established and it aims at promoting and enhancing the collaboration between Cyprus and other countries, by subsidizing the accommodation and the expenses of the delegation of:

- Athletes & National Teams for their training, preparation and participation in games / tournaments,
- Experts & Technocrats for the exchange of information and knowledge on sport issues.

-High Performance Planning

The objective of this Planning was and still remains the highest possible representation and the excellence of Cyprus in great international events, the most important of all being the "TOKIO 2020" Olympic Games. The Planning works based totally on the Operation Guide and the Accession Competitive Criteria. The peak will be reached during the "TOKIO 2020" Olympic Games, when we expect our athletes to be successful as they were during the past "RIO 2016" Games.

This Planning was operational for eleven months (January – November) with an approved budget of €423,500 and eventually a total expenditure of €684,895. 45 male and female athletes classified in four categories joined it but also 33 coaches.

-Individual Olympic Sports - Young Champions Support Scheme

The Planning focuses on helping the young champions by providing every possible scientific, technical and economic support with insignificant changes. In fact, athletes received subsidies in this context to meet the requirements of modern sports, so our young champions managed to compete their age-mates coming from other countries pretty advanced in sports.

The Planning was operational for nine months (January – September) with an approved budget €180,000 and eventually a total expenditure of €221,762. 60 male and female athletes classified in two categories joined it but also 49 coaches.

-Developmental Sports - National Support Scheme (D.S.N.S.S.)

The Developmental Sports - National Support Scheme was set up by the CSO in 1998 aiming at supporting the bottom line sports and precisely the organized age-groups involved in sports through the Clubs/Associations/Groups, by boosting them in some specific sectors. In 2018 the D.S.N.S.S., as technocratic competitive Planning, dealt with two sectors: the DEVELOPMENTAL one aiming at supporting children aged not more than 16 years old and the TEENAGE one aiming at supporting children between 16 - 18 years old. The Planning extends also to secondary sectors like training, scientific support, evaluation, development and incentives. The Planning works on the basis of the "Operation Guide" but also on criteria and requirements that have to be met in order to subsidize coaches of Clubs/Associations/Groups.

The budget of the D.S.N.S.S. for 2018 was €1,231,248 and eventually the total expenditure reached €1,231,624.

-Violence in Sports

• Fan's Card

The State made efforts to enforce the 2008 48(I)/2008 – 132(I)/2014 Prevention and Suppression of Violence Law. Therefore, the CSO has assumed the responsibility to apply it but also to cope with the expenses incurred in order to have introduced/installed all the following systems and make operational the registry of fan card holders:

- entrance control system,

- audiovisual warning system,
- CCTV system,
- audiovisual images processing system,
- ticket issue control system,
- registry of fan card holders,
- fan card issue system, and
- preventive & intervention measures.

In 2018 the CSO implemented one of the measures provided by the law regarding the setting up, keeping and managing the registry of the fans' card.

• **Stadia Stewards**

The CSO participates in the Committee of Stadia Stewards, as defined by the Regulations and pursued its supporting role, in accordance with the Regulations on the Stadia Stewards stipulated by this law. These Regulations provide the CSO's involvement in whatever has to do with education cost related to the stewards, the purchase of the necessary equipment and the setting up, keeping and managing of the Registry of Stadia Stewards.

Implementing and applying this system under the CSO's involvement as the Sport Supreme Authority has helped to lighten the burden of the police in carrying out these specific functions. This has entailed a remarkable reduction in the number of policemen who were recruited to stand by in the stadia and consequently of the sport events policing cost.

The Committee meets regularly in order to consider emerging problematic issues as the system is operating or to consider complaints related to stewards and / or safety officers of the stadium or even to the training seminars ahead.

• **Stadia Licensing Authority**

The CSO participates actively in the newly established Stadia Licensing Authority (2014) in accordance with the provisions of the 2008 48(I)/2008 – 132(I)/201 Prevention and Suppression of Violence Law, under the instructions of two persons from the CSO as provided by the above legislation. Firstly, the Authority's main and primary responsibility is to approve through specific procedures, operating and safety certificates in the case of stadia where championships for the A category team sports take place. The Authority is operating under the CSO's jurisdiction in terms of financial and secretarial support but also in terms of office premises.

• **Violence & Fair Play**

The programme is operational under the supervision of the "Fair Play" Committee, which through its actions collaborating with the FAIR PLAY Ambassador provokes debate - meetings and organizes further events with sport institutions and organized groups on topics related to the prevention of violence on the grounds.

-**European Issues**

• **European Union (Expert Group)**

Skills & Human Resources Development in Sports

The experts group deals with the role of sports in relation to the basic skills like:

- Social and Political skills,
- Non-formal Learning.

In 2018 the CSO pursued its active involvement in the experts group and received an invitation for the Olympic Champion Pavlos Kontides, who participated in a round table debate on double education (sport and conventional academic).

- **Council of Europe**
Treaty for the Reduction of Violence

The CSO has since 2004 been actively involved in the Committee with interventions and presentations on the actions undertaken in Cyprus regarding the way violence in sport events and in particular during football matches is dealt with. At the meeting of the Committee, in December 2018, a special presentation was delivered on the actions regarding the implementation of the Fan Card Holders' Registry, the requirements related to its implementation, the problems that have emerged and the consequent actions in order to ensure the full enforcement of the legislation. Member States of the Council of Europe have declared keen interest on this issue and further updating on its implementation is expected in order to consider whether it is fruitful to recommend it for being introduced in other member States.

It is reminded that in 2017 Cyprus signed a new Convention the so called "**Convention on an integrated safety, security and service approach at football matches and other sport events**", which will replace the 1985 one. It will be called "European Committee on Safety, Security & Services in Sports Events upon its ratification by ten (10) countries and the Committee. At the meetings, problems related to violence on the grounds are considered and various Conventions are drafted. The CSO relies upon these Conventions and the Organization has, therefore, processed bills of law, on which the 2008 Law against Violence and the Stadia Stewards Regulations relied. The last Convention signed by Cyprus in May 2017 was related to the "Convention on an Integrated Safety, Security and Service Approach at Football Matches and Other Sports Events" and the "Convention on the Manipulation of Sports Competitions" (Macolin Convention).

Match Fixing

The CSO has since 2013 been participating in the Experts Committee of the European Union, which has drafted "Convention on the Manipulation of Sports Competitions" signed by the Minister of Education & Culture in May 2017 and later the programmes of the Council of Europe, like the KCOOS and KCOOS+. Based on our experience we provided regular information as a member of the Experts Group to the Ministry of Justice & Public Order, know-how / examples, which helped processing the Bill of Law on the Manipulation of Sports Competitions voted in December, 2017.

KCOOS+

The CSO participates in the KCOOS+ programme launched in 2016, initially as KCOOS by completing a specific questionnaire on "Manipulation of Sports Competitions", which enabled the Organization to participate in a regional seminar held in Athens for the Balkan countries. In the context of this programme and thanks to the CSO's participation in it, Cyprus and Latvia were hopefully selected to participate in a pilot programme comprising of a:

- two-day meeting with the representatives of the French National Platform in Paris,
- visit of an experts group of the KCOOS to Cyprus in order to have meetings with the:
 - * Parliamentary Education Committee,
 - * Ministry of Justice,
 - * Police,
 - * Gambling National Authority, and
 - * Cyprus Football Association

Considering the above stated CSO's active participation, valuable information was distributed to the parties involved in the institutions "Manipulation of Sports Competition" in order to draft the bill of law on the "Manipulation of Sports Competition", but also on the modus operandi of the National Platform.

National Platforms

The meetings of the Council of Europe aim, in accordance with the "Convention on the Manipulation of Sports Competitions" (Macolin Convention), at following up the implementation and the operation of the National Platforms of each country against the "Manipulation of Sports Competition" by collecting information and collaborating. Therefore, they ended to set up the Copenhagen Group for a more flexible operation far from the requirements and the bureaucratic terms and conditions stipulated by the Council of Europe.

Group of Copenhagen

Cyprus has since 2017 been participating in the Copenhagen Group of the Council of Europe, which was established in 2016 with a view to act as a coordinating and information group but also involved in the expansion of the National Platform (**NP**), which as provided by the Convention and the Law on the Manipulation of Sports Competitions and Representatives of the 12 National Platforms (**NP**), are already involved in the European Area group. Representatives from countries, which are going through the process of setting up a **NP** like Cyprus take also part in it. Furthermore, the **Copenhagen Group** is operating like a consultant factor in the service of countries, which are already operating a **NP** and which should act in compliance with the three basic thematic compounds defined by the **Copenhagen Group** as follows:

- Group of recycling, promotion and exchange of information
- Group of accelerated procedures
- Group of innovation related to the operational status of the **NP**

- MASS SPORTS

The Sports-For-All Programme is successfully operational for 33 years. The "Sports for All" Mass Sports Programme is performing successfully a very important work and has a lasting and consistent orientation towards accomplishing its sport, social, cultural, educational but also psychological mission.

The Sports for All Programme is getting upgraded and relies upon applying strictly general and specific structured programmes, which have been set up based on modern life needs and the reality of the world of sport. The SFA programme dictates the conscious option of movement – sport-practising not for rivalry or competition purposes but for physical activity, joint physical exercise, human communication and the need to improve all persons' psychosomatic health. Sport-practising is all citizens' right no matter the sex, the age, the origin, the body constitution, the economic strength and physical integrity. The value of physical activity is recognized and evidenced not only in order to sustain health but also in order to use movement as a proactive cure and a recovery treatment for health.

The Cyprus Sports Organization has recognized the scientifically evidenced results of sport-practising and its beneficial role in improving man's quality of life. It has, therefore, applied in Cyprus too, the "Sports for All" programme through specific tailored-made packages to all persons' needs no matter the age. This programme is implemented in early childhood, third age people, people with special needs and population minority groups through activities, which aim at enhancing "life-long learning".

- Vision

This programme's vision is to get the great majority of the population in Cyprus involved in sports and help them benefit from the physical activity and provide all the citizens, no matter of their ethnicity, sex, age, social position, mental or physical status, education, body integrity, economic standing and social stratum, with equal sport-practising opportunities.

Objectives

The main objectives of the Programme are to:

- Encourage life-long physical exercise and physical activity as part of one's life,
- Improve the physical and mental health of a person,
- Develop character and personality in the spirit of fair play and sportsmanship,
- Sport education of people and mainly of children aiming eventually at,
- Eliminate violence in sports through youth healthy hobbies
- Reduce crime rate, get rid of drugs and eliminate other social problems,
- Reinforce social cohesion, tolerance and understanding amongst citizens through physical activity.

- Programmes for Children

The «General Sport-practising» programme addresses all the children attending Elementary Education and aims at helping them to gravitate towards sport-practising. The Specialized Programmes address children who wish to get rigorously involved in their favourite sport and this sport is eventually chosen by children who are gifted with special sport properties. This Programme provides the opportunity to participate in regional, district and Cyprus-scale games.

The «Child and Swimming» programme is implemented during the summer months. All the children are, therefore, provided with the opportunity to get in the water and learn how to swim properly.

The «Early Childhood Education» Programme addresses early childhood children with the aim to help them learn about sport-practising while playing.

-Programmes for Adults

The Programme is operational everywhere on the non-occupied territory, in urban and rural areas, providing all citizens with the opportunity to choose a package meeting their needs better. They can also opt for the most convenient area in order to be able to participate. The following Programmes are operational:

Aerobics, Pilates, Yoga, Zumba, Pound, Adapted Gymnastics, Basketball, Volleyball, Swimming, Tennis, Futsal.

-Staff Training

Trainers attend constantly training seminars related to physical exercise, sports and education methodology to learn new ways and methods of practising physical exercise but also learn new programmes. Training is provided in multiple ways, through seminars held everywhere in Cyprus or by setting up groups with common subject-areas but also by attending seminars abroad. During these training seminars speakers from the inland and abroad make presentations and interventions on theory but mainly on practical examples. All the physical exercise trainers participate by applying theory in practice and having some exercises. During this training, refreshment session in First Aids, the use of Defibrillators and Lifeguard Emergency Techniques are attended by all physical-exercise Trainers.

-Events

The events are an important part of the SFA programmes with an annual participation toll of about 10.000 persons. During such events, members of the SFA programmes make presentations on what they have learned and more citizens are provided with the opportunity to know about them and join them. The existing partnerships with various institutions are strengthened through these events. A good example is the one of the Local Authorities where new partnerships are created. All are provided with the opportunity to participate, enjoy and socialize in the most pleasant but also professional way. More than 80 events are organized and offered annually through this Programme. These events are related to the presentation of programmes, games, championships, speeches and seminars.

Members – Expenses – Revenue

About 15.000 persons (children and adults) participate in the Programme, in more than 540 centres and 94 Trainers and Administrative Staff have been involved in it. The overall cost of the Programme amounts approximately to €2.000.000. The revenue from the Programme reaches €1.150.000.

Physical Education Programme pursued by the National Guard and the Security Corps

The Programme has since 1999 been operational quite successfully and achieved its main objective in the best possible way; the National Guard to be composed of efficient soldiers who may cope with any military mission. Sports are an important social phenomenon and this is why it is deemed necessary to ensure the army keeps on practising sports. Sports ensure stability and improve the soldiers' fitness.

Sport-practising in the National Guard

25 physical education teachers (2 of them being facilitators: one of them for Lefkosia and Larnaka districts and one for Lemesos and Pafos districts) are currently employed for the Programme. 2500 soldiers exercise daily on the military camps in Cyprus. This number doubles during the recruitment period and it eventually exceeds 5000 soldiers, depending on the number of the recruits joining the army.

Furthermore, Physical Education teachers have since 2017 been responsible for training the soldiers recruited on contract, the number of whom is approximately 400 persons per semester. The Trainers follow a scientific and orderly methodology for physical exercise. They achieve the best possible outcome by collaborating with the permanent officers in the army. Yet, the trainers are responsible for sport-practising by the soldiers of the units in which they are appointed to meet the needs as they come up but also for:

- Organizing local military championships amongst the units and also Pan Cyprian military athletics games,
- Organizing and supervising the selection tests for the volunteer military officers recruited for five years on contract and the candidates for ranking officers and for special forces,
- Evaluating the permanent officers' fitness, which happens once a year,
- Contributing to the recruits' education at the Recruits Training Centres,
- Training the soldiers recruited on contract,
- Specialized Programmes – Expert trainers involved in the programme deliver training classes according to the needs and particularities of each unit in:
 - Martial arts
 - Fitness and weight
 - Swimming

The Physical Education objectives in the National Guard are to:

- improve the soldiers' fitness,
- select and develop the soldiers with special skills in the National Team of Armed Forces,
- combine physical exercise and entertainment for the soldiers through games,
- promote the fair play, which helps enhance ethics, correct conduct and fair behaviour,
- help sport-practising soldiers to pursue the competitive activities, and
- assist eventually recruit in the National Guard soldiers who will be able to cope successfully with any military mission.

The morning programme aims at enhancing:

- fitness (aerobic skills),
- motor skills, and
- Strength, in general.

The afternoon programme comprises of:

- Games – the soldiers are taught the basic techniques and rules for games and team sports, such as: Basketball, Volleyball, Football, Handball, and
- Other kinds of exercise in a playful mood (i.e. Fitness relays).

Physical activity and sport-practising for the Security Corps

The Programme was launched as a pilot one in October 2009, by providing training to members of the Security Corps (i.e. Police, Fire Brigade, and so on.). From February 2011 the fees paid for every two months were €20, which is still valid to present. In 2018 the following programmes were operational per region:

Lefkosia: Swimming

Larnaka: Swimming, Fitness and Weights, Futsal

Lemesos: Swimming, Volleyball, Basketball

Pafos: Swimming, Basketball, Futsal, Fitness and Weights

Sport-practising in the Central Prison

The «Sport-practising in the Central Prison» programme is for the Security Corps. It highlights mainly the social role of sports. The Programme is enhanced and in the context of the Strategic Cooperation signed between the CSO and the Prison Department (since 2016). Specialized sport training is provided through the programme to all the prisoners detained in all the Central Prison Wards. Nine (9) Physical Education teachers are involved and five modern Gym Centres are operational to this end.

The main Pillars of Cooperation between the CSO and the Central Prison are to:

- add further activities in the Sport-practising programmes implemented in the Central Prison and introduce new sports like Aerobic Gym, Ping Pong, Basketball, Volleyball and Exercises by using instruments (TRX, ribbons, bars).
- offer training by organizing seminars and lectures,
- organize sport activities – domestic championships and matches with other prison outsider teams,
- provide sport items and equipment,
- introduce a specific programme for Central Prison guards,
- include the prison guards in the “Physical Activity and Sport-practising” programme in the Security Corps, and

- encourage prisoners to get involved sport-practising.

Erasmus “Ready ... Go Project” European Program

It is noted that five Gym Trainers are involved as experts in this European programme, which is operational for 2018 – 2019 with an excellent outcome. The Gym Trainers took part in transnational meetings abroad with other partners and were given the chance to introduce new methods of sport-practising in the prisons. The programme has resulted to adding new sport activities further to the existing ones, either through time or during sport days. The Life Long Learning key competencies will be reported, which will enhance the prisoners’ inclusion in society.

Social Sports Programs

The «Sports for All» Programme offers a huge social work, because it does not exclude anyone from participating in it and also plans and elaborates many programmes set up accordingly in order to meet the needs of all citizens. These programmes address Third Age people, persons with various disabilities like physical, motor or sensory deficiency either children or adults, persons with psychological problems, persons with chronic diseases, persons who undergo drug rehabilitation or children belonging to these families. The above stated vulnerable groups may participate in these programmes free.

1.2 Technical Services, Monitoring and Inspecting Private Gymnastics Schools

The Sector of Technical Services Sector and Inspection of Private Gymnastics Schools is split in two main branches:

- Establishing Privately-owned Sport Facilities and subsidizing Non Privately-owned Sport Facilities,
- Inspecting Privately-owned Gymnastics Schools.

-Establishing Privately-owned Sport Facilities and Subsidizing Non Privately-owned Sport Facilities Branch

This branch is competent for establishing new Privately-owned Sport Facilities, upgrading existing Sport Facilities and supervising projects related to non-Privately-owned Sport Facilities, subsidized by the CSO. The CSO’s Technical Services cannot implement directly these projects by using the Organization’s resources (because of their small size) and they can neither consider them nor can they have them constructed. The Technical Services have an executive, a coordinating and a supervising role by purchasing services from external partners (to carry out a study, and so on.), which are selected in accordance with the Bids Law L73(I)/2016, the occasional circulars and recommendations by the Authority of Public Bids, the Auditing Division and the Ministry of Education and Culture. Furthermore, the internal procedures are followed in accordance with the law on the CSO and, in general, the State legislation on each individual case. Implementing projects by purchasing services is still how the Public Sector acts.

It is important to state that the CSO considers inter alia particularly important, in terms of subsidies according to its requirements, the need to promote and implement any form of Sport Development. Approximately €2.000.000 have been spent in 2018 in sport infrastructure development. This sum is substantially reduced in relation to past budgets available because of the economic austerity.

Projects accomplished or under construction

- Courts and Facilities for the Larnaka Tennis Club

- Auxiliary Ground for Larnaka AEK football club
- Replacing the flooring of the Pallouriotissas Sport Room
- Replacing the flooring of the Anayenissis Derynias Sport Room
- Maintenance works at the Charalambos Koukoularides Ski Resort
- Turfs of the following Football Grounds: Nea Salamina, K.S. Psevda, Olympiacos Lefkosias, Rotsides Mammari, ATE PEK Ergaton, PAEEK Kyreneia

-The procedure of submitting Bid Documents and Contracts on the Static Stability and the Reinforcement of the Tsirio Stadium's Tiers and Canopy is going through the last stage and a public procurement for the construction works will soon be launched, provided that there will be available subsidies (estimated amount: €3.310.000).

-The Bid Documents and Contracts for the reconstruction of the synthetic athletic track «Stelios Kyriakides» in Pafos are also going through the last stage of the procedure and a construction public procurement will soon be launched, provided that there will be available subsidies (pre-estimated amount: €960.000 + VAT).

- Studies on replacing the synthetic athletic track of the GSZ and GSP stadia are also on-going.
- Subsidies have been granted for various small projects related to improvement works of the sport infrastructure facilities.

Accomplished or on-going Mass/Social Sports Projects

- Yeroskipou Municipality Tennis Courts
- Livadia Municipality Three Sports Grounds
- Futsal Ground in Tseri Municipality

Football Ground in Lemesos and Kolossi

After the bid of tender stage being accomplished and the bids (two bidders) being considered and evaluated, the CSO sent a preliminary updating letter to the successful bidder. Then, the non-successful bidder appealed against the outcome of the procedure before the Supervising Bids Authority. The Authority made a favourable decision for the CSO dd 31/12/2018. Therefore, the construction project is pursuing the implementation process. The construction contract amount is €31.333.000 and the duration until completion is 28 months in accordance to the contract.

Collection Division of Premises-related Opinions on Sport Development Projects

This division deals with opinions submitted to Competent Authorities but also to Consultants and or Applicants, in accordance with the Law and the Regulations on the CSO, in the light of the inspection and supervision aiming at establishing Sport Facilities (Private Gymnastics Schools and other Sport Infrastructure). This division contributes to creating Sport Facilities, which will comply with the relevant legislation and therefore, their functioning as per the provisions of the law will be ensured. In 2018, 125 written and many more oral opinions have been formulated by the experts of the CSO's Technical Services.

Inspection of Private Gymnastics Schools

The Officer in charge of the Private Gymnastics Schools will make an update on this topic.

Inspecting Private Gymnastics Schools

The CSO follows regularly a follow-up, inspection and licensing procedure regarding the Private Gymnastics Schools, in accordance with the article 5 (2) (ka) of the Cyprus Sports Organization Law and the relevant regulations.

The enforcement of the Law and the Regulations are ensured through a specific mechanism used by the CSO's Division, aiming mainly at legitimizing the Schools that provide gymnastics services or classes related to the learning of gym sport techniques. The procedure based on the credentials defined regarding the Private Gymnastics Schools Regulations in order to keep a registry of accredited gym educators/trainers who are interested in being employed by Private Gymnastics Schools has been institutionalized becoming eventually established through this mechanism, too.

Detailed information on the 2018 activities is provided here below:

Following up Private Gymnastics Schools

The follow up of the Private Gymnastics Schools is carried out with software. The classification of 870 Private Gymnastics Schools reported by the CSO by 31/12/18 is stated on the Table below.

Licensed Private Gymnastics Schools in 2018.	126
Accredited Private Gymnastics Schools, which have not paid the fees to obtain the operating licence for 2018.	3
Accredited Private Gymnastics Schools, which have not applied for a renewal / reissue of their licence for 2018.	24
Accredited Private Gymnastics Schools in the past, which applied for a renewal / reissue of the operating licence for 2018 and have received a letter to comply with the regulations.	6
Accredited Private Gymnastics Schools, which have terminated their operations.	14
Accredited Private Gymnastics Schools, the case of which was then referred to the Legal Advisor to take legal action.	5
Private Gymnastics Schools, which applied over time and have received a letter to comply with the regulations.	56
Private Gymnastics Schools, the case of which was referred to the Legal Advisor to take legal action.	97
Private Gymnastics Schools, the case of which was returned by the Legal Advisor for further inquiry.	12
Private Gymnastics Schools, which are not operating.	235
Private Gymnastics Schools, the case of which is under consideration in order to verify whether they comply with the law.	83
Private Gymnastics Schools, which are operating and have not applied to the CSO for being licensed.	209
TOTAL	870

Inspecting Private Gymnastics Schools

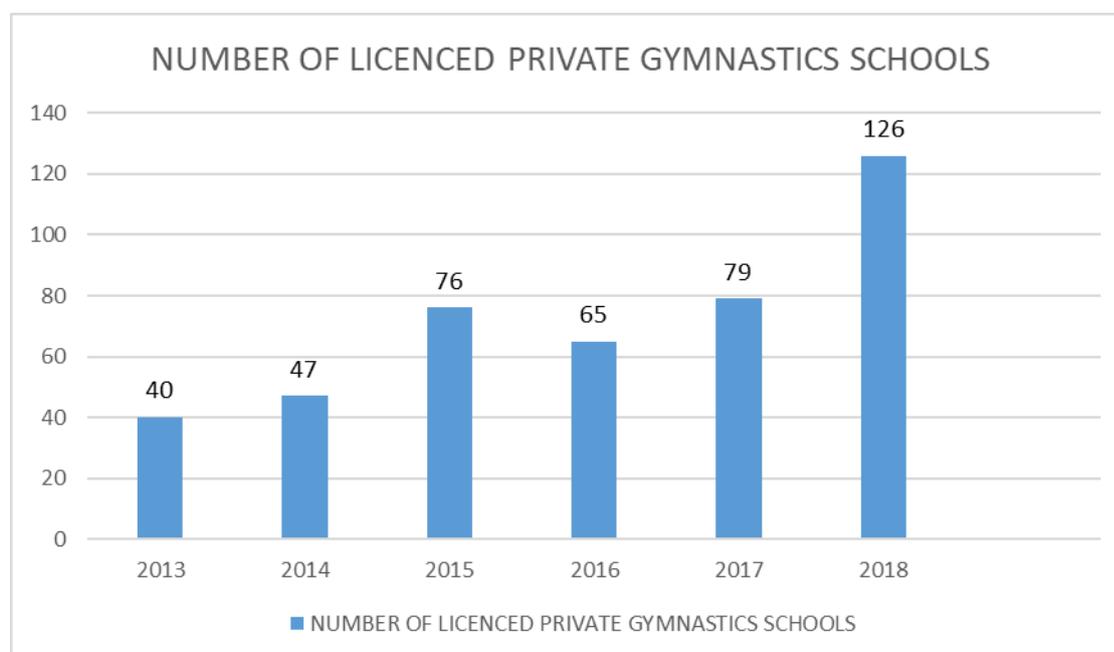
The CSO's inspectors perform inspection visits to the Private Gymnastics Schools (licensed or not) and pay planned or sudden inspection visits. These inspection visits performed in 2018 and mainly until 31/12/2018 are reported per region on the Table below.

VISITS	Lefkosia	Lemesos	Larnaka	Ammochostos	Pafos	TOTAL
	225	179	48	24	76	552

Licensing Private Gymnastics Schools

The inspections for licensing purposes are performed after the owners of the Private Gymnastics Schools have applied, provided that their application contains all the information required. The inspection visits focus on checking the sport equipment, the profile of the school's trainer and verifying the premises suitability. The checking of the sport equipment and of the trainers' profile is carried out by the Inspectors of the Private Gymnastics Schools, whereas the premises suitability is verified by Officers of the CSO's Technical Services. The operating licence has one-year duration and expires on the 31st December of the issue year. It is issued for the specific sport or physical activity offered by this gym school. The licensed Private Gymnastics Schools are recorded on the related Registry kept by the CSO.

In 2018 a significant increase in the number of Licensed Private Gymnastics Schools has been observed. In 2018, 126 Private Gymnastics Schools have precisely been licensed by the CSO. The number of the Licensed Private Gymnastics Schools from 2013 until 2018 is reported on the chart below.



- **Taking judicial measures**

If a Private Gymnastics School does not fulfil its obligations, the CSO takes legal action against the person (natural or legal) who has established this Private Gymnastics School, which is operating without being licensed. 460 cases were referred to the Legal Advisor until the 31/12/2018, 198 out of

which were brought before justice. The 21 were returned to the CSO by the Legal Advisor who requested further information, the 85 are filed to be tried in court for the 17 a summon is issued and serviced and 139 were withdrawn for the following reasons: 60 obtained the relevant operating licence, 57 suspended their operations, for 21 the indictment was never served by the process server, for one no indictment has ever been issued so far.

- **Registry of gym educators / trainers**

Further to the registry of operating licences, a registry of gym educators / trainers who are interested in being employed by Private Gymnastics Schools and apply to the CSO should also be kept by the Organization in accordance with the Regulations. 1099 persons have so far applied to enter the registry; 899 applications have been approved, 52 have been rejected, while 148 are still under consideration.

- **Modernizing the Regulations on Private Gymnastics Schools**

The amendments to the Regulations that govern the functioning of the Private Gymnastics Schools are processed, in order to meet the new requirements of the sport industry and bridge the gap observed over time.

- **Considering how to Modernize the Credentials of the Gym Educators as they are defined in the 1995 and 2012 Regulations on Private Gym Schools.**

The Trainers' qualifications, is one of the important issues in the Regulations on Private Gymnastics Schools that have to be considered for improvement. The CSO recognized this necessity and has reached an agreement to this end with a private agency following procurement, in order to conduct a study on "Modernizing the Gym Educators' Qualifications", as they are defined in the 1995 and 2012 Regulations on the Private Gymnastics Schools.

The study was completed and approved by the CSO's Board. The mapping of the existing situation was drawn according to the terms and conditions of the Contract. Furthermore, the particularities of the Gym Trainer's profession but also its problems and perspectives were considered and an Action Plan was submitted in order to modernize the qualifications required.

- **Implementing an Action Plan to Modernize the Qualifications of the Physical Education Trainers**

According to the Action Plan of the above mentioned study, the CSO collaborates with the Human Resources Development Authority, aiming at enhancing the Professional Qualifications Standards in relation to the main positions by the Fitness Trainers and at developing an evaluation system but also certification programmes for the Life Long Professional Training.

When this reform is implemented the Fitness Trainer profession will be regulated in accordance with the European and National Policies, aiming at ensuring high quality services and safety in the Fitness sector. Furthermore, the mobility of the labour force in the sector will increase within the European Union, the unemployment rate will go down and the educated people will be connected to the labour world.

- **Establishing Professional Qualifications Standards for Coaches / Sport Trainers**

The Collaboration between the CSO and the Human Resources Development Authority is extended to the Sports Coaches. The Professional Qualifications Standard for Coaches / Sports Trainers will be established first.

1.3 The Department of the CSO-owned Sport Facilities Management & Maintenance has the following competencies:

- To authorize the use of Sport Facilities by sport and non-sport institutions in order to become the venue of their events either these are international-scale or national or club level games or training but also to host other social and cultural events. Such events are inter alia: stock market fairs, music

concerts, pre-electoral meetings, presidents proclamation ceremonies, ceremonial rituals by various religious groups. In 2018 the Indoor Stadium «TASSOS PAPADOPOULOS-ELEFThERIA» was delivered by the Ministry of Interior, to be the venue of the President of the Republic proclamation ceremony. The requests submitted by institutions for being authorized to use it are considered by ordinary mail. The same is valid when an e-request is submitted too. All the topics related to consultation with the clients who ask for being authorized to use it as events venue, staff management, purchase of provisions and consumables are also considered equally. The facilities are staffed according to the space, by Officers and the suitable labour staff to serve the users and they are open almost seven (7) days weekly from 06:30 to 22:30.

- To ensure the daily maintenance of the Sport Halls in order to keep a high safety and suitability level for the users (employees, athletes, coaches, visitors, and so on.). For maintenance purposes, daily, weekly and monthly inspection takes place for each facility individually. These inspections are extended to the mechanical installations of each building, i.e. daily check of the engine room in the swimming pools

- building inspection (masonry, doors) and the inspection of the permanent equipment (synthetic flooring and / or wooden). The Maintenance is carried out with a €4.000.000 contract lasting four years. In order to have Facilities properly operational, becoming the venue for successful events, it is imperative to ensure:

- The regular and frequent inspections of the facilities to confirm they comply with the laws in force regarding suitability-related issues of the infrastructure.
- The specialized monitoring of the events other than the usual special world sport events, commercial and or social events.
- The implementation of an Invoice Policy in relation to the fees the users have to pay, the events' invoicing and the drafting of statements in order for the Accounts Department to issue invoices.
- The organizing and training accordingly of the staff of the sport facilities in order to ensure the smooth conduct of the events.
- The annual competitive programmes of the federations are regularly readjusted in order to be operational while the social events are held and / or make it possible for special (postponed) events to be held.
- The "third bodies" that assume the responsibility to organize events (sport and non-sport) comply with the terms and conditions defined by the CSO in the use concession contracts.

The CSO-owned Facilities

The value of the CSO's sport facilities is approximately €111.000.000 (based on the 2018 estimate) and they are as follows:

- football grounds with athletic field:
«MAKARIOS SPORT CENTRE» in Lefkosia and «STELIOS KYRIAKIDES» in Pafos,
- three indoor stadia complying with international standards:
«TASSOS PAPADOPOULOS-ELEFThERIA» in Lefkosia, «SPYROS KYPRIANOU» in Lmesos and «KITION» in Larnaka,
- The Multi-training Centre «EVAGGELOS FLORAKIS» in Lefkosia,
- four indoor stadia complying with the national standards: «LEFKOTHEO» in Lefkosia, «GLAFKOS CLERIDES» in Agros, «AFRODITI» in Pafos, «COMMUNITY CENTRE
- three training football grounds with natural turf at the Makarios Sport Centre,

- two 50m swimming pools with training cisterns measuring 20m + 23m respectively, LARNAKA OLYMPIC SWIMMING POOL and LEMESOS OLYMPIC SWIMMING POOL. Yet the LEFKOSIA Olympic SWIMMING POOL, which is run jointly with the Lefkosia Municipality in accordance with an agreement,
- two 25m indoor swimming pools: «GLAFKOS CLERIDES» in Agros and the LEMESOS INDOOR SWIMMING POOL,
- two sport parks: The ANCIENT GSO stadium in Lemesos and the ANCIENT GSZ stadium in Larnaka, (in August 2018 a private individual was assigned its management for five years following a public procurement)
- The Lemesos Sailing Centre

Tasks accomplished in 2018

The most important tasks accomplished by the Department in 2018 are:

- Repairing the box offices at the Makario Stadium, Central Entrance and North Terrace,
- Placing fire protection / fireproof sponges in the Judo rooms at «TASSOS PAPAPOULOS-ELEFThERIA», «KITION», in the Judo room at «AFRODITI» and in the basketball courts at «EVANGELOS FLORAKIS».
- Partial intervention in the swimming cisterns of the Lefkosia Olympic Swimming Pool in order to support the Lefkosia Municipality during the repairing works carried out by it as owner of the site,
- Assigning a company through an open public procurement to develop a booking programme regarding the CSO's sport facilities
- Supporting the clearing services and labour support regarding the Sport Facilities, through an open leasing procedure of workers' and cleaning women's services in order to enhance more efficient staff, ensure cleanliness and take care of the facilities,
- Calling a tender in order to Lease Consultants' Services with a view to upgrade the Sport Centre «GLAFKOS CLERIDES».
- Concluding Public Procurement in relation to the CSO's insurance cover (Facilities, Vehicles, Civil Liability).
- Revaluating the CSO-owned Facilities,
- Maintenance and Management of the waters of the CSO's Swimming Cisterns with a provision of services contract. A partnership between the CSO and a private company is concluded as a result of an open procurement.
- Obtaining annual licence to ensure the sport facilities remain operational,
- Maintenance of the natural turfs – a partnership between the CSO and private companies as a result of open public procurements – of the «STELIOS KYRIAKIDES» and Makario Stadia, the three (3) Auxiliary Grounds inclusive,
- Completing the expropriation process of the land on which the street leading to the Lefkosia Olympic Shooting Range is built,
- Completing the procedure to authorize the use of the OLD GSO stadium in Lemesos by the Lemesos Municipality and its official concession is expected to take place in 2019,
- Completing the open public procurement procedure in order to authorize the use licence of the OLD GSZ in Larnaka. A private individual has been assigned to run it by 2023 inclusive.

The overall expenses of the Sport Facilities' maintenance works amounted to €1.200.000 and the administrative expenses of the 19 CSO-owned Sport Facilities including the salaries of the staff amounted approximately to €4.000.000.

1.4 FINANCIAL MANAGEMENT SECTOR

SUMMARY INCOME TABLE				
		2017	2018	2019
	Income per Unit	Real Income €	Approved Budget €	Budget €
01	State subsidy	28.000.000	36,403,600	34,903,600
02	Income from CSO-owned premises and other sport facilities	1,035,228	797,070	1,018,040
04	Other income	1,826,548	1,977,060	2,277,080
09	Gambling National Authority	889,565	2,500.000	2,500,000
011	Enforcement of the Law on Prevention and Suppression of Violence on the Sport Grounds	---	50	50
	Total Income	31,751,341	41,677,780	40,698,770
SUMMARY EXPENDITURE TABLE				
		2017	2018	2019
	Expenditure per Unit	Real Income €	Approved Budget €	Budget €
01	Regular-Administrative Expenditure/Maintenance	12,388,304	13,062,312	13,550,590
02	Regular-Subsidies	13,710,117	14,176,588	14,302,010
03	Development – Creation & Improving Sport Facilities	2,933,339	11,813,850	10,271,140
04	Regular – Payment of Loans & Other Liabilities	---	2,225,000	2,175,000
06	Regular – Non Expected Expenditure	---	400,000	400,000
07	Regular – Enforcement of Law on Prevention and Suppression of Violence on the Sport Grounds	---	20	20

08	Regular –Anti-violence Programs	---	10	10
	Total Expenditure	31,187,274	41,677,780	40,698,770

1.5 Protocols, Memoranda of Partnership / Understanding & Partnership Programmes with other States for 2018

In 2018, the CSO carried out successfully the programme of sport exchanges with the General Sport Secretariat (GSS) in Greece, regarding 2017 – 2018. In 2018, renewing the lasting sport partnership between the CSO and the GSS in Greece was agreed by concluding a new Sport Partnership Protocol for 2019 – 2021. This has prolonged the said partnership and limited at the same time the time-consuming procedures with a view of drafting and signing protocols. It is stressed that the new partnership is upgraded because of more provisions and sport exchanges.

Furthermore, the Collaboration Programme with Jordan for 2017 – 2020 is still in force. It has been signed by the Ministry of Foreign Affairs and it stipulates the collaboration in sport issues.

In 2018, the CSO has also concluded a collaboration programme with the Israeli Sport Authority for 2018 – 2021, which is running and is constantly upgraded.

In November 2018, the Ministry of Education and Culture has concluded a Memorandum of Understanding with the Serbian Ministry of Youth and Sport for 2018 – 2022.

Sport Agreements Priorities and Actions

In the context of all the Sport Agreements, priority has been given to conducting sport exchanges mainly for training and the participation in established official and friendly games. Yet, in the context of all these programmes, stress has been laid on provisions that promote the collaboration amongst countries on education, scientific research, information exchange, expertise and know-how in competitive sports issues. It is also important to note that developing actions by these countries, which enhance and promote peace, tolerance and the harmonious co-existence through sports, is also provided. Sport collaboration with as many countries as possible being involved, has a positive outcome and helps develop sports but it also helps achieve successful results in big future events.

Memoranda of Partnership with Local Institutions

The CSO has accomplished a further achievement by signing Memoranda of Partnership between the Organization and the Cyprus Broadcasting Corporation (CyBC), the Frederick University, the University of Cyprus (PAKY), the Cyprus University of Technology (TEPAK), the UCLan University and the Cyprus National Addictions Authority (CNAA).

The CSO will collaborate with the Universities in order to train its human resources, the sport executives and the agents of the local sport federations. The CSO will also participate in surveys and research programmes to be launched by these academic establishments. The provisions of the agreements on granting sport scholarships to athletes of national teams, co-signed by these Universities are highly important for the Organisation.

Upon concluding the Memorandum of Partnership with the Cyprus National Addictions Authority (CNAA), the CSO has drafted a strategic collaboration plan according to which priority will be given to opportunities provided, which aim at enhancing sound activities for the Rizokarpaso school pupils, free participation in running sport events / programmes under Sports-For-All and or providing free sport equipment to children and youngsters from vulnerable groups, if trainers may be committed for them, but also many other actions.

EUROPEAN AND INTERNATIONAL AFFAIRS

CSO follows up and is actively involved in the European and international sport events by collaborating and coordinating its actions with the Ministry of Education and Culture Office of European and International Affairs. In 2018 the following actions took place:

• Participating in the European Council

The CSO's representatives participated in the Council's preparatory body for sports (Working Group for Sports) with the Advisor of the Ministry of Education and Sports at the Permanent Delegation in Brussels. The CSO has been conducive to forming the European policies and making the decisions, which have been adopted by the Sports Ministers of the Council. Furthermore, the CSO prepared the participation of the Minister in the formal Council meetings held during the Bulgaria and Austria presidency.

Participating in the Sport Groups of Experts

The CSO participated in Expert Groups for Sports, which have been set up based on the Working Plan on Sports 2017 - 2020. CSO Expert Officers participated in the following groups:

- Integrity in sports
- Skills and human resources development in sports

Furthermore, the CSO has appointed an Expert officer as Contact Person between the CSO and the HEPA Focal Points, who follows up the implementation of the indexes for setting up the Board in order to promote the physical activity with a view to achieve health improvement.

Conference of the European Sports Directors

The CSO was represented in the two Conferences of the European Sports Directors, which were held during the Bulgaria and Austria presidency.

The CSO's participation in European Programmes as Coordinator

• 4th Annual European Sports Week

In 2015 the first European Sports Week (ESW) became an established event. It is an initiative by the Cyprus Presidency of the European Council and is included in the 27th November 2012 Conclusions document of the Council, in relation to the promotion of physical activity in favour of health issues. Implementing this European initiative aims at taking highly effective measures to raise awareness and mobilize the citizens as regards the physical activity and the overturn of the alarming trend for the European citizens' limited involvement in physical activity according to the research conducted on a European level but also on EU member States level.

The Cyprus Sports Organization organized the 4th annual event "European Sports Week" (23 - 30 September 2017) acting as the National Coordination Institution with a view to implement its wider policy and promote the physical activity and sports, aiming at motivating the citizens to adopt an active lifestyle but also promoting the relevant European policies and improve the public health through physical activity. The aim of the European Sports Week through the slogan #BeActive is to enhance all citizens' involvement in physical activity and sports at all levels, in order to adopt an active and healthy lifestyle.

The European Sports Week looks for creating a national intersectoral platform, in which volunteer institutions from the public and private sector, non-governmental organizations dealing with physical activity and sports (sports, education, health, local authority, youth, labour, environment, free movements, private enterprises and so on.) have been involved and have become active, by

promoting through the various actions organized, the physical activity and sports aiming at increasing the access opportunities to sport-practising.

This European campaign is operating, precisely, as Open Market. Each institution involved is provided with the opportunity to enhance and promote its running sport activities and programmes on a local, national and European level, organize new events and / or co-organize them with other institutions in the context of the European Sports Week. The recipients will be mainly the citizens who will have the opportunity to be informed about the running programmes and the existing services, to do so by participating free in various sport events that will take place, to experience and get involved in them and eventually choose their favourite sport.

The CSO has been appointed as the National Coordinating Institution to campaign for the European Sports Week in Cyprus, by being responsible for coordinating and implementing it on a Cyprus scale. The European Sports Week actions are funded by the European Commission through the Erasmus + European Funding Programme. The CSO submitted a proposal with a budget reaching the overall amount of €224,676,75 (80% funded by the EU and 20% by the CSO).

51 institutions, which were in fact the main organizers of the various events and actions, have totally become active in the context of the European Sports Week. These institutions fall under the following sectors:

- Sports
CSO, Programme Sports for All
Sport Federations, Sport Clubs/Unions/Academies
Gym Centres (licensed by the CSO)
- Education
Ministry of Education and Culture
Universities
Secondary, Technical and Vocational Education
Primary Education
Pre-elementary Education
- Ministry of Health
Local Authority (Municipalities)
Private Enterprises
Non-governmental Organizations

The main organizers of these actions got in their turn, more institutions dealing with the physical activity and sports involved, by highlighting and evidencing that the intersectoral cooperation and the synergies bring about the best and desirable results. In this case it implies the public awareness-raising and the involvement of ALL the citizens in the physical activity and sports.

During the European Sports Week, a total of 150 Cyprus-scale activities and events were held, in which approximately 190,000 citizens participated FREE. The Local Authority and precisely the Municipalities organized many actions raising awareness and getting actively involved the local society and institutions.

The 150 activities held in the context of the European Sports Week are described as multiform, innovative and accessible. They were carried out without or with the least cost and relied upon the volunteer involvement of the institutions but also upon the volunteer work and contribution of people who worked for the implementation of these actions.

For example, the European Sports Week programme focuses mainly on five thematic units: Education, Workplace, Outdoor Physical Activities, Sport Clubs and Gym Centres, Third Age Persons / Persons

with Special Needs / Persons with Disabilities. As regards the types of actions, sport activities, information days and lectures are inclusive.

In 2018 the innovative element not only for Cyprus but for all the participating countries in the campaign, was the Pan-European Night Event: #BeActive Night. In 2018 the European Commission established this action, wishing in this way to highlight the event as a planned occasion happening in all the countries at the same time. The event that took place on the 29th September on Europe Square in Larnaka with an estimated participation of 4000 citizens is considered amongst the most successful event ever according to the Commission's evaluation.

Good Governance enhancement through e-Learning for Sport Volunteer Board Members – (GReFORM 2018 - 2020)

The Fair Governance of the sport institutions is one of the biggest challenges, which modern sports have to cope with. In this context, the CSO has, over the last years, implemented important measures that can ensure the enforcement of the fair governance in the sport federations. The right education and training in topics and principles that govern management and administration is a determining factor for the sport organizations' rational functioning.

GReFORM programme's aims are to:

- identify the education needs of the sport administration executives, and
- provide targeted academic education directly and shortly through an education e-platform.

The CSO is leading and coordinating the Programme lasting 3 years (2018 - 2020) and it is the longest and the one that requires the biggest budget for which the Organization has obtained co-funding from the European Programme: Erasmus +. The overall funding of the programme is €419.000. 11 partners from six member States of the European Union (Belgium, France, Greece, Italy, Lithuania and Cyprus) participate in the Programme. National and European sport Organizations and academic establishments are included in the consortium made up of partners involved in the Programme.

- Participation in European Programmes

Further to the European Sports Week, the CSO participates as a Partner in programmes funded by the European Commission through the Erasmus + programme: Sports Section.

Programme: «iSport – Investment in Sport»

Programme: «National Sports Governance Observer: Benchmarking sports governance across national boundaries»

Programme: «SafeYou Plus»

Programme: «Fix the Fixing: Proactive quelling of sports events manipulation»

Programme: «Whistle Blowing»

Programme: «Game»

Programme: «ERASMOS»

1.6 Sports Academy

The Sports Academy is conceived by the CSO, which has been established in order to promote education and training in relation to sport issues. A Committee appointed by the CSO's Board, is composed of Members of the Board performing the Setting out of the Sports Academy. In 2018 the Sports Academy met the education and training needs of the coaches, the judges and sport officials

through subsidies given to hold training programmes both in Cyprus and abroad. It always acted based on the aims and objectives as defined upon its establishment.

- Amending the Guide on Policy and Procedures on Training Programmes

In 2018 the Sports Academy Committee amended the Guide on Policy and Procedures of Training Programmes, in order to ensure the principles of fair governance, equal treatment and transparency. The Committee defined for the Sport Institutions inter alia, the following requirements, based on these amendments:

- stipulate measurable criteria in relation to the submission of requests before the Academy in order to enhance the participation in training programmes held abroad,
- inform on time the interested institutions about training programs ahead as planned by the relevant European and or World Federation.

-Subsidizing Training Programmes

In 2018, the Sports Academy Committee has granted subsidies amounting to €50.000,00 in order to fund:

- More than thirty five (35) training programmes organized in Cyprus,
- The participation of coaches, referees, judges and officials from thirty (30) Sport Federations in training programmes held abroad. Subsidies were granted, for example inter alia, to Basketball, Boxing, Tennis, Sea Ski, Sailing, Archery, Judo, Handball and Volleyball Sport Federations

- Planning

In 2018 the Sports Academy Committee made an evaluation of the shortcomings to cope with in order to set up eventually the best possible planning. It has, therefore, prioritized the following issues to be settled in 2019. To:

- conduct a number of training seminars addressing human resources and executive staff of the Sport Federations and Clubs in Cyprus in the context of the thematic unit “Best Practices of Fair Governance”,
- reconsider and upgrade the Guide on Policy and Procedures for Training Programmes based on the Code of Fair Governance in Sports, and
- enhance a digital upgrading of the Forms and, in general, of all the procedures related to the Setting up of the Sports Academy.

1.7 Staff Issues

The CSO employs twenty nine (29) permanent members of the staff, fifty two (52) regular hourly-paid ones (workers, stewards and cleaning women), thirty four (34) temporary members of the staff (officers, clerks, and so on.), twenty three (23) gym trainers involved in the «Sport-practising in the Security Bodies» / National Guard Programme, ninety seven (97) trainers involved in the «Sports for All» Programme, twelve (12) facilitators involved in the National Developmental Sports Support Scheme - NDSSS (responsible for sports and external inspectors), ten (10) collaborators (two in the Anti-doping Authority, four external inspectors for the private gym schools, three scientific collaborators at the Cyprus Sport Research Centre and one external collaborator in the National Guard).

On the 16/4/2018, the CSO filled the vacant position of the Director General with a five-year contract through appointment, following a decision made by the CSO's Board and upon approval by the Council of Ministers.

The Board of the Organization through the Staff Committee, the Director General and the CSO's Administration fixed and resolved problems and various issues related to the staff in regular meetings held. This entailed a better functioning of the Organization. Further to the above, a close, sincere, constructive and loyal cooperation between the Board of the Organization and the Trade Unions of the Staff was consolidated through meetings, discussions and consultations.

1.8 Administrative Office / Registry

The main activities of the Administrative Office and therefore of the Registry are the following:

-Incoming correspondence by post, by e-mail, by fax and by hand:

It is recorded by e-mail and referred to the officer in charge of each topic accordingly. The e-mail has been introduced as an innovative method since 2009 with excellent results. Each officer may find out files and documents in his office, without needing to go necessarily to the Registry (as he did in the past) and or to the storing house and look for files and documents. The CSO is one of few organizations that has introduced innovative methods in this sector.

The aim was to speed up the procedure of recording all the documents, which has been achieved. The system has become simpler, ensuring the registry may be used in a more functional way to be more helpful for the staff.

- Outgoing correspondence: Despatching documents is carried out in many ways: by post, by hand, by fax and by courier. Records for the outgoing correspondence are kept, noting the respective references.

-The decisions and the minutes of the Board meetings archiving system: is carried out electronically. The index and the minutes are forwarded for bookbinding.

- Bids of tender procedure (to buy services / supplies like consumables, printing items, stationery, bookbinding of Board minutes and so on):

The same procedure like the one pursued by the Public Administration is followed in the case of the General Accounts. Whenever need is observed, orders are placed in accordance with the Orders Law 73(I)2016.

The management programme of Records is in line with the State Records Management System: The CSO has implemented the above system since 2017, consisting precisely in registering the files kept in the storing house of the Organization, placing them there and forwarding them to the Registry of the Public Administration. This procedure is pursued by the entire public administration. It is a time-consuming one. Yet, what is aimed at inter alia is to save much space in the CSO's storing house in the future and use the empty room available afterwards for other purposes and not for storing files.

- Using an e-timecard

Introducing the e-timecard system is an impressive innovation for the CSO, which helps saving time compared to the system applied in the past regarding the follow-up of the days off and the staff movement. This is not the only benefit as at least two members of the CSO's staff were needed to calculate the time consumed per employee. The system applied in the past according to which each employee had to keep files has therefore been abolished. However, the huge benefit is that checking is carried out automatically by using the timecard.

A new programme regarding the time off/free time setting off has been introduced since 2/1/2019, which in this case has helped to save time. No one is needed any more to calculate the time

consumed by each employee during afternoon working hours and no officer needs to check so. The objective achieved has been to simplify the whole procedure followed so far and save time.

Some of the Secretarial activities have been described generally and not in detail.

1.9 Cyprus Sport Medical Research Center (CSMRC)

The CSMRC creation relies upon the resolution (73) 27 of the European Council following the 26/10/1973 decision by the European Ministers of Sports, in accordance with which **the Member States are forced to have at least one National Sport Medical Research Centre.**

The CSMRC aims at improving the Athletes' Competitive Performance based on the scientific knowledge, the research but also at enhancing the Health of the Population through Physical Activity.

The CSMRC has created the conditions to found a scientific infrastructure in the Cypriot Sports through the ergometric and sport medical tests, scientific update and information, training seminars, lectures, scientific events and the daily contact with the coaches and the athletes. Therefore, it meets the great sport need in our country by coping fully with the international requirements of the constantly developing modern scientific sports. In 2018, 1189 ergometric tests in almost all sports and in all categories were performed for athletes and sport-practising people, the monitoring groups for research purposes inclusive. The detailed number of male and female athletes having undergone a lab test was the following:

National Teams' Male and Female Athletes	(265)
Clubs' Male and Female Athletes	(763)
Eurofit Research Programme	(161)

The tests performed on people in the context of the Centre's research programmes are related to measurements for the General Population in order to evaluate their fitness and the factors affecting their health. Various groups of people involved in different professional and motor activities, like for example the State Security Units (Police, Fire Brigade, Cyprus Police Emergency Response Unit, Anti-terrorism Unit, the Army Special Forces), sedentary professions, retired sport-practising people or not, people suffering from chronic diseases, people with reduced mobility but also monitoring groups in the population are specifically those undergoing these tests.

The above information and reported data on physical activity related to various groups in the population are considered a commitment for the CSO's following the recommendations forwarded by the Sports sector of the European Union and the WHO in the context of the Health Enhancement Physical Activity (HEPA), which stands for the Promotion of Health through Physical Activity.

As regards staffing, the Centre employs currently seven people, one permanent employee, five temporarily recruited partners for an indefinite duration and one external partner who meet the various scientific subject-areas needs in relation to tasks and duties carried out in by the Centre's departments and labs.

In 2019, research projects and Erasmus European programmes under process are expected to be completed. They are related to parameters connected to the public health, which will be included in presentations before international and local sports and medical sport conferences.

1.10 SENIOR COUNSEL FOR ATHLETES' HEALTH (S.C.A.H.)

The information related to the S.C.A.H. and the Counsel's 2018 actions are stated below:

- Aim and competencies of the S.C.A.H.

The Senior Counsel for Athletes' Health is the Counselling Scientific Institution and the CSO's specialized Department, which deals with athletes and sport-practising people. It is also responsible for issuing the Health Factsheet called after S.C.A.H. Health Factsheet, focusing mainly on preventing the sudden cardiac death suffered by athletes. The S.C.A.H. takes also care about training provided to medical, paramedical and other staff dealing with athletes and sport-practising people. It organizes seminars and lectures on medical sport issues. Furthermore, it is responsible for First Aids issues and any other matter related to medical care provided to athletes. It issues and publicizes printouts on training, prevention and advice in relation to the protection of athletes while on the sport grounds/facilities.

- Health Factsheet

One of the S.C.A.H.'s key aim is issuing the Health Factsheet for all the athletes, who participate in the official domestic events organized by the Sport Federations recognized by the CSO. No athlete may compete unless he/she is a holder of the Health Factsheet prior to the commencement of a sport event/game/match, in accordance with the provisions stipulated by the laws of all umbrella Federations of team and individual sports.

Health Factsheet Issue Procedure:

Completing the special S.C.A.H. form by the physician of the club or any other practitioner:

- Completing the "Application Form" in order to have the Receipt issued,
- Paying "Service Fees" (€5 for regular issue, €30 for accelerated issue and €3 for re-issuing the said factsheet).
- Undergoing anticipated required paraclinical screening (see attached table)
- Evaluating findings by group of practitioners who decide on issuing or not an athlete's Factsheet.
- The athlete is referred to further medical tests if the practitioners' evaluation group deems it necessary.
- Once the evaluation form is signed by the practitioners' group και certifies that the athlete can compete, the special S.C.A.H. identity (plastic card) is issued.
- The Factsheet is valid for three years in the case of athletes younger than 35 years old and two years in the case of athletes older than 35 years old.

Part D'

Youth Board

1.

THE CYPRUS YOUTH BOARD

Who We Are

The Youth Board of Cyprus (YBC) is a public organisation, responsible for youth issues. It was founded in 1994 and since then it has actively contributed to Cyprus youth empowerment in multiple ways. The Organisation is governed by a Board of Directors of seven people who are appointed by the Council of Ministers.

Vision

To establish ourselves as the organisation that sets young people in the centre of its focus, inspiring and empowering them to pursue their dreams and ambitions.

Mission

We believe in the power of Youth. We offer young people the opportunity to reach their full potentials through modern policies, innovative programmes and high quality services today, for a better tomorrow.

Contribution to youth policy

One of the main aims of the YBC is the creative contribution to forming youth policies that focus on modern day challenges, and that have a positive impact on youth. Only if the state is well aware of the young people's real needs can it offer effective solutions to youth related problems. The YBC is responsible for providing the state with suggestions and proposals on youth empowerment policies. To this purpose, it conducts specialised surveys and is in constant contact and consultation with young people, through the use of multiple tools such as its Advisory Bodies, the National Team of Structured Dialogue, open discussions and public consultations.

Therefore, in 2018 the following have been realized:

Surveys

One of the most significant tools that enhance the work of the Youth Board in policy and projects development is surveys. Taking into account the current crucial issues and needs of young people, the YBC chose to focus on the following topics in 2017 and 2018:

- a) Project Based Learning, b) Positive Youth Development, c) Skills Gap.

The results of these surveys, along with the proposals and suggestions of young people during the 3rd National Youth Convention, led to policy proposal "**Meaningful Knowledge and Skills: The School we Want**", which was submitted to the Ministry of Education and Culture by the YBC.

The survey results and policy proposal were presented at an event that took place at Leventis Gallery on December 17th 2018. During the presentation, the YBC shed light to young people's expectations as regards school and learning experience, and their perceptions for a successful professional

development. The aim of the event was to have an effective impact on public policies, emphasizing on the perspective of young people as it had been expressed through the surveys and structured dialogue.

3rd National Youth Convention

The National Youth Convention has become the most inclusive consultation institution that brings together young people and the state, hence, it is organized under the auspices of the President of the Republic. It aims at bringing young people to the centre of the state's attention, based on the National Youth Strategy's objective to foster youth participation in decision making processes on youth related issues.

The 3rd National Youth Convention, "Challenge your Future: Skills, Trends, Opportunities", dealt with the challenges faced by young people in the job market, since employability is a topic of great concern for young people nowadays. Young people were asked to express their opinion and draft suggestions and proposals for the government on the following topics:

- Knowledge – What do we need to know (basic topics as well as more contemporary subjects that should be included in the school curriculum)?
- Skills – How do we apply what we learn (critical thinking, creativity, communication, collaboration)?
- Personality – How do we act as members of a local and global society (ethics, leadership, contribution)?
- Learning (Meta-Learning) – How do we perceive knowledge and how do we realize that we can enhance our skills through hard work?

300 young people from all over Cyprus draw the following **conclusions**:

Acknowledging that global scientific and technological developments will affect the social and economic situation in every country, while creating new development opportunities, young people consider that the most significant and imperative change that should take place is the education reform. The education system is undoubtedly the main institution that contributes to young people's personality development and their subsequent involvement in society as active citizens. Adjusting to the 21st century needs requires reviewing all the educational aspects of school: knowledge, skills, personality and meta-learning.

As far as **knowledge** is concerned, young people suggest reviewing the importance and relevance of the current school subjects, as well as the introduction of new contemporary subjects that will lead to a better balance between theory and practice. The school curriculum should, therefore, be reviewed and altered, in terms of both content and teaching hours, based on the current and future needs. Moreover, young people request a more direct and modern approach to the learning content through smart and user friendly applications. They also ask for a more modern and effective Career Counselling at school, that will provide guidance and encouragement to enhance their personal skills and knowledge based on the real needs of the market and the future professions.

When it comes to **skills**, young people suggest enriching the school programme with additional aspects which will contribute to the enhancement of students' personal and transversal skills (i.e. creativity, critical thinking, collaboration and communication) mainly through non-formal learning and

cooperation with other institutions which may be involved in their skills development. Moreover, pupils ask for incentives to participate in a wide range of extracurricular activities, including European programmes. The discussion revealed that skills and participation should be further enhanced and promoted in innovative ways, both within and beyond school, and that the implementation of technology at school and the development of digital skills are of outmost importance in order to enable pupils to face current and future challenges.

As regards **personality**, a series of measures that foster a comprehensive personality development is proposed, with special emphasis on the need for teachers' training. In this context, the development of emotional intelligence, respect and tolerance of diversity is of outmost significance. Young people underline that personality development should correspond to the needs of our times and should be achieved through non-formal learning and a holistic education approach. Moreover, young people propose the formation of Youth Centers which foster young people's personality through extracurricular activities.

Finally, as far as **learning** is concerned, young people request the implementation of experiential learning, a method which creates lively, interactive and interesting learning experiences. Young people believe that through undertaking responsibilities and initiatives they can prepare adequately for future challenges. Moreover, the introduction of alternative learning methods in the education system is imperative so as to broaden the students' competences. Alternative learning methods, in combination with individualized learning and constant support to pupils with learning difficulties and disabilities, constitute innovative educational approaches that enhance each pupil's talents. At the same time, young people stress the need to modernize the assessment methods and introduce self-reflection in the school context. Through self-reflection they will be able to process the knowledge and experiences they have acquired and discover which learning methods are most effective for them. Finally, young people called for an improvement in teachers' appraisal methods that will lead to the improvement of the education system as a whole.

All the suggestions mentioned above derive from the current education system's limitations and take into account the current and future needs of young people. The implementation of their proposals in education reform and in policy making will equip young people with everything they will need for a personal, social and professional development in a fast evolving world. The Report with the results and all the suggestions submitted by the participants can be found on the YBC website.

National Youth Strategy

In 2018, the First National Youth Strategy Action Plan (NYS) was completed. The Action Plan launched the implementation of the Strategy.

The Cross-Sector Working Group for the Youth, which consists of more than 20 public services, drafted a document that outlines the steps already taken or planned, which achieve the aims set by young people in the NYS. The Action Plan also presents the new YBC measures, which either realize certain NYS targets or enhance the NYS monitoring.

The Action Plan provides comprehensive and reliable information on the strategic priority actions, the implementation deadlines, the responsible parties for each implementation, the funding sources and an indication on budget allocation. In order to evaluate the realization of the strategic targets, certain performance indicators have been set by each department.

The measures described in the document are not the only ones that can be implemented within the context of NYS. The Strategy is expected to develop further and adapt to the results of the cross-sector cooperation which is a long-term process. During the implementation of the Strategy, the measures will be adjusted to the developments, while new measures will be proposed, through continuous evaluation and monitoring, and through constant dialogue with young people.

The Strategy was formed in a non-traditional way, based on participatory development and co-creation, involving both public departments and young people. Therefore, the dialogue and consultation with young people was the foundation pillar of the Strategy and continued in 2018 through local consultations which were held throughout the island in cooperation with Youth Clubs, the Municipal and Community Youth Councils and Cyprus Youth Council member organizations. The consultation focused on collecting young people's views on the measures presented in the Strategy, as well as on new measures that will be included in the Action Plan. The results of the consultation with 150 young participants will be the foundation of the consultation with the other involved parties, which result to a three-year Action Plan and the completion of the Strategy within a six-year framework.

European and International Relations and Policies

Participation in Working Groups on Youth Related Issues

The YBC participates in the Working Groups on Youth related issues that are held in Brussels during each Presidency of the European Council, as well as in Youth Conferences and in General Directors' meetings that are hosted by each Presidency. In 2018 the YBC participated in Youth Working Groups and conferences which were held during the Presidencies of Bulgaria and Austria. The youth policy documents that were drafted during these meetings were sent for approval and adoption by the Council of Ministers. It is worth mentioning that in 2018, the 3rd review/report of the renewed cooperation framework on youth 2010 - 2018 was completed (EU Youth Report).

Structured Dialogue

In 2018 the Structured Dialogue process continued, based on the guidelines of the European Steering Committee for Structured Dialogue which consists of the European Youth Forum, the Presidency and the European Committee. All member states which have a National Group for Structured Dialogue are involved in this process. In Cyprus, the National Group for Structured Dialogue consists of representatives of the Ministry of Education and Culture, the Youth Board of Cyprus and of the Cyprus Youth Council, and it is coordinated by the Cyprus Youth Council. In the context of this process, a large number of consultations was held in urban and rural areas, there were events and activities to promote the Structured Dialogue, as well as meetings among representatives of the Group for Structured Dialogue, so as to plan actions and analyse the consultation results. In 2018, the Structured Dialogue procedure was based on the priorities set by the presidency trio and was discussed at European Youth Conferences held during the Presidencies of Bulgaria and Austria respectively.

Youth Wiki

In the context of the renewed framework of European cooperation in the field of youth, the Education, Audio-visual and Culture Executive Agency has created the Youth Wiki network in order to promote comprehensive knowledge and understanding on youth policies. It aims at collecting data on youth policies in every member state. To this purpose a special platform was created in order to improve information access, publicity, implementation and modernisation of these policies and their results.

Through its participation in the network in 2018, the YBC cooperated closely with the Cross-sector Working Group on Youth Issues and (based on its contractual obligations) contributed to the content of the chapters: Health and Wellbeing, Education and Training, Creativity and Culture and Youth and the World. It also updated the chapters: National Youth Policy, Voluntary Activities, Participation, Social Integration, Employment and Entrepreneurship.

In 2018 the EU analysed the content of the chapter Volunteerism and announced the first comparative report in this sector, which is available on the Youth Wiki webpage.

Participation in the European Steering Committee for Youth (CDEJ)

The YBC participates in the meetings of the Steering Committee for Youth of the Council of Europe twice a year, as well as in the meetings of the Presidency of the Committee, in which the YBC Executive Director is a member. In these bodies, policies and other youth related issues are discussed and strategies are put forward in the member states.

In 2018 the Committee focused on preparing a draft for supporting young refugees smooth transition to adult life.

European Knowledge Centre on Youth Policy (EKCYP) of the Council of Europe

The YBC attended the annual meeting of the national correspondents of the Centre in order to monitor the drafting and implementation of youth national policies. In 2018 the correspondents' work concentrated on supporting the youth policies and the use of surveys for this purpose.

United Nations

The YBC participates in the international conventions and forums organized by the UN, as the UN youth policies and initiatives are taken into serious consideration by the YBC in its National Youth Strategy. In 2018, the YBC and Cypriot youth representatives participated in the following UN events: a) UN Winter Youth Assembly in February, with two delegates from youth organisations, b) 7th ECOSOC Youth Forum, which took place in New York in January, with the YBC Chairman, c) Youth Summit on Youth Dialogue in May, with the YBC Chairman and a member of the Executive Committee.

Commonwealth

The YBC paid its annual financial contribution to the Commonwealth Programme for Youth, like every year, and it always considers the relevant youth related programmes. The YBC encourages young people's participation in the Commonwealth Youth Forum providing financial and other kinds of support. In 2018 the YBC participated in two Commonwealth youth events that aimed at drafting a road map for a holistic development and promotion of employment for young people in Cyprus. The two events were the following:

1. Commonwealth Higher Education Youth Work Consortium Workshop on 25 – 27 June 2018
2. 3rd Commonwealth Conference on Youth Work on 06 – 08 November 2018.

Memoranda of Cooperation

Aiming at building mutually beneficial strategic partnerships with other institutions, organisations and Universities in Cyprus, which will benefit not only the youth but also society as a whole, in 2018, the YBC signed memoranda of cooperation with the following institutions: a) Association for the

Prevention and Handling of Violence in the Family, b) Promitheas Research Institute, c) Cyprus International Institute of Management, d) Cyprus Integrity Forum.

Municipal and Community Youth Councils

Municipal and Community Youth Councils are an institution that contributes towards a constant and substantial connection and dialogue between local authorities and the youth. Through this institution young people and their organizations have an active involvement in issues of their interest and to decision-making processes within their communities. The YBC provides financial, technical and advisory support to the Municipal and Community Youth Councils. In 2018 two new Community Youth Councils were formed, for the occupied communities of Vatyli and Pentagia.

The YBC continued providing support to Municipal and Community Youth Councils through consultation and advice on their role by actively attending their General Assemblies and meetings, as well as by providing financial support through the Youth Initiatives Project. In 2018 the YBC received applications from 32 Municipal and Community Youth Councils whereas €14,664 was allocated to eight Municipal and Community Youth Councils.

Programmes and Services

Funding Opportunities

Youth Initiatives Project

The “Youth Initiatives Project” funds activities organised by young people and youth organisations. It aims at promoting active citizenship through volunteerism by motivating young people to have an active role in cultural, sport, political and social activities in Cyprus. In 2018 there were three applications submission rounds addressing the following beneficiary categories:

1. Informal Youth Groups
2. Young individuals up to 35 years old
3. Youth organisations with proven action on a national level
4. Youth organisations with local action
5. Youth Clubs
6. Youth Coordinating Bodies

In 2018, 750 applications were submitted to the Programme, asking for more than €2.000.000 in total. 490 applications were approved and the amount of €1.408.000 was budgeted to them. The final amount which was finally allocated to them was €1.160.000. The funded activities were cultural events (theatre or musical performances, concerts, solo art exhibitions, youth festivals, and so on.), educational excursions, conferences, seminars and workshops, sport events, purchase of technical and other equipment by youth groups, as well as support to Youth Coordinating Bodies. Moreover, the programme supports Greek language courses and programmes that promote Cyprus history and culture for the Young Overseas Cypriots (NEPOMAK).

Students in Action

“Students in Action” is a funding programme which is implemented by the Youth Board of Cyprus for a second consecutive year. The aim of the programme is to strengthen the student community through two pillars:

- (a) Providing grants for research on youth related issues, in particular on topics related to the National Youth Strategy priorities.
- (b) Encouraging student entrepreneurship and innovation through providing grants to individual students and student groups, to enable them to implement their business ideas, innovation projects and initiatives that foster creative ideas and entrepreneurial culture among students.

In 2018, the amount of **€128.465** was allocated to 49 applicants in the form of research grants, whereas the amount of **€50.470** was allocated to 12 entrepreneurial projects.

European Programme Erasmus+ Youth

The European Programme Erasmus+ funds activities in the fields of education, training youth and sports for the period 2014 - 2020. The YBC is the National Agency responsible for funds allocation for youth and non-formal learning. All the information about the European Programme Erasmus+ can be found at www.erasmusplus.cy. It is worth mentioning that in 2018 all funds that were granted to the YBC for the Erasmus+ Youth Programme by the European Commission were fully absorbed.

More specifically, 241 applications were submitted, from which 76 were approved, based on the available budget. From the approved proposals, 60 involved youth mobility projects, six were strategic partnerships and 10 were projects in the framework of Structured Dialogue.

As far as the 2018 Mobility Projects are concerned, their participants' number was 1.664, whereas the number of youth workers was 469.

The 2018 beneficiaries were non-governmental / non-profit organisations from all over Cyprus, youth organisations, informal youth groups, universities, research centres, private organisations, and so on.

During the first two application rounds in 2018, 13 volunteering projects were funded, which brought 92 foreign volunteers for voluntary work in Cyprus.

Even though the Volunteering Projects were moved from the third round of applications in 2018 to the new EU Programme "European Solidarity Corps", some are still implemented. Hence, in the context of Volunteering Projects Training and Evaluation Cycle, the National Agency organized 13 trainings in 2018 (On-arrival trainings, Mid-term evaluations και Annual VP event). The first two training types addressed foreign volunteers who volunteered in Cyprus for a period longer than two months, aiming at forming an informal volunteers' network, an environment that would encourage learning and at evaluating the volunteers' experience.

The Annual Volunteering Projects Event addressed Cypriot former volunteers, as well as young people who are interested in participating in volunteering projects. It aimed at giving the opportunity to former volunteers to evaluate their experience and learning they acquired through volunteering and bring them closer to young volunteers, sharing their experience and knowledge and promoting volunteerism.

In 2018, the Service organized and participated in various information events. The highlight event was "Erasmus Festival – From the Past to the Future", which was co-organized with the Foundation for the Management of European Lifelong Learning Programmes. The festival took place at Faneromeni Square in Iefkasia and presented our cultural heritage through a wide range of activities, information points, traditional dances, art workshops, educational games and competitions.

Moreover, the service attended the YBC Festival “Up To You(th)” with an information booth, which attracted a large number of visitors.

The Service had an active presence on social and conventional media throughout the year, offering direct and instant information to young people. Finally, just like every year, the Service cooperated with other services and institutions, such as the Foundation for the Management of European Lifelong Learning Programmes, the European Commission Representation in Cyprus, Public and Private Universities, to organize various events, information talks, education exhibitions, career expos, Europe Day celebration and events for promoting Erasmus+ good practices.

European Programme “European Solidarity Corps”

European Solidarity Corps is the new EU programme, which will run until 2020. It offers young European citizens aged 18 - 30 years old opportunities for volunteerism, work or internship in their country or abroad for a period of 2 - 12 months. The Corps supports a wide range of activities and programmes that relate to natural disasters prevention, assistance at asylum seeker camps, as well as other social problems. The YBC is the National Agency for managing the European Solidarity Corps in Cyprus. All relevant information can be found on the website: <http://eusolidaritycorps.onek.org.cy/>.

The applications for the European Solidarity Corps activities ended on the 16th of October 2018. 14 applications were submitted, out of which 11 were Volunteering Project applications, one was for a Solidarity project and two were related to Volunteering Partnerships. Eleven applications were approved, as three Volunteering Projects did not submit a quality check. According to the Programme’s regulations, when an organization is approved for a Volunteering Partnership, it is not eligible for Volunteering Projects. The above approved projects may start their implementation on the 1st of January 2019, hence, there were no programmes running in 2018.

Among the 2018 applicants there were non-governmental and non-profit organizations, youth organizations and an informal group of young people from various areas of Cyprus. When the Programme was introduced, the Volunteering Projects (former European Voluntary Service) were incorporated within the Corps.

The volunteer’s accommodation, food and transport expenses, as well as part of the plane tickets cost, are covered by the Programme. The volunteer receives a small monthly allowance for personal expenses and can have a language learning course in the hosting organization’s language. In addition, the volunteer is entitled to a collective insurance plan.

In 2018, the number of accredited Cypriot organizations reached 20, while one more organization applied for a Quality Label (which corresponds to the Erasmus+ accreditation). The Quality Label is a requirement for every organization that wishes to participate in the programme. The organizations that are accredited by Erasmus+ are eligible to participate in European Solidarity Corps projects.

Transnational Partnerships

Transnational Partnerships are educational events or seminars that promote Erasmus+ priorities and objectives. Through these partnerships, Agencies and participants develop partnerships and exchange good practices, amplifying the social impact of the programme. These activities concern people who are involved in the field of youth, being members of a youth organisation or an informal group of young people, and who organise activities (e.g. seminars, forums, trainings) addressing specific target-groups.

In 2018, more than 150 people participated in Erasmus+ training activities and seminars abroad. Moreover, the Youth Board of Cyprus, being the Erasmus+ Youth National Agency, organized two activities in Cyprus: the Euro-Mediterranean Youth Forum “Sustainable Participation and Active Citizenship”, which aimed at fostering cooperation among EU and Mediterranean countries, and the educational activity “Using Social Entrepreneurship in Erasmus+”, in which participants explored ways in which Erasmus+ can enhance social entrepreneurship. These were attended by 91 people from European and Mediterranean countries.

In 2018 the initiative LifeStories was organized by the YBC, aiming at inspiring and strengthening young people, as well as the Cypriot society, while promoting the notions of respect, democracy and acceptance in modern multicultural society. The campaign organized ten activities, which focused on youth interests, such as music, poetry, physical activity and informative festivals. Through these events, people were informed about how digital narration, music and physical activity may be used as tools for social inclusion. Moreover, there was awareness raising on young people’s role models and impact. 150.000 people participated in the LifeStories events, festivals and workshops.

Entrepreneurship

Youth Entrepreneurship Development Programme

The Youth Entrepreneurship Development Programme, which was launched in 2017, continued its operation in 2018. The programme aims at providing support to 15 - 29 year-old unemployed people who would like to take an entrepreneurial initiative, thus promoting a culture of entrepreneurship in Cyprus.

In 2018 four series of seminars were conducted in Lefkosia and Lemesos, while more seminars are planned in the other cities, as well as in rural areas. Two seminars were given to high-school graduates and two seminars to university graduates; these were attended by 26 young people in total. Each series of seminars was 28 hours long, and lasted for four days; participants learned about the stages of business development, self-employment schemes, company registration procedures, business plan drafting, project management, sales and communication techniques, selling a business and business investigation. After the four-day seminars, participants received further individualised support during their first business steps from experienced business mentors for six months.

This support mechanism allows young people with limited knowledge and networking to discover and enhance their business competences, create sustainable businesses and decent working conditions for themselves, as well as for their peers.

Moreover, the YBC created a specialised platform for this programme: www.youthentrepreneurshipcy.eu. Here, young people may access more information on the Programme, the dates and venues of every training event, along with further information on how to create a new business.

The Programme is funded by the European Social Fund by 85% and may be co-funded by the Youth Employment Initiative.

“Youth Guarantee to ACTIVate and EmpowerYOUTH in Cyprus: an integrated communications campaign” (Project Acronym: “Active Youth”)

This YBC project was launched in 2017 and was completed on December 31st 2018. It aimed to inform and “activate” young people (especially NEETs- not in education, employment or training) as regards available employment projects, encourage them to register at the Public Employment Service and provide substantial help in job search, education or training through the EU commitment “Youth Guarantee” projects. This Project’s main objective is to battle youth unemployment and provide education to young people and other bodies that are involved in youth through participating in educational workshops and seminars.

The “Youth Guarantee” is a commitment by all member states to ensure that all young people under the age of 25 receive a good quality offer employment, continued education, apprenticeship, traineeship, within a period of four months of becoming unemployed or leaving formal education.

The implementation of the Project involved two large surveys and ten focus groups to identify the current situation and the young people’s knowledge level on Youth Guarantee, followed by a big campaign on all media. In addition, young people were appointed Youth Guarantee Ambassadors and participated in the campaign through video spots, as well as on TV programmes, and so on. Moreover, four pan-cyprian educational workshops were held, addressing three different target groups: career consultants, young students, youth workers and civil servants. The website www.youthguarantee.org.cy was created in order to provide more information on the Project and on education, training and employment opportunities in Cyprus.

YBC partners for the implementation of Active Youth Project are the Department of Labour – Ministry of Labour and Social Insurance, the Cyprus Youth Council and the Cyprus Youth Clubs Organisation. The Project is co-funded by the European Commission’s Directorate General on Employment, Social Affairs and Inclusion.

Scheme for the Enhancement of Youth Entrepreneurship

The YBC actively supports the Scheme for the Enhancement of Youth Entrepreneurship offered by the Ministry of Energy, Commerce, Industry and Tourism through providing information on the Scheme and support for application submission to young people aged 20 - 40. The Scheme’s objectives are the development, support and promotion of entrepreneurship and the creation of new and sustainable businesses through funding and training seminars.

The 2nd Call for applications closed on April 2nd 2018. The Evaluation Committee started meeting in June 2018.

Information

Youth Information Centres (YIC)

The main purpose of the Centres is to provide young people with general information on topics of their interest, making them part of social inclusion as independent individuals.

They also provide one stop-shop services to young people:

1. Counselling services such as career advice and guidance, psychological support, youth support on entrepreneurship, and so on.
2. Skill development programmes.
3. Information on employment, education, training and European programmes.

4. Information on youth policies and opportunities throughout Europe, as YICs operate as Eurodesk Cyprus contact points.

Youth Information Centres operated in Lefkosa, Lemesos, Larnaka, Pafos and Agros. In 2018 the YBC created a new Youth Information Centre in Ammochostos area, in cooperation with the Municipality of Sotira. Therefore, YICs are currently found in all districts of free Cyprus.

YICs operate along the standards of the European Youth Information and Counselling Agency (ERYICA). YICs can be contacted via email, which can be found on the YBC's website, on social media and on the pancyprian number 77 77 27 57.

In 2018 the YICs organised 83 events at their premises in all the districts and participated in 24 events, such as festivals, education fairs, school events and presentations on topics such as Employment, Mobility, Skills Development, Entrepreneurship, Education, Social Media, and European Programmes. The events which were held at YICs premises were attended by more than 4000 people.

“Student Empowerment Summer Schools”

The Youth Information Centres in Lefkosa, Larnaka and Lemesos organised Pupilo Empowerment Summer Schools for high-school pupils. The summer schools were held at the YIC premises and lasted for two weeks. The summer schools were attended by 48 pupils, who participated in numerous events, workshops, field-trips and developed valuable skills that will help them be more effective pupils at school and more active citizens in society.

Eurodesk Cyprus

Eurodesk aims at providing information to young people and youth workers regarding European policies and opportunities, giving immediate access to specialised and accurate information on topics such as work, studies, mobility, volunteerism, funding, exchanges, non-formal learning, and so on. Eurodesk may be contacted at eurodeskcy@eurodesk.eu, on the European Youth Portal through “Ask a Question” service, or on telephone numbers 22402613/641. Eurodesk is co-funded by the European Commission, it operates in 35 European countries and in Cyprus it is operated by the YBC.

Information on Mobility Opportunities

In 2018 Eurodesk Cyprus participated in festivals, information events of Erasmus+ National Services, educational exhibitions, various events organized by youth organizations, universities and other institutions, in which it offered information to young people and youth workers. Eurodesk was also active on social media, posting information on opportunities for young people, schools, teachers, trainers and organizations.

Eurodesk provided information on the new EU initiative “Discover EU” which addresses young people 18 -year-old , as well as on the new EU programme “European Solidarity Corps”, in which people aged 18 - 30 may participate.

European Campaign «Time to Move»

“Time to Move” is the largest European campaign of Eurodesk, which is held every October. It brings together a wide range of events and activities addressing young people, aiming at informing them on mobility opportunities.

As every year, the campaign was organised by Eurodesk Cyprus and YBC Youth Information Centres, which operate as Eurodesk Programme multipliers. Various interactive events were organised, such as a treasure hunt, presentations at schools and universities, and so on. Moreover, Eurodesk participated in the Erasmus Festival, which was organised by the two Erasmus+ Services, the Youth Board of Cyprus and the Foundation for the Management of European Lifelong Learning Programmes. In these events, people learned about numerous opportunities to travel abroad, participate in an international programme and explore Europe.

During the “Time to Move” Campaign, a national photo competition “M.O.V.E.” was organised, aiming at mobilising young people, enabling them to express themselves in an artistic and creative way. The Competition was held in memory of Thrasivoulos Thrasivoulou, Executive Secretary of the Youth Board of Cyprus.

All the events can be found on the website <http://onek.org.cy/timetomove2018>.

Photo Competition “MOVE – Motivating Others through Voices of Experience”

In the context of Time to Move Campaign, the YICs organised a national amateur photo competition “Motivating Others through Voices of Experience”. The competition aimed at encouraging young people aged 15 - 30 who live in Cyprus to capture various aspects of their daily life, trips, explorations, challenges, issues of concern, or any matter that they wish to share. The Competition was held in memory of Thrasivoulos Thrasivoulou, Executive Secretary of the Youth Board of Cyprus.

European Youth Portal

The European Youth Portal contains information and opportunities that may interest people who live, study and work in Europe. There are nine main information categories: volunteerism, social inclusion, creativity and culture, employment, and so on. The Youth Portal is available in 29 languages. The YBC is responsible for managing Cyprus related content.

Counselling Services

Career Counselling and Career Management Services

Career Counselling and Career Management Services are provided to young people up to 35 years old, aiming at helping them to take the best possible decisions in terms of education and professional development, while they are planning their professional career and during job hunting. They offer guidance and support, personal and professional skills development, help identify and create opportunities, assist in drafting CVs, in job search and job interview, enhance the development of entrepreneurial initiative, inform about European and local opportunities, and so on. In 2018 the Youth Board of Cyprus offered a free career test, while more than 1.600 personal career consultations with young people were conducted. Moreover, the YBC organised information seminars by Career Counsellors who focused on: applications to public universities and the pancyprian exams, CV preparation, school subjects selection, future professions, and so on.

Help Line 1410 & E-Counselling

1410 is dialled by young people in search for responsible answers on daily life matters, but also on more complex issues such as addictive substances, sexuality issues, eating disorders, and so on. The line Counsellors handle all the cases with professionalism, without discrimination, on a confidential basis and they never ask for personal details. The line operates all year round, Monday to Sunday and the calls are free.

The website of 1410 is found at www.onek.org.cy. It deals with the same issues and follows the same principles and deontology as Help Line 1410. The conversation with the consultant is conducted through a software that supports confidentiality, hence, no one has access to it, apart from the caller and the consultant.

More than 1000 calls were made to the two programmes. The majority of the callers were women and when it comes to age, the majority of callers were teenagers and young people (15 - 29 years old). Help Line 1410 seems to be quite well established among school pupils as a way to acquire information and express concerns. The main topics risen by pupil callers were related to family relationships, peer relationships, stress and phobias, school bullying, physical and psychological violence, self-confidence and self-awareness.

As in previous years, some issues that require further consideration are Parent Counselling (questions and concerns regarding teenage addictions, issues of bad behaviour, the impact of divorce on children), drugs related questions, relationship problems and callers' mental health.

“Protasi” Counselling Services

The aim of “Protasi” Counselling Services is to provide support and counselling to young people, couples and families that face difficulties and wish to speak to a professional counsellor confidentially on issues such as (a) relationship problems (friendships, sexual relationships or marriages), (b) substances, addiction problems, (c) domestic violence, (d) antisocial, delinquent behaviour, (e) any other issue of concern.

PROTASI CS received calls from 265 people, 80% of which were women. 998 meetings were conducted in 2017, in comparison to 724 in 2016. More specifically, the meetings in 2017 were as follows: 64,5% personal, 23% parents, 7% couple and 1,5% family meetings (in the presence of both parents and children). As far as the cases development is concerned, 55 cases were interrupted (20%), 85 cases completed the process (32%) and 125 cases were in process and are expected to be completed in 2018 (48%). Stress and negative feelings management was the main issue, related to 124 cases. The second most popular issue concerned Parent Counselling (children and teenagers' problematic behaviour), raised in 118 cases. The third most common issue brought forward by 104 cases was relationship problems. When it comes to demographic details, 54% of the people contacted the Lemesos - Pafos Complex and 46% the Lefkosia - Larnaka Complex. 16,2% were teenagers (15 - 18 years old) and 51,5% were young adults (19 - 35 years old). 44,5% of people stated that they were not in a long-term relationship during counselling. As far as their educational background is concerned, the majority (41,1%) were degree owners from tertiary education (3 years+) and 43,4% had a full-time job, while 18,5% stated that they were unemployed.

“Mikri Arktos” Psychosocial Empowerment Programme

The aim of “Mikri Arktos” Psychosocial Empowerment Programme is personality development, improvement of social skills, confidence boosting and personal empowerment that will enable individuals to deal with the daily challenges successfully. Through psychoeducational groups and experiential workshops, young participants have the chance to discover and develop their personal skills, identify and overcome their weaknesses, discuss their concerns and search for solutions. The programme addresses young people, aged 16 - 35 years old, who wish to participate individually, as well as groups and organisations.

“Mikri Arktos” organised 15 Group Meetings in 2017 which were attended by 117 people, and 87 fragmented activities which were attended by 1405 people. In total, 1582 individuals were served by “Mikri Arktos”, compared with 667 in 2016.

Most of the activities were held in the YBC premises, whereas a significant number of activities was conducted at Youth Centres and schools. “Mikri Arktos” took part in Alcohol Week, which was organised by the Cyprus Anti-Drugs Council and in awareness raising events organised by the YBC at the University of Cyprus, at the Technological University of Cyprus and at the Mall of Cyprus.

Creative Activities

The STEAMers

The new programme of the Youth Board of Cyprus, “the STEAMers” kept operating in 2018. The programme addresses children and young people from 6 to 36 years old and offers workshops on various fields, such as robotics, coding, film making, photography, graphic design, creative writing, music, drama and art by experienced professional trainers.

The workshops aim at young people’s creative development, entertainment and learning, the enhancement of their creativity and communication skills, as well as their personal development and wellbeing. For some of the participants, the workshop attendance may even serve as a step that will bring them closer to more formal education, training and employment programmes.

The programme aspires to cultivate critical thinking among young people, contributing to their personal development and wellbeing. Apart from these, the workshops enhance young people’s intelligence, creativity, as well as other useful skills that will be valuable in their daily lives and career development. During the period 2017 - 2018 (academic year) the following workshops were held:

Multicentre	Number of workshops	Number of Participants
Lefkosia	27	240
Lemesos	5	39
Pafos	45	310

Youth Makerspace Larnaka

Youth Makerspace Larnaka operates along the Makerspace standards developed by university institutions or communities abroad. It provides young people with access to high-quality and state-of-the-art equipment for developing prototypes and implementing their business ideas. “Makerspaces” represent the democratization of design, mechanization, construction and education.

This new project of the Youth Board of Cyprus was launched on the 10th of March 2018 and operates in cooperation with Larnaka Municipality.

It is a space where young people can learn about technology, crafts and other creative manufacturing processes and methods, share their knowledge and skills, and apply them in practice. The creative range covered is huge. The equipment includes 3D printers, laser cutters, drones, virtual reality, robotics, Arduino, raspberry pi and many more. Apart from these, various workshops are held on the premises on how to use the equipment, how to develop ideas, projects and synergies. Furthermore, the venue hosts the Entrepreneurship Development Programme of the Youth Board of Cyprus.

The Youth Makerspace Larnaka is open for children and young people aged 6 to 35, as well as organized groups of young people, classes or groups of educational institutions, schools and more.

In its seven months of operation, the Youth Makerspace has reached 289 members. The premises have been visited by numerous pupil groups from public and private schools from Larnaka district and beyond, who had the opportunity to see this new venue and innovative equipment. Last July, the Youth Makerspace was visited by young people from the Pancyprian Parents Confederation camp, who attended workshops on Virtual Reality and 3D printing. Numerous other groups visited the premises, such as scouts, students of Open School of Larnaka Municipality. In 2018, 1.139 people from all over Cyprus visited Makerspace.

Every month, the Youth Board of Cyprus organizes workshops and trainings on technology, equipment use and other relevant topics with prominent academics and experts from Cyprus and abroad as speakers. The YBC has tried to develop synergies with various parties aiming at developing the potentials of Makerspace even further. More specifically, the Cyprus Digital Champion and General Director of the Ministry of Energy, Commerce, Industry and Tourism, Mr. Chimonas, donated eight laptops to the Makerspace, something which initiated a dynamic cooperation between the Makerspace and the Digital Champion, aiming at the enhancement of digital skills and entrepreneurship in Cyprus.

The YBC has commissioned the creation of educational material by an academic consortium with experience and expertise on technological pedagogy, based on the curriculum and level of each year of secondary education. This material may be offered in the form of workshops to high school pupils. These workshops may be incorporated in the school curriculum of every level.

In July 2018, the YBC, in cooperation with the Cyprus Architects Association and the University of Cyprus hosted the Summer Workshop which is organized annually by the Association for architecture students. The workshop duration was 15 days and participants had the opportunity to engage in all stages of the creative process, starting from idea conception, to its processing through digital design and representation tools, material management and final construction at the selected place. This workshop was a clear example of what Makerspace can offer to young people. Young architects were given a problem to solve (create an outdoor construction at Makerspace yard, which will be used by young visitors). In order to come up with solutions/ideas, they brainstormed, chose the best idea, designed it digitally, coded it and saw how it would look at the space with the help of virtual reality equipment. After that, they printed the prototype in the 3D printer and then constructed it in Makerspace carpentry workshop. Their creation is now exhibited and used by young visitors at the Makerspace yard.

Moreover, six educational workshops were organized on how to use the technological equipment available at the venue. In addition, 12 events/workshops were organized by third parties at Makerspace, which were attended by 505 people. Finally, Makerspace Larnaka was represented at ten educational expos, exhibitions and STEM technology competitions, as well as other activities, aiming at informing people about this new venue and the opportunities it offers to young people.

Other Benefits to Young People

European Youth Card

The European Youth Card for young people aged 13 - 30 years old offers benefits and discounts on plenty of products and services in Cyprus and 37 European countries. In addition, the YBC, in

cooperation with the Ministry of Education and Culture, issues a free student card, which is connected with the European Youth Card and is distributed to all the students of recognised and accredited institutions.

8500 cards were issued for students and young people in 2018. Furthermore, after an agreement between the Youth Board of Cyprus and the Ministry of Defence, about **4500** cards were issued and distributed to young conscripts. Moreover, in 2018 the Youth Board of Cyprus attended the 34th General Assembly of the European Youth Card Association (EYCA) which was held in Lisbon-Cascais in June.

Finally, in an attempt to provide card holders with more benefits, the YCB distributed well-appreciated presents (tablets, smartphones, laptops, and so on.), tickets to cultural events (concerts, theatre performances, and so on.) and free participation in educational seminars through online contests.

Open Air Youth Events Venue

The YBC has acquired and installed the required equipment at Ammochostos Gate Moat in Lefkosia, in order to facilitate the organisation of events by young people and youth organisations. The YBC can provide this equipment to youth organisations free of charge whereas the equipment is available for use by other organisations with a small fee. The equipment can also be provided for the support of events in other locations outside Ammochostos Gate Moat.

Youth Festival

For a fourth consecutive year, the Youth Board of Cyprus has organised the Youth Festival, which does not only address young people, but is also entirely organised by young people who present their talents and work while developing their knowledge and skills, and of course having fun. The Festival was held on September 29th at Acropolis Park. Young people and youth organisations came together, interacted and attended exhibitions, workshops, installations, creations, games, concerts and many other activities. The Festival's objective was to promote young people as the liveliest and most hopeful part of the population, while inspiring young people to become more actively engaged in creative, social and artistic activities.

The Festival's slogan Up to You(th) sent a resounding message that the power and hope are in the hands of the young generation and that today and tomorrow depend on each and every young person.

More than 70 organisations were hosted and presented their work at the festival and more than 4000 people attended the festival.

3rd Youth Leadership and Creativity Academy

The YBC organized the 3rd Summer Leadership and Creativity Academy on 8 - 12 June in Platres village, in Troodos region, which was attended by 25 participants aged 18 - 30 from all over Cyprus. Young participants had the chance to participate in an interesting educational programme, which was structured in a way that allowed participants to form their own proposals on how Platres village could deal with the challenges it faces and thrive.

During the programme, and thanks to the effective guidance of their experienced trainers, young people had the chance to work in groups and actively engage in collective creative activities. They also enhanced their leadership skills, collaboration and proposal development, which led to their self-confidence boosting.

The programme consisted of various entertaining activities, such as orientation games, board games, memory and imagination games, music events, hiking, and so on. All the activities aimed at enhancing critical and creative thinking, self-confidence and team work skills among young participants. Young participants discovered their best self, created new friendships and returned home fulfilled, after a structured attempt to improve not only themselves but the community as well.

