



REPUBLIC
OF CYPRUS



MINISTRY
OF EDUCATION
CULTURE
SPORT
AND YOUTH

ANNUAL REPORT 2019



Annual Report

2019

Ministry of Education, Culture
Sport and Youth

ISSN 1450 040 X

- Γενική Εποπτεία: Κύπρος Παναγίδης
Γενικός Διευθυντής
Υπουργείου Παιδείας, Πολιτισμού, Αθλητισμού και Νεολαίας
- Εποπτεία: Χρίστος Παρπούνας
Συντονιστής
Υπηρεσίας Ανάπτυξης Προγραμμάτων (Υ.Α.Π.)
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- Στέλλα Κόντη-Θεοχάρους
τ. Πρώτη Λειτουργός Εκπαίδευσης - Αγγλικά
- Σχεδιασμός Εξωφύλλου: Έλενα Ηλιάδου
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Part A'

Education

1.

ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION, CULTURE, SPORT AND YOUTH

1.1 DEPARTMENT OF PRIMARY EDUCATION

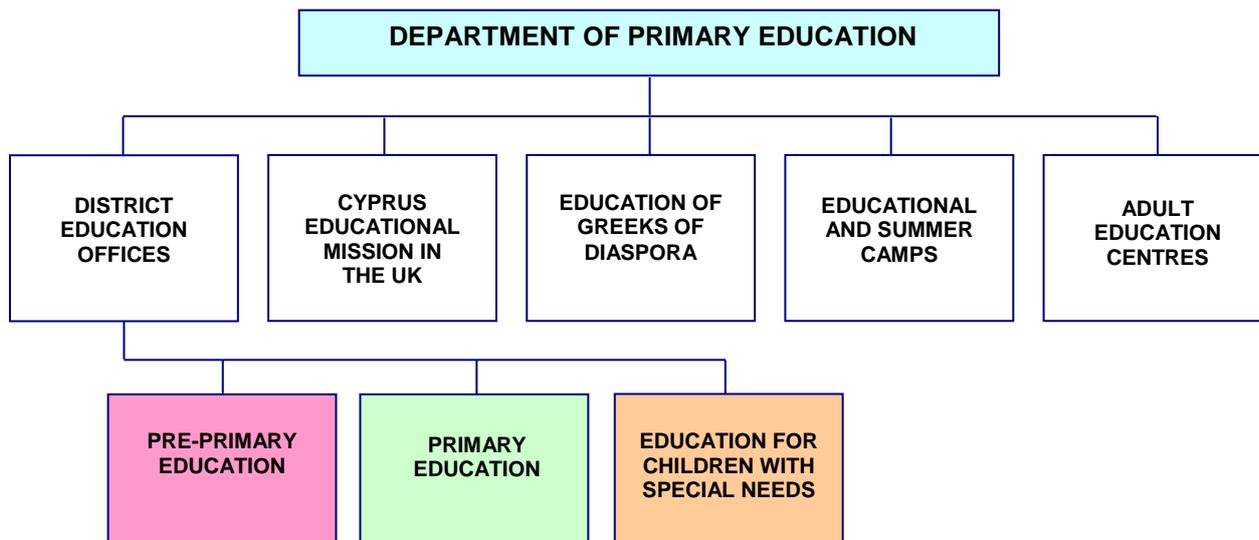
Primary Education is the first stage of education, laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, 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 2018 - 2019, the provision 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 promoting the joy of learning and developing creativity in and out of classroom.
- Provision of intensive and differentiated programmes for Greek as a second language targeted towards foreign or repatriated children so as 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 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 planned 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 persons with generally accepted values and principles.

Bearing all the above facts in mind, the Ministry of Education, Culture, Sport and Youth 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 $4^{8/12}$ - $5^{8/12}$ years old, which was established in September 2004. The Council of Ministers (Decision No. 84.078/09.01.2018) in January 2018, introduced a new innovation, the gradual increase of compulsory education. With this decision and by amending the Compulsory Education Legislation, compulsory education for children in Pre-primary begins at the age of $4^{8/12}$ and is completed at the age of 6, while their attendance at Pre-Primary class lasts exactly one year before their entrance in the first grade of Primary School, that is from 5 to 6 years old.

Pre-primary Education includes the education of children aged 3 to $5^{8/12}$ years old (with the gradual increase to the age of 6 years by the school year 2020 - 2021) 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 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 currently includes the education of children between the ages of 5⁸/₁₂ to 11⁸/₁₂ years old, who are attending public and private primary schools. After the recent Decision of the Council of Ministers (No. 84.078/09.01.2018) and the amendment of the Law on Compulsory Education, from the school year 2021 - 2022 onwards, children will attend primary schools from the age of 6 to 12 years old.

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,
- deal successfully with the various challenges they may come across, including possible adjustment difficulties to the school and the wider environment,
- 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 are 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 had 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 2018 - 2019, thirteen children attended the Rizokarpaso Pre-primary School and sixteen 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 at the respective Rizokarpaso schools during 2018 - 2019.

Since 2003, the Rizokarpaso Primary School is also operating as an "All-day Optional School" and the attendance of children is extended until 15:05 or until 16:00, according to the timetable selected by 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 two Primary Education teachers.

A number of difficulties were faced during the school year 2018 - 2019, due to interference of the occupying regime in the regular operation of the Greek Cypriot schools, such as censorship, refusal to accept certain teachers as legitimate teaching staff and attempts to obstruct the educational work carried out at the schools.

Despite these difficulties, the education provided by the Rizokarpaso schools, is considered satisfactory. The Ministry of Education, Culture, Sport and Youth ensures that all necessary teaching materials and textbooks are sent to these schools, while the Educational Service Commission provides the educational staff required for the operation of the schools.

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As of September 2001, the Ministry of Education, Culture, Sport and Youth 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 (4827) are educated within mainstream classrooms. Special Education is also provided in 110 Special Units within mainstream schools. Children attending Special Units (620) are also assigned to a mainstream class, where they can attend integrated lessons and participate in school events.

Children with severe difficulties (439) 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 sixty (760) 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, 43 educators from secondary

and technical and vocational education sectors are seconded to provide education and pre-vocational training to pupils attending Special Schools.

The budget of the Ministry of Education, Culture, Sport and Youth provides for the employment of teaching, therapeutic and ancillary personnel, training and professional 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 to and from school and to out-of-school activities, the running expenses of Special Schools and the economic support of Parents Associations of Special Schools.

The Ministry of Education, Culture, Sport and Youth 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 Ministry of Education, Culture, Sport and Youth 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 for the celebration of national and religious festivals and the familiarisation of pupils with the customs, traditions and history of Cyprus.

The educational mission is staffed by teachers from Cyprus who are posted to the UK by the Educational Service Commission as well as part-time teachers from – or currently based in – the UK. The Ministry of Education, Culture, Sport and Youth further supports the work of the mission by publishing and providing 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 culture and 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 Ministry of Education, Culture, Sports and Youth has proceeded with the following:

- Provision of books and other educational materials to 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 run by the Greek Orthodox Patriarchate of Jerusalem.

1.1.7 EDUCATIONAL AND SUMMER CAMPS

The aim of the Educational and Summer Camp 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, and 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 Cyprus.

Furthermore, the Educational and Summer Camping Programme offers children the opportunity to spend 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 organised entertainment activities, thus supporting current trends in education through experiential environmental education and organising their social life in educational camps.

The Educational Programmes and overall organisation of the camps largely serves the Primary Education Curriculum, since aspects of various school subjects are implemented in the Camps' Programme. During the school year 2018 - 2019, Educational Camps ran five, five-day sessions, from October to November 2018. From April to June 2019, Educational Camps ran eight five-day sessions and a session for children of the Maronite Community in June 2019. A total of 1115 children from 34 Primary Schools in Cyprus attended the programme.

During the summer of 2019, the following three programmes were implemented at the educational camps:

- Summer Camps in Prodromos, accommodating approximately 529 children from 129 Primary Schools in Cyprus in eight, seven-day, sessions.
- The Hospitality Programme for children from abroad which involved 103 children and escorts from the United Kingdom, Russia, Ukraine and Jerusalem.
- The Children's Summer Camps Abroad, in which 60 children and escorts from Cyprus participated and were hosted by the Greek Ministry of Education and Religious Affairs, at its 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 Ministry of Education, Culture, Sport and Youth regarding the provision of "Lifelong Learning" opportunities for all the citizens of the Republic of Cyprus as well as the combating of educational inequalities so that citizens may be successfully integrated and able to act effectively within the European community.

The Adult Education Centres were 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 are recognised 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 21.600 citizens attended the Adult Education Centres during the school year 2018 - 2019, with 64% attending courses in urban areas and 36% attending courses in rural areas. The female participants were 78,56% and male participants were 21,44%. Over 18,53% 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.

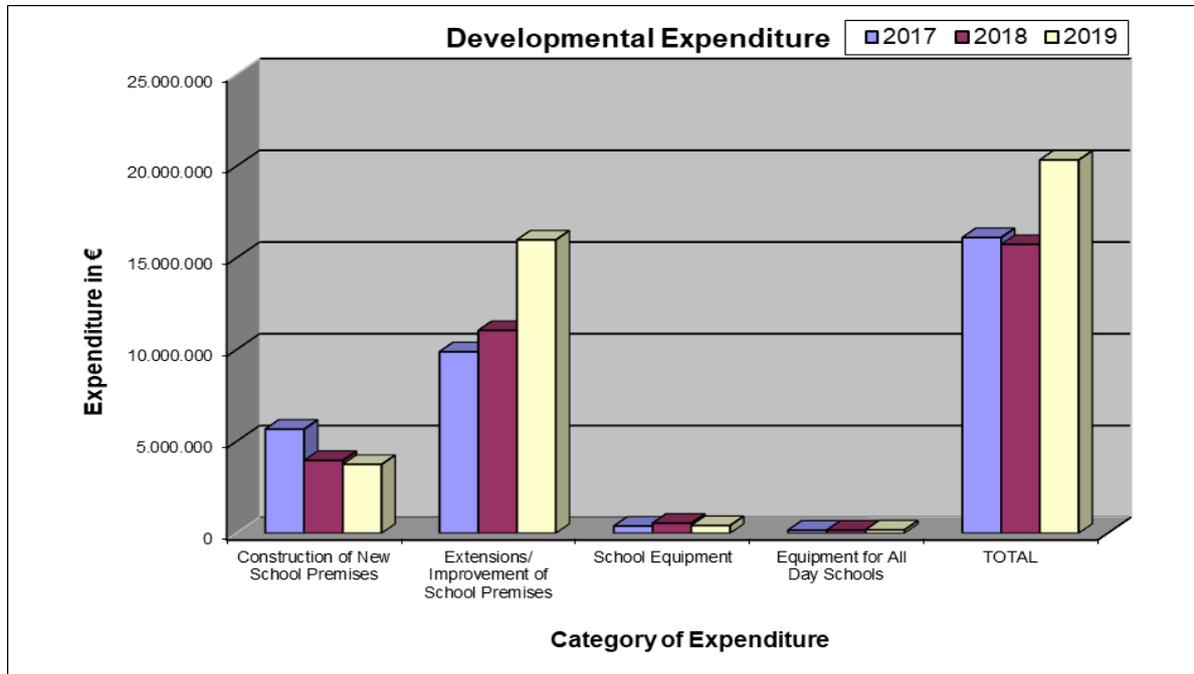
SCHOOLS	2016 - 2017	2017 - 2018	2018 - 2019
PRE-PRIMARY SCHOOLS			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	271	271	272
b) Number of Pupils (*)	12254	12074	11892
c) Number of Teachers (*)	774	772	783
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	80	78	76
b) Number of Pupils	1999	1983	1893
c) Number of Teachers	110	110	107
PRIMARY SCHOOLS			
a) Number of Schools (*)	332	332	331
b) Number of Pupils (*)	50423	51082	52042
c) Number of Teachers (*)	4153	4257	4283
SPECIAL SCHOOLS			
a) Number of Schools	9	9	9
b) Number of Pupils (3 -21 years old)	404	406	439
c) Number of Teachers (Special Teachers)	184	202	209
GREEK COMMUNITY SCHOOLS AT THE UK			
a) Number of Schools	68	67	72
b) Number of Pupils	5886	5972	6071
c) Number of Teachers: permanent	24	24	24
part time	118	114	117
ADULT EDUCATION CENTRES			
a) Number of Centres	435	395	399
b) Number of Members	25193	22200	21631
c) Number of Instructors	666	655	659

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

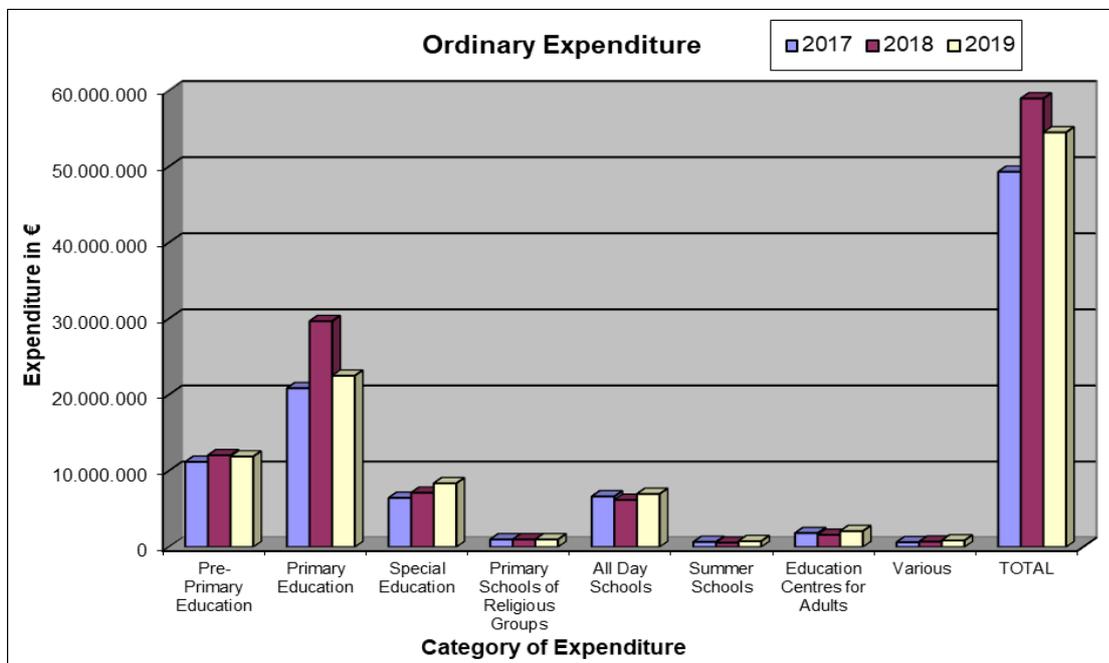
SCHOOLS IN OCCUPIED AREAS	2016 - 2017	2017 - 2018	2018 - 2019
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	8	12	16
c) Number of Teachers	1	1	1
PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	15	13	13
c) Number of Teachers	3	3	3

1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2017, 2018 and 2019 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2017, 2018 and 2019 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, the 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 Gymnasia 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 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 most significant aims of the Cyprus educational system, since it is an integral part of the education of Europe's future citizens. Promoted through interdisciplinary instructional approaches it aims at informing and assisting pupils to develop a sense of their European identity. Therefore, schools participate in various activities, programmes and competitions such as: Europe Day, The European Day of Languages, The European Language Label, and the various Life Long Learning Programmes. Additionally, pupils participate in European Clubs organized by schools nationwide, undertake projects, establish links and exchange programmes with other European schools mainly through the Internet.

One other important European programme is *The Model European Parliament* (MEP) programme which was hosted in Cyprus this year. This is a leadership programme for youths in the 28 EU member states. It simulates the workings of the European Parliament and aims at educating young people about European integration and cooperation, thus enhancing their understanding of common issues as well as providing them with knowledge about the EU institutions. The programme also develops political awareness and an understanding of Europe's cultural diversity. Such programmes are seminal because they develop interest and skills in addressing high-level issues jointly among Europe's decision makers of tomorrow.

However, Education is a lifelong learning process that is not confined within the four walls of a classroom. Clearly, within the European contexts, Secondary Education is seeking redefinition with the purpose of helping tomorrow's European citizens to cope with the new challenges. This redefinition also addresses the need for technological literacy, the development of skills and the dissemination of humanitarian and national education. The European Dimension in education also attempts to go beyond the transfer of knowledge and approach education comprehensively and coherently, in order to foster creativity, innovation and critical thinking.

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 38 Private Secondary Education Schools in Cyprus, which, amongst other things, prepare students to enter Higher or Tertiary Educational institutes in Cyprus or abroad.

Private Secondary Education Schools are registered within the Ministry of Education, Culture, Sport and Youth and operate according to The Private Schools' Law of 2019. Private Schools are allocated to three categories according to their syllabi and timetables:

- Schools of the same type: Schools which strictly follow the existing curricula of public schools.
- Schools of similar type: 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: Schools which do not belong to any of the above two categories.

Private Institutes (PI) that are registered within the Ministry of Education, Culture, Sport and Youth, and operate according to the Private Institutes and Other Related Topics Law of 2018. Private Institutes are allocated to three categories:

- EXISTING GROUP (428 PI). PI registered within the Ministry and operating according to the previous Law, 'The Private Schools and Institutes Law of 1971 to 2012'
- GROUP A (176 PI). PI registered within the Ministry and operating according to the current law and have nothing pending as regards certificates.
- GROUP B (24 PI). PI registered within the Ministry and operating according to the current law but lack of building certificates.

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 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 managing or teaching in Private Schools or / and Institutes.
- new applications for the establishment and operation of Private Schools and Private Institutes and possible changes in the existing records,
- presentation of matters related to Private schools and Private institutes to the Advisory Committee for Private Schools and the Advisory Committee for Private Institutes and asking for suggestions,
- suitability of the quality of the education provided, by evaluating the subject and school curricula, the methodology, and the methods used for pupils' assessment,
- issuance of certificates to graduates as well as to teaching staff of Private Schools,
- issuance of certificates to operate PI and change of operation in GROUP A from the EXISTING GROUP and GROUP B, and
- dealing with various complaints made against Private Schools or Private Institutes.

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 SERVICE (CCES)

The Counselling and Career Educational Service (C.C.E.S.) legally belongs to the Directorate of Secondary General Education of the Ministry of Education, Culture, Sport and Youth of Cyprus. School counsellors are placed:

- a) in all schools of the Public Secondary General and Technical and Vocational Schools,
- b) at the central offices of the CCES at the Ministry of Education, Culture, Sport and Youth in Lefkosia and
- c) at the District offices (two days per week in Larnaka / Ammochostos, Lemesos and Pafos).

For the school year 2018 - 2019:

- 165 school counsellors were placed in Gymnasiums, Lyceums, Technical and Vocational Education and Training Schools and in Evening Schools (some of them are placed in two or three schools).
- Seven school counsellors were fully employed at the Central CCES offices, three at the district offices and eleven in other services and departments of the Ministry of Education and Culture.

1.2.7 AIMS AND ACTIVITIES OF THE SERVICE

The main objective of the CCES is to assist pupils and other young people to meet the general goals of the Ministry of Education, Culture, Sport and Youth, 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 objective of the CCES is defined as 'to provide specialized assistance to pupils and youngsters through counselling 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 counsellors spend much of their time working with individuals or small groups of pupils (normally two to four), 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/guardians.

These sessions can cover a wide range of issues such as:

- Guidance on educational and career choices (sometimes with the use of psychometric tests).
- Disciplinary and relationship issues. School counsellors often help pupils mediate conflicts with their peers, teachers, or parents.
- Substance *abuse*; smoking, drugs, alcohol.
- Neglect or abuse cases (sexual and / or psychological abuse).
- Integration of special needs pupils into classrooms and assistance as regards the overall school programmes which address requirements for pupils with special needs or learning difficulties.

A substantial part of the counsellors' work is devoted to liaising with other teachers, parents and with a range of external services, including educational and clinical psychologists, social workers, psychiatrists and the police, in relation to problems of particular pupils. In the case of pupils with special needs (physical disabilities or learning difficulties) – while the Ministry's policy is to include them in mainstream secondary education wherever possible – the counsellor plays a central role. He cooperates with school and organizes case conferences in order to determine an action plan so as to address their distinctive needs within the school environment: these may involve various teachers, external agencies, and parents/guardians. The same approach is often used for pupils with literacy problems or exhibiting challenging behavior within the school.

Specifically, working with parents may include parents' / guardians' attendance at interviews with their children, and parents' / guardians' information evenings relating to educational choices and other issues. Some counsellors also run workshops for parents / guardians on various topics like parent-child relationships. Through such means, they are acting as an important link between home and school.

Alongside their guidance and counselling work, school counsellors undertake a variety of administrative tasks which are not limited to maintaining pupil records for guidance purposes. They review university admission application forms and write reference letters for overseas universities (particularly in Lyceums and Technical Schools).

In addition to their work with individual pupils, the counsellors in the gymnasium 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 the C.C.E.S. <http://www.moec.gov.cy/ysea/ekdoseis.html>.

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

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

1.2.8 ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books and leaflets about career guidance, the C.C.E.S. offers library services at the Ministry of Education, Culture, Sport and Youth Central Offices where the pupils and general public may have access to up-to-date information.

Furthermore, all counselling offices at schools are equipped with Internet facilities, thus, pupils have access to online career guidance information. Online 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 Public Education schools that attended at least one career and/or counselling session with a school counsellor during the school year 2018 - 2019.

GYMNASIUM					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE SCHOOL PUPILS
BOYS	3128	2050	3310	8488	12111
GIRLS	2864	2007	3350	8221	11642
TOTAL	5992	4057	6660	16709	23753

LYCEUM					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE SCHOOL PUPILS
BOYS	2194	1623	2366	6183	7393
GIRLS	2798	1976	3095	7869	9283
TOTAL	4992	3599	5461	14052	16676

TECHNICAL SCHOOL					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE SCHOOL PUPILS
BOYS	841	499	865	2205	3258
GIRLS	301	193	281	775	1106
TOTAL	1142	692	1146	2980	

GYMNASIUM AND LYCEUM					
GENDER	A	B	C	TOTAL NUMBER OF PUPILS THAT WERE HELPED	TOTAL NUMBER OF ALL THE SCHOOL PUPILS
BOYS	116	101	133	350	391
GIRLS	123	110	148	381	407
TOTAL	239	211	281	731	798

EVENING SCHOOL										
GENDER	A	B	Prep.Classes	C	D	E	F	G	TOTAL NUMBER OF PUPLS THAT WERE HELPED	TOTAL NUMBER OF ALL THE SCHOOL PUPILS
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
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
2018 - 2019	22.795	17.138	39.933	443

The school year 2018 - 2019 pupils of lower secondary schools, (Gymnasia) were distributed across 1.015 classrooms with an average of 22.50 pupils per classroom and in upper secondary schools (Lycea) pupils were distributed across 986 classes with an average of 17.40 pupils per class. In upper secondary schools the average number of pupils was estimated on the basis of common core subjects.

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
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
2018 - 2019	1.015	22,50	986	17,40

1.2.10 NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2018 - 2019 was 5.979.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NUMBER OF TEACHERS	TOTAL NUMBER OF EDUCATORS	C.E.O. / INSPEC
THEOLOGIANS	6	8	31	187	13	200	245	3
PHILOLOGISTS	44	70	261	1247	78	1325	1700	12
MATHEMATICIANS	8	28	105	535	56	591	732	5
PHYSICISTS	13	12	56	268	12	280	361	3
BIOLOGISTS	4	8	29	156	12	168	209	1
CHEMISTS	3	8	22	137	6	143	176	1
GEOGRAPHERS	0	1	3	21	6	27	31	
ENGLISH	6	11	50	290	42	332	399	3
FRENCH	4	8	26	122	8	130	168	3
ITALIANS	0	0	0	22	0	22	22	
SPANISH	0	0	0	10	5	15	15	
GERMANS	0	0	0	4	0	4	4	
RUSSIANS	0	0	0	13	13	26	26	
TURKISH	0	0	0	7	0	7	7	
ECONOMICS	0	8	22	120	30	150	180	1
PHYSICAL EDUCATION	5	10	51	304	12	316	382	2
MUSIC	4	4	25	138	19	157	190	1
ART	6	8	24	118	15	133	171	1
PHOTOGRAPHERS	0	0	0	5	0	5	5	
HOME ECONOMICS	0	5	17	136	8	144	166	1
INFORMATION TECHNOLOGY	6	12	50	334	15	349	417	3
TECHNOLOGY	4	5	24	168	12	180	213	2
COUNCELORS	1	5	19	119	15	134	159	1
THEATRE TEACHERS	0	0	0	13	9	22	22	
TOTAL	114	211	815	4474	386	4860	6000	43

1.2.11

SCHOOLS IN OPERATION

During the school year 2018 - 2019 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 2019, 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, Culture, Sport and Youth 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.

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 System of Vocational Education and Training (New Modern Apprenticeship)
- Post Secondary Institutes of Vocational Education and Training (Public School of Higher VET).

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 thirteen 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 Ammochostos district, and three in Pafos district. There is also a Hotel and Catering Department operating at Apeitio Gymnasium in Agros, and a Viticulture – Oenology Department operating at Omodos School. 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 Higher 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 five Evening Schools of Technical and Vocational Education operating in Lefkosia, Lemesos, Larnaka, Pafos and the free area of Famagusta district. The objective of the Evening Schools of Technical and Vocational Education is 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 three 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 Higher 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 SYSTEM OF VOCATIONAL EDUCATION AND TRAINING – NEW MODERN APPRENTICESHIP (NMA)

The Apprenticeship System, 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 System 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, cooks, hairdressers, graphic designers 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, Sports and Youth 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. Successful completion of the programmes leads to the acquisition of a Diploma of Higher Vocational Education and Training.

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 2019 - 2020, 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 thirteen 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 Ammochostos district, and three in Pafos district. There are also five Evening Schools of Technical and Vocational Education operating in Lefkosia, Lemesos, Larnaka, Pafos and free area of Ammochostos district, a Hotel and Catering Department operating at Apeitio Gymnasium in Agros, and a Viticulture – Oenology Department operating at Omodos School.

About 4538 pupils attended Secondary Technical and Vocational Education (including Evening Schools of Technical and Vocational Education) during the school year 2019 - 2020, distributed as shown in the Table below:

School	Number of Pupils
A' Technical and Vocational School of Education and Training of Lefkosia	428
B' Technical and Vocational School of Education and Training of Lefkosia	185
Technical and Vocational School of Education and Training Makarios C' of Lefkosia	648
Evening School of Technical and Vocational Education of Lefkosia	164
A' Technical and Vocational School of Education and Training of Lemesos	313
B' Technical and Vocational School of Education and Training of Lemesos	295
C' Technical and Vocational School of Education and Training of Lemesos	372
Evening School of Technical and Vocational Education of Lemesos	85
Hotel and Catering Department of Apeitio Gymnasium of Agros	31
Viticulture – Oenology Department of Omodos School	5
Technical and Vocational School of Education and Training of Larnaka	484
Technical and Vocational School of Education and Training Ayios Lazaros of Larnaka	231
Evening School of Technical and Vocational Education of Larnaka	24
Technical and Vocational School of Education and Training of Paralimni	241
Peripheral Agricultural, Technical and Vocational School of Education and Training of Ammochostos/Avgorou	279
Evening School of Technical and Vocational Education of Ammochostos	26
Technical and Vocational School of Education and Training of Pafos	593
Technical and Vocational School of Education and Training of Polis Chrysochous	84
Technical and Vocational School of Education and Training of Emba	33
Evening School of Technical and Vocational Education of Pafos	17
TOTAL NUMBER OF PUPILS	4538

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 2019 - 2020 was 595.

1.3.8 NUMBER OF PUPILS/STUDENTS

During the school year 2019 - 2020, 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	4222
Evening Schools of Technical and Vocational Education	316
New Modern Apprenticeship (core apprenticeship)	129
Special Units	67
Lifelong Learning Programmes of Vocational Education and Training (Afternoon and Evening Classes)	777
Post Secondary Institutes of VET (MIEEK)	267
TOTAL	5778

1.3.9 EXPENDITURE

During the fiscal year of 2019 the development expenditure for Secondary Technical and Vocational Education and Training reached the amount of €362.676 while the current expenditure for the same year was €2.089.861.

1.4 THE DEPARTMENT OF HIGHER EDUCATION

The Department of Higher Education (DHE) is the competent authority within the Ministry of Education, Culture, Sport and Youth (MOECSY) 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 to further foster 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 Higher Education Institutions (HEI), and so on.

After the independence of the island (1960) and several years before the establishment of the DHE, 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 this framework, the DHE 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, promote scientific research and 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 Frederick University, the European University and the 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. In 2019 the Philips University in Lefkosia received an Initial Licence to operate.

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 post 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 HEIs, 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 Higher Education (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	CYPRriot STUDENTS STUDYING IN CYPRUS	CYPRriot STUDENTS STUDYING ABROAD	TOTAL NUMBER OF CYPRriot STUDENTS	TOTAL NUMBER OF FOREIGN STUDENTS
1996 - 1997	8307	9813	18120	1675
1997 - 1998	8786	10815	19601	1741
1998 - 1999	8982	12488	21470	1860
1999 - 2000	8389	12147	20536	2025
2000 - 2001	9462	13650	23112	2472
2001 - 2002	10836	14882	25718	3058
2002 - 2003	12990	16374	29364	5282
2003 - 2004	14170	17631	31801	6679
2004 - 2005	15177	19400	34577	4901
2005 - 2006	14957	20969	35926	5630
2006 - 2007	16266	21188	37454	5961
2007 - 2008	17936	22530	40466	7753
2008 - 2009	20221	21473	41694	10765
2009 - 2010	21095	20051	41146	11138
2010 - 2011	22092	19199	41291	10026
2011 - 2012	23232	19199 *	42431	8540
2012 - 2013	23597	19199 *	42796	8368
2013 - 2014	23864	19199 *	43063	9810
2014 - 2015	23980	19199 *	43179	13186
2015 - 2016	22746	19199 *	41945	17601
2016 - 2017	22507	19199 *	41706	22756
2017 - 2018	22965	19199 *	42164	24204

* Since 2010 – 2011: no relevant data concerning Cypriot Students studying abroad has been provided by the Statistical Service of Cyprus.

1.4.1 PUBLIC UNIVERSITIES

Public Universities are established by law and 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 to include adult learners in further education and promote 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 Ministry of Education, Culture, Sport and Youth. 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 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 UNIVERSITY OF CYPRUS

The University of Cyprus (UCY) was established in 1989 and is an academic institution of national and international renown for the quality of teaching, as well as its high-impact research profile. Since 2018, it has been included in the demanding *Shanghai ranking* list in which it was ranked among the 601 - 700 best universities worldwide for 2019. At the same time, based on the *Times Higher Education World University Rankings*, in 2019 the University of Cyprus was ranked among the 351 - 400 top universities in the world, and the 67 - 100 best young universities.

With more than 7.000 students, 113 laboratories and approximately 800 faculty and administrative members, the University of Cyprus is a newly-established and rapidly-expanding university and the largest employer for young university graduates and researchers in Cyprus. It currently employs more than 500 young scientists using external research programmes funds.

In 2019, eight Faculties and 22 Departments were running at the University of Cyprus, offering 29 Undergraduate programmes, 56 Postgraduate programmes (21 in English), 44 Doctoral programmes (10 in English).

The University of Cyprus strives for excellence in research, aspiring to become a sustainable academic institution with international research impact. In 2019, it participated in 145 research projects and received €39 million euros in research funds (41 European, 91 from the Research and Innovation Foundation and the remaining came from other foreign and internal sources).

In particular, the University of Cyprus:

- Ranked 137th among the 32.000 other organizations that participated in the 2020 Horizon Programme H2020, after securing >€55 million in funding so far.
- Secured more than 90 research programs and €14 million from “RESTART 2016-2020”.
- Received authorization for funds of €15 million from the European Commission for the Biobank programme, through H2020/TEAMING

- Received funds of €2,5 million for the European project “SInnoPSis: ERA Chair in Science and Innovation Policy and Studies” through the project WIDESPREAD – ERA Chairs
- Received funds of €1,9 for the European programme APOLLO (European Research Council – ERC-2018-COG)

Once again, the University of Cyprus stood out in the research and innovation awards for 2019, which were organized by the Research and Innovation Foundation and the Cyprus Employers and Industrialists Federation (OEB). Prizes were awarded to the University of Cyprus in three categories. The “Cyprus Research Award” IdEK in the category of Distinguished Researcher was awarded to Professor Timotheos Papadopoulos of the Department of Psychology of the University of Cyprus, and Founding Member of the Applied Neuroscience Centre; the “Cyprus Research Award IdEK” in the category of Young Researcher 2019 was awarded to Dr Andreas Stylianou, Postdoctoral Researcher at the Biophysics Cancer Laboratory of the University of Cyprus; and the Centre of Excellence for Research and Innovation “KOIOS” received the OEB Innovation Award in the Broader Public Sector.

Evidence on the recognition of the impact of the University of Cyprus, though young as a university, is the fact that members of its academic staff were found among the most influential scientists worldwide in the esteemed list by the Web of a Science Group. More specifically, Dean of the Medical School, Cardiology Professor Gerasimos Filippatos, Associate Professor Despo Fatta-Kasinou of the Department of Civil and Environmental Engineering, and Associate Professor Ioannis Krikidis of the Department of Electrical and Computer Engineering are included in the directory of “The Highly Cited Researchers 2019”.

Committed to promoting internationalization, the University of Cyprus has managed to be a member of one of the 17 alliances that secured funding from the European Commission for the establishment of European Universities. The University of Cyprus is a member of the Young Universities for the Future of Europe (YUFE) Alliance, whose mission is to reinforce a synergy in teaching, research, mobility, and cooperation with local communities.

The year 2019 was a milestone in the development of the Medical School, since the University of Cyprus was proud to award the Degree of Medicine to the first 28 graduates of the Medical School. Furthermore, in December 2019 the Medical School became the first Medical School in Cyprus to have been certified successfully, after review, by the Quality Assurance and Certifying Body of Higher Education, as well as the World Federation of Medical Education (WFME).

The contribution of the University of Cyprus to society and culture has been significant, with all the entities of the Institution contributing through public events and lectures. It is worth mentioning that in 2019 there has been a discovery of a newly found ancient shipwreck in Protaras, in June 2019, by archaeology students and volunteers of the Maritime Archaeological Research Laboratory (ERENAE), coordinated by the director of ERENAE, Associate Professor of Maritime archaeology, Stella Demesticha. At the same time, under the supervision of Professor Maria Iakovou of the Department of History and Archaeology, new and unknown monuments were uncovered which allowed for the identification of the *Hadjiaptoullas* plateau. The findings in Palaipafos will redefine a lot of historical evidence related to the management system and the political economy of the towns of Ancient Cyprus.

More Information: www.ucy.ac.cy

1.4.1.2 THE OPEN UNIVERSITY OF CYPRUS

Mission and Objectives

The Open University of Cyprus (OUC) is a Public Higher Education Institution. Established in 2002, the OUC is the country's only university devoted entirely to open and distance education and lifelong learning, offering interdisciplinary, career-oriented and accredited Bachelor, Master's and PhD degree programmes in both 'classical' and 'cutting edge' scientific areas. The OUC aspires to provide students the opportunity to tailor their own educational path irrespective of age, time, location or life circumstances and obtain a university degree without the restrictions of 'traditional' education, useful to start or advance their professional careers and fulfil their personal aspirations and goals.

Since the launch of its first programmes of study in 2006, the OUC continues to grow steadily. In the 2019 - 2020 academic year, the OUC has an enrolment of approximately 4.000 students in 26 programmes, and an alumni community of nearly 6.600 graduates. The Open University of Cyprus aspires to grow its international reach, and the support the State's vision to establish Cyprus as a regional centre for education, research and innovation.

The OUC achievements in 2019

New research projects

The OUC aims to maximize opportunities to support high-quality research with an increased emphasis on European and international collaboration. The OUC academics and researchers managed to secure external funding and are currently participating in 29 research projects, the following eleven (11) of which kicked-off in 2019:

- WeNet: The Internet of Us (Horizon2020: Future Emerging Technologies)
- RF Meta – Advanced RF Electronics Centre for Adaptive Metamaterials (Cyprus Research Promotion Foundation)
- Eco Winery: Eco-innovation for the production of low environmental footprint wine (Cyprus Research Promotion Foundation)
- CA 16208: Knowledge Conservation for Enhancing Management of European Riparian Ecosystems and Services (COST Action)
- Pulchra: Science in the City; Building Participatory Urban Learning Community Hubs Through Research and Activation (Horizon2020: Science with and for the Society)
- Foresight: Advanced Cybersecurity Simulation Platform for Preparedness Training in Aviation, Naval and Power-grid Environments (Horizon2020: Safeguarding Secure Society)
- PLAY: Play, Learn, Fight Back Anxiety (Erasmus+)
- Polidico: Politicization of Identities in Diaspora: Cosmopolitanism & Conflict Discourses (Cyprus Research Promotion Foundation)
- CA 18221: Pesticide Risk Assessment for Amphibians and Reptiles (COST Action)
- Life IP Physis: Managing the Natura 2000 Network in Cyprus and Shaping a Sustainable Future (Life+ Integrated Projects)
- ADHD Care: Exchanging Good Practices for people with Attention Deficit Hyperactivity Disorder (ADHD) (Erasmus+ programme)

Local and International Relations

During 2019, the OUC expanded its network of collaborators and signed bilateral agreements with the public and private bodies in Cyprus (i.e. Pafos Municipality, Municipality of Aglantzia, Office of the

Presidential Commissioner, Terra Cypria Foundation), aiming to enhance further its active presence in the country's academic and research work and interference in society.

Distinctions and Awards

In 2019, the OUC and its academic community members received the following distinctions and recognition for academic and research achievements:

- IMAESC has secured the International Category of the Universities' Association for Lifelong Learning (UALL) Awards 2019

The Erasmus Mundus International Master on Adult Education for Social Change - IMAESC won the International Category of the "Universities Association for Lifelong Learning" (UALL) Awards 2019. IMAESC is an international master offered by four European Universities: University of Glasgow, the Open University of Cyprus, University of Malta, University of Tallinn (Tallinna Ülikool), and one non-European university, Maynooth University.

- Gold Award for the Open University of Cyprus in the category "Best Learning Experience" of the Cyprus Education Leaders Awards 2019

The Open University of Cyprus has secured the Gold Award for the category "Educational Project", sub-category "Best Educational Experience" of the Cyprus Educational Leaders Awards 2019. The project, which won the Gold Award, is titled "Development of a Natural Environment Simulation Application with Gamification and Internet of Things for distance education". This gold award strengthens the vision and efforts of the University to focus on the needs of remote based students, and provide them with a multifaceted educational experience that meets their need to study at their own time and place, using innovative educational tools.

- Prof. Stavros Stavrou was appointed Chair of EAB.Cyber of the European Security and Defence College

Professor Stavros Stavrou, Dean of the OUC Faculty of Pure and Applied Sciences, was nominated and appointed by the EU Member States, as Chair of the EAB.Cyber configuration of the European Security and Defence College (ESDC). The European Security and Defence College is led by the EU Member States, and the OUC actively participates and contributes effectively to the educational and training programmes of the ESDC, since 2016.

- Collaboration between Cyprus Broadcasting Corporation and the OUC for the digitization of archive material.

One of results of the close and fruitful cooperation between the OUC and the Cyprus Broadcasting Corporation (CyBC) was the completion - in 2019 - of the agreement to integrate part of the digital treasure of the CyBC Archive, on European Byzantine Art and Archaeology, into European Europeana Library. The OUC, through the European project "Byzantine Art and Archaeology on Europeana" (BYZART) led by the Associate Professor George Deligiannakis and his research team, had undertaken the scientific documentation of approximately 30 hours of audio visual digitized material from the CyBC Archive, which has been uploaded and available online through Europeana. The worldwide dissemination of the archive promotes the cultural heritage of Cyprus internationally,

and contributes to maximizing its value for educational and research purposes. An important feature of this action was the accessibility of this material to people with disabilities.

- Other achievements

Professor Yannis Manolopoulos, Vice Rector of the OUC, was appointed in April 2019, by the Council of Ministers, member of the Board of Directors of the new Cyprus Research. In May 2019, the Department of Production Management Engineering of the Polytechnic School of the Democritus University of Thrace, conferred an Honorary Doctorate to Professor Sokratis Katsikas, Rector of the Open University of Cyprus. Dr. Antonis Zorpas, academic coordinator of the postgraduate programme “Environmental Conservation and Management” was awarded in June 2019 by the President of the Republic of Cyprus, Mr. Nicos Anastasiades with an honorary distinction for the long-term support and expertise he has provided over the years to the work and actions of the Office of the Commissioner of the Environment and to the achievement of the environmental objectives set by the Republic of Cyprus.

Quality Assurance

As part of its strategic planning aiming to excel in education and offer high quality programmes to prospective students, the OUC submitted to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for external evaluation and accreditation five (5) new postgraduate programmes and six (6) existing programmes of study. In 2019, the OUC also submitted to the CYQAA its first Institutional Evaluation Report.

Scientific events and cultural contribution

- International Conference on Kyriakos Charalambides on occasion of the poet’s 80th birthday

The OUC undergraduate Programme in Hellenic Culture, the Programme’s Students and Alumni Association, the Press and Information Office, the Municipality of Aglantzia and the Cultural Services of the Ministry of Education, Culture, Sport and Youth co-organized in 2019 an International Conference titled “Kyriakos Charalambides Visit: The poet of the broad Hellenic horizons” (in greek: “Κυριάκου Χαραλαμπίδη Επίσκεψις: Ο ποιητής των ευρέων ελληνικών οριζόντων”). The conference, the first one devoted to the poet and one of the greatest ever conferences dedicated to a living Cypriot poet, took place from January 31 to February 2, 2019 with vast participation of prominent speakers from Cyprus, Greece, England, Hungary and Poland.

- 22nd annual conference of the International Relations, European Programmes and Public Relations Offices of the Greek and Cypriot Universities in Nicosia

The Open University of Cyprus and the Cyprus University of Technology co-organized the 22nd annual conference of the International Relations, European Programmes and Public Relations Offices of the Greek and the Cypriot Universities on 26 - 28 June, 2019 in Lefkosia, Cyprus. Representatives of 14 Greek and six (6) Cypriot Universities attended the event. The Conference, which was held under the auspices of the Cypriot Ministry of Education, Culture, Sports and Youth is being organized for the past 22 years, with the participation of Cypriot universities since the year 2008. Participants of this year’s conference had the opportunity to exchange views and expertise, present good practices from their relevant departments or offices, and promote the work of their Universities.

- 1st Doctoral Colloquium 2019 initiated by the Cyprus Rectors Conference

Aiming to enhance doctoral research skills and networking and promote interdisciplinary research within the scholarly community in Cyprus, the first Doctoral Colloquium 2019, was organized by the Cyprus Rectors Conference. The colloquium served as a forum for PhD candidates from all scientific disciplines to present their research work and engage in dialogue, seek feedback from colleagues, and network with other scholars. The OUC's Vice Rector, Professor Ioannis Manolopoulos, was a member of the Colloquium's Scientific Committee.

- 6th OUC Erasmus+ International Staff Week

The OUC organized with great success, and for the sixth consecutive year, an Erasmus+ International Staff Week with the participation of 29 academic and administrative staff members from 21 Universities located in 11 European countries (Bulgaria, Germany, Greece, France, Italy, Poland, Romania, Slovenia, Slovakia, Spain and the UK), and in 5 third countries (Lebanon, Jordan, Russia, Ukraine and Serbia). The OUC's 6th Erasmus+ International Staff Week took place between May 27 and May 31, 2019. Participants engaged in workshops, presentations and activities, and familiarized themselves with the University's distance learning methodology and the integration of new technologies into the processes of teaching and learning.

Lecture Series:

- In 2019, the 3rd cycle of the "Open University of Cyprus Lecture Series", aiming to highlight educational, cultural, historical and social topics, co-organized in Athens by the OUC, the House of Cyprus and the **Hellenic Cultural Association of Cypriots in Greece**, was concluded, and the 4th cycle of this successful Series was initiated in September with the lecture of Prof. George Margaritis on "Cyprus and Hellenism".
- The 2nd cycle of the Lecture Series held **under the auspices of the OUC Postgraduate Programme "Environmental Conservation and Management"** was co-organized in 2019 by the Laboratory of Chemical Engineering & Sustainability Engineering and the Terrestrial Ecosystems Management Lab. Supporters of the Series were for the second consecutive year the Office of the Environment Commissioner, the Cyprus Association of Environmental Scientists and Engineers, the Cyprus Scientific and Technical Chamber and Cyta.
- During 2019, seven (7) lectures were organized as part of the lecture series on Late Antiquity titled "When our world became Christian" organized by the OUC Programme "Studies in Hellenic Culture". This Lecture Series addresses the transformations that caused the spread of Christianity in the Greco-Roman world during the fourth and fifth century AD.

During the course of 2019, the OUC hosted various other scientific and cultural events. For instance, the OUC, on April 2019, presented to the public the "**Axion Esti**", probably the work on which the famous Greek poet Odysseas Elytis' reputation rests, set to music by Mikis Theodorakis. "Axion Esti" was presented by the choirs Brucknerchor Linz of Austria and Cantus Novus Femina Epilogi, a 20-member Chamber Orchestra, and Giorgos Kalogirou (singer), Andreas Zenios (baryton/chanter), and Neoklis Neokleous (narrator). Konstantinos Diminakis was the conductor of the performance. Dr. Dimitri Nanopoulos, distinguished Professor of High Energy Physics at Texas A&M University and regular member of the Academy of Athens, was also invited by the Open University of Cyprus and gave two lectures open to the public in Pafos and Lefkosia on the latest achievements of cosmology.

XII Graduation Ceremony for the 2018 - 2019 academic year

The XII Graduation Ceremony of the Open University of Cyprus for the academic year 2018 - 2019 was held on the 8th of November 2019. 860 graduates from 26 undergraduate and postgraduate programmes of study received their degrees, while one (1) doctoral candidate was awarded his PhD. The ceremony was addressed on behalf of the President of the Republic of Cyprus, by Petros Demetriou, Director of his office, and on behalf of the President of the House of Representatives, by Mr. Adamos Adamou, member of the parliament.

More Information: www.ouc.ac.cy

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 center of Limassol.

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 to offer education to students of a high scientific, technological and professional level. Moreover, the CUT aims to produce 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:

- 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 to 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 (Tel: 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, Culture, Sport and Youth.

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 CYQAA.

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, Culture, Sports and Youth - Student Welfare Service.

In light of the withdrawal of the United Kingdom from the EU (Brexit), the Cyprus House of Representatives has proceeded in 2019 with a law Amendment that maintains the status of the above Agreements - not only the ones that were in effect before the Amendment, but also the ones that will be in effect, as a result of future collaborations between Cyprus and the UK Institutions.

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. ACC AKADEMIA COLLEGE (Deryneia) (www.akc.ac.cy)
4. ALEXANDER COLLEGE (Larnaka) (www.alexander.ac.cy)
5. ALEXANDER COLLEGE (Pafos) (www.alexander.ac.cy)
6. ATLANTIS COLLEGE (Ammochostos) (www.atlantiscollge.com)
7. CBS- COLLEGE OF BUSINESS STUDIES (www.cbscy.ac.cy)
8. C.D.A COLLEGE (Lefkosia) (www.cdacollege.ac.cy)
9. C.D.A COLLEGE (Larnaka) (www.cdacollege.ac.cy)
10. C.D.A COLLEGE (Lemesos) (www.cdacollege.ac.cy)
11. C.D.A COLLEGE (Pafos) (www.cdacollege.ac.cy)
12. CASA COLLEGE (Lefkosia) (www.casacollege.com)
13. CITY UNITY COLLEGE NICOSIA (Lefkosia) (www.cityu.ac.cy)
14. COLLEGE OF TOURISM AND HOTEL MANAGEMENT(Lefkosia) (www.cothm.ac.cy)
15. CYPRUS COLLEGE (Lefkosia) (www.cycollege.ac.cy)
16. CYPRUS COLLEGE (Lemesos) (www.cycollege.ac.cy)
17. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lefkosia) (www.ciim.ac.cy)
18. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lemesos) (www.ciim.ac.cy)
19. CYPRUS SCHOOL OF MOLECULAR MEDICINE (Lefkosia) (www.cing.ac.cy/csम्म)
20. VLADIMIROK KAFKARIDES SCHOOL OF DRAMA (Lefkosia) (www.satiriko.com)
21. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) (www.fit.ac.cy)
22. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) (www.fit.ac.cy)
23. GLOBAL COLLEGE (Lefkosia) (www.globalcollege.com.cy)
24. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka)
(www.uclancyprus.ac.cy)
25. INTERCOLLEGE (Lefkosia) (www.intercollege.ac.cy)
26. INTERCOLLEGE (Larnaka) (www.intercollege.ac.cy) **[terminated its work since 31/8/2019]**
27. INTERCOLLEGE (Lemesos) (www.lim.intercollege.ac.cy)
28. INTERNAPA COLLEGE (Ammochostos) (www.internapa.ac.cy)
29. KES COLLEGE (Lefkosia) (www.kes.ac.cy)
30. LARNACA COLLEGE (Larnaka) (www.larnacacollege.com)
31. LEDRA COLLEGE (Lefkosia) (www.ledra.ac.cy)
32. MESOYIOS COLLEGE (Lemesos) (www.mesoyios.ac.cy)
33. MUSIC ACADEMY "ARTE" (Lefkosia) (www.artemusic.org)
34. NEAPOLIS COLLEGE (Pafos) (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 2017 - 2018 was 24204. 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 2017 – 2018.

Foreign students studying in Cyprus, 2017 – 2018

Country	Total	Male	Female
	Total of foreign students studying in Cyprus	24.204	11.951
Member States of the European Union			
Total	16.205	5.561	10.644
Greece	15.019	5.062	9.957
Russia	276	116	160
Ukraine	123	55	68
Austria	97	32	65
United Kingdom	92	52	40
Germany	83	41	42
Romania	79	26	53
Bulgaria	69	20	49
Italy	34	21	13
Georgia	26	8	18
France	25	9	16
Albania	21	4	17
Serbia	19	14	5
Netherlands	18	17	1
Poland	17	5	12
Belgium	15	8	7
Moldavia	15	3	12
Ireland	14	8	6
Latvia	13	2	11
Armenia	12	3	9
Other countries	138	55	83
Third Countries			
Total	7.999	6.390	1.609
India	4.054	3.410	644

Bangladesh	643	626	17
Nepal	637	506	131
Pakistan	561	538	23
Nigeria	382	270	112
China	121	54	67
Zimbabwe	106	56	50
Iran	81	46	35
Kenya	80	52	28
Vietnam	79	49	30
Zambia	77	50	27
Ghana	76	48	28
Syria	74	46	28
U.S.A.	73	46	27
Egypt	68	49	19
Cameroun	68	49	19
Lebanon	62	38	24
Jordan	51	42	9
Namibia	48	30	18
Libya	40	28	12
Other countries	618	357	261

1.4.6 STATE STUDENT'S WELFARE SERVICE

During 2019, the Student Welfare Service proceeded with the payment of the following grants/allowances, totalling €49.398.291,18

1. Student Grant

Pursuant to the provisions of the State Student Welfare Act of 2015-2019, the student grant is given to families which are permanent residents 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 discipline, provided that the family meets the economic, property and other criteria laid down in the related law. The beneficiary of the student grant could 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 2019 the Student Welfare Service granted student grants to 19.861 families or students, allocating the amount of €42.334.034,79.

2. Student Allowances

Per the provisions of the article five of the State Student Welfare Act of 2015-2019, 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, up to the amount of available funds. In addition, the Council of Ministers, at the suggestion of the Minister of Education, Culture,

Sport and Youth, determines the allowances to be granted, the social criteria to be considered, the system of allocating points to the applicants, the total amount to be allocated and the amount of each allowance.

During 2019, the Student Welfare Service provided to 4703 students with student grants amounting to €5.411.609,30. Specifically, the following allowances were granted:

- (a) **A housing allowance** totalling 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 all the beneficiaries who benefited from the above allowances and the amount allocated in each case. It is noted that some students have benefited from more than one allowance.

ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE 2018 €
HOUSING	390	620.618,00
MEAL	4.231	4.501.966,56
PC	572	270.593,03
BOOKS	116	18.431,71
TOTAL	5.309	5.411.609,30

4. Student allowances to families of students from Greece and repatriated families of Cypriot students.

Following a decision by the Council of Ministers, a certain amount was allocated as student allowances to families of students from Greece who were attending academic institutions in the Republic of Cyprus and to repatriated families of Cypriot students who were attending academic institutions in the Republic of Cyprus or abroad, who were not eligible for student allowances due to the fact that they did not meet the criterion of permanent residence. Beneficiaries came forward after evaluating their applications, based on a system of grading their economic and social criteria, until the budget allocated for this purpose was exhausted. **422 Students benefited and the amount allocated in 2019 for this purpose was €812.997,09.** The table below shows in detail the total beneficiaries who benefited from this framework and the amount allocated in each case. It is noted that some students have benefited from more than one allowance.

ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE UP TO 2018 €
HOUSING	242	387.282,00
MEAL	382	397.931,20
PC	38	16.542,65

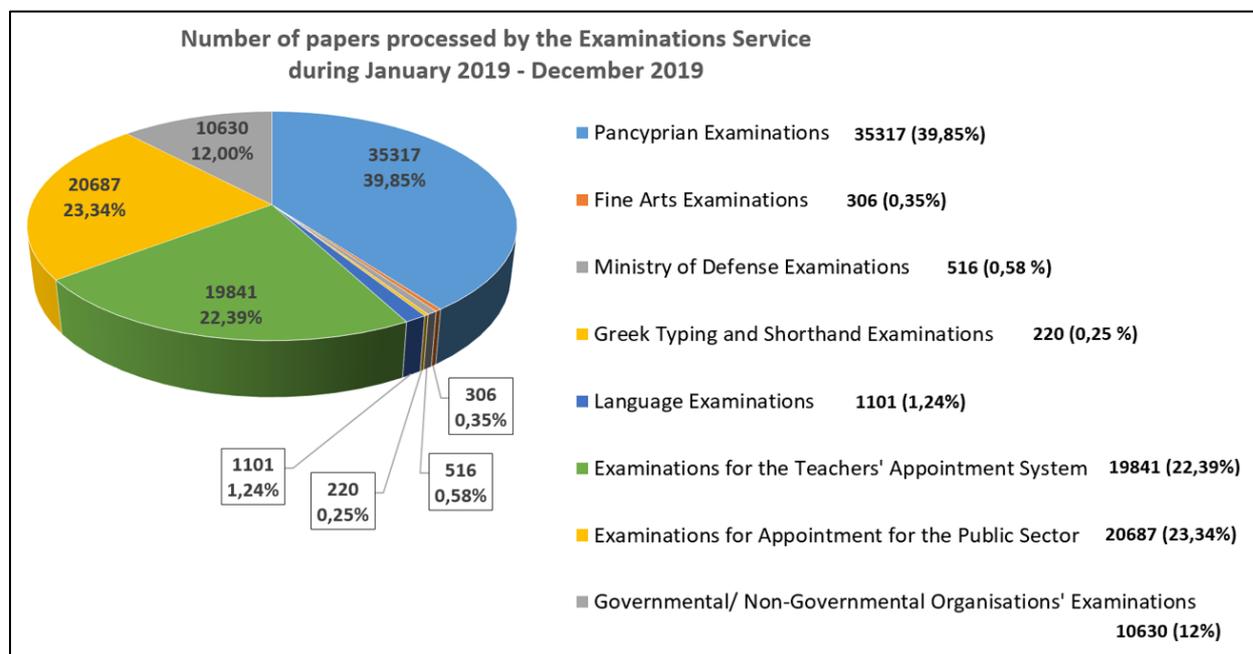
BOOKS	69	11.211,24
TOTAL	422	812.997,09

4. Other allowances

- Christmas Allowance amounting of 150 euros: 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 2018 –
- 2019 as presented in paragraph 2 above. **A total number of 4393 students benefited and the amount granted in 2019 was 658.950,00 euros.**
- Air ticket Allowance to students studying abroad, amounting of 100 euros: This allowance was granted to families of students studying abroad and accumulated a total number of 20 or more points during the assessment of their applications for student grants in 2018 - 2019 as presented in paragraph two above. **A total number of 1807 students studying aboard benefited and the amount granted was 180.700,00 euros.**

1.4.7 THE EXAMINATIONS SERVICE OF THE DEPARTMENT OF HIGHER EDUCATION OF THE MINISTRY OF EDUCATION, CULTURE, SPORTS AND YOUTH

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 2019 – December 2019, the Examinations Service organized a significant number of examinations and processed a total of **88618** examination papers, as presented in the following graph:



1.4.8 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 support member states in developing control mechanisms regarding criteria for quality and duration of studies for professional and scientific purposes. It was under this context that, the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S.) was established.

KY.S.A.T.S. is the competent authority of the Republic of Cyprus for the recognition of higher education qualifications, awarded by recognized institutions of higher education or by evaluated - accredited study programmes by the competent authorities of the country they operate in or are offered to. It also acts as the Education National Information Centre. During the period January - December 2019 KY.S.A.T.S. received 1135 applications for recognition of qualifications and 1500 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 operation (2000).

1.4.9 FINANCIAL SUPPORT TO DEPARTMENTS OF GREEK AND CYPRIOT STUDIES AT UNIVERSITIES ABROAD

The Department of Higher Education 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 2019, the Ministry of Education, Culture, Sports and Youth subsidized with €82.000 thirteen Greek Departments from seven countries.

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, Culture, Sport and Youth 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 a 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 2019, published The Cyprus Pedagogical Institute Bulletin, Issue 21.

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 51.872 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2019, the Library was enriched with 319 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 1.048 individuals.

As a 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. It is also noted that the Library of the P.I. 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 P.I. as well as in other libraries in Cyprus. Users may now have access to articles and other online sources through the website of the CPI.

1.6 CYPRUS RESEARCH CENTRE

1.6.1 OBJECTIVES AND MEANS FOR REALIZING 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 to have 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.

For realising 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, as well as undertaking research missions overseas. The C.R.C. also organises conferences in Cyprus and abroad in co-operation with other academic institutions.

1.6.2 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 computer of the volumes in this library is presently nearing 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. In 2019 a group of archivists began the work of counting the material in the Oral Tradition Archive, a demanding task expected to continue during the following years.

1.6.3 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 193 scholarly works, including 39 Annual Reviews, 8 Conference Proceedings, 4 Collected Studies 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 in 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.

1.6.4 ACTIVITIES FOR 2019

In the year 2019, the Cyprus Research Centre published the following four books:

1. *Les notules pour Chypre et le Levant des notaires perpignanais, Bernat Pastor et Jaume Molines (1368-1408)*, ed. Pierre-Vincent Claverie
2. *In Matrimonio Coniunxi: The Register of Parish Weddings of Santa Maria delle Grazie Larnaca 1733-1880*, ed. Mia Gaia Trentin,
3. *Τα Παραμύθια της Κύπρου από το Λαογραφικό Αρχείο του Κέντρου Επιστημονικών Ερευνών*, Volume III, ed. Maria Matthaïou and Argyro Xenophontos, Annexe Commentary: Michalis G. Meraklis
4. *Επετηρίδα* [Annual Review] of the Cyprus Research Centre XXXIX (2016-2018)

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 Hellenic National Research Foundation organised a presentation of its publications for the year 2018 at the House of Cyprus in Athens on 17 October 2019.

For additional information on the Cyprus Research Centre please visit the C.R.C. website.: www.moec.gov.cy/kee

1.7 THE TECHNICAL SERVICES DEPARTMENT

The Technical Services Department of the Ministry of Education, Culture, Sport and Youth 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 AND PRE-PRIMARY EDUCATION

During the school year 2018 - 2019, emphasis continued to be placed on implementing the revised and restructured Curricula with a focus on implementing Adequacy and Attainment Targets as tools for the planning of the teaching process, its implementation 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.

During the school year 2018 – 2019 Attainment and Adequacy Targets were revised so as to reflect realistically the teaching time allocated to each school subject during a school year. Moreover, the Attainment and Adequacy Targets were reviewed and, if necessary, were expressed in a simpler, more straightforward way. The revised Targets were uploaded on the Ministry's website and it is expected that they will be fully implemented during the school year 2019 - 2020.

Numerous professional development activities were carried out in order to support the teachers. These were primarily in the form of school and teacher networks and conferences, whereas the development of educational materials continued as well as the matching of teaching materials to the Attainment and Adequacy Targets.

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

At the same time, the Curriculum was being revised by the special academic committee so as to incorporate the changes which will incur the next school year (2019 - 2020) based on the change of school starting age for primary education.

2.1.1.1 Modern Greek Language Teaching

Within the framework of our efforts for the upgrading of language instruction, the review of the Modern Greek Curriculum (Primary School) was completed during the course of the 2015 - 2016 school year.

Language is currently conceptualized as a:

- semiotic system organised around rules (language as structure), which in practice coexists and relates with other semiotic means (picture, sounds, gestures, and so on).
- dynamic communication medium situated and shaped within a specific communication context, whilst shaping that exact communication context (language as function).
- product of and medium for social reality construction (language as a system of ideas and values).

The completion of the revised Modern Greek Curriculum was followed by the revision of the corresponding Adequacy and Attainment Targets, during the school year 2018 - 2019, on the basis of the following three aspects:

- Situating in context (thematic, communicative, sociocultural).
- Organising language at the level of text, sentence, word.
- Assessing and critically evaluating text content and effectiveness.

The various dimensions of language may function concurrently, via literacy practices that build upon text use in different communicative and sociocultural contexts, aiming at personal, communicative and social targets. To support teaching practice, relevant teaching material was developed for all grades, regarding the use of the Adequacy and Attainment Targets, in relation to the school text books. An important aspect of language instruction is Literature, which is directed towards literature literacy (as a facet of literacy), that contributes to the broader language education of children, including (and not limited to) the skill of critically evaluating texts. The teaching of Greek in this context both covers the longitudinal and cross-sectional dimensions of 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, engaged 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, Investigation, Activities and Assessment. 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 assessment stage pupils review and evaluate 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 Grades 5 and 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 2018 - 2019:

- The revision of the educational material for Grade 5 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. The educational material for Grade 5 was revised based on the format of the educational material for Grade 6.
- Revision of the educational material for Grade 1 has started, taking into account the need for alignment of the educational materials with the available teaching periods of schools.
- 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 lesson plans using the Mathematics Curriculum 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 2019 - 2020, the Mathematics Team will complete the revision of the educational material for Grade 1 and will proceed with the revision of the educational material for Grade 6. Mathematics advisors will support teachers regarding the methodology of Mathematics, the development of their daily lesson plans and the formative assessment.

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, 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 2018 - 2019, 57 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 2018 - 2019, the Adequacy and Attainment Targets for Health Education - Home Economics (Grades 5 - 6), were restructured following the instructions of a special committee which reviewed the teaching of Health Education. The Targets were reorganized, based on the actual teaching time allocated so as to maximize the use of home economics laboratories and the teaching about safe Internet use. Thus, new Units, focusing on developing pupils' digital literacy and adolescents' healthy eating behaviour, were included in the Curriculum content so as to enable pupils to make responsible decisions about their health.

The Health Education Team carried out the following training activities:

a) September 2018 – June 2019:

Advisory work at school level, focusing on the Adequacy and Attainment Targets of the Health Education Curriculum, on the teaching approaches and methodology of the Health Education lesson, sample lessons by the Health Education advisor, based on the needs of teachers and their School Improvement Plan. These activities resulted in 46 visits and the training of about 600 teachers.

- b) September 2018 – May 2019:
Presentations during school staff meetings on the subjects of “Sexual Education at Primary school”, “Teaching Health Education at Primary school”, “Health Education: A Preventive Approach to Safety and Health for pupils in Primary school”. Eighteen presentations were carried out and about 300 teachers took part.
- c) October 2018:
Presentation to ministry officials on the subject “Sexual Education at Primary school”.
- d) November 2018:
Workshops for headteachers offered in Lefkosa, Lemesos and Larnaka on the subject “Health Education: A Preventive Approach to Safety and Health for pupils in Primary school”.
- e) November 2018:
Conferences in Lefkosa, Lemesos, Larnaka and Pafos on the subject “Health Education: A Preventive Approach to Safety and Health for pupils in Primary school”.
- f) January 2019 – May 2019:
Three-day seminars on teaching Sex Education in Primary School, with the participation of 90 teachers.
- g) April 2019:
Day conference offered in Lefkosa, Lemesos, Larnaka and Pafos on the subject: “Sexual Education at Primary school”. The conference included workshops for Grades 2, 3 and 6. The workshops focused on the following subjects: reproductive and private parts of the body (Grade 2), deconstructing of stereotypical gender roles (Grade 3) and sexual maturity and expressions of sexuality (Grade 6). About 260 teachers participated in the conferences.
- h) September 2018 – June 2019:
74 sample lessons were offered by the Health Education advisor.
- i) May 2019:
Day conference in Pafos on the subject: “Sexual Education at Primary school”. The conference was organised by the Teachers’ Union and it was attended by 70 teachers and parents.

During the school year, the Guide for Teachers for the Laboratory of Home Economics was revised and relevant material was developed and uploaded on the Ministry’s website. In addition, lesson plans on Internet Safety and nutritional issues, were also uploaded on the website.

2.1.1.5 Geography

During the school year 2018 - 2019, the Adequacy and Attainment Targets of Geography were implemented, according to the main objectives of the Ministry of Education, Culture, Sports and Youth 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 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 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 Ministry of Education, Culture, Sport and Youth 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 acceptance, respect and love for every human being, as well as to understand and interpret the modern world and religious similarities/differences.

In 2018 - 2019 the Religious Education Team continued the revision of the Curriculum. Adequacy and Attainment Targets were reformed for all primary education grades. New educational materials were produced, including new textbooks for the 6th Grade.

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

2.1.1.7 History

Primary Education History focuses on the introduction of a constructivist approach which primarily aims at the development of historical literacy, the parallel development of adequate knowledge and disciplinary understanding.

During the school year 2018 - 2019, the revision 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 at the end of each year and refer to the development of:

- a) a coherent and adequate body of 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 learning outcomes (Attainment Targets) to be achieved.

The Primary Education History Team worked closely with the respective Secondary Education Team, and also with the scientific advisor for History education, for the revision of the text of the History Curriculum. Within this framework, 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, a number of training seminars were organised at school level. In addition, teachers were supported at school level through advisory work, communication with schools and educators, and on-site school visits.

Furthermore, a conference was organised in collaboration with the Cyprus Pedagogical Institute, titled "Teaching History through the use of sources". It took place at the Cyprus Pedagogical Institute on November 10, 2018. Key speakers were Dr Angelos Palikidis, Assistant Professor of History at the Democritus University of Thrace and Archontia Mantzaridou. The conference also included the following experiential workshops: "Developing of historical skills using historical sources" (Angelos Palkidis), "Creating digital teaching scenarios in History" (Arhontia Mantzaridou), "Using sources in teaching History" (Christoforos Constantinides).

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 2018 - 2019, music educational material for the 3rd Grade was finalised and disseminated, including a new textbook, guidelines for teachers, PowerPoint presentations with listening activities and music material. Furthermore, music educational material for the 4th Grade was created.

Trainings and seminars took place so as to familiarise teachers, headteachers and parents with the new material and the educational process suggested for the lesson. These include:

- Training offered within networks for teachers in Lemesos, Lefkosia and Pafos district (February – March 2019),
- Systematic support and training for teachers and schools in the form of counselling by the Music Inspector and her team of music advisors.

During the school year 2018 - 2019 a new option for the teaching string, wind and percussion instruments was offered in the All-Day Compulsory Schools so as to encourage pupils to develop their musical skills. Lessons concerning string music instruments (violin) were also offered by the Open School of Strovolos Municipality in collaboration with the Primary and Secondary Music Education departments.

Furthermore, the CLIL approach (Content and Language Integrated Learning) is gradually applied to the Music Lesson in collaboration with the CLIL Coordinating Centre. Music lesson plans for the 2nd and 3rd Grade were infused with the CLIL approach and a practical implementation of these lesson plans was presented during seminars to headteachers and teachers in the Lemesos district.

Many Awards were presented to primary schools during the school year 2018 - 2019. Pupils created and performed songs and radio spots for many European and Greek contests. The 3rd Primary School of Latsia, the primary school of Agia Marina in Strovolos, the Primary School of Empa in Pafos 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 the 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 it requires each school to plan and implement its Sustainable Environmental Education Policy, so that each school, gradually and on a long-term basis becomes sustainable.

During the school year 2018 - 2019, the creation of a sustainable school through the curriculum of E.E.-E.S.D. was pursued more intensively. The aim is for a school that will operate as a model of organisation which promotes sustainability and adopts it in school life through its three levels of 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 develop pupils who are able to adopt sustainable lifestyles on the basis of their participation, intervention and change and improve their quality of life on the three aspects of environment, economy, society.

It should be noted that the current programmes of Environmental Educational were integrated within the E.E.-E.S.D. curriculum. Additionally, the pupils of Primary Education participated 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. The completion of the Governmental Network of Environmental Education Centres' with the inclusion of the new EECs in Panagia Community and Koilani, will provide more opportunities to pupils and teachers from primary education for experiential and experimental learning in the field.

It is of particular importance to note that primary schools participated actively in the nationwide programme "Action against climate change" which was designed by the Unit of Education for Environment and Sustainability of the Cyprus Pedagogical Institute and implemented in cooperation with the Education Departments and other stakeholders that are active in the field of climate change. More than 70 primary schools participated in the action "Climate change and cartoons".

Finally, a series of seminars for teachers' professional development was organised by the Cyprus Pedagogical Institute in cooperation with the Department of Primary Education with an emphasis on teachers' ESD competences.

2.1.1.10 Design and Technology - Digital Technologies

Modern society is characterized by rapid social, cultural and technological development. Education, as an integral part of development and innovation, needs to respond to the modern socio-economic, cultural and technological needs. At the same time, digital technologies have penetrated all aspects of life, shaping a new modern social, economic and cultural environment.

In the above context, the subject of Design and Technology was renamed, by the Council of Ministers (Decision No. 86.846/13.02.2019) to "Design and Technology - Digital Technologies". Thus, in addition to the development of Technological Literacy, the enhanced subject also aims to provide pupils with opportunities to acquire knowledge, skills, attitudes and values related to the use of digital technologies as well as to develop digital competence and computational thinking. This will ease their transition to secondary education and will enable them to become active citizens in the modern information society.

Specifically, the syllabus of "Design and Technology - Digital Technologies" has been enhanced with the addition of "Computational Thinking", which aims to foster problem-solving and algorithmic thinking. Computational Thinking along with the use of robotics, which have been introduced into Design and Technology education the last three years, will enable children to design and implement innovative solutions to everyday life problems.

In order to implement the new programme, Design and Technology - Digital Technologies and IT advisors offered in-service training courses to teachers. At the same time, relevant teaching material was developed, and the website of the subject was updated. The programme, which is under systematic evaluation in order to ensure pupils' technological and digital development, remains continuous and consistent. The ultimate goal is to ensure the quality of education, which will allow pupils to become active, critical thinking and effective citizens of the 21st century.

2.1.1.11 Art Education (Visual Arts)

Visual Arts contribute to the overall human development, with an emphasis on the social, cognitive and emotional areas. At the same time, they foster 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 in 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 2018 - 2019, 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:

- Organisation of fourteen Educators' Networks for the Visual Arts Lesson, at school unit level (February - March 2019), in all districts of Cyprus. During each Network meeting a presentation took place by the Art Education Inspector, followed by an eighty-minute visual arts lesson with pupils of Grades 1 to 5. A reflective discussion followed, coordinated by the Art Education Advisor. At each Network meeting the participants were educators that teach Visual Arts only for a few periods and have little or no experience in visual arts education.
- Guidance and support of teachers that presented the art lessons during the Educators' Networks.
- Organisation of a professional development seminar for the teachers that presented the art lessons during the Networks, with the cooperation of the Academic partner. The seminar took place at the University of Cyprus.
- Co-organisation of the second Biennale of Printmaking for Children. Announcement of the Competition, support of educators, selection of winning works. Co-organisation by the Primary and Secondary Education Department, and the Hambis Printmaking Centre.
- Participation of Art Advisors, Inspectors of Art, and number of educators to the Erasmus+ Key Action 1 Programme "EnViArts: Enhancing Visual Arts Education in the Primary Schools of Cyprus".
- Teacher guidance and support which was offered by the Inspectors and the Art Advisors, both as school-based support and through electronic mail.
- Organisation of voluntary seminars through the Cyprus Pedagogical Institute in Lefkosia and Lemesos.
- Development of supporting materials regarding various aspects of the Visual Arts Curriculum.
- Updating of the Ministry of Education, Culture, Sports and Youth's website with educational resources and other supporting material.
- Reviewing and updating of the Art Education Programmes that are organised in museums and galleries in Lefkosia, Lemesos and Pafos, 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, visual arts teachers have the opportunity to communicate with their peers and exchange information, lesson plans, photographic material and videos, aiming to enrich their knowledge and improve teaching.
- Re-publication of the exercise book "Visual Diary" for pupils, for distribution to all primary schools in September 2019. The "Visual Diary" is used by pupils during the visual arts lesson, but also for homework visual exercises.

2.1.1.12 Science

During the school year 2018 - 2019, on the basis of the revised science curriculum, the working teams continued their effort to produce teaching and supporting materials for the subjects “Science and Technology” (Grades 1 to 4) and “Science” (Grades 5 to 6). The production of teaching and supporting materials for Grades 1, 3 and 4 has been completed, whereas a small part of the teaching units for Grades 2, 5 και 6, still remains to be revised according to the Adequacy and Attainment Targets of the science curriculum.

In cooperation with the Cyprus Pedagogical Institute, a two-hour training session for science teachers of Grade 4 was organised in all districts. The subject of the meetings was “The science teaching curriculum materials and TIMSS: potentialities and perspectives”. The programme of these meetings included presentations and experiential activities regarding the teaching and supporting science curriculum materials, pupils’ performance in TIMSS 2015 and the strategies they apply in responding to assessment items.

Additionally, in cooperation with the Educational Research and Evaluation Centre and the Mathematics working team, informative meetings for the headteachers of the schools participating in the main phase of TIMSS 2019 were organised.

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

2.1.1.13 Physical Education

“Safety Issues in Physical Education” were emphasised during the first training meeting of the school year 2018 - 2019. Headteachers, across Cyprus, participated in the training sessions and they had the opportunity to be informed on issues related to the management of human resources (teachers, parents, pupils) and logistical infrastructure (spaces, equipment, materials) with an emphasis on safety during Physical Education lessons. The participants also had the opportunity to express their queries about many safety issues related to the lesson, events and programmes of Physical Education.

During the school year, special emphasis was given on in-school training and support. Inspectors and advisors of Physical Education visited schools and provided support to teachers on the thematic areas of the physical education curriculum. At the same time, they planned, implemented and evaluated new lesson plans helping teachers to understand the implementation of the Adequacy and Attainment Targets.

The second annual dance event was organised in Lemesos district and was linked to the curriculum’s thematic area of traditional dance. The dance event took place with the cooperation of local authorities, Municipality, School Board, Police, Civil Defence and Parents Association. A thousand and a hundred children, danced Cypriot and Greek traditional dances in groups.

Cooperation with the Cyprus CLIL Coordinating Centre continued this school year. The CLIL approach was implemented in Physical Education in many primary schools, in collaboration with the inspectors and advisors of CLIL.

The Physical Education team also cooperated with the Pre-primary education team in order to train pre-primary teachers. Physical Education advisors provided support to the Pre-primary team in order to develop Physical Education lessons for primary education.

Educational materials were developed and uploaded on the official website of the Ministry of Education, Culture, Sports and Youth so as to provide additional support to teachers who teach Physical Education.

2.1.1.14 Pre-primary Education

The Curriculum for Pre-primary Education (3 to 6 years) was revised on the basis of children's new starting age for primary school. In February 2019, two Pancyprian conferences were held: (i) "Play in Pre-primary: a basic pedagogical principle, a form of learning and key instrument for child development" and (ii) "Teaching music through storytelling: practices for materializing the music curriculum" (the conference was repeated in April 2019 due to high demand from Pre-primary teachers).

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 aimed at private sector pre-primary teachers, was held at the Cyprus Pedagogical Institute in Lefkosia following the conference held in June 2019. 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 themselves with practical ways to apply the basic principles of the curriculum.

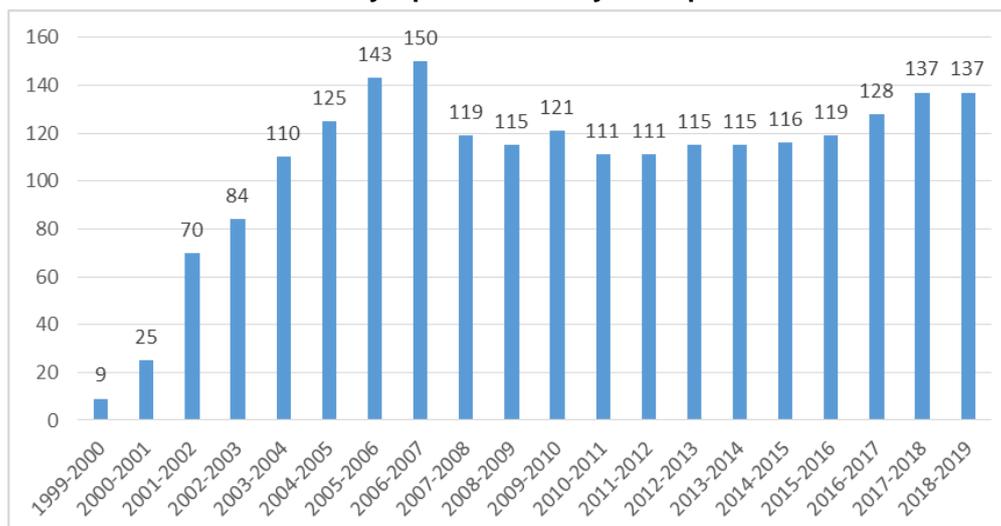
2.1.2 IMPLEMENTATION OF THE ALL-DAY SCHOOL

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 Ministry of Education, Culture, Sport and Youth. Based on this report, the All-Day Schools were considered to be successful and useful both socially and educationally.

Since then – and upon request by 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 Ministry of Education, Culture, Sport and Youth provides all schools which function as All-Day Schools with the necessary equipment.

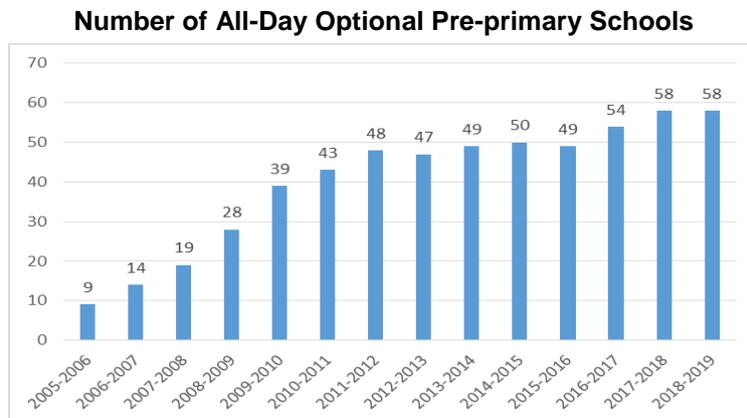
Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision / preparation of meals are undertaken by the parents. The type of food and the specific menu is agreed and arranged by the parents in collaboration with the Ministry of Education, Culture,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

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 studied by the Ministry of Education, Culture, Sport and Youth with an aim to improve the All-Day Schools.

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:



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 Ministry of Education, Culture, Sport and Youth 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 Ministry of Education, Culture, Sport and Youth. The Ministry of Education, Culture, Sport and Youth finances part of the cost by funding meals for a number of needy pupils.

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 studied by the Ministry of Education, Culture, Sport and Youth with an aim to improve the All-Day Schools.

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 Ministry of Education, Culture, Sport and Youth 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 Ministry of Education, Culture, Sport and Youth. 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 Ministry of Education, Culture, Sport and Youth, 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 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 3:05 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 43 teaching periods (for schools functioning until 3:05 pm) or 47 teaching periods (for schools functioning until 4:00 pm) that is, eight or 12 teaching periods more than the mainstream (non-All-Day) Primary Schools. These eight or 12 additional teaching periods are used for the teaching of English and Information Technology, and also for the introduction of 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 Ministry of Education, Culture, Sport and Youth 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 Ministry of Education, Culture, Sport and Youth 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.

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 were taken into consideration by the Ministry of Education, Culture, Sports and Youth. Based on the results of the evaluation and feedback from the network of the relevant headteacher network, a proposal was submitted for the review of the All-Day Compulsory Schools' Timetables.

On April 17, 2019, the Council of Ministers (Decision No. 87.301) approved the revision of the All-Day Compulsory Schools' Timetable. The revised school timetable includes the teaching of French as a compulsory school subject for two teaching periods a week, in Grades 5 and 6.

2.1.3 SUMMER SCHOOLS

The introduction of Public Summer Schools by the Ministry of Education, Culture, Sports and Youth was based on a social need and public demand which was evidenced in the last few years. The Summer Schools were first introduced in the summer of 2015 to 22 primary schools. During the summer of 2019, the programme was implemented in 27 primary schools and 7 pre-primary schools. The Summer School's programme offers creative activities and caters especially to children of disadvantaged socioeconomic origin.

The value of the Summer School programme is widely accepted and embraced, since, among other 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 the general 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.
- maximises the use of school buildings and equipment.
- offers unemployed educators the chance to work.

All 34 Summer Schools (27 primary schools and 7 pre-primary), which functioned during the summer of 2019, worked for five weeks, from the first day of the summer holidays until the last Friday of July. Both experienced and novice or unemployed teachers were employed to work at the Summer Schools. Each Summer School follows a well-designed and flexible programme of creative activities, suitable for the children's needs, abilities and interests. The programme usually includes Artistic Expression, Design and Technology, Music, Theatre, Dancing, Computers, Home Economics, Indoor and Outdoor Group Games, Storytelling activities, Puppet Theatre and so on. Summer Schools also provide a daily breakfast for free, for all the children who require such support.

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

The Ministry of Education, Culture, Sports and Youth 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 Ministry of Education,

Culture, Sport and Youth prepared a relevant Policy Document. As a result of this effort, and after taking into consideration the views expressed by stakeholders, the Ministry of Education, Culture, Sports and Youth put forward a proposal to the Council of Ministers. On the 9th 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 four years and eight months, as is currently the case. At the same time, it was decided to gradually increase the school starting age for:

- (a) Pre-primary class from the current age of four years and eight months to the age of five.
- (b) Primary school from the current age of five years and eight months to the age of six.

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 five and eight months, the current age of admission to primary school, some children, mostly boys, are still not mature enough to be able to follow 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. This change, which only takes into account the children's own interests, is expected to bring about many benefits in the future. The increase of the starting age 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 at risk of remaining linguistically and mathematically illiterate are reduced and school success is promoted for as many pupils as possible.

The change will be gradually implemented so as to give all stakeholders the chance to prepare and for the transition to take place as smoothly as possible. This provides adequate preparation time for all parents. The Ministry of Education, Culture, Sport and Youth ensures that no child will be in the pre-primary class for two years, since the pre-primary curriculum has been redesigned and enriched to provide children with new learning experiences according to their age.

2.1.5 NEW OPERATING REGULATIONS OF PUBLIC SCHOOLS IN PRIMARY EDUCATION

The Public Primary Education Schools operate 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) Better grouping and organising of the regulations is needed to make them easier to use.
- b) Overlapping deficiencies or ambiguities are present. In some cases, clearer definitions / regulations are needed, so that misinterpretations will be avoided.
- c) Need for changes and updating of the regulations on the basis of the current reality, so as to bring about improvements in the everyday life of schools, and the learning outcomes.
- d) Essential changes as regards the 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 other issues, in order to address gaps

which have occasionally been observed and incorporate changes according to Ministry policies, which have been developed/adopted in recent years.

The Department of Primary Education considers that modernisation and updating of existing regulations, will reinforce the overall effort by the Ministry of Education, Culture, Sport and Youth to upgrade the quality and effectiveness of the education system. Therefore, the Department of Primary Education, in collaboration with stakeholders (Commissioner for Children’s Rights, Primary Education Teachers’ Union, Parents’ Associations) proceeded to review the existing regulations. The process began in January 2016, with the forming of a Review Committee, which worked systematically and intensively for the completion of the 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 the 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 in Primary Education schools.

2.1.6 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION

2.1.6.1 Multicultural Education

The composition of the school population in public pre-primary and primary schools, for the school year 2018 - 2019, is shown in the following table:

	Primary schools (%)	Pre-Primary (%)
Greek-Cypriots	81,22	80,67
Turkish-Cypriots	0,13	0,13
Maronites	0,21	0,14
Armenians	0,03	0,06
Latins	0,01	0,00
Foreigners	18,41	19,00
TOTAL	100,00	100,00

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

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 (%)
2014 - 2015	7225	14,7
2015 - 2016	6728	13,5
2016 - 2017	7029	13,8
2017 - 2018	7452	14,5
2018 - 2019	8476	16,2

The Ministry of Education, Culture, Sports and Youth’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 the contemporary society and the changing social environment, the Ministry of Education, Culture, Sports and Youth 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 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 Ministry of Education, Culture, Sport and Youth 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 departments of primary education, secondary education and technical and vocational education along with the Pedagogical Institute 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) teachers' in-service training, (4) data collection and analysis of the needs of pupils with migrant background, and (5) an intercultural approach in the new curricula. 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.

In March 2019, a European Commission peer counselling activity was organised on issues related to the integration of children with a migrant background. This cooperation is expected to enable the upgrading and improvement of the structures already in place, as well as the content of the education provided to children with a migrant background. The experts have submitted their recommendations, which are being reviewed by the Interdepartmental Committee of the Ministry of Education, Culture, Sport and Youth.

2.1.6.2 Feeding pupils in need

The Ministry of Education, Culture, Sport and Youth continued to provide breakfast during the school year 2018 - 2019 to needy public-school pupils from all levels of education, and the pupils of the 3rd Class of Secondary Education attending the Literacy Programme, which is offered by the State Institutes for Further Education as well as to pupils participating in the New Modern Apprenticeship Programme.

The aim of the Ministry's efforts 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 can potentially lead to social exclusion and increase the risk of early school leaving.

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

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

The number of the beneficiary pupils amounted to an average of about 13.000 (approximately 12% of the pupil population).

The programme was funded by the Pupils' Welfare Fund of the Ministry of Education, Culture, Sport and Youth, to which several private sponsors and companies made significant financial contributions, and was also supported by various stakeholders who offered financial or other assistance and contributed to the programme's success. In addition, part of the programme was funded by the Fund for European Aid to the Most Deprived (FEAD) and the European Social Fund. The programme was implemented from the very first school day of the 2018 - 2019 school year. The Ministry of Education, Culture, Sport and Youth, drawing on the experience of implementing the programme in previous years, proceeded to differentiate procedures where it was deemed appropriate, so as to further improve the implementation of the programme.

The Ministry of Education, Culture, Sport and Youth, in partnership with various sponsors, organisations and the schools' staff, implemented the above programme successfully, so that pupils in need would receive their daily breakfast with the highest possible level of discretion, confidentiality and respect to their dignity.

2.1.6.3 Pilot implementation of support programme for primary schools with large number / percentage of children with increased risk for functional illiteracy

The prevention of functional illiteracy and the early detection and support of children with increased risk for language and mathematical illiteracy are priorities of the Ministry of Education, Culture, Sport and Youth. To this end, an action plan has been drawn up and implemented covering all three levels of education. Supporting pupils with increased risk for functional illiteracy, especially at primary school, is particularly important.

Each year, all the pupils of Grade 3 are assessed on their basic knowledge and skills in Greek and Mathematics through tests developed by the Educational Research and Evaluation Centre. Once the tests are marked by the Educational Research and Evaluation Centre, the results are sent to each school informing them of pupils who show increased risk of functional illiteracy. For the school year 2018 - 2019, these children were in the 4th Grade (research results 2017 - 2018), in the 5th Grade (research results 2016 - 2017) and in the 6th Grade (research results 2015 - 2016). In the school years 2016 - 2017, 2017 - 2018 and 2018 - 2019, a pilot implementation of a support programme for 33 primary schools, with a large number/percentage of children with increased chances for functional illiteracy, took place.

The support programme included, among others:

- Developing a professional learning action plan, with an emphasis on language and mathematical literacy.
- Training teachers to support children with increased risk for functional illiteracy, within their classroom.
- Offering supportive classes/lessons to pupils of Grades 4, 5 and 6 who were identified through the Educational Research and Evaluation Centre as being at risk for functional illiteracy.
- Training of teachers who teach the supportive classes/lessons aiming at developing literacy skills in children.
- Systematic support, on school basis, by Greek and Mathematics advisors.
- Significant involvement of the relevant inspectors.

The pilot implementation was completed in the school year 2018 - 2019 and decisions as regards the support of children with difficulties in Greek and Mathematics, based on the results of the evaluation of the pilot implementation, will be applied from the next school year 2019 - 2020.

2.1.6.4 Promotion of Reading for Pleasure

The promotion of reading for pleasure among children is an important aim of the Department of Primary Education. All schools should act as places for fostering a reading culture and as readers' communities and should create people who see reading books as a 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 implemented during the teaching of Modern Greek, 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 2018 - 2019, the following actions were taken:

- Teacher training about ways to promote reading for pleasure at school on relation to teaching methodologies for Literature, was applied in collaboration with the Cyprus Pedagogical Institute and about writing and youth literature, in collaboration with the Frederick University.
- A series of workshops was 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 938 pupils from primary schools, from all over Cyprus, in the Greek competition "Bibliodromies 2019", which offers a unique experience to children to come into contact with literary works and creative reading as well as introduce children in intertextuality. Prizes were awarded to 24 pupils from Cyprus.

- 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 schools 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.

2.1.6.5 Health Education Programme “MENTOR”

The Health Education Programme “Mentor” aims at the prevention of drug use and other addictive substances and it complements the Health Education Curriculum. During the school year 2018 - 2019, the programme aiming to educate against smoking and alcohol consumption was offered to primary schools. In addition, the Life Education Centres, responsible for the implementation of the programme, continued to be supported by the Ministry of Education, Culture, Sport and Youth. The Life Education Centres offered the programme to all the educational districts of Cyprus.

2.1.6.6 Art Education Programmes

The Department of Primary Education, in collaboration with 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 Ministry of Education, Culture, Sports and Youth:

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

On the occasion of World Museum Day (May 18, 2019) and the International Arts Education Week (20 - 26 May 2019), children's art exhibitions were organised in Lefkosia, 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”.

2.1.6.7 Museum Education Programmes

The Ministry of Education, Culture, Sport and Youth 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 Ministry of Education, Culture, Sports and Youth:

<http://mousagd.schools.ac.cy/index.php/el/programmata/ekpaideftika-programmata-2>

The Ministry of Education, Culture, Sport and Youth declared the week 13 - 19 May 2019, 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 Educational Programmes in all towns of Cyprus, aiming at the dissemination of Museum Education within the community.
- Organisation of an educational conference where pupils and teachers from four Public Primary Schools in Larnaka had the opportunity to present their findings to headteachers, teachers, and pupils in their district.
- Organisation and presentation of a programme in the framework of ERASMUS + (exchange of schools) programme at the Leventis Municipal Museum entitled “The city of Lefkosia through a museum”.
- Visits to Lefkosia schools to inform teachers about the content of the three lending museum bags of the Acropolis Museum of Athens: Let's go Acropolis, An ancient temple, The Parthenon frieze.
- Organisation and implementation of the educational action titled: “The past is present, in Kerynia I will go through the History guide”. The archetypes excavated in the province of Kerynia were the focus of the investigation of the children in the museum.

2.1.6.8 Music Education Programmes

During the school year 2018 - 2019, musical groups, vocal and instrumental, participated in different events such as concerts organised by schools, communities or other organisations with great success.

Over 3700 pupils from primary schools all over Cyprus had the opportunity to attend educational concerts in collaboration with the Cyprus Symphony Orchestra (October - November 2018 and March - May 2019). In this way pupils were able to get to know the music, the instruments and the musicians of a symphony orchestra. Schools in Lefkosia and Lemesos had the opportunity to attend the very interesting concert of the collaboration of the symphonic bands of Strovolos Municipality and of the University CNU Virginia, USA (March 2019). 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 to events like the Choir Festival organised by the Grammar School (April, 2019), “Christmas Encounter” (Lemesos, December 2018) and be an active part of events that celebrated Music and Singing, such as the Choir

Parade for the 2019 celebration of Singing organised by the Ministry of Education, Culture, Sports and Youth and Lefkosia Municipality (April 2019).

2.1.6.9 Environmental Programmes

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

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

2.1.6.10 Physical Education Programmes

The following programmes ran during the school year 2018 - 2019:

- “Olympic Programme - Sports Days / Events of summer and winter sports”: The Department of Primary Education in cooperation with the Cyprus Sports 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 attitudes towards physical activity and develop lifelong exercise habits. Orientation days were also held in natural parks with many schools participating, recognizing the benefits of orienteering in our daily lives.
- “Swimming Pilot Programme”: A course of four swimming lessons (45 minutes each) took place in an indoor swimming pool, in an urban area. The swimming programme was held in collaboration with Sports for All of the Cyprus Sport Organisation. Children of Grade 6, from two small schools, with few exercise opportunities, participated in the programme. First, teachers, parents and children were informed about the programme before the implementation. A Physical Education advisor organised preparatory meetings with the children in order to explain and guide them about the benefits of swimming, safety issues, proper use of changing rooms and showers, hygiene rules and protection of private parts of the body, routines and rules while in the swimming pool area.
- “Olympic Education Programme”: This programme was under the auspices of the Ministry of Education, Culture, Sports and Youth and the Cyprus Olympic Committee. It promoted the Olympic values and ideas.
- “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 Ministry of Education, Culture, Sport and Youth 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.

2.1.6.11 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 2018 - 2019 CLIL was implemented in 55 primary schools and 123 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 Ministry of Education, Culture, Sport and Youth. The Advisory Board includes academics, representatives of parent associations as well as representatives from the wider society.

During the school year 2018 - 2019 the CLIL Coordinating Centre implemented an Erasmus+ KA1 project titled “High Quality Teaching in CLIL”. Additionally, the CLIL Centre held a variety of activities in the school year 2018 - 2019 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. It also organised training of inspectors, teachers and subject advisors abroad and presented the work of the CLIL Centre at conferences in Cyprus and abroad.

2.2 SECONDARY GENERAL EDUCATION

2.2.1 INNOVATIONS IN HOME ECONOMICS AT GYMNASIUM AND LYCEUM LEVEL

The concept of a health promoting school approach has been introduced in the teaching 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 to which pupils contribute, live in and develop.

To help the 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?", "Are you taking enough Iron?" and "Small nutritional changes make a big difference to your health". 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 as well as new small educational manuals have been developed for the Lyceum.

Activities that took place:

- Creation of a number of items using recycling and reusing materials, giving in this way the chance to pupils to collaborate, volunteer, 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 health 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. competition entitled "Changing my everyday habits, giving life to my waste", launched by the Environmental Department of the Ministry of Agriculture, Rural Development and Environment in collaboration with The Cyprus Pedagogical Institute.
- Participation in the environmental activity "Climate Emits S.O.S. – Action against climate change", designed by the Cyprus Educational Unit for the Environment and Sustainability of The Cyprus Pedagogical Institute, in collaboration with the European Commission Office in Cyprus, the Animafest International Festival "Aspects of the World", the Office of the Commissioner for the Environment and the Primary and Secondary Education Departments. The aim of this activity was for the pupils to reflect on environmental problems that our planet faces and alert society for the climate change, emphasising the need for immediate responsibility and action.
- Participation in competitions regarding the increase of Consumer Awareness and Safety Issues at the workplace.
- 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, sex education, conflict resolution, emotional health status 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 ZHN", "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.
- Cooperation of the Ministry of Education, Culture, Sport and Youth with the Lidl Company, for the school years 2018 - 2019 and 2019 - 2020. As part of this collaboration, Secondary School pupils have the opportunity to work in the Lidl Food Academy Kitchens under the supervision of qualified Chefs and Dietitians/Nutritionists and discuss issues concerning food handling skills, making balanced food combinations, applying food safety and hygiene rules, as well as learning to evaluate their group work. These sessions are designed based on the Attainment and Adequacy Targets of the Home Economics lesson.

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 aiming at 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, Culture, Sport and Youth, 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, Culture, Sport and Youth 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. Also, 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, under the auspices of the Police Authority and the Ministry of Education, Culture, Sport and Youth.

Moreover, the National Road Safety Strategic Plan for the next decade is under development with a significant contribution from all stakeholders, including the Ministry of Education, Culture, Sport and Youth. 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, Culture, Sport and Youth is in close collaboration with the Police to ensure the attainment of this goal.

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) has taken over responsibility for the European-level activities of the network and a new European Eurydice unit has been 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 (28 EU Member States, Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the Republic of North 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, Culture, Sport and Youth since June 2002. For more information on Eurydice, visit the following website:

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

COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

During the past few years, the syllabi of all IT courses taught in Secondary Education have been updated in order to meet European standards and current trends. Teaching of these courses at the Gymnasium and the Lyceum 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 teaching of 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 2018 – 2019 academic year pupils in Class A' took the Word Processing ECDL examination, pupils in Class B' took the Presentations and Spreadsheets ECDL examination and students in Class C' the Databases 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.

Actions for the School Year 2018 - 2019

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 about Informatics.
- One-day seminar about Internet Safety "MAZI"
- One-day seminar "Handshake with Technology"

MUSIC EDUCATION

A. MUSIC SCHOOLS

In the school year 2018 - 2019, 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, creating, thus, more favorable conditions for learning.

A1. 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 classes. 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 Gymnasias and Lycea and are provided with music specific facilities and equipment.

A2. 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.

B. MUSIC EDUCATIONAL PROGRAMMES AND ACTIVITIES

B.1. Educational Activities in collaboration with the Cyprus Symphony 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 Educational Concerts, open rehearsals and educational visits in schools:

Educational Concerts

Educational concerts aim to encourage active listening and appreciation of orchestral works.

During 2018 - 2019, nine educational concerts took place in Larnaka, Lemesos, Paralimni, Lefkosia and Pafos.

B.2. 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. Seven educational concerts were organised in 2018 - 2019.

B.3. Singing Day in collaboration with the Lefkosia Municipality Choir Parade 2019 and Schoolfest 2019

The First Pancyprrian Singing Day was inaugurated in the school year 2016 - 2017 by the Department of Secondary General Education, aiming to promote a singing culture in Cyprus schools and the community. During the weeks before and after the official Singing Day in 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 - 2019 the Choir Parade was organised on the 13th of April in the centre of Lefkosia. More than sixty groups with more than one thousand five hundred singers participated with choral groups from public and private schools, music schools, conservatories, municipalities and communities, cultural organizations and higher education institutions. On the same day, the first Schoolfest, a new festival featuring school rock bands, took place at Eleftheria Square.

B.4. The annual Pupil Song Composition Festival "Marios Tokas – Kostas Montis" in collaboration with the "Photos Photiades" Foundation

The 2018 - 2019 Festival was held in December 2018 and was co-organised by the Department of Secondary General Education and the non-profit "Photos Photiades" Foundation. It featured three categories: Gymnasium, Lyceum and Music School and was open to participation of 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.

B.5. The Pancyprrian Pupil Orchestra

The Pancyprrian 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 2018 – 2019, the members of the Pancyprrian Orchestra participated in three, two-day workshops, two of these taking place in Pafos and one in the Ammochostos district, in December, April and June 2019 respectively and presented several outreaching concerts all over the island.

B.6. Wind Ensemble Programme

In 2018 - 2019, 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 MOECSY, the Lefkosia and Strovolos Open School and the European University of Cyprus. It 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 February 2018 and June 2019.

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, Culture, Sports and Youth 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 the 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 is responsible to place those children in the united body of training.

Pupils with special educational and other difficulties enrolled in Secondary and Technical Schools get special support and provision after a decision is made by the District Committee for Special Education. The Committees' decisions are always based on Special Needs Law 1999 (N.113(I)/99) and relevant regulations.

The Special Needs programmes running in Secondary and Technical Education are the following:

- Educational Difficulties Programme.
- Special Units for pupils with mental disabilities.
- Programme for pupils with Vision Problem.
- Programme for pupils with Deficit Problem.
- Home schooling Programme.

These programmes are designed to help pupils advance and reinforce their educational and social skills and boost their self-confidence. Pupils are enrolled in these programmes either individually or in groups according to their needs. The educational support provided is based on curriculum subjects that pupils are expected to be examined at the end of the school year (Modern Greek, History, Physics and Mathematics). In order to be able to attend the supporting classes, pupils are exempted from

some lessons, such as Ancient Greek or/and a second Foreign Language. During the School Year 2018 - 2019 the supporting teaching periods were up to 7614.

Special Units' pupils cannot be involved in the exam procedures and, therefore, they move to the next class without exams being awarded only with a Certificate of Attendance. School assistants are employed for pupils with severe educational and other difficulties. 4499 students both of Gymnasium and Lyceum / Technical Schools were enrolled in Special Education Programmes during the School Year 2018 - 2019.

As far as the Literacy Programme is concerned, it operates for all the Gymnasium classes. It consisted of the Morning and the Afternoon Programme. Students of Class A' and B' attend the Programme during the morning school hours, whilst the students of Class C' attend the Programme in the afternoon. The morning programme runs under the responsibility of the Special Education Office whilst the Afternoon Programme runs under the responsibility of the State Institutes for Further Education, a department of the Ministry of Education, Culture, Sport and Youth. 1024 pupils were enrolled in the Literacy Programme during the School Year 2018 - 2019, whilst the teaching periods were up to 476.

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. Additionally, the Ministry has planned a legislative reform of Special Education to make it more inclusive and coincide with other European and National policy models.

ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2018 – 2019

A research paper competition for the Science of Meteorology.

On Thursday, April 29, 2019 the award ceremony for the competition of the Science of Meteorology, was held at the Conference Hall of the Ministry of Education, Culture, Sport and Youth. The Ministry 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 2018 – 2019 was: **"Photos of an impressive atmospheric / meteorological phenomenon observed in Cyprus. Its analysis and explanation"**.

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 aiming 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. However, the ultimate goal of the competition was the active participation 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.

The competition was attended by 15 groups of Gymnasium pupils and 9 groups of Lyceum and Technical School pupils. The research went through an evaluation and the two best in each category were awarded prizes, while the third-place teams were praised. Participation certificates were awarded to all the groups, the supervised teachers and the schools whose pupils were excelled. The groups studied various atmospheric / meteorological phenomena observed in Cyprus, such as thunderstorms, tornadoes, snowfall, lightning, lightning strike, dust in the atmosphere and more.

2.2.8 INTEGRATION OF CHILDREN WITH A MIGRANT BACKGROUND IN SECONDARY EDUCATION PUBLIC SCHOOLS

Following the accession of Cyprus in the European Union as a full member (2004), economic migrants have been arriving in the country in larger numbers than ever before. Recently, as a result of the turbulent situation in the Middle East and some African countries, an unprecedented influx of refugees in Cyprus is taking place and the numbers are constantly rising. It should be underlined that the Ministry of Education, Culture, Sport and Youth hereafter referred to as MOECSY, gives great emphasis on ensuring equal access to education for all children living on the island, taking into account that the right to education is safeguarded in the Republic's Constitution. Towards this end, free and accessible education is offered to all pupils without prejudice based on gender, abilities, language, color, religion, political beliefs or ethnic background. Wishing to support the quick integration of children with a migrant background in the school community, the Ministry of Education, Culture, Sport and Youth starting in the school year 2008 - 2009, is running a programme for the intensive teaching of Greek as a second language. This programme has been implemented by a decision of the Council of Ministers (July 29, 2008).

During the school year 2018 – 2019, four different “Programmes for the teaching of Greek as a second language” were running at 38 schools and five State Institutes for Further Education. Overall 749 children with a migrant background attended courses of Greek as a second language. The intensive programme in transitional classes was expanded in 18 schools throughout Cyprus and 454 children with a migrant background attended the lessons. Moreover, 75 children attended the programme for the teaching of Greek as a second language five to eight periods per week, 100 children attended the Educational Programme for Unaccompanied Minors / Applicants of International Protection in lycea and technical schools and 60 unaccompanied children were enrolled in the State Institutes for Further Education to attend an afternoon programme.

As far as the operation of the transitional classes is concerned, children with a migrant background had the opportunity to attend Greek as a second language courses with elements of History and Culture 14 periods per week. Furthermore, extra five periods per week were provided in order to

support examination courses (Mathematics = 2 periods, Physics = 1 period, Chemistry = 1 period, Biology = 1 period) especially in relation to terminology and core knowledge. At the same time, they were enrolled in the general classes and attended lessons for 20 periods per week (compulsory attendance of Mathematics, Physics, Chemistry, Biology, English, Music, Art, Computer Science and Physical Education). Towards this end, the timetable of the school units was modified and these children were exempted from evaluation in Modern Greek, History, Ancient Greek, Religious Studies and French. It should also be underlined that the children were placed in transitional classes according to their level of knowledge in the Greek language (A1 and A2 of the Common European Framework of Reference for Languages). For this reason, a diagnostic assessment was distributed to schools at the beginning of the school year.

At the rest of the schools the programme for the teaching of Greek as a second language for five to eight periods in gymnasia and four periods in lycea and technical schools was implemented. The children that participated in this programme had the opportunity to be exempted from Ancient Greek, Religious Studies, French and Core Course History in the lycea.

In addition, the "Educational Programme for Unaccompanied Minors / Applicants of International Protection" operated for a fifth consecutive year in four schools (two lycea and two technical schools). These children stayed in guesthouses under the protection and guardianship of the Social Welfare Services. They attended lessons of Greek as a second language (14 periods per week in technical schools and 16 in the lycea), as well as core courses and workshops. Three groups were also formed in State Institutes for Further Education in Lemesos and Larnaka for the teaching of Greek as a second language (14 periods) and Mathematics (6 periods) to unaccompanied minors in afternoon hours.

Lastly, a pilot programme for the intensive teaching of Greek as a second language is operated in three lycea (one in Palouriotissa Lyceum in Lefkosia, one in Livadia lyceum - Larnaka and one in Larnaka Evening Gymnasium and Lyceum). In this programme, children with a migrant background that are enrolled in the first class of the Gymnasium have the opportunity to attend intensive lessons of Greek as a second language with elements of history and culture for 15 periods per week, as well as other lessons of general education for the acquisition of core knowledge.

Since September 2019, the various programmes for the teaching of Greek as a second language are operating in 45 schools. Most of the children with a migrant background are integrated in transitional classes (18 schools) for one or two years, depending on their level of knowledge of the Greek Language in accordance with the Common European Framework of Reference for Languages. Moreover, "The programme for pupils with migrant background in Lycea" is operated in two Lycea, namely Livadia Lyceum and Palouriotissa Lyceum.

At the same time, the programme for the teaching of Greek as a second language for four to 10 periods per week is still running in 15 schools. The same applies for the "Educational Programme for Unaccompanied Minors / Applicants of International Protection", that is running in five schools (three Lycea and two Technical schools). Moreover, four groups were organised at the State Institutes for Further Education in Lefkosia and Larnaka for the teaching of Greek as a second language and Mathematics to unaccompanied minors in afternoon hours.

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, Culture, Sport and Youth 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, Culture, Sport and Youth, 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 of Technical Schools)
- the Apprenticeship System of Vocational Education and Training (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 System of Vocational Education and Training.
- 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 EVENING SCHOOLS OF TECHNICAL AND VOCATIONAL EDUCATION IN LARNAKA, PAFOS AND AMMOCHOSTOS

Taking into account the successful operation of the Evening School of Technical and Vocational Education in Lefkוסia, which was established in 1999, and the Evening School of Technical and Vocational Education in Lemesos, which was established in 2012, the Ministry of Education, Culture, Sport and Youth proceeded to establish, as of September 2019, three new Evening Schools of Technical and Vocational Education in Larnaka, Pafos and the free area of the Ammochostos district. 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 programmes offered at the five 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 three 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 Higher 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, Culture, Sport and Youth. 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 Five of ISCED. **Successful completion of the programmes leads to the acquisition of a Diploma of Higher Vocational Education and Training.**

For the establishment and smooth operation of the Institutes, the Ministry of Education, Culture, Sport and Youth cooperates with the Ministry of Labour, Welfare and Social Insurance, the Ministry of Finance, the Directorate General for European Programmes, Coordination and Development, the Human Resource Development Authority, Organizations of Employers and Manufacturers, Associations of Employees, and other stakeholders relevant to the world of work. Representatives of the the above-mentioned organizations 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 2019 - 2020, the following **accredited** programmes of study were offered:

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

Attendance at the Post-Secondary Institutes of VET is free of charge. The duration of the programmes offered is two years, on a five-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 2019 - 2020, 267 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 Sport and Youth, which runs teachers' professional development. It offers a variety of training programmes that are repetitive and compulsory for teachers, mainly because they are either offered according to education laws and service plans, or because these programmes are developed with reference to the current needs and context of schools.

2.4.3.1 IMPLEMENTATION OF THE PROFESSIONAL LEARNING STRATEGY

During the school year 2018 - 2019, the Cyprus Pedagogical Institute, as the official carrier of the teachers' in-service training, proceeded to extend 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 made according to the pilot and evaluation stage of the professional development programme 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 pupils' education. Therefore, all schools were expected to prepare a Professional Development Action Plan (PDAP), which would consist an integral part of the School Improvement Action Plan. The PDAP should be focused on a specific issue that would be set as a priority to be improved, according to teachers' and pupils' needs assessment at each school. It should include focused school-based training as well as a number of school-based activities, according to teachers' decisions. Activities should be internally evaluated, so as further decision-making to be made. For the preparation and implementation of the PDAP described above, schools have 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, Culture, Sport and Youth 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 offered 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, case study), which was considered suitable according to the specific issue set as priority and teachers' specific needs. The CPI supports teachers in the 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 reflect on them, aiming at critical awareness, always in order to meet the professional and developmental needs of each school teacher. During the school year 2018 - 2019, thirty (30) schools participated in the CPI Professional Development Support Programme three (3) pre-primary school, six (6) primary schools, nineteen (19) secondary schools and two (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 Headteachers (Primary and Secondary Education), Deputy A' Headteachers and Deputy Headteachers' (Secondary Education) Professional Development in order to become effective leaders and change agents for their school units. In-Service Training Programmes are included in a comprehensive content of school leadership, based both on the European Union for School Leadership policy and on recent national and international literature review and research results on effective leadership. The main thematic units of the In-Service Training Programmes for the Newly Promoted Headteachers were 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 content of the In-Service Training Programme for the Deputy A' Headteachers of Secondary Education included the following subjects:

- Authentic leadership. Communication, motivation and decision-making.
- The role of the Deputy A' Headteachers in the school unit - Safety and Health, Crisis Management.
- Work coordination in schools - Deputy A' Headteachers: Practical implications.
- The role of the Pedagogical Advisor, Professional Learning - Deputy A' Headteachers: Practical implications.

The main thematic units of the In-Service Training Programmes for the Deputy Headteachers were the following:

- Legislation and Policy.
- School Development.
- Planning and Organizational Management of the School Unit.
- Educational Leadership.
- Promoting Teaching and Learning.

The main priority of the In-Service Training Programmes for School Leaders is to put theory into practice, so that to enhance participants effectiveness in their leading roles. Therefore, in the specific Programmes, expert practitioners presented practical implications concerning leadership practice. Additionally, in the case of the Newly Promoted Headteachers, experienced Mentor Headteachers provided them with guidance and support. Furthermore, in the case of the In-Service Training Programme for Deputy A' Headteachers and Deputy Headteachers, experienced practitioners also presented practical implications from their leadership experience, whereas the Deputy Headteachers also attended two focus school visits, as a mean to merge theory with practice.

In May 2019, sixteen (16) Newly Promoted Headteachers of Primary, Secondary and Technical Schools successfully completed the Programme. Additionally, in May 2019, one hundred and thirty two (132) Deputy Headteachers successfully completed the Program. Furthermore, fifty-seven (57) Deputy A' Headteachers completed the Programme on June 2019 with success.

2.4.3.3 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

In the school year 2018 - 2019, 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, pupils and educators. Four hundred and seventy-six (476) applications were submitted for school based seminars and one hundred and thirteen (113) applications for parents' seminars.

2.4.3.4 OPTIONAL SERIES OF TRAINING SEMINARS

During the school year 2018 - 2019, 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 1082 participants, teachers from the public and private education, were registered in eighty-one (81) 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 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 twelve (12) 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.

2.4.3.6 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 3 to 6 September, 2019. The aim of the two-day training seminars was teachers' professional development based on their current needs. The training was offered centrally on the first day and on school-base the second day. All teachers working at Pre-primary, Primary, and Special Needs Education participated in the two-day seminars.

Specifically, for the school year 2019 - 2020 the training was offered to 4915 teachers, 3485 working in Primary Education, eight hundred and twenty one (821) in Pre-primary Education and six hundred and nine (609) teachers working in Special Needs Education. One hundred and sixty one (161) seminars (seventy-nine (79) thematic units) were organized in all educational regions, one hundred and twenty (120) seminars for Primary Education, twenty one (21) seminars for Pre-primary Education and twenty (20) Seminars for Special Needs Education. The Educators were external partners of the Cyprus Pedagogical Institute and officers working at the Cyprus Pedagogical Institute and the Ministry of Education, Culture, Sport and Youth.

The teachers had the opportunity to choose participation in the seminars offered centrally on the first day from 8:00am to 1:00pm, and attend and/or organize training activities offered at their

schools on the second day. In the case of pre-primary teachers training on the new Curricula was offered centrally both days.

2.4.3.7 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 October to December 2018.

The aim 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, lesson planning, 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 the schools they 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 to 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 planning and preparation.

During the school year 2018 - 2019, sixty-six (66) substitute secondary school teachers attended and successfully completed the Programme.

2.4.3.8 IN-SERVICE TRAINING FOR ENTREPRENEURIAL EDUCATION

The C.P.I. implements programmes of continuing professional development in the areas of Entrepreneurial education. The Pedagogical Institute of Cyprus 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 eight (8) Key competences for lifelong learning (ERF 2007), vital in order to capitalize on the skills of young people in order to develop.

The 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 2018 - 2019, four hundred and thirty-four (434) teachers, four hundred and fifty-three (453) pupils, ten (10) University students and four (4) academics 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.

2.4.3.9 SEMINARS ENTITLED “TEACHERS PRESENT THEIR WORK”

During 2019, the Cyprus Pedagogical Institute offered for the third 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 were applied in their classroom. The Seminar Programme was structured in seven (7) broader thematic sections: Teaching, Teaching/Learning Evaluation, I.C.T. in Education, Preschool Education, Sociology of Education, Psychology, Educational Research and Educational Leadership. Altogether, twenty-nine (29) seminars were offered by thirty (30) teachers from pre-primary, primary and secondary education. In total, three hundred (300) teachers attended these seminars.

2.4.3.10 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 presented teaching practices on specific subjects of physics teaching. During the 2018 - 2019 school year, Seminar meetings were held in Lefkosia, Lemesos, and Pafos, and several teaching approaches were presented by active Physics teachers. The Schedule of Meetings and the teaching materials for each meeting are posted on the Seminar's webpage on the website of the Cyprus Pedagogical Institute.

2.4.3.11 CONFERENCES

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

2.4.3.12 IMPLEMENTATION OF THE ANTIRACIST POLICY: “CODE OF CONDUCT AGAINST RACISM & GUIDE FOR MANAGING AND RECORDING RACIST INCIDENTS”

During the school year, 2018 - 2019, all schools, at all levels of education, were required to implement the anti-racist policy of the Ministry of the Education, Culture, Youth and Sport "*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.), outline the responsibilities and commitments expected by each member of the school community, and provide the steps to be followed by schools in order to deal with racist incidents in a practical manner. It supplies schools and teachers with a detailed plan on how to deal with and prevent racist incidents. As the antiracists view diversity as a multidimensional phenomenon, involving various aspects of people's identities, it is expected to contribute towards 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 2018 - 2019 in order to support teachers and schools implementing the antiracist policy. At the same time, the antiracist policy website is 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 2018 - 2019, the CPI collected 124 reports from schools with details about the racist incidents they recorded. Out of these, 76 schools reported no incidents, while 48 recorded a total of 357 racist incidents. The criteria mainly were the appearance of the victims, their ethnicity and abilities.

2.4.3.13 SCHOOL NETWORKS TO SUPPORT TEACHING GREEK AS A SECOND LANGUAGE

The Cyprus Pedagogical Institute (CPI) supported the creation of school networks in all school districts in Cyprus, in order to organize training and promote cooperation between schools on teaching Greek as a second language. The CPI supported school networking in order to implement the Action Plan of the Ministry of Education, Culture, Sports and Youth, for the inclusion of children with a migrant background in the Cyprus educational System. The operation of the Networks began in October 2019 and ninety-three (93) teachers applied. The design of the meetings was based on a blended learning approach, which included the combination of face to face meetings, videoconferencing, and networking through discussions and activities on the Moodle platform.

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>, <https://tet.pi.ac.cy/>). 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 pupil 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

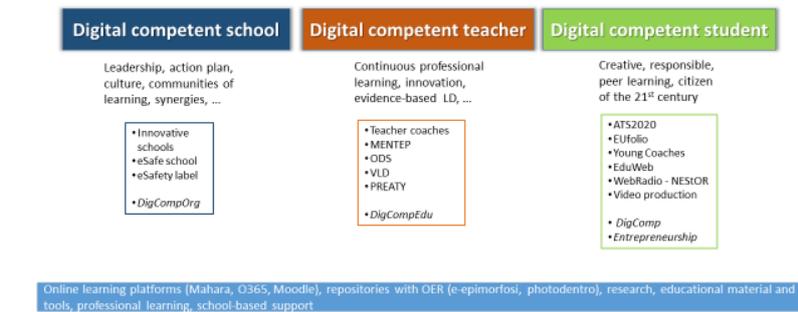


Diagramme 1: Using digital technologies for effective teaching and learning

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
- <https://innovativeschools.pi.ac.cy>
- Learning designs and educational material for the use of digital technologies in the learning process
- <http://photodentro.pi.ac.cy>
- Seminars, presentations and workshops for the use of ICT in teaching and learning
- 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>

Creative, safe and responsible use of the internet

- Safe school for the Internet
- <https://esafeschools.pi.ac.cy/>
- Young coaches for the internet
- <https://youngcoaches.pi.ac.cy>
- Short video production on Safe internet by pupils – competition
- <https://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 the creative, safe and responsible use of the internet and Media Literacy
- <https://workshops.internetsafety.pi.ac.cy>
- eSafetyLabel
- <https://www.esafetylabel.eu/>
- Webradio messages and songs by pupils - competition
- www.pi.ac.cy/kantonakoustei

- Happy Onlife online game
https://web.jrc.ec.europa.eu/happyonlife/webgame_en.html
- eFollow me game
<http://efollowme.cs.ucy.ac.cy>
- Summer camps workshops on the creative and safe use of the internet
- <https://internetsafety.pi.ac.cy/summer-camps>
- Helpline and Hotline 1480 services on the safe use of the Internet
<https://www.cybersafety.cy/helpline>, <https://www.cybersafety.cy/hotline>
- Recording Memory: Documentary Production by Pupils
www.pi.ac.cy/katagrafimnimis

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/imeridaTPE2019
 - Safer Internet Day
<https://internetsafety.pi.ac.cy/saferinternetday> , <https://internetsafety.pi.ac.cy/sid2019>
 - Short video competition awards
<https://internetsafety.pi.ac.cy/conferences-details/is-short-video-event-2019>
 - Media Literacy
 - Combating Misinformation Through Media Literacy
<http://medialiteracy.cut.ac.cy>
- **Learning environments and repositories**
 - <https://digilearn.pi.ac.cy>
 - www.e-epimorfosi.ac.cy
 - <http://photodentro.pi.ac.cy>
 - <https://elearn.pi.ac.cy>
 - <https://mahara.ats2020.eu>
 - <http://office365.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, students, teachers and parents**

EUROPEAN PROJECTS

- **CYberSafety**: A project for a safer internet for children
<https://www.cybersafety.cy>

- **ATS STEM - Assessment of Transversal Skills in STEM**
<http://www.atsstem.eu>

2.4.4.2 AUDIOVISUAL MATERIAL PRODUCTION

Educational documentaries

<https://paragoges.pi.ac.cy/>

2.4.5 EUROPEAN PROJECTS

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

PERIOD	PROJECT	CO-FUNDING
Information and Communication Technologies		
1/1/2019-31/12/2020	CyberSafety II: Connecting Europe facility in the field of trans-european telecommunication networks,	CEF TELECOM: Safer Internet
18/02/2019 -31/01/2022	ATS STEM: Assessment of Transversal Skills in STEM	Erasmus+ Programme Key Action 3 - Support for policy reform - initiatives for policy innovation, European policy experimentations in the fields of Education and Training led by high-level public authorities,
01/12/2017-30/11/2020	The European MediaCoach Initiative/ European MediaCoach	Erasmus+ KA 3 – Support for policy reform
Environmental education		
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		
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
Multicultural education		
Period	Project	Co-funding
2/01/ 2019 – 31/12/ 2021	SWPBS: Building School-Wide Inclusive, Positive and Equitable Learning Environments Through A Systems-Change Approach	Erasmus+ KA3: European policy experiments in the fields of Education and Training led by high-level public authorities
31/12/2018-30/12/2021	T4E: Teachers4Europe: setting an Agora for Democratic Culture-	ERASMUS+, Key Action 3
School leadership		
Period	Project	Co-funding
14/12/2018 - 31/12/2019	EEN: The European Education Policy Network	European Commission (Education, Youth, Sport and Culture)

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, Culture, Sport and Youth (MOECSY),
 - Pedagogical Institute (PI),
 - Centre of Educational Research and Evaluation (CERE), and
 - other services of MOECSY.
- 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 Technical and Vocational Education and the Ministry of Education, Culture, Sport and Youth 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 the Press "Diophantus" (ITYE), the Pedagogical Institute of Greece, the Departments of Education, the Tender Board of the Ministry of Education, Culture, Sport and Youth, the Government Printing Office, private printing presses, the Ministry of Education, Culture, Sport and Youth 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 (CDU) has been actively involved in the adoption of the curricula and the production of teaching material for the Educational Reform. The books used in the Cyprus Education System include publications by MOECSY, the Computer Technology Institute and the Press "Diophantus" (CTIP "Diophantus") 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	105	40	-	145
Secondary General	157	69	31	257
Technical and Vocational	182	172	23	377
Total	444 57%	281 36%	54 7%	779 100%

2.4.7.2 CURRICULUM DEVELOPMENT UNIT BUDGET

The following table shows the expenditure for the financial year 2019:

	Cost
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.650.000,00
Purchase of textbooks from the CTIP "Diophantus", books sent abroad/books received from abroad.	€1.350.000,00
Total cost	€3.000.000,00

2.4.8 THE 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, Culture, Sport and Youth (MoECSY), 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 MoECSY in the following international surveys:

- **Programme for the International Pupil 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 pupils 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 grade and B' Class 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 Four and 1080 Class B' 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 (gymnasia), at an international level, with respect to aspects, such as professional development, evaluation, teaching and pupils' 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 B' Class Gymnasium 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, Class B' Gymnasium, and Class A' Lyceum). 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 MoECSY, 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. Additionally, training courses for teachers in the participating countries were organized and delivered. 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 local level, the CERE ran the longitudinal 'Programme for Functional Literacy' (PFL) on a national scale for all primary school pupils of 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 MoECSY, 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 national level since 2017 - 2018. During 2018, 2333 pupils (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 MOECSY

During 2018, the CERE implemented the following evaluation studies, which are expected to facilitate the MoECSY 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 MoECSY 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. Additionally, it investigated the effectiveness of the programme as regards 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 at C' Class Lyceum** – During 2017, the CERE undertook the evaluation of the new timetable for secondary education, focusing on C' Class Lyceum. This evaluation involved the collection of data as regards 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, 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 from 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 Four 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 to submit and organize 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.

2.4.9 CYPRUS OBSERVATORY ON SCHOOL VIOLENCE (C.O.S.V.)

As of September 2019, the Cyprus Observatory on School Violence (C.O.S.V.) functions under the auspices of the Cyprus Pedagogical Institute. The main purpose of C.O.S.V. is the implementation of a safe and friendly school environment for all members of the school community.

In order to achieve the goal above, in 2019, C.O.S.V. has been active in many areas of prevention and response to school violence. More specifically, C.O.S.V.:

- Provided school-based training programmes to support teachers, parents and pupils in preventing and responding to school violence.

- Organized, in collaboration with the Council for the Prevention and Response to Crime of the Ministry of Justice and Public Order and the Office of the Commissioner for Volunteerism and other Non-Governmental Organizations, an award ceremony, for schools of all levels that implemented good practices against school violence.
- Cooperated with all stakeholders involved in preventing and responding to school violence.
- Developed synergies, with the Global Education Network Europe (GENE) and gained funding for schools, became a member of the European Anti-bullying Network (EAN) (November 2019) and has begun the implementation of European projects under Erasmus+ funding.

2.4.10 UNIT OF EDUCATION FOR ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

The Unit of Education for Environment and Sustainable Development is the responsible (EESD) body of Cyprus Ministry of Education, Culture, Sports and Youth (MoECSY) for **planning, implementing, monitoring and upgrading the National Strategy for Environmental Education (EE)/Education for Sustainable Development (ESD)** not only in formal education, but also in non-formal and in-formal education. Thus, as a horizontal structure is in close cooperation with the Departments of Education and with other Ministries and governmental bodies, as well as with other interested parties in EE and ESD (NGOs, Universities, Research Centers, Commissioners of Environment, Voluntarism, National Youth Council, and so on.). The actions of the Unit of EESD are multifaceted and developed in many levels. All the actions and activities of the Unit are presented on its official website:

<http://www.moec.gov.cy/dkpe/index.html>

• Governmental Network of Environmental Education Centers

In the framework of strengthening the provided Education on Environment and Sustainable Development for pupils and teachers at all educational levels and on the basis of the introduction of the Curriculum for Environmental Education / Education for Sustainable Development as part of the ongoing education reform, the MoECSY created the Network of Environmental Education Centers (NEEC). The NEEC is in its sixteenth year of operation with seven centers: the Pedoulas EEC, the Athalassa EEC, the Kavο- Greko EEC, the Akrotiri Community EEC, the Salamiou EEC and the Kavο- Greko EEC. The Governmental Network of EECs completed this year with the other two Centers (Koiloni EEC and Panagia EEC). The Network of EECs is under the auspices of the Cyprus Pedagogical Institute which is cooperating with all the interested parties and bodies (like Department of Forestry, local communities) for its effective implementation.

The Athalassa EEC and the Kavο-Greco EEC offer one-day programmes (9:00 - 13:30 and 9:00 - 16:30). Pedoulas EEC, apart from the one-day and full-day programmes, also offers two-day and three-day programmes with accommodation of up to forty pupils in its dormitories. The Akrotiri Community EEC, apart from offering one-day training courses (9:00pm - 13:30 and 9:00 - 16:30), it also offers a number of two-day programmes during the spring period. The Salamiou EEC currently applies one-day environmental education programmes, but in a short time it will develop into a regional EEC offering three-day and multi-day environmental education programmes. The newly established EECs of Panagia and Koiloni will provide, the first one, two, three and five days programmes and the second one will provide one day semi and whole day programmes.

The programmes of all EECs were designed by the scientific staff of the Educational Unit for Environment and Sustainable Development, in order to respond to specific environmental fields of the regions where they are located and are consistent with current issues of the Environment and Sustainable Development, as set by international organizations and the scientific community. The programmes are organized on the basis of central thematic units such as "Forest-Biodiversity", "Water", "Environment and Culture", "Soil", "Environment and the Local Community", "Energy", "Desertification and climate change", "Local cultures and local products", "The Sea", and so on, and are directly connected to the school. An innovation of the programmes is their connection with the New Curriculum for Environmental Education and Education for Sustainable Development and their integration within the educational process, as part of formal education of pupils and teachers of our country.

The aim of the EECs is to serve as support structures for the promotion of Education for the Environment and Sustainable Development in schools and be areas for development and application of multilateral environmental actions. Through these activities pupils, teachers, university students, and other groups of the population have the opportunity to explore various environmental issues through experiential and empirical engagement in different learning environments outside the school setting and on the basis of the joint examination of the social, political and economic parameters. An important innovation of the EECs is the interconnection and cooperation with other non-formal educational organizations and institutions, such as local workshops, museums, and so on. Within these partnerships, the cooperation with the Water Boards of Lefkosia and Lemesos is included and the implementation of specific environmental education programmes for water, both in the Water Museum in Lemesos, and the Open Air Water Museum in Lefkosia. Since 2012, more than 190.000 pupils from all levels of education, 3000 teachers, professionals and university teachers from Cyprus and abroad participated in the programmes of the Governmental Network of EEC. Details on all actions of the NEECs and offered programmes can be found in the revised website of NEEC, <http://www.moec.gov.cy/dkpe/>.

Other Activities and Actions developed by the Unit of Education for Environment and Sustainable Development are the teachers' professional development in EE and ESD, the production of educational materials in various environmental and sustainable development issues. It is noted that recently a completed and concrete educational tool for the sea education has been published by the Unit and is in the process to complete the toolkit for SDGs and Global Active Citizenship. Additionally, the Unit is responsible for the effective implementation of the Curricula for EE/ESD in primary and pre-primary education. The Unit participates on a voluntarily basis in various environmental festivals and activities that are organized by various bodies. Moreover, it plans and implements on a national base various environmental educational programmes such as: "THGANOKINISI", its main idea being the recycling of the cooking oil, the programme "Action against Climate Change: Climate calls S.O.S" which is the Cyprus Youth Initiative for Climate Change, the programme "Which 'P' you choose!!! The planet or the Plastic, which is the MoECSY campaign for making schools free from plastic.

- The Unit is the national focal point for EE/ESD and it represents Cyprus in various regional and international fora for EE/ESD. Through the Unit Cyprus chairs the UNECE ESD Steering Committee as well as the Mediterranean Strategy for integrating Med ESD Action Plan in the Med Region. Furthermore, the Unit participates in various international expert Groups and Organizations on ESD such as UNESCO, MIO-Medies, and so on.

- The Unit for EESD participates in various European projects which are funded by various European funding mechanisms. At the moment it is participating as a partner at the **project SEA4ALL, SEA4ALL "Enhancing Critical Thinking in Schools for Marine Pollution using Innovative ICT**

Technologies”, which is funded by the Erasmus+KA2 with €294.000. It provides also expertise in other EU projects such as **GENESIS, RSPII, ICTeEFS, PUAT, RefTeCP.**

- The Unit of EESD prepares national and international reports about ESD, conducts research on various fields of ESD such as ESD in formal and non-formal education, ESD and professional development, creating the sustainable school, environmental education programmes and so on.
- Additionally, the Unit participates in various National Committees and policies for the Environment and Sustainable Development, such as the National Strategy for Biodiversity, Climate Change, Blue Growth, Youth Strategy, and so on.

Note: Details for all activities and actions of the EE/ ESD Team of the Cyprus Pedagogical Institute can be found on the revised website of the NEEC <http://www.moec.gov.cy/dkpe/>

2.5 HIGHER AND TERTIARY EDUCATION

THE DEVELOPMENT OF HIGHER EDUCATION

2.5.1 VISION

It is a well-known element, 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 Ministry of Education, Culture, Sport and Youth (MOECSY) 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, encourage quality assurance and, at the same time, safeguard diversity and University autonomy. It is strongly 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, MOECSY aspires to further promote lifelong learning.

2.5.2 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, as regards 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 has been amongst the top priorities of DHTE as they are set in its Strategic Plan. In October 2018, DTHE 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 on the agenda for future action as part of the internationalization of HE. Some of them are the following:

- **Cross-border collaborative arrangements**

The MOECSY 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, students, administrative staff, good practices and expertise, as well as policy-based decisions on mutual recognition of degrees, development of programmes and more. Additionally, Cyprus co-operates with UNESCO and 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 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:

- a) development of information on Higher Education in Cyprus, in various languages such as Arabic, Chinese, English, Greek and Russian.
- b) provision of information on its official website (www.highereducation.ac.cy)
- c) 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, Qatar). Additionally, the MOECSY 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 2019, the DHE organized the participation of Cypriot Delegations in the following Educational Fairs:

- «Academia Lebanon 2019», Beirut, Lebanon, 26 - 27 February 2019
- «Education Abroad», Kiev, Ukraine, 12 - 13 April, 2019
- «Global Higher Education Exhibition - GHEDEX 2019», Muscat, Oman, 14 - 16 April 2019
- «Studies in Cyprus», Information days organized by DHE, Ioannina & Veria, Greece, 15 - 17 July 2019
- «University Expo Qatar», Qatar, 16 - 17 October, 2019
- «China Education Expo (CEE 2019) », Beijing, China, 19 - 20 October 2019
- «Education and Career», Moscow, Russia, 9 - 10 November 2019

- **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.

2.5.3 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 of 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 MOECSY, 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 MOECSY, along with all its partners, is committed to maintain and develop 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 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 the 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.

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) has taken over responsibility for the European-level activities of the network and a new European Eurydice unit has been 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 (28 EU Member States, Albania, Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the Republic of North Macedonia, Norway, Serbia, Switzerland and Turkey)
- 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/>

3.2 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:

- make lifelong learning and exchange of experience a reality
- improve the quality and efficiency of adult learning
- promote 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 MOECSY 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 foster mobility and intercultural dialogue, the MOECSY 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 MOECSY 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.

3.3.2 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 Euromediterranean 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 SERVICES

4.1 OFFICE OF EUROPEAN AND INTERNATIONAL AFFAIRS (GEDY)

General

The Ministry of Education, Culture, Sport and Youth seeks to enhance relations and strengthen cooperation with the European Union's institutions and other Member States, neighboring and other third countries, as well as cooperation with international organizations. It develops an extroverted approach and aims to maximize benefits in all areas of its responsibilities, namely Education, Culture, Youth and Sports. In 2019, the Office of European and International Affairs (GDR) of the Ministry of Education, Culture, Sport and Youth, significantly contributed to the development and coordination of the Ministry's cooperation policies and international relations and the implementation of beneficial policies, with European and international dimension.

4.1.1 Activity 1:

European and international policy coordination

GEDY promoted the implementation of European and International policies in Cyprus, in accordance with national priorities, through the regular coordination of the Contact Points of the Ministry of Education, Culture, Sport and Youth responsible for European and International Affairs. It also supported and coordinated the work of the Working Groups of the European Union (EU), the Council of Europe (CoE) and other groups of experts. It worked to strengthen co-operation with other government agencies, as well as with non-governmental organizations in Cyprus and abroad, which deal with European and international issues. It collaborated with all the Directorates / Departments of the Ministry, the Cyprus Sports Organization (CSO), the Cyprus Youth Board (CYB), the Commissioner for Volunteerism and other Government Departments and non-governmental organizations, the Ministry of Foreign Affairs, the Permanent Mission of Cyprus in Brussels, Strasbourg, Geneva and elsewhere, as well as with the Embassies of the Republic of Cyprus abroad and the Embassies of foreign countries in Cyprus.

GEDY drafted reports on issues arising from the responsibilities of RoC as a Member State of the EU and other international organizations. In addition, it prepared the participation of the Minister of Education, Culture, Sport and Youth, the Permanent Secretary and other officials of the Ministry in meetings held abroad, as well as in meetings with foreign officials in Cyprus. At the same time, it promoted political decisions, recommendations and conclusions taken at European and international level, to the competent national authorities aiming at strengthening national policies. GEDY coordinated the conclusion and renewal of the bilateral and tripartite Agreements, Memoranda and Executive Cooperation Programmes between the Ministry and the respective bodies of other countries. Finally, it coordinated the contribution of the Ministry of Education, Culture, Sport and Youth for the preparation of the National Reform Programme, in the context of the European Semester.

4.1.1.1 Participation in the Council of the European Union (EU)

One of the most important international actions of the highest level is the participation of the Minister in the Council of Education, Youth, Culture and Sport of the EU. GEDY coordinated Cyprus' positions on priority issues of the Romanian Presidency (January - June 2019) and the Finnish Presidency (July - December 2019), which were discussed by the Education Committee, the Youth Working Party, the Working Party on Sports, Cultural Affairs Committee and the Audiovisual Working Party. In addition, it prepared the Minister's participation in the formal and informal Councils held within the framework of the Romanian and Finnish Presidency of the Council of the EU.

4.1.1.2 Official missions abroad

The participation of the Minister of Education, Culture, Sport and Youth and other Ministry officials in meetings abroad, as well as the organization of official international visits, is crucial for the establishment of international relations, the conclusion of agreements and the exchange of good practices. During 2019 - beginning of 2020, delegations of MOECSY headed by the Minister, made the following official visits / missions:

- Official visit to London, January 2019
- Official visit to Iran, February 2019
- Official Visit to South Africa, March 2019
- Official Visit to China, April 2019
- Participation in the Meeting of the Council of Education, Youth, Culture and Sport, Brussels - Belgium, 22 & 23 May 2019.
- Participation in the Summit of Ministers of Culture and Foreign Ministers in Paris - France, May 2019
- Official Visit to Athens - October 2019
- Participation in the Joint Meeting of the Council of Education and Finance, Brussels - Belgium, November 8, 2019
- Participation in the Summit of the Council of Youth, Culture and Sports, Brussels - Belgium, 21 & 22 November 2019.

Moreover, in 2019, the Permanent Secretary led the following official visits / missions of the Ministry:

- Conference on the "European University Initiative", Building Universities of the Future (Brussels, 7 November 2019)
- Council of Europe Ministerial Conference of the Council of Europe, Paris, 26 November 2019
- Official visit to Serbia, 5 - 7 December 2019

4.1.1.3 Official visits of delegations from foreign countries

The following foreign officials paid an official visit to Cyprus and had a meeting with the Minister:

- Rector of the Sorbonne Academy, Mr. Gilles Pecout, April, 2019.
- Minister of Education, Science and Technological Development of Serbia, Mr. Mladen Sarčević – July, 2019
- President of the Supreme Council of the European University Institute of Florence, Professor Renauld Dehousse.

4.1.1.4 Signing of Memoranda and Cooperation Programmes

The signing or renewal of International Agreements, Executive Programmes and Memoranda between the Ministry of Education and Science and relevant government agencies is a common practice to strengthen and consolidate relations with other countries in the field of Education, Sports Culture and Youth. The Ministry of Education, Culture, Sport and Youth is also promoting the inclusion of these issues in the tripartite agreements of the Republic of Cyprus. GEDY, in collaboration with competent

officials inside and outside YPPAN, is taking appropriate actions to promote the above-mentioned issues.

In 2019, the following agreements were signed:

- Memorandum of Cooperation between the Ministry of Education, Culture, Sport and Youth of the Republic of Cyprus and the Academy of Paris.
- Executive Programme for Cultural Cooperation for the period 2019 - 2022 between the Government of the Republic of Cyprus and the Government of the People's Republic of China (April 2019)

4.1.1.5 Coordination of the Expert Committees of the European Commission (EU)

GEDY coordinated the representation of Cyprus in the EU Working Groups for the years 2018 - 2020. In this context, personnel met with representatives of the Expert Group set up by the European Commission for the Implementation of the Strategic Framework for European Cooperation in the Fields of Education and Training (EC 2020). In addition, GEDY worked to maximize the benefits of participating in various Working Groups and strengthen the dialogue in such ways so that the results can be disseminated to the national decision-making bodies.

4.1.1.6 Compilation of reports / documents

From Cyprus' participation in various international organizations, such as the European Union, the Council of Europe, UNESCO, the United Nations, the Commonwealth, the International Organization of Francophonie, and so on obligations arise for the submission of reports by the Republic of Cyprus.

The most important reports drafted in 2019 were:

- (a) Contribution to the Report on the National Reform Programme.
- (b) Contribution to the Revision of the Action Plan for Development.
- (c) Annual Report for the Fundamental Rights Association (FRA) 2019.
- (d) Report on the progress of the implementation of the Council Recommendation for the validation of non-formal and informal learning.

4.1.1.7 Youth Issues

GEDY represented the Ministry to the National Working Group for the European Youth Dialogue with young people and youth organizations. The Youth Board and the Youth Council also participated in the Working Group. In collaboration with the competent officials of ONEK, the appropriate actions were taken to represent the Youth sector in the EU, in the Commonwealth, in the United Nations, and so on. GEDY is also represented in the Steering Committee monitoring the implementation of the National Youth Strategy, so that European and International good practices in this area can be used in the best possible way.

4.1.1.8 Sports Issues

GEDY in collaboration with the Cyprus Sports Organization and other competent Departments and Services, coordinates issues related to Sports, which derive from the work of the various EU Working Groups and Committees and the CoC.

4.1.2 Activity 2:

Utilisation of opportunities and resources

The implementation of programmes, the adoption of good practices and peer learning is used by several EU Member States and other international organizations to improve their performance. In this

context, GEDY contributes to the implementation of Programmes resulting from International and European Cooperation and coordinates or participates in relevant interdepartmental committees.

4.1.2.1 Improving the abilities of the Ministry's personnel

GEDY organizes actions to enhance the ability of MOECSY officials to take advantage of funding opportunities from European and other programmes to implement policies. It does so by organizing professional development activities for MOECSY officials. It is also working to create structures that will encourage targeted submission of proposals, in line with the Strategic Planning and Priorities of the Ministry. In this context, it has set up the Interdepartmental Working Group for the Utilization of European and other resources for the implementation of policies of the Ministry. At the same time, it provides information and administrative support related to funding opportunities, maps the current situation for feedback purposes, monitors project implementation, and ensures the implementation of Project activities in the best possible way, while maintaining a strong network of potential partners.

To achieve the above the following activities were undertaken:

- Development of an Action Plan covering the areas: (a) Providing information and continuous information on the funding opportunities offered (b) Training of officials and professional development (c) Creating structures / procedures for administrative and technical support, and (d) Monitoring, evaluation and creating a supportive climate.
- Information and training of the staff of the Ministry in collaboration with other competent bodies.
- Elaboration of a Guide in order to involve in competitive programmes in the form of a circular of the Permanent Secretary to the Directorates / Services of the Ministry of Culture, so that the legal procedures are followed and the fulfillment of the requirements of the Programmes is ensured in the best possible way.
- Creation of structures that encourage the development of collaborations for the submission of proposals, so as to increase the chances of their approval.

4.1.2.2 Establishment of mechanisms for the Validation of Non-formal and Informal Learning

Based on the resolution of the Council of the European Commission of 20 December 2012, Member States are called upon to establish mechanisms for the validation of these types of learning. GEDY has submitted a Project Plan for the implementation of the Recommendation in Cyprus, which has been included in the actions to be funded during the period 2014 - 2020 by the European Social Fund. The project was approved and its implementation began in 2016. In 2019, procedures were carried out to prepare for the launch of a pilot application in the areas of Youth, Adult Education and Volunteering in 2020.

4.1.2.3 European Agenda for Adult Education 2017 - 2019

The implementation of the Project for the Promotion of the European Agenda for Adult Education continues. The Project was coordinated by GEDY until August 2019, when the coordination was undertaken by the newly established Unit for Lifelong Learning and Adult Education.

4.1.2.4 Operation of the Interdepartmental Commission on Global Education

The Interdepartmental Committee on Global Education was set up on the initiative of GEDY in 2009 and has been developing action ever since, so that the goals of Global Education can be effectively promoted. In 2019, members of the Interdepartmental Committee participated in meetings of the North South Center and the European Network for Global Education. A national report was prepared based on the contribution of the Ministry.

4.1.2.5 Operation of the Committee of Francophonie

The Francophonie Committee, coordinated by GEDY, handles all matters within the competence of the Ministry in relation to the International Organization of Francophonie, of which Cyprus has been a member since 2006. In addition, it coordinates the participation of the Ministry and organizes events during the International Francophonie Month such as press conferences, in-school competition, screening, concerts, lectures, photography exhibitions, theatrical performances and literary presentations.

4.1.2.6 Cooperation with the Office of the European Parliament and the Representation of the European Commission

- In cooperation with the Office of the European Parliament in Cyprus, educational visits were organized to the European Parliament in Brussels and Strasbourg.
- For the academic year 2019 - 2020, the following programmes / school competitions are supported in the school units with funding either from the Office of the European Parliament or from the Representation of the European Commission in Cyprus:
 - 6th National School Competition for European Union issues 2018 – 2019
 - European Studies Activities from the European Parliament Information Office and the Delegation of the European Commission in Cyprus
 - Programme "European Parliament Ambassador School"
 - 4th European Writing Competition for the B' Lyceum
 - European Youth Event (EYE) 2020

4.1.2.7 European Schools

GEDY coordinates the participation of Cyprus in the bodies of the European Schools.

4.2 Information and Communication Technologies Unit

The Ministry of Education, Culture, Sports and Youth (MOECSY), 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

4.2.1 The Sector of Administrative Procedures Management

4.2.1.1 Web and Communication Service

The Web and Communication Service is responsible for the organisation and presentation on the web of all information related to the directorates, services, units, departments and programmes of the MOECSY, as well of all the educational material for Primary and Secondary General Education. Specifically, it maintains and updates on a daily basis the 80 websites of the Ministry (www.moec.gov.cy), the websites of educational material (www.schools.ac.cy, 45 websites) and the websites of independent services (i.e. www.kysats.ac.cy, www.geonoma.gov.cy, www.dipae.ac.cy etc. - 10 websites). The total website views, according to Google Analytics, reached 58.000.000 in 2019.

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

Facebook: <https://www.facebook.com/ypourgeiopaideias> (23.500 followers)

YouTube: <https://www.youtube.com/user/cymoec> (580.000 views)

Twitter: <https://www.youtube.com/user/cymoec> (3.000 followers)

Moreover, the Service provides web hosting for all public school websites and supports public schools with web services. Specifically, it provides customized website design templates for use by public schools and offers a variety of training activities (i.e. one-to-one and group, online video tutorials and online and printable guides). Additionally, the Service provides ongoing technical support to teachers of all public schools.

Furthermore, the Web and Communication Service is responsible for the management of all email accounts under the domain www.schools.ac.cy (3.200 accounts).

During the year 2019 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: 38/45 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 the following new websites:
 - Student Evaluation: http://www.moec.gov.cy/axiologisi_tetraminon/
 - Evening Schools: http://www.moec.gov.cy/esperina_scholeia
 - Art Education – Primary schools: eikad.schools.ac.cy
 - French – Secondary Education: gallim.schools.ac.cy
 - Drama Education – Secondary Education: theam.schools.ac.cy
 - Latin – Secondary Education: latim.schools.ac.cy
 - Logic and Philosophy – Secondary education: lofim.schools.ac.cy

- Home Economics – Secondary Education oikiam.schools.ac.cy
- Design, creation and upgrade of web applications for e-forms, applications submission and circulars' distribution:
 - Update of the web application to upload and distribute circulars of the Ministry (Primary, Secondary General Education, Secondary Technical and Vocational Education and Training, Private Education).
 - Back end system for management.
 - Front end system for presentation.
 - Update of the web application for the presentation of announcements and circulars of the MOECSY (Primary, Secondary General, Secondary Technical and Vocational and Private Education) on mobile devices (responsive design).
 - Update of the web application to upload and distribute Internal Circulars (General Archive) of the MOECSY.
 - Design and development of a web application for data management of applications, payments and information concerning the Exams of Prospective Candidate Teachers.
 - Design and development of a web application for the management of online applications for recruiting the Exam Centres for the Exams of Prospective Candidate Teachers.
 - Update of the web applications to recruit examiners and assessors for the Exams of Prospective Candidate Teachers.
 - Update of the web applications to recruit examiners and assessors for the Pancyprian Exams.
 - Design and update of a web application for data management and presentation of examination marks and results for the Pancyprian Exams (responsible on mobile devices).
 - Design and development of a web 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 application for the management of online applications to recruit the Exams Centres for the Exams for Public Sector Recruitment.
 - Update of the web application form for seconded posts, subject counsellors and liaison officers at the MOECSY (teachers).
 - Update of the web form for data management and for the submission of online applications for participation in the Adult Education Centres and integration of online payment through JCC Smart.
 - Standalone programme for the management of applications collected from the electronic forms of the Adult Education Centers.
 - Update of the web form for data administration and online applications for teaching at the State Institutes for Further Education.
 - Update of the web application for submission of online applications to study at the Post-Secondary Institutes of Vocational Education and Training.
 - Update of the web form to recruit the Educational and Summer Camps (pre-primary teachers, primary teachers and university students) and integration of online payment through JCC Smart.
 - Upgrade of the web application for teaching at Music Schools and integrating it into the Integrated Platform for the purchase of Trainer Services.
 - Upgrade of the web application for data collection regarding the selection of schools to participate in the "School and Social Inclusion Actions" for the school years 2019 -2023.
 - Update of the web application for the management of music files (Primary and Secondary Education).
 - Update of the web application to submit online applications for participation in the ECDL exams
 - Update of the web application for the management of all the authorized users of the above platforms/forms.
 - Update of the web application used by the Web and Communication Service for the purposes of organization and management of MOECSY files.
 - Management of payments through JCC Smart for the Educational and Summer Camps abroad.

- Management of departmental accounts of the MOECSY for purposes of payment through JCC billing system.
- Software design, development και upgrade for the management of internal information of the Web and Communication Service.

4.2.1.2 Educational Management System

The Educational Management System (SEP) is an information system that has been developed in the context of automating the administrative procedures of school units and the Ministry. The system includes a number of functions, such as the submission and management of teacher leaves (sick leave and absence leaves), the submission of various applications by the teachers and the management of these applications by the respective District Offices, the Directorates, Units and Services of the Ministry. It is used by teachers and school units of all levels of public education and by ministry officers.

The SEP development team is responsible for computerizing new processes based on the needs of the Ministry, for upgrading existing functions to meet current user requirements, and for ensuring the smooth operation, development and management of the system.

During the 2018 - 2019 school year, the functions of the system were upgraded and expanded to meet the needs of the Ministry.

4.2.1.3 School Management System (SMS)

The SMS is a modern computerized system designed to standardize and accelerate the bureaucratic processes of the MOECSY. Its introduction into the educational system is of vital and prime importance, because it is an integral part of the reorganization of the MOECSY.

On the 24/07/2017, at the 8th eGovernment Council Meeting, the preparation of a study by an implementation consultant was approved, and the project was primarily approved so that the study was co-financed by the European funds and the centralized provision of the Directorate General for European Programmes, Coordination and Development. After the completion of the study by the Consultant and when the tender documents are prepared the project will be re-submitted for final approval to the eGovernment Council with a detailed timetable and the costs.

Following a call for tender for the provision of Project Consultant services, the contract was signed with KPMG (EKT Contract 09/17). The assignment was undertaken by the project consultant on 25/06/2018.

During 2019 the following deliverables have been received and approved by the Acceptance Committee (EKT Contract 09/17):

- Detailed Analysis Report - part of the project's technical specifications.
- Process Reengineering Report - part of the project's technical specifications.
- General Security Policies Document with suggestions/solutions on the interconnection of the various existing and new subsystems to be implemented - part of the project's technical specifications.
- Document with suggestions/solutions on the interconnection of the various existing and new subsystems to be implemented - part of the technical specifications of the project.
- Project Fiche for approval by the eGovernment Council.

The final approval of the Project is expected to be provided in January 2020, so that the project can be completed and delivered to MOECSY by the end of 2023.

The proposal to the eGovernment Council as submitted for approval is as follows.

"Development, installation, maintenance and operation of an integrated system for the management of school units, teachers, pupils and support services of the Ministry of Education, Culture, Sports and Youth".

It should be emphasized that the introduction of a computerized system in the Cyprus Education, which aims to standardize and speed up bureaucratic processes, is considered an integral part of the restructuring of the MOECSY. Stakeholders will benefit from the SMS system by constantly updating educational issues, promptly and electronically submitting all their requests to and from the education system, and expediting service with the use of new technologies. The budget for the implementation of the project for a four-year period (2019 - 2023) is a total of € 6,882,698 (plus VAT) co-financed by the European Regional Development Fund (ERDF) with 85% and by national resources with 15%.

4.2.2 Sector for the Use of ICT in the Learning Process

The ICT in the Learning Process aims at the use of digital technologies to support teaching and learning. To pursue this goal, it will maintain the promotion of continuous professional learning 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 2019, 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.

The focus was on the Education and Training 2020 European priorities as well as the Cyprus Digital Agenda in combination with the National Strategy for a "Better Internet for Kids" in Cyprus, approved by the Ministerial council in 2018.

Under this scope the following actions on Opening up Education through digital technologies have been taking place during the year 2019, 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
- Digital competent schools

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**
 - **Pupil Video Production Contest on Safer Internet**
(<https://internetsafety.pi.ac.cy/competitions>)
 - **“Make it Heard”, Panhellenic Student Radio Message and Song Contest**
(<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/imeridaTPE2019>
 - **Safer Internet Day**
<https://internetsafety.pi.ac.cy/saferinternetday>, <https://internetsafety.pi.ac.cy/SID2019>
 - **Video production contest awards** (<https://internetsafety.pi.ac.cy/competition-details/short-video-2018-2019>)
 - **Media Literacy**
 - **Combating Misinformation Through Media Literacy** (<http://medialiteracy.cut.ac.cy/>)

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>)
- **School Web Radio**
(www.pi.ac.cy/radio)
- **Recording Memory: Documentary Production by Pupils**
(www.pi.ac.cy/katagrafimnimis)
- **European project CYberSafety:** A project for a safer internet for children
(<https://www.cybersafety.cy>)
- **eSafetyLabel**
(<http://www.esafetylabel.eu>)
- **European project ATS STEM - Assessment of Transversal Skills in STEM:** Assessment of Transversal Skills in STEM is an innovative policy experimentation project aiming to enhance pupils' transversal skills in STEM (Science, Technology, Engineering and Mathematics) through an integrated STEM curriculum development and digital assessment.
(<https://ats2020.eu>)

4.2.3 Technology Infrastructure and Equipment Sector

The utilization, to the greatest extent, of the equipment already available at schools remains important and has been continued during the 2018 - 2019 school year. As part of this effort, as many computers as possible were repaired and upgraded including operating system and office applications upgrades.

The ICT Unit completed two Framework Agreements of the Treasury of the Republic, concerning the supply of video projectors and digital tablet devices, which were utilized with a number of orders. Specifically, a large number of digital tablet devices supply was gradually made available to school units. Providing school units with tablets constitutes part of the implementation of the goal of integrating and utilizing ICT in the educational process, an objective of the Cyprus Digital Strategy programme. The supply of the equipment exploited financial resources provided by the Cyprus Electronic Communications Department.

In total, the following equipment supplies procured through the Computing Agreement – Framework Electronic Computing Catalogs:

- | | |
|---|---|
| • 400 personal desktop computers, | • 20 normal-use monochrome printers, |
| • 600 small-sized desktop personal computers, | • 3600 digital tablet type devices, |
| • 11 laptops, | • 346 pcs. of various types of equipment for other Departments of the Ministry. |
| • 457 projectors, | |
| • 18 color printers, | |

The ICT Unit took over the management of orders, the receipt and delivery of equipment to schools and to departments of the Ministry, including the preparation of the computers before the delivery.

Regarding software, the necessary PC Restoration Licenses for the new PCs were received, acquired by a tender competition. The free provision of Office 365 application software licenses to all teachers and pupils has remained in effect. The ICT Unit carries out systematically the necessary licensing management for all Office 365 users, and provides technical support to them. Furthermore, the process of creating PC Recovery Images for all major PC receptions has also continued to facilitate PC administrators in the school units to install the new software. PC Recovery images have consistently been improved to deal with compatibility issues, and have been a key tool for PC administrators to maintain their computers in full working order for educational purposes.

The infrastructure in the Data Center remained in operation, with the existing equipment and at no additional cost. Moreover, apart from the use to create, manage, and promote the PC Recovery Images, it was also used for the distribution of the Examination papers to the school units in order to implement for the first time half term exams in A' Class Lyceum. The distribution of the exam papers was carried out successfully, promptly and without any problems.

At the same time, the process of withdrawal and proper environmental management of obsolete computer equipment in schools continued. In order to be able to better coordinate and organize school units, regarding the withdrawal of computer equipment and replacing it with new (Statement of Equipment Needs), a new circular was issued on modifying the IT equipment withdrawal procedure. The new circular sets a fixed period per year, which will apply both for withdrawal requests and requirements statements, in order to take into account the equipment withdrawn when submitting the need statements.

Structured Cabling

Structured cabling with fiber optic and internet connection from each school classroom (administration offices, classrooms and workshops) has been completed in 89 schools of Secondary General Education and Secondary Technical and Vocational Education and Training. The installed fiber optic provides high-speed local area network for fast transfer of large amount of data.

In December 2019, the maintenance and correction period of the Supply and Installation of Structured Cabling Networks in 10 Secondary Schools - Fourth Phase (D2) project ended. The final acceptance of the schools signaled the completion of the contract as well as the completion of the relevant Provision of Design Services and Supervision of Structured Networking Facilities to 20 Secondary Schools (Phase D) contract. The Provision of Design Services and Supervision of Structured Networking Facilities in 20 Secondary Schools (Phase E) project has been completed to the stage of the design services, preparation of tender documents and is going to be announced. Both the analysis and deployment phases of the structured cabling projects are co-funded by the European Regional Development Fund.

4.2.4 Contracts and Tenders Sector

Tender Implementation - New Contracts

(Terms, Notice, Tender Evaluation and Contract Award):

- Agreement - Framework for the Supply of Video projectors.
- Purchase of internet access services to meet the needs of the MOECSY and its buildings in Latsia (Cyprus Pedagogical Institute and Data Center) and digital wildcards certificate services for their servers for all domains and subdomains managed by MOECSY.
- Agreement - Framework for the Supply of Digital Devices – Tablets.
- Supply PC Restore in its original state software licenses.

Current Contracts:

Local Secondary School Networks:

- Provision of Design Services and Supervision of Structured Networking Facilities to 20 Secondary Schools (Phase D) – **completed.**
- Supply and Installation of Structured Cabling Networks in 10 Secondary Schools - Fourth Phase (D2) – **completed.**
- Provision of Design Services and Supervision of Structured Networking Facilities in 22 Secondary Schools (Phase E) - **in effect.**

Software:

- Microsoft Software: Providing Licenses for Microsoft Software for PCs in Public Education
Microsoft products are offered to students and teachers - **in effect.**
- Providing licenses for Adobe Creative Cloud software for PCs in Secondary and Secondary Technical and Vocational Schools - **in effect.**

4.3 THE EDUCATIONAL PSYCHOLOGY SERVICE (EPS)

Overview and Structure

The Educational Psychology Service is an interdepartmental service of the Ministry of Education, Culture, Sport and Youth of Cyprus, answerable to the permanent secretary of the Ministry. Its mission is to protect and promote mental health and facilitate learning and development by empowering all pupils within the educational system, from preschool to the end of secondary education. 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 fulfil the needs of the local area.

During the school year, 2018 - 2019 the structure of the Service is as follows:

- 1 Principal EP
- 4 Senior Educational Psychologists
- 44 Educational Psychologists

All Psychologists working within the EPS hold a first degree in Psychology and a Masters' Degree in Clinical or Educational or School Psychology. Some also hold other Post-graduate degrees.

Main Areas of Duty

The work of the EPS is organized around five main areas:

- (1) Individual referrals.
- (2) Preventive programmes, Interventions, Psychoeducation, Training of pupils, educators and parents.
- (3) Crisis Intervention.
- (4) Participation in a number of permanent, ad-hoc and /or interdisciplinary committees to design, implement and monitor policies and programmes.
- (5) Supervision of Educational Psychologists in Training at the University of Cyprus during their placement at the Service.

Individual Referrals

Children are referred to the Educational Psychology Service (EPS) by their school, families and sometimes themselves, when they face difficulties in their school setting, such as learning, social, emotional, behavioural difficulties, sensory problems, syndromes, disorders, and so on. Referrals are accepted at the Service provided that the school has already put in place strategies to deal with these difficulties but did not achieve the expected outcome (with the informed consent of both parents or guardians). Educational psychologists use a number of psychological assessment tools that include cognitive abilities testing, assessment of educational attainment, developmental history, clinical interviews with parents, teachers, children and other professionals, questionnaires, clinical observations, theories and procedures to support the wellbeing and learning of young people. They also provide consultation to schools and families and recommend, develop and administer in collaboration with schools and families appropriate preventive programmes and interventions.

Educational Psychologists also respond to referrals from the District Committees on Special Education and Training (according to Law113(I)/1999 concerning the Education and Training of Children with Special Needs), for psychological evaluation and recommendations. During the school year 2018 - 2019, the EPS worked with 7366 children, an increase approximately 8% from last school year.

Preventive programmes, Interventions, Psychoeducation, Training of pupils, educators and parents

During the school year 2018 - 2019, a number of supportive programmes, interventions and psychoeducation trainings were developed and delivered to prevent school failure and enhance psychological health issues. Examples include stress management, dealing with difficult behaviour, anger management, prevention of school violence and bullying, emotional literacy, promotion of self-confidence, transition from pre-primary to primary school and from primary to secondary school, discipline and boundaries, dealing with loss and bereavement and identifying and acting on sexual abuse.

Crisis Intervention

Educational Psychologists are trained to respond to crisis within the school and community. The educational psychology (EP) service provides advice counselling and support to schools and communities following tragic and traumatic events. A number of EPs were involved in crisis intervention on suicide of children, death of children, natural disaster, and murders within the community.

Participation in Committees

The EPS published in collaboration with the Primary Department, the Career Counselling, the Educational Services, and the University of Cyprus the Guide how to deal with sexually abused children. In addition, the EPS has participated in the District and Central Committees of Special Education (E.E.E.A.E.)

Additionally, the EPS has expanded its involvement with Educational Psychologists in several important Standing and Ad Hoc Committees, with the main objective to strengthen the planning, implementation and coordination of policies and programmes. Specifically, the EPS participates in the Crime Council, the Interdepartmental Committee on School Failure and Literacy, the Central Committee on Special Education, and the Health and Citizenship Coordination Committee (SEAYP). Other committees involve the Advisory Multidisciplinary Group of the Department of Social Welfare for Public Aid, Advisory Committee on the Prevention of Violence in the Family and School, Observatory on Violence, Board of Psychologists, Provincial Special Education and Training Committees. Finally, they participate in various inter-ministerial and interdepartmental committees.

Supervision of Educational Psychologists in Training

As part of initial professional training, educational psychologists in training at the university of Cyprus undertake substantial periods of practice, within which the role of supervision by the EPs within the Service is instrumental to their professional learning and effectiveness. The placement aims to provide EPs in training the opportunity to familiarise themselves with the educational system and receive training on dealing with individual cases as well as preventive programmes and interventions.

4.4 SCHOOL CLERKS ADMINISTRATION OFFICE

The Department of School Clerks, headed by the Chief School Clerk operates under the jurisdiction of the Permanent Secretary of the Ministry of Education, Culture, Sport and Youth, and forms part of the Civil Service. It is a service 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, one Evening Technical School, seven Afternoon and Night Technical School Classes, 44 School Boards, 41 State Institutes for Further Education, five Musical Schools, four Public Schools of Higher Vocational Education and Training and the Library of the Cyprus Pedagogical Institute.

The Department keeps records for all the School Clerks (about 438) including among others Personal Records and Leave Records. It monitors and controls the posts and arranges appointments for vacant posts. It also approves annual leaves, sickness or maternity leaves, medical councils, confidential reports and retirement. Additionally, the Department prepares the annual budget for the recruitment of 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, assesses the applications, draws up and publicizes preliminary and final lists and proceeds to appointments of Temporary Clerks according to submitted needs.

During school years 2019 - 2020 were organized:

- a) Five of two days seminars "Office Organization of Schools and Office Management" for all the temporary of indefinite duration clerks and temporary with fixed term contract clerks of Secondary Education schools and Technical Schools, in cooperation with the Department of Cyprus Academy of Public Administration (September - December 2019).
- b) Four of one-day seminars for the School Boards, on how to support the YLATIS programme (June and October 2019).

The Administration Office Clerk created its own website on which useful information, forms, helpful material, and so on are provided for the clerks of the school units, the State Institutes for Further Education, the School Boards, the Afternoon and Night Technical School Classes, Musical Schools and Public Schools of Higher Vocational Education and Training.

The website is: http://www.moec.gov.cy/grafeio_dioikisis_epimeliton/

4.5 THE STORE HOUSE

The main objective of the Ministry of Education, Culture, Sport and Youth, Store, is the dispatching of scholastic needs to the public schools. Additionally, the Store assists all the schools throughout the year.

Arrangements are made by the Store in co-operation with the successful tenderers for receiving and storing, for Private Education, books, note books and teaching methodology (materials for the subjects of Art, History, Geography, Mathematics, Music, Physics, Design and Technology, for Secondary Education books and teaching methodology (materials for the subjects of Physics, Biology, Chemistry, Music, Home Economy, Design and Technology. The receiving is made according to the quantities, the terms and specifications of tenders awarded.

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 by 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 transport and delivery of the required items of Primary Education in each district, is undertaken by a transporter under contract and store employee.

Books donated by various authors and approved by the Ministry are also delivered to school libraries. Apart from the above, the Store sells to individuals books published by the Curriculum Development Unit.

In 2019 the Store attended approximately 1.000 schools.

4.6 PERMANENT COMMITTEE FOR THE STANDARDIZATION OF GEOGRAPHICAL NAMES OF CYPRUS

The Permanent Committee for the Standardization of Geographical Names of Cyprus (MKETFO) 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, Culture, Sport and Youth 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. Deals with 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. On the United Nations website, a series of articles have been published in UNGEGN Bulletin No: 49, 51, 52, 53, 54, 55, 56, 57 and 58. See link:
<https://unstats.un.org/unsd/ungegn/pubs/#bulletin>
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. Seselects 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 who, trying to impose new illegal names, erase and decimate the historical names of Cyprus on 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 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>).

On 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 are 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, are based 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 characterized as: "splendid, excellent, 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: "Toponymic 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. Standardized all names of cities, and communities of Cyprus.
12. Submitted to the United Nations a Gazetteer of Sea Geographical Names (2017).

13. Prepared a poster, and a brochure 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 the United Nations conferences, sessions, and working groups.
3. Continuous delivery of 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. Delivery of presentations regarding the work of the Committee.
6. Keeping up-to-date and enriching the Committee's website.
7. Delivery of consulting services to ministries, departments and services, in relation to the matters that are examined by the Committee.

4.7 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, Culture, Sport and Youth (MOECSY).

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.
- MOECSY's First Aid and Evacuation Teams training.
- MOECSY'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 MOECSY 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.
 - Giving lectures to school personnel, pupils and parents.
 - Representing the Ministry of Education, Culture, Sport and Youth in Parliament regarding laws and legislation on safety and health issues.
 - Acting as a link of the Ministry of Education, Culture, Sport and Youth with other ministries and governmental agencies.

4.8 EUROPEAN FUNDS MANAGEMENT UNIT

The European Funds Management Unit of the Ministry of Education, Culture, Sport and Youth 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, Culture, Sport and Youth (MOECSY).

The Partnership Agreement for the Developmental 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 MOECSY'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 quality of Information and Communication Technologies (ICT)
-

Structure of the Unit

Head

Dr. Nikolas Giasoumi, Inspector, Department of Secondary Education, was 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 MOECSY, 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 with 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 to support employment as well as promote 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 MOECSY Co-Financed by the European Union

During the 2007 - 2013 programming period, the MOECSY successfully implemented six co-financed projects by the ESF.

In the current 2014 - 2020 programming period, the MOECSY runs eight projects co-financed by the European Union, which are consistent with the MOECSY 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 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:

- It 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.
- It does not dictate for a Local Coordinator per zone, but for one per school.
- It addresses the gap observed in the previous programmes regarding the administrative issues of the afternoon programmes.
- It does not focus on the reduction of the number of pupils; rather, schools will be supported by targeted services from additional teaching staff.
- It provides more training opportunities and enhanced professional development to involved teachers.
- It applies concrete measurable and objective criteria for the selection of schools participation.

The project's main objectives are the following:

- Support the Cypriot population living below 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 implemented by the Department of Technical and Vocational Education and Training (DTVET). It is focusing on meeting the EU recommendations to improve and upgrade VET in Cyprus.

The project aims mainly at:

- Improving the Advisory service and orientation education.
- Upgrading and modernizing the school curriculum in 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, Culture, Youth and Sports.

The main objectives of the NMA are the following:

- To provide pupils, who left formal education without basic learning competencies or vocational skills, with technical and vocational methodologies and skills.
- To 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 to establish 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 of 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 delivered 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 assessment papers/ career guidance questionnaires throughout Cyprus. The beneficiaries, as prescribed in the MOECSY 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, Culture, Sport and Youth (MOECSY) 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. 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, MOECSY proceeded with the implementation of a programme to provide free breakfast to needy pupils on a Nation-wide scale and for 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 they get it free. Through the provision of School Breakfast MOECSY aims combating all forms of discrimination, targeting at children in need and promoting equality for all pupils.

Co-financed projects under the ERDF:

1. Project Title: The 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 MOECSY, the Education Service Commission, the Cyprus 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 MOECSY 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, MOECSY 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 MOECSY 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 poor pupils of Public Education

Budget: €805.000

In response to the fact that many pupils do not take breakfast before or after arriving at school, the MOECSY 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 MOECSY 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.

4.9 Prevention of Violence at School

In September 2019, the Ministry of Education, Culture, Sport and Youth (MOECSY), through its recent restructuring and improvement of its services, has prioritized the improvement and upgrading of the prevention and the management of violence and delinquency.

In this context, all Directorates and Services of MOECSY working on issues related to the prevention of violence (Observatory on School Violence, the Committee of Health Education and Citizenship, the Coordinating Committee for the Prevention and Combating of Child Sexual Abuse and Exploitation) are now administratively subordinated to the Cyprus Pedagogical Institute to better coordinate and target the actions being implemented.

The MOECSY 's firm position is that no form of violence should be tolerated and that every member of the school community, and especially every child, has the right to feel safe at school and enjoy the learning process. To this end, the MOECSY has designed and implemented the "National Strategy for the Prevention and Management of Violence in School", and all the Services of the Ministry working on Prevention issues are working towards a common direction.

1. Cyprus Observatory on School Violence (C.O.S.V.)

The Cyprus Observatory on School Violence (C.O.S.V.) is part of the Cyprus Pedagogical Institute. The main purpose of C.O.S.V. is the implementation of a safe and friendly school environment for all members of the school community. In order to achieve the goal above, in 2019, C.O.S.V. has been active in many areas of prevention and response to school violence. More specifically, C.O.S.V.:

- provided school-based training programmes to support teachers, parents and pupils in order to be able to prevent and respond to school violence.
- organized, in collaboration with the Council for the Prevention and Response to Crime of the Ministry of Justice and Public Order and the Office of the Commissioner for Volunteerism and other Non-Governmental Organizations, an award ceremony, for schools of all levels, that implemented good practices against school violence.
- cooperated with all stakeholders involved in preventing and responding to school violence
- developed synergies, with the Global Education Network Europe (GENE) and gained funding for schools, became a member of the European Anti-bullying Network (EAN) (November 2019) and began the implementation of European projects under Erasmus+ funding

2. Coordinating Committee for the Prevention and Combating of Child Sexual Abuse and Exploitation

The "Coordinating Committee for the Prevention and Combating of Child Sexual Abuse and Exploitation" has taken on the responsibility for the coordination of the Ministry's Policy surrounding issues related to the protection of children from sexual abuse and exploitation.

Through the Committee's coordinating action, the Ministry has made a decisive contribution, working together with other relevant Ministries (Justice, Health, Labour) and the legal expert A. Papadopoulou, in the State's decision to formulate a National Strategy for the Protection of Children from Sexual Exploitation, Sexual Abuse and Child Pornography. For the past three or so years, it has been taking systematic and multilevel actions to strengthen the National Strategy and implement the Action Plan. Within this framework, it strongly promotes a concrete policy at all levels of education, which focuses

on the **prevention** of sexual abuse and exploitation of children, by raising awareness and empowering teachers in identifying and managing incidents, and by promoting sexual education of pupils.

The Ministry's main actions for the promotion of the policy, focus on systematically informing/training the teachers to broaden their knowledge and skills in recognising the phenomenon of child sexual abuse and adopting appropriate decision in its management. A series of training activities for teachers of all levels (Pre-Primary, Primary, Secondary General, Secondary Technical and Vocational Education) has taken place over the last three years. The National Strategy recognises the sexual education of children themselves as the most important measure and tool of primary prevention of child sexual abuse.

During the last years, the Ministry has made significant efforts in the area of sexual education for children. Through the Health Education Curriculum (2011) and by finalising its content on the basis of guidelines provided by the World Health Organisation, it promotes holistic sexual education for children through a clear and scientific framework, which is taught in an organised way and not fragmented, based on the age and degree of maturity of the pupils throughout the general school syllabus.

The aim of a series of educational activities, organised systematically by the Cyprus Pedagogical Institute, on an optional or mandatory basis, has been to support teachers in the very important task of implementing the Health Education Curriculum and sexually educating children.

Concerning the implementation of sex education programmes for children with learning disabilities, the Ministry has partially implemented the "Keep me safe" educational programme during the school year 2017 - 2018. The full implementation of the programme has begun in all special schools in Cyprus and will be completed during the school year 2019 - 2020. The Ministry is already working with the Cyprus Family Planning Association (CSDP) to implement the programme.

One of the most important actions of the Ministry is the publication of the "Teacher Manual for the Recognition and Management of Child Sexual Abuse Incidents". This handbook covers a wide range of knowledge – legal, pedagogical, psychosocial – about the very serious phenomenon of sexual abuse and exploitation of children, and its publication aims to further educate and empower teachers to prevent and combat the phenomenon.

The Ministry by developing a Cooperation Protocol with the international, humanitarian and independent organisation "Hope For Children" CRC Policy Center, since June 2018, has been cooperating in the management of child sexual abuse incidents in the context of the operation of the "Children's Home". This cooperation takes place in a common action framework, focusing on supporting children and ensuring their best interests.

Furthermore, the Ministry participates, through a representative, in the "FONI" National Strategy Implementation Council, which is responsible for coordinating all actions to prevent and combat child abuse, child exploitation and child pornography. Through this involvement, it clearly demonstrates its willingness and determination to contribute to the State's commitment to protect children and safeguard their rights to health and well-being.

3. The Committee of Health Education and Citizenship

The 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 Ministry's of Education, Culture, Sport and Youth policy 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 the one hand, by developing their social skills and critical thinking, and on the other, by upgrading their social and natural environment.

Responsibilities

The Committee of Health Education and Citizenship:

- Coordinates the policy of the Ministry of Education, Culture, Sport and Youth 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.).
- Coordinates at all levels 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).
- 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 DRAS Programme and other groups in the M0ECSY, which deal with issues related to the physical, mental and social well-being of the pupils.
- Develops and promotes programmes related to upgrading 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 in a difficult phase of 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.
- Informs 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 programmes.
- submits and implements European Programmes, which deal with issues of Health and Citizenship Education.

Actions-Programmes supported by the Coordinating Committee of Health Education and Citizenship:

- i. **Grant of non-school-related actions to support pupils and pupils belonging to vulnerable population groups**

The Programme is operational since 2012 and is part of the Ministry's of Education, Culture, Sport and Youth commitments 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, Culture, Sport and Youth with the Committee of Health Education and Citizenship as an expert actor/stakeholder, identifies and supports pupils belonging to vulnerable population groups. In the context of promoting this policy the Committee of Health Education and Citizenship favors the development of actions by schools aiming at involving 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, highlighting and fostering talent, developing a safe life, and so on, for pupils who belong to vulnerable population groups. The potential risk faced by the action is social exclusion and the marginalization of pupils in the specific categories from their possible inability to take part in leisure activities and show their particular / potential talents. During the school year 2018 - 2019, 659 actions, other than school time, were funded to support pupils belonging to vulnerable population groups.

ii. «School and Social Inclusion Actions»

This is a programme co-financed by the European Social Fund (85%) and the Republic of Cyprus (15%). The total budget of the Project, which expires in 2023, is €35,962,700. The Programme "School and Social Inclusion Actions" was approved by the Council of Ministers on 29/7/2015 (Decision No. 79.220) and is included in the co-funded projects of the Ministry of Education, Culture, Sport and Youth from the European Social Fund during the 2014 - 2020.

From the data submitted by the Programme from the school year 2019 - 2020, it was applied to 102 school units (Kindergartens, Primary Schools, Gymnasias, Lycea, Technical Schools), based on specific objectives and measurable criteria, regardless of the geographical area in which they are located. The Programme covers about 15% of the pupil population.

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.

The above objectives of the Programme will be achieved through the implementation of a variety of actions, including: Provision of

- morning and afternoon free programmes to reinforcing learning and creativity of pupils.
- free programmes for reinforcing learning in Greek language for parents and guardians.
- additional psychosocial support services by clinical and consulting psychologists through the establishment and operation of Information and Psychosocial Support Centers:
 - Individual support for pupils and parents / guardians.
 - Experiential workshops for groups of pupils, teachers and parents / guardians.

- supportive equipment and educational materials to schools.
- continuing education and professional development programmes to the involved teachers.
- management Services and Management of the Information and Psychosocial Support Centers and Afternoon Programmes

They are also scheduled to be completed by 2023:

- Publicity actions - promotion of the project at its launch (signs, posters, brochure).
- Call for competition for technical consultant, evaluation consultant, publicity consultant.
- External evaluation of the Programme by the Evaluation Advisor.
- Continuous educational and professional development programmes for teachers, through nationwide conferences.

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.
- Reinforce pupils psychologically for smooth transition to different school environments.
- Sustaine pupils on issues of self-determination, autonomy, individuality, moral principles, moral dilemmas, social justice, equality and social acceptance.
- Support 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.
- Develop consulting services and vocational guidance.
- Upkeep pupils with low social competencies in order to ensure their inclusion in the wider society.
- Encourage migrant families to learn Greek and improve their social skills.
- Offer 900 new employment positions for young professionals.
- Make use of the available Community funds due to its high degree of maturity.

iii. **School Violence Intervention Team**

Task Force on School Violence

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.

Areas of Activity

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 of 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 2018 - 2019, SVIT responded to 143 intervention requests from primary schools and 72 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	61	20
Lemesos	38	22
Larnaka	30	21
Ammochostos	5	3
Pafos	9	6
	143	72

As a part of the Action Plans of the schools, aiming at the reduction and combat of delinquency, SVIT can utilize allocated financial resources of the MOECSY. In 2018, SVIT allocated a total amount of €344.060 and in 2019 allocated a total amount of €290 808 for the implementation of alternative-schooling and psycho-educational programs for pupils, for the provision of child psychiatric and psychological diagnosis and support, and for afternoon activities. In 2018 - 2019, 91 pupils in Primary schools participated in alternative-schooling programmes with the contribution of external school collaborators. Specifically, 31, 28, 6, 20 and 6 pupils participated in these programmes in Lefkosia, Lemesos, Pafos, Larnaka and Ammochostos districts, respectively. In Secondary schools, 217 pupils participated in alternative-schooling programmes: 56, 70, 24, 59 and 8 pupils participated in Lefkosia, Lemesos, Pafos, Larnaka and Ammochostos districts, respectively.

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 2018 - 2019, SVIT delivered training to 17 Secondary schools. Furthermore, the team provides training to teachers in Primary and Secondary schools on 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.

Participation in Programmes of the MOECSY

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.

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. Also, 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. In addition, 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.

iv. "Fred Goes to School"

"Fred Goes to School" is a targeted early intervention programme for young smokers in Gymnasias and is offered by Counselors who have been trained, especially for this Programme. It is implemented in the framework of the cooperation of the Ministry of Education, Culture, Sport and Youth with the Ministry of Health - Mental Health Services.

The programme is designed based on the successful model of the Fred Goes Net programme, which is a continuation of the German FreD Programme for early intervention for young users, and adapted to data and regulations of the Public School. According to the Protocol of the Programme, when a pupil is found to be smoking at the school or at school events, he / she is referred to the School Management and then to the Counselor. During the initial interview, the Counselor informs the pupil of the Programme and notes his / her readiness to participate in it or even the need to refer him / her to other services.

The Programme operates in the form of an experiential workshop and lasts eight training sessions, with no attendance being recorded. Through this, the pupil has the opportunity to broaden his or her knowledge of smoking and alcohol, their effects, as well as the legal context around their use.

The ultimate goal of the Fred Goes to School programme is to implement an institutionalized and targeted programme in the Gymnasias, which will ensure that the vulnerable group of young smokers will reduce or stop smoking. During the 2018 - 2019 school year, "Fred Goes to School" was implemented in three groups and involved 10 students.

v. 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 to prevent and improve the health of not only people but also environment.

The programme is implemented in the Secondary General Education and is supervised by the Physics / Biology / Geography Inspectorate and involves 12 Gymnasias and 11 Lyceas.

vi. "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, Culture, Sport and Youth of Cyprus and the corresponding Ministry of Greece. The programme began operating in

1998 and is being run in cycles. Each cycle 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 supervised by the Physics / Biology / Geography Inspectorate and includes 12 Gymnasias and one Lyceum.

vii. “Health Education Seminars” (A programme preventing drug addiction.)

Since 1995, the Ministry of Education, Culture, Sport and Youth 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 supervised by the Physics / Biology / Geography Inspectorate and includes all Gymnasiums.

viii. «Viennese Social Competence Programme» (ViSC)

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 years 2012 - 2019 the Programme was implemented in Secondary General Education as you can see below:

Trainers	Training hours	Schools that participated	Educated teachers	Pupils who received a ViSC certificate
18	616	18	916	7310

ix. 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 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 Plan "Dealing with Addictive Substances". The action was supported during the school year 2018 - 2019 with free supply of sporting material, and pupils/athletes within high risk groups.

x. Health Education Programme “MENTOR”

The Health Education Programme “Mentor” aims at the prevention of drug use and other addictive substances and is included in the Health Education Curriculum. During the school year 2018 - 2019, the programme aimed to educate against smoking and alcohol consumption and was offered to primary schools. In addition, the Life Education Centre, responsible for the implementation of the programme, continues to be supported by the MOECSY.

xi. School Reading Communities

The Ministry of Education, Culture, Sport and Youth in cooperation with Charalambides Christis Company, under the programme of "Corporate Social Responsibility “Participation”, launched a programme for the School Communities of Readers. The Action was developed within the framework of the first emphasis goal for the school year 2017 - 2018 ("Improving learning outcomes with an

emphasis on the implementation of the Reconstructed Curriculum Programmes during the teaching process.”). The action is expected to be completed by the inauguration of the Chambers by 2020.

xii. Rare Disease Awareness Campaign leaflet

The Committee of Health Education and Citizenship, in collaboration with the Pancyprian Alliance for Rare Diseases, wrote and promoted an information leaflet on the Rare Disease Awareness Campaign for teachers and other School Staff.

Part B'

Culture

1.

CULTURAL SERVICES

1. DEPARTMENT OF CULTURAL SERVICES

The first service of the Ministry of Education, Culture, Sport and Youth (MOECSY) was established in 1965, with the exclusive jurisdiction over culture. Upon being upgraded to a Department in 1992, it was renamed to: "Department of Cultural Services". The Department is responsible for the expression of the government's cultural policy, covers the general development of Arts and Letters in Cyprus, deals with public about culture, promotes Cyprus' cultural activities abroad and plays a particularly important role in shaping the cultural identity of the country. The total budget of the Department for 2019 (which also covers the Cyprus Library and the Council of Historical Memory of the EOKA Struggle [ΣΙΜΑΕ]) amounted to €16,002,071 (Regular and Developmental Expenditures).

1.1 LITERATURE — BOOKS

1.1.1 Dissemination of Cypriot Literature Abroad

The Department of Cultural Services, aiming to promote Cypriot culture through works of Cypriot writers, disseminated 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 "*Subsidy for Periodicals of Cultural Content*", 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 published by non-profit cultural operators) issued in Cyprus by Cypriot publishers that have already completed at least one year of circulation.

The evaluation of periodicals is based on the following criteria:

- a) The integrity of the publication (artistic editing and printing).
- b) The quality of their content.
- c) Their contribution to the study and promotion of Cyprus's literature, arts, history and cultural heritage.
- d) Range of their circulation.

Fourteen (14) periodicals were subsidized in 2019 with a total amount of €49,150. The following journals which received this subsidy were: *Διόραμα*, *Κυπριακή Μαρτυρία*, *Θέματα*, *In Focus*, *Άνευ*, *Ανέμη*, *Ακτή*, *Νέα Εποχή*, *Μικροφιλολογικά*, *Κυπριακή Μαρτυρία*, *Επιστημονική Επετηρίς της Κυπριακής Εταιρείας Ιστορικών Σπουδών*, *Κυπριακή Βιβλιοφιλία-Φιλοτεχνία*, *Κυπριακά Σπουδαί*, *Φιλολογική Κύπρος* and *Ανεράδα*.

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, 65 publications were purchased in 2019.

1.1.4 Grant-aid scheme for the translation of works by Cypriot literary writers from Greek into foreign languages

Aiming at 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, the Department makes this grant-aid scheme available to foreign publishing houses and Cypriot publishers who collaborate with publishers abroad.

The Committee's recommendations are based on the following guidelines:

- 1) The applicant establishes, through the information submitted, that the publisher has the requisite experience, sufficient means and the appropriate organizational infrastructure to develop, promote and effectively market the work.
- 2) The translator suggested by the applicant possesses the minimum required relevant experience.

The project covers translation costs, with a maximum of €25 per page and a maximum amount of €7,500 per project. Applications are considered by a special Advisory Committee, which is appointed for a three-year term by the Department's Director. A subsidy for the publication of 17 translations was approved in 2019, from Greek into Albanian (4), Bulgarian (3), French (1), Polish (1) and Serbian (8).

1.1.5 Grant-aid scheme for the translation of literary works of Greek-Cypriots and Turkish-Cypriots

With a view towards deepening mutual understanding between the two communities in Cyprus through literature, this grant scheme continued in 2019. It marked the eighth year of its operation to subsidize translation of each other's language and publication of works by renowned Greek-Cypriots and Turkish-Cypriot literary writers. Applications are considered by a special Advisory Committee, which is appointed by the Minister of Education, Culture, Sports and Youth (MOECSY). Their recommendations are submitted for approval to the Department's Director. A subsidy was approved for the three Greek-language works into Turkish and for three Turkish-language works into Greek.

1.1.6 Organization of Literary Events in Cyprus

1.1.6.1 Presentation of the anthology *Short Stories of the Invasion*, Introduction - Anthology: Costas Lympouris, Ed. Aepeia, House of Cyprus and Papyrus, Athens 2018.

On Monday, January 21, 2019 at 19:00, the anthology was presented at the reception hall of the Department. The collection features works by a total of 34 Cypriot short story writers, written from 1975 to 2017. The themes woven through the anthology draw mainly from the tragic events of the coup and the Turkish invasion of 1974, with notable reference to the enclaved and the continuing torment of the missing.

1.1.7 Funding of literary events in Cyprus and abroad and other expenses of literary societies under the programme "CULTURE" (2015 - 2020)

The Department finances institutions, groups of individuals and individuals to organize literary events in Cyprus and abroad, as well as the participation of organizations and individuals in conferences and events abroad through the Literary Activities Support Programme (The "CULTURE" programme). In 2019, funding was approved for 12 literary associations across 16 literary activities. Additionally, funding for the activities of 23 individuals abroad was also approved.

1.1.8 Cultural Institutions Reinforcement Scheme for Promotion, Communication and International Networking and Cultural Funds Financing Plan for Operating Expenses

Under this scheme, the Department funded three literary associations for the creation and maintenance of an official website, for their annual membership fee for members of European and other international bodies and their work in a European or other international body in which they participate as members. Additionally, the Department funded one cultural institution.

1.1.9 Reinforcement Scheme for the Development and Promotion of Cypriot Publications in International Book Fairs Abroad

Within the framework of this scheme, the Department funded the participation of the Cyprus Association of Children's Youth Books at the *Bologna International Children's and Youth Book Fair*.

1.1.10 Planning and grants for literary events abroad

The Department participates in the European Union National Institutes for Culture (EUNIC) network and in the Forum des Instituts Culturels Étrangers à Paris (FICEP), as well as in international festivals for the promotion of the Cypriot literature abroad.

1.1.11 State Literary Prizes

In order to support and promote the literary work of Cypriot writers, the Department awards the State Literary Prizes annually.

1.1.11.1 Award Ceremony for State Literary Prizes

On December 4, 2019, the award ceremony of the State Literary Awards took place at the Pallas Cinema. The awards were presented by the Minister of Education, Culture, Sports and Youth, Mr. Prodromos Prodromou. The award-winning books were exhibited to the public during the event. The following literary prizes were awarded for 2019:

Poetry: Andreas Andis Ioannidis, *Απατρις ύπνος*, To Rodakio publications.

Novel: Stavros Christodoulou, *Τη μέρα που πάγωσε ο ποταμός*, Kastaniotis publications

Short Story or Novella: Maria Avraamidou, *Παρ'ολίγον*, Armida publications

Study (Monograph) or Essay on Literature: Lefkios Zafiriou, *Παραλειπόμενα και συμπληρώματα στη βιογραφία του Ανδρέα Κάλβου*, En Typois publications

New Writer: Artemis Chrysostomidou, *Τα σκυλιά δεν γαβγίζουν στη Γαλλία/Γλυπτική*, To Rodakio publications

Work produced for Young Children: Kyriakos Charalambidis, *Σαλιγκάρι και φεγγάρι*, Kaleidoscope Publications

Work produced for Older Children and Adolescents: Andri Antoniou, *Πού πήγε το γέλιο σου, Ορσαλία*., Patakis publications

Illustrations: Sandra Eleftheriou, *Το κρυφτό*, written by Dimitra Charalambous, Kokkini Klosti Demeni publications

1.1.11.2 Juries

- 1) The Committee for the State Literary Awards consisted of: George Andreiomenos (Chairman), Stefanos Efthymiadis, Stavros Stavrou Karagiannis, Michaela Prinzing and Andreas Chatzithomas.
- 2) The Committee for the State Literary Awards for Children and Adolescents consisted of: Giannis Papadatos (Chairman), Elena Ioannidou, Louiza Mallouri, Maria Michailidou and Marina Rodosthenous-Balafa.
- 3) Book Illustration Awards for Children and Adolescents
The Committee consisted of: Marios Konstantinidis (Chairman), Konstantinos Georgiou, Dimitris Kokkinolambos, Teresa Lamprianou and Omiros Panagidis.

1.1.12 Department of Libraries

1.1.12.1 Library Services (State, Municipal, Community and School Libraries)

Thirty-two (32) libraries of the State Services / Government Departments and thirty-eight (38) Municipal / Community Libraries continue to be supported by the old type ABEKT Library System 5.501.

From 2018, the Library Services of the Cultural Services in collaboration with the Library of Cyprus University of Technology (CUT) proceeded to upgrade the school libraries by creating a Collective Catalog of School Libraries using the KOHA software. Today, 29 Libraries have been included in this system and the number of computerized materials, has increased from 45,870 entries to 65,048 to the end of 2019. The aim of the Library Services is to upgrade the above Libraries.

The staff that operates the School Libraries receives continuous training and technical support from the KOHA support team. Following the completion of the computerization of the Severio Library, the Cultural Services Support Team has undertaken the computerization of the library of the Cyprus Pedagogical Institute and the collection of the library of the Lyceum Kykkos B' in Lefkosia. The support team also undertakes the preparation of library space plans.

The Cyprus Library Network, upgraded and developed by MOECSY in collaboration with the National Documentation Center (NDC), provides access to State Catalogs, Primary Schools, Academic and other Libraries. It is available at <http://www.cln.com.cy/>

1.1.12.2 Elpinikios Library

The library is housed in a privately-owned building in Pallouriotissa, which was donated specifically for this purpose. It commenced operation in April 2001 and continues to serve the local community. The automation of the library's catalogue continues with the ABEKT 5.6 system. As of 2019, it has 1,383 members. At the same time, the library has undertaken the division and 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 the Cypriot literary works.

1.1.12.3 The Libraries Support Group

In addition to the training of library staff, the group annually prepares a list of literary works proposed for the annual State Literature Awards. The organization of the literary archive of the writer Theodosios Nicolaou was completed and digitization is currently in process.

1.1.12.4 Cyprus Library

The operation of the Cyprus Library is governed by the Law 51/87. The Library operates in four different buildings: 1. the Main Building (the Lending Library; the Children's Book Library, the Periodicals Department and the State Publishing Centers are located at this site); 2. the Reading and Information Department and Cataloging Department of the Cyprus Library (housed in the renovated building of the former Faneromeni Library); 3. the offices of the Cyprus Library as well as the European Digital Library "Europeana" are located on the department's premises; 4. the Department of Digitization, 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, and so on.) are housed in the Main Building of MOECSY. 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.

1.1.12.4.1 Siting of a new building for housing the Cyprus Library

MOECSY promotes the siting for the construction of a building to house the Cyprus Library on the premises of the Chancellery (located to the west of the old building of the Ministry of Finance adjacent to Lord Byron Avenue.) The Council of Ministers has already approved the granting of a piece of land of 3000m².

1.1.12.4.2 Information Department - Faneromeni Reading Room

This site has important material for researchers 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.

1.1.12.4.3 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.

1.1.12.4.4 Registration Center (Main Building)

It is responsible for assigning ISBN, ISSN and ISMN for books, magazines and musical scores published in Cyprus.

1.1.12.4.5 Library Cooperation Center (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 (TEL) network.

1.1.12.4.6 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 MOECSY. The separation of the thematic sections of the archive of the theologian Theodosios Nicolaos has been completed and acquired by the department.

1.1.12.4.7 Department of Digital Content Management

A team of trained librarians manages digital material whose content is downloaded to digital repositories and then forwarded to European databases for display and promotion at a European level. At the same time, the Department participates in national and European programmes that are

implemented on a regular basis. Digital content management is based on digitization, documentation, hosting, downloading and digital preservation of material.

1.1.12.4.7.1 Cyprus Library Digital Platform

The Cyprus Library created a digital platform (www.cyprusdigitallibrary.org.cy). It is a digital repository that operates through open source software and provides the ability to manage and host digital collections. At this stage, this digital platform hosts 18 digital collections with a total of 718 items which are documented under the Dublin Core Metadata Schema. In addition, the digital platform supports the possibility of implementing the Open Archives Initiative – Protocol for Metadata Harvesting (OAI-PMH). Aiming at promoting Cyprus at the European level, OAI-PMH allows the transfer of content to European databases, such as the European Digital Library “Europeana”

1.1.12.4.7.2 European Digital Library “Europeana”

The Cyprus Library has been a member of “Europeana” since 2008. Through full harmonization with European policies for the preservation and promotion of cultural heritage, the Cyprus Library implements projects aiming at further enriching the digital cultural collection, in collaboration with “Europeana”. Consequently, the collection is promoted at national and European level. Nationwide projects have been implemented through which more than six thousand digital objects have been downloaded, always utilizing the infrastructure and expertise of both “Europeana” and the staff of the Cyprus Library.

1.1.12.4.7.3 National Aggregator

Based on the regulatory framework governing the transfer of material to the European Digital Library “Europeana” (which was co-signed in 2012 by MOECSY and “Europeana” through the “Data Exchange Agreement”), MOECSY created the necessary infrastructure to successfully implement digital harvesting of material from various cultural heritage institutions. Utilizing OAI - PMH communication protocols provided by the open source software in the context of the operation of the National Aggregator. This infrastructure aims to comply with the regulated schematic provisions of the transmitters and at the same time ensures the quality of the material transported to “Europeana”. This is hosted on the website <http://185.42.35.251:8080/repo> and is managed by the librarians of the Cyprus Library and the department. To date, 28,000 digital items have been transferred to “Europeana” through the National Aggregator. This number is expected to increase due to the participation of more cultural heritage bodies.

1.1.12.4.8 The Book Maintenance Centre (Warehouse)

The Centre was established aiming at preserving the old books and magazines available in the Library.

1.1.12.4.9 Cypriot Bibliography

The Cyprus Library issued the Cyprus Library Bulletin for 2018. The Bulletin, has been published since 1999, and covers the Cyprus' publishing output for each year.

1.2 MUSIC

1.2.1 Musical Events

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, which is one of the most important aspects of the State's public policy on culture.

1.2.1.1 Funding of Bodies, Institutions, Artists and Music Composers for Musical Events in Cyprus

In 2019, subsidies were provided to 18 cultural institutions and seven music ensembles for the organization of music programmes and for the development of musical activities in Cyprus. The total number of subsidized activities was 40.

1.2.1.2 Funding of Bodies, Institutions, Artists and Music Composers for Musical Events Abroad

The Department subsidizes cultural institutions, Cypriot artists and Cypriot artistic groups. In 2019, subsidies were provided to six cultural institutions, five music ensembles and 15 artists for the organization or participation of musical events or festivals abroad. The total number of subsidized activities was 27.

1.2.2 Funding for participation in music conferences and residency programmes abroad

The Department subsidizes Cypriot artists and musicologists for their participation in musical conferences or symposia abroad. In 2019, 10 artists were funded for their activities abroad.

1.2.3 Purchase of digital discs

In support of Cypriot musicians and creators, the Department has established the Digital Purchase Measure. In 2019, digital copies were purchased from three music albums.

1.2.4 Funding of the "Pafos Aphrodite Festival" Organization

First established by the decision of the Council of Ministers (47.222,14/01/1998), the Department continues to provide financial support for the 21st consecutive year. The festival contributes to cultural decentralization, the development of local communities and the strengthening of cultural tourism. In September 2019, Giuseppe Verdi's masterpiece "Macbeth" was hosted in a production of the Bolshoi Academic National Theatre, Opera and Ballet of Belarus at the Pafos Castle.

1.2.5 Music publishing and co-organizing of events

In collaboration with the cultural organization Multi-arts Crossings (MAX), and the support of the American Embassy in Cyprus, the Department presented a contemporary dance "*A Life With No Limits*" in November 2019 in both Lemesos and Lefkosia. Inspired by the work of the famous astrophysicist Stephen Hawking, the performance was created by the Aura CuriAtlas Physical Theater of America with the music of the Cypriot composer Sofia Serghi, a music professor based in the USA. The show combined dance, theatre and acrobatics, narrating without words the determination, passion and humor of the famous astrophysicist who overcame disability with unlimited imagination and knowledge. The play "*The Fool and the World*" was also presented, a work that choreographed the peculiar 22 Tarot cards, in live piano music performed by the composer Sofia Serghi. Along with the performances, music and movement workshops were held, as well as lectures.

1.2.6 Center for Music Research, Innovation and International Networking

Established by a decision of the Council of Ministers in July 2008, the Center for Music Research, Innovation and International Networking (Music Information Center) began operating in order to offer a variety of services to Cypriot composers, musicians, educators, pupils and music lovers in Cyprus. The center is managed by the Cyprus Symphony Orchestra (CSO) and is under the supervision of the Department through the *ex officio* officials who serve on the Board of Directors of the CSO. The center's primary focus is the maintenance of the Cyprus Music Archive. The center collects and maintains the works of Cypriot composers in a user-friendly database. The archive offers the collection of works, along with audiovisual and biographical material and research sources to the general public. In an effort to promote cultural development, the center also provides information related to local music life and spotlights achievements of local artists.

Additionally, the center has been an official member of the International Association of Music Information Center since 2010 and participates in the annual conferences as well as in all its activities, while also holding the position of Chairman of the Board of Directors of the organization since 2018. From March 2016, the center's manager is a member of the Board of Directors of the European Music Council.

1.2.7 Activities of the Center for 2019

1.2.7.1 Preservation and enrichment of the archive of contemporary Cypriot music

As a live, dynamic and functional archive of contemporary Cypriot music, KMP continues its commitment to the following goals:

- 1) Continuation of the recording and cataloguing of the contents of existing files (archive of the Union of Cypriot Composers, archive of the Department, and so on.).
- 2) Communication with individual composers to arrange access to their work.
- 3) Digitization of material in high resolution and storage in digital files.
- 4) Registration of the material in the database of the Center's website and its promotion.

The database of the center's website has been designed to cover the retrieval and promotion needs of modern Cypriot music. The works of Cypriot composers are catalogued on the basis of international practices (FRBR model, Dublin Core system). In addition to collecting, documenting and digitizing existing material, the Center's goal is to foster in the consciousness of Cypriot musicians / creators the need to preserve their works in a functional digital archive, which will enable them to promote their work to the widest possible range of users. Through its website, the center provides the opportunity to Cypriot music artists to promote their work internationally.

1.2.7.2 Development of a Directory of the Cypriot music scene

In an effort to attain the largest possible promotion and provision of information regarding music life in Cyprus, the center proceeded with the creation of a Directory of the Cypriot music scene. This Directory includes information on all individuals, organizations or companies that are active in the music industry of Cyprus. This information relates to contact details as well as a description of the services each offers. The goal is to create a dynamic database that features key information. Along with continual expansion and utilization of the catalogue, the center has begun a mapping programme of the potential of the music scene in Cyprus.

1.2.7.3 Sustainable Careers in the Music Sector (SuCarMuS)

Led by the center, in collaboration with the Institute for Music and Acoustics Research - Hellenic Music Center and the WOMEX International Music Exhibition (WOMEX), SuCarMuS is one of the 10 pilot projects selected from a competitive call for proposals by the European Commission under the programme “Music Moves Europe - Training Plan for Young Music Professionals”.

1.2.7.4 “8th New Music Festival”

The Department, in collaboration with the Center for Cypriot Composers, organized the 8th New Music Festival, from 4 - 9 November, 2019. The festival presented contemporary works by Cypriot and other composers, with most of them in world premiere. Moreover, the following concerts were held, featuring premieres of works by Cypriot composers from: Ensemble Zeitfluss (Austria), Faos Ensemble (Greece) and Synaesthesia Ensemble (Lithuania).

1.2.7.5 “6th Cyprus Jazz & World Music Showcase”

Due to the influence that jazz and world music have exerted in recent years on contemporary Cypriot music, the Department once again supported the 6th edition of this event in November 2019, in collaboration with the center and the Rialto Theatre. Presenting important works, composers and virtuoso musicians of international scope, the event continues its efforts to promote and strengthen composers and musicians living and working in Cyprus. This festival contributes to the interaction between the public, the creators and their music, as well as to the development of collaborations in Cyprus and abroad. Important personalities from the international music scene conducted workshops, representing organizations aiming at developing collaborations in Cyprus and abroad.

1.2.7.6 Participation in conferences and international music exhibitions

In 2019, the center participated in the following symposia:

- 1) International Music Exhibition "World Music Expo 2019": presentation of the work of the Center at a conference entitled “European Agenda for Music” and panel discussion with Barbara Gessler (Education, Audiovisual and Culture Executive Agency-EACEA) and Giambattista Tofoni (Europe Jazz Network).
- 2) Annual Meeting 2019 of the International Association of Music Information Centers (IAMIC) in Tallinn, Estonia.
- 3) World Forum on Music 2019, in Paris, France. The center participated by representing IAMIC, while the center’s administrator had been re-elected for the board.

1.3 VISUAL ARTS

1.3.1 Acquisition of Artwork

In 2018, the Department continued to acquire artwork aiming at 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 has allocated €125,000 for 2019. In 2019, thirty (30) works of art were acquired aiming at enriching the collection of the State Gallery of Contemporary Cypriot Art

1.3.2 State Gallery

1.3.2.1 The State Gallery of Contemporary Cypriot Art (Majestic building)

The State Gallery houses the State Collection of Contemporary Cypriot Art on a permanent basis. The Art Gallery maintains an archive of artists, which includes their biographical data, as well as slides and

photo archives. It also operates an art library, which is consistently enriched with publications from the field of art history and theory, catalogs of major international exhibitions, monographs by important historical and contemporary artists, and so on. The educational programme for Primary Education pupils continued at the State Gallery in 2019, in collaboration with the Department of Primary Education. Over the year, the Gallery has received about 7,000 visitors.

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 building (opposite the Famagusta Gate in old Lefkosia) will serve as the new *State Gallery of Contemporary Art (SPEL)*.

In 2019, the following events were presented:

- 1) "Progress Present: Christoforos Savvas (1924 – 1968)" (January 31 - March 31, 2019):
SPEL was inaugurated on January 31, 2019, presenting a large research exhibition dedicated to Christophoros Savvas (1924–1968), curated by Jacopo Crivelli Visconti. The exhibition was a co-organization of the Department and the Point Center for Contemporary Art in Lefkosia. Through more than 140 works, the exhibition "Early Present" presented the idiosyncratic diversity of Savvas' artistic production, thus paying tribute to a great figure in Cypriot art. The exhibition was held on the occasion of the double fiftieth anniversary related, on the one hand, to the participation of Christoforos Savvas in the historic first presentation of Cyprus at the Venice Biennale in 1968 and, on the other hand, to the death of this important artist in the same year.

The programme of the exhibition included a series of presentations, lectures, discussions and educational programmes, focusing on various aspects of the artist's multifaceted work. Moreover, for the first time, unpublished material from the archive of Savvas' wife, Christine Savva-Duroe, was presented by his daughter, Ghika Savva, and researcher Polina Nikolaou. The exhibition and programme of events gathered a large number of visitors and participants. The event was organized under the auspices of the President of the Republic of Cyprus, Mr. Nikos Anastasiades and lasted until March 31, 2019.

- 2) "What's Old What's New" European Union Prize for Contemporary Architecture - Mies van der Rohe Award 2019 (7 - 25 October 2019). SPEL hosted the exhibition of the Modern European Architecture Awards Mies van der Rohe Award 2019. The exhibition presented the 383 candidate projects submitted to the 2019 European Architecture Competition, including distinguished and award-winning works, and featuring models and audiovisual material. The Mies van der Rohe Award is co-funded by the European Union's *Creative Europe Programme* and is considered the most important award in European architecture. The exhibition traveled for the first time to Cyprus and was co-organized by of the Department and the Cyprus Association of Architects (CAA).
- 3) "2nd Cyprus Printmaking Biennale for Children and Youth" (18 November 2019 – 3 January 2020). The Hambis Printmaking Museum, in collaboration with the Directorates of Primary and Secondary General Education and Secondary Technical Vocational Education and Training of MOECSY, organized at SPEL the 2nd Cyprus Biennale of Engraving Cyprus, curated by Eleni Panayidou. The Biennale aims to spread the art of printmaking and encourage its teaching through a variety of practical applications. It aims to inspire children and young people to get to know this particular art form, introducing them to a multidimensional range of techniques and values. The inauguration and award ceremony of the works of the pupils who participated in this second edition took place on Monday, 18 November 2019. In addition to the award-winning works

of the pupils, the biennale featured an international exhibition of Art Books. The show, curated by Eleni Panayidou and Simoni Filippou, showcased 11 artists from Cyprus, Greece, France, England, Serbia, Australia and America, as well as a film screenings programme entitled "Printmaking and Animation", curated by George Tsagaris.

- 4) "The 40th anniversary of POAK - Pancyprian Organization of Architectural Heritage" (22 November, 2019). Marking 40 years of progress, POAK organized an event at SPEL during which the work of the three notable founders of POAK - Neoptolemos Michailidis, Theodotos Kanthos and Pefkios Georgiadis was presented. These three pioneers contributed to the preservation, promotion and protection of cultural heritage in Cyprus. The accompanying exhibition lasted for three weeks.

1.3.2.3 "International Museum Day 2019"

The celebrations of the International Museum Day 2019 were presented, both at the previous premises of the State Gallery (Majestic and SPEL buildings) and at the new premises of SPEL, starting on Saturday, 18 May, 2019. The Majestic building hosted the event "Fabrics and Imagination!" which included a tour and an educational art programme for parents and children aged 4 - 8 and 9 - 12. The event was inspired by the *yfasmatographies* (textiles) of Christoforos Savvas, in honor of the 50th anniversary of the artist's death. The tour of the Permanent Collection of the Gallery, focusing on Savvas' work, was conducted by the curator and art historian Marina Christodoulidou. The educational programme was carried out by animators Elena Panagiotou and Vasiliki Riala.

On the premises of the new SPEL building, the following events were presented in local collaboration with the "Cyprus International Animation Festival of Cyprus – Animafest Cyprus Views of the World" and curated by George Tsangaris and Gerben Shermer (The Netherlands).

- 1) "The Art of Animation I", a screening of short animated film productions for children and young people.
- 2) "The Art of Animation II", an educational programme/workshop that included the presentation of hand-made techniques for the creation of visual devices for animation, in paper (zoetrope, thaumatrope, phenakistoscope and "flip book"); as the original forms of cinema of the 19th century, they were used to introduce participants to the basic principles of movement and animation.
- 3) "Animation and Contemporary Art I", an art exhibition with video works and installations, dedicated to contemporary Directors who dare to experiment with the boundaries of animation cinema.
- 4) "Animation and Contemporary Art II", a screening of animations film for adults.

1.3.2.4 Establishment of the Museum of Contemporary Art in Cyprus (MOCA Cyprus)

Aiming to preserve, present, interpret and promote Cypriot Art of the 20th and 21st centuries locally and internationally, as well as to establish a fundamental, participatory platform that fosters learning, research and the development of critical dialogue around art and culture, DCS set in motion the procedures for the creation of the Cyprus Museum of Contemporary Art (MOCA Cyprus). In the context of this radical institutional reform, the existing exhibition spaces – the two branches of the State Gallery of Contemporary Art (Majestic and SPEL) in Lefkosa and the Costas Argyrou Museum in Mazotos – are expected to operate under the new organizational structure and legal status of MOCA Cyprus.

In order to determine the most suitable framework for the operation and management of the museum, a specialised study was deemed necessary which was awarded to the Visual Sociology and Museum Studies Lab (VSMS lab) of the Department of Multimedia and Graphic Arts of the Cyprus University of Technology (CUT), after a competition under the Negotiation Process (No. Competition P.Y. 05/17). The contract was awarded in February 2018 and the study was completed at the beginning of 2019. At the same time, the official name "M.O.C.A. CYPRUS" was registered at the Department of Corporate Companies and Official Recipient.

The next stage concerns the preparation of a draft Law, the provisions of which will govern the establishment and operation of MOCA Cyprus. To this end, the Department was referred to the Legal Service of the Republic to approve the provision of specialized legal advisory services, through an outsourcing process.

1.3.3 Promotion of Cypriot contemporary art abroad

1.3.3.1 "58th Venice Biennale International Art Exhibition"

With Ralph Rugoff as the 2019 Director, the 58th Venice Biennale was held from 11 May – 24 November 2019, entitled "May You Live in Interesting Times".

The Cyprus Pavilion presented a posthumous exhibition by Christoforos Savva (1924 – 1968), with emblematic works by the artist, mainly from the 1960s. The exhibition was curated by the Italian-born Jacopo Crivelli Visconti, based in Sao Paulo.

Christoforos Savva is considered one of the most pioneering Cypriot artists of the twentieth century. Having spent a great deal of the fifties in Paris and London, Savvas settled back in Cyprus in 1960 and in a relatively short period of time produced an impressive and highly diverse body of work, ranging from paintings to sculptures, experimentation with wire, cement and remnants of fabric, apart from forays in the field of furniture design and architectural interventions.

In 1968, a few weeks before his untimely death, Savva was among the artists representing Cyprus in its inaugural Pavilion at the 34th Venice Biennale. Bringing his work back to Venice is not merely a due homage to a major figure in Cypriot art, but an opportunity to reflect, fifty years later, on the processes that have shaped the post-independence image of the new state and the course of its art.

The exhibition of Savva's work at the Cyprus Pavilion in Biennale Arte 2019 was part of a long-term research project on the artist's legacy and the ways in which the main themes observed in his life and work continue to reverberate in local and international artistic production. The project's first iteration was a large-scale survey exhibition housed at the recently renovated modern building of the State Gallery of Contemporary Art – SPEL, Lefkosia. Beyond the ongoing research process, the two exhibitions were linked together through a series of publications on the artist in collaboration with Hatje Cantz and Bom Dia Boa Tarde Boa Noite, with essays by Jacopo Crivelli Visconti, Aram Moshayedi, Maria Panteli, and Polina Nikolaou.

The participation of the Republic of Cyprus at Biennale Arte 2019 was co-organised by the Department and Point Centre for Contemporary Art, Lefkosia. The proposal for the Cypriot representation was endorsed by the Advisory Committee for the Selection of Artists and Works of MOECSY, comprising a number of independent art professionals in Cyprus. The Cyprus Pavilion project was realised through a collaboration between the Cultural Services of the Ministry of Education, Culture, Sport and Youth and Point Centre for Contemporary Art. For the second

consecutive event, the Cyprus Pavilion was hosted at the Associazione Culturale Spiazzi, in the Arsenale area of Venice.

1.3.3.2 Participation in the activities of the Association Internationale pour la Biennale des Jeunes Créateurs de l'Europe et de la Méditerranée (BJCEM)

The Department represents Cyprus in the BJCEM network, as a member of the the organizing body of the institution Biennale des Jeunes Créateurs, (BJCEM), which is an international network that currently lists about 85 members (Governmental Bodies, Local Government Bodies, Museums of Contemporary and Modern Art, Institutions and Cultural Organizations of the wider Euro-Mediterranean region) in 25 countries. BJCEM was founded in July 2001 to promote the cross-cultural relationships of young creators across political, social, economic and narrow geographical boundaries.

As part of BJCEM's network participation, Cyprus took part in the cross-sectional festival “World Event Young Artist-City Take Over (WEYA 2019)”, organized in February 2019 in Nottingham by UKYA (UK Young Artists), BJCEM's partner in the UK. Selected by the curators of the Festival, en.act (Elena Kallinikou, Marina Makri and Dimitris Heimonas) represented Cyprus with their performance “Date, Time, Location” in the category of Performing Arts.

Additionally, during the year 2019, Cyprus hosted the following programmes which were implemented under the auspices of BJCEM:

- 1) The five-day performance/dance workshop “BoW (Bodies of Work)” sponsored by the Department and the Contemporary Dance House of Limassol, was conducted under the artistic supervision of: Alexis Vassiliou (curator) and Alessandro Castiglioni and Simone Frangi (consultants) from October 2 - 6, 2019 at the Municipal Art Center "Papadaki Warehouses" in Lemesos and was attended by 11 artists from various European countries.
- 2) The research laboratory for young curators "A Natural Oasis?", also took place in Lemesos in parallel with the BoW workshop. Seven young curators from St. Marino, Greece, the United Kingdom and Cyprus worked under the mentoring of Alessandro Castiglioni and Simone Frangi. The curators and their mentors formed the curatorial team that prepared the concept paper for the forthcoming “19th European and Mediterranean Young Creators Biennale (MEDITERRANEA 19)” which will take place in 2021 in St. Marino under the title "School of Waters".

1.3.3.3 Funding of activities of Cypriot artists abroad (presentation of solo exhibitions, participation in established and *ad hoc* art events and participation in artist hosting programmes “residencies”)

In addition to organizing the official state participations, the Department subsidized Cypriot artists for the presentation of art exhibitions abroad and for their participation in important international art events and group exhibitions: the solo exhibition of the visual artist Marianna Christofidou at the Museum of Contemporary Art of Bucharest under the title “Days in Between” and the participation of the visual artist Melina Nikolaidou in the 13th Cairo Biennale deserve particular mention.

Additionally, participation was made within the framework of the TRANSIT programme by several local artists. TRANSIT supports the mobility of artists in Europe and internationally while encouraging the networking and development of collaborations. The following artists were supported for their participation in Art Guests / Residencies: visual artist Marina Xenofontos in the acclaimed Rijksakademie Residency Programme in Amsterdam and performer Dimitris Heimonas in the Ashkal Alwan Residency Programme in Beirut.

1.3.4 Funding for the Chamber of Fine Arts (E.KA.TE) and Other NGOs in the Visual Arts Sector

The Department provides funding for the activities of E.KA.TE, as well as other NGOs which collectively represent groups of creators, both professionals and amateurs, such as the Society of Cypriot Printmakers, the Association of Graphic Designers and Iconographers and the Pancyprian Union of Potters-Ceramists. During 2019, institutions such as the Hambis Printmaking School-Museum, the Pieridis Foundation, the non-profit company Undo Point Contemporary Arts, the NeMe Cultural Association and the "EX ARTIS" Cultural Movement were awarded for their activities.

1.3.5 Art Photography

Within the framework of the policy to support artistic photography, the Department also subsidized the activity of the "Association for the Artistic Photography" (FOTODOS) as well as the non-profit organization "International Association of Photography and Theory" (IAPT).

1.3.6 Co-organizing exhibitions with other bodies

In the framework of its policies for the development of the visual arts sector, the Department cooperates with various art organizations for the presentation of events. In 2019, the Department and the Municipal Arts Center of Lefkosia, in collaboration with the Pieridis Foundation, co-organized the first retrospective exhibition of the internationally renowned Cypriot designer Michael Anastassiades.

1.3.7 Enrichment of public buildings with works of art

Established by the 2009 law [*Minimum Mandatory Enrichment of Public Buildings with Works of Art (Procedures and Obligations)*] [N. 57 (I) / 2009] every government agency (including Legal Entities under Public Law) has the responsibility to announce a public tender for the enrichment of the public building used by the institution with works of art for either permanent housing or as a temporary feature. In 2019, the Theatrical Organization of Cyprus announced a tender for the installation of a work of art in the new building of the organization in Lefkosia. The competition is expected to take place in 2020.

1.3.8 Creation of the Lemba Cultural Village

In April 2016, an open architectural competition for the creation of a cultural area in Lemba village was announced. The competition culminated in July 2016 with the selection of a total of 40 entries of the proposal of the consortium SCZS ARCHITECTS (architects Spyros Spyrou, Haris Christodoulou, Angeliki Zissimopoulou and Haris Solomou).

The project incorporates the existing buildings used by the Cyprus College of Arts - founded and run by the late artist Stas Paraskos - and will undertake, in its full development, the organisation of workshops for artists, workshops for educational programmes for primary and secondary education pupils, and accommodation hostels. During 2019, the preparation for construction works has been completed and the announcement of the relevant tenders is expected to take place in 2020.

1.4 DANCE

The Department supports in various ways the development of dance in our country through activities, events and programmes.

1.4.1 Main objectives

The Department's development policy in the field of dance are to:

- 1) Support research and artistic creation by encouraging both group and individual initiatives.
- 2) Stimulate public interest in dance through proper training and information.
- 3) Promote youth education in classical and contemporary dance.
- 4) Encourage artistic potential in the field of dance in Cyprus and abroad.
- 5) Inspire 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 the field.

1.4.2 “Contemporary Dance Platform”

Since its establishment by the Department in 2001, the platform has grown into an annual choreographic institution. It continues to create and present to the public new works of contemporary dance. Within this specially organized context, choreographers working in Cyprus have the opportunity to experiment with new forms of expression and to create new works through the platform. Participants were expanded, as well as mentoring was integrated into the process of preparing the project for all young dancers. The "New Choreographer Award" was also introduced.

The Department collaborated with the Rialto Theatre in Lemesos for the organization of the 2019 event Performances which took place between 1 - 3 November 2019 at the theatre. The main programme of the platform was framed by a series of parallel events organized by the Lemesos Contemporary Dance House, under the general title “Dance Throughout the Year”. The "New Choreographer" award for 2019 was given to Panos Malaktos for the work "Hire me, Please".

1.4.3 “Contemporary Dance Festival of Cyprus”

On the Department’s initiative, 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 Theatre and embassies in Cyprus.

The 22nd edition of the festival took place between 11 - 30 June 2019 and was attended by representative dance groups from the following countries: Switzerland, France, Greece, the Czech Republic, Germany, the United Kingdom and the Netherlands. The performances took place in Lemesos at the Rialto Theatre. Cyprus was represented by the work “Tamata” by Fotis Nikolaou, a work that had been subsidized in the framework of the programme “Strengthening the Creation and Research in the Dance Sector - Terpsichore 2018”.

1.4.4 “Terpsichore Programme”

The “Strengthening Creation and Research in the Dance Sector - Terpsichore Programme” aims to support choreographers for new productions and research in the field of contemporary dance. In 2019, four choreographers and contemporary dance groups were funded for research and production of their new projects:

- 1) Arianna Oikonomou (Echo-arts): “Sketching a Dance - The World of Cyprus with Women”.
- 2) Milena Ugren Koulas: “Have Nothing to Say”.
- 3) Evi Dimitriou (In Action): “Fountains of Mojitos”.
- 4) Elena Antoniou: “Wish”.

1.4.5 Funding 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 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 2019, funding was approved for 38 applications for activities submitted by dance groups, dancers and choreographers. Fourteen institutions were awarded for activities carried out in Cyprus and abroad.

1.4.6 Grants for groups and individuals

The Department funded seven groups and individuals for activities carried out in Cyprus and abroad.

1.4.7 Support 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: .pelma. Lia Haraki, the Lefkosia Dance House, the Lefkosia Youth Ballet and the Cyprus Dance Association for hosting / domain rights / website upgrade-maintenance, and the Lemesos Dance Network and the European Dance Network to cover Annual Meeting for its representation in the work of the Aerowaves Dance Network, in which it participates as a member.

1.4.8 "Summer Dance Festival by the Cyprus New Movement"

For the 16th consecutive year, the festival featuring Cypriot Dance Groups, Dancing, and Choreographers was organized in Lemesos from 21 - 27 July 2019. Subsidized by the Department, the festival is organized at various venues around the city. Participating in this year's event were the following groups and choreographers: Lia Haraki (.pelma. Lia Haraki), Andria Michailidou, Suzana Fiala, Roula Kleouvoulou (Dance Group Five) and Evi Panagiotou (aRttitude).

1.5 FOLK CULTURE / CULTURAL HERITAGE

The Department 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.

1.5.1 Funding and Support of the new CULTURE programme

For 2019, subsidies were provided under the new programme 'CULTURE: Sub-programme Folk Culture - Support activities for the preservation of the Intangible Cultural Heritage and Traditional Culture.'

- 1) Funding of traditional music and dance groups regarding their participation in events of a traditional nature in Cyprus and abroad.
- 2) Funding of dance teachers and scholars to attend seminars and participate in International Conferences in Cyprus and abroad.
- 3) Funding of community festivals in rural areas, with a view towards cultural decentralization.
- 4) Support artists of the Shadow Theatre

The following groups were funded for 2019: Lemesos Folklore Club, Lemesos Cultural Dance Group "Dionysos", Vassilitsa Cultural Club and "Alexandra" Traditional Dance Workshop. The following institutions were also supported: International Children's Festival of Folk Dances of the Lemesos Folklore Group and the Lemesos Cultural Dance Group "Dionysos".

1.6 THEATRE

The main objectives of the Department in the field of theatre are the development of 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 through organization of theatrical performances, theatrical workshops and other events by various actors. The Department supports these efforts, which serve as potential incubators for young talents and important artistic creation. This year the grants were made under the new CULTURE programme: Theatre Sub-Programme - Support for Theatrical Creation and Development. This year, teams and individuals have shown great interest in participating in activities abroad, thus contributing to intercultural dialogue and building a bridge of communication with the outside world.

1.6.1 “Ancient Greek Drama Festival 2019”

The 2019 festival featured a diverse programme of performances, offering reduced entrance prices to performances both to the general public and friends of the festival. The significant increase in ticket receipts both in Cypriot performances and in foreign productions proves the successful run of the festival, supporting its enlargement and establishment as one of the most important cultural institutions of Cyprus.

The festival took place from June 28 to July 27, 2019. It presented a diverse programme of performances, by embracing the innovative through the timelessness, the modern through the ancient, expanding its audience with both local and foreign spectators, with the sub-titling of performances in Greek and English, bringing artistic creation closer to society, touching on the broader strata of theatre, by supporting creative expression of Cypriot thespians, while opening constructive dialogues with other countries. It hosted performances by local and international theatrical groups, highlighting the diversity troupes and characteristic idioms. This year's 21st edition of the festival presented five theatrical productions in 11 performances, the productions of which hailed from Greece, Italy, Slovenia, Spain, and Cyprus.

The festival opened with the performance “Trojans” by Euripides of the National Theatre of Slovenia at the Ancient Conservatory of Paphos. This was followed with performances by: Euripides' “Hippolytus”, a co-production of Maltravieso Teatro and La Almena Producciones from Spain, “Lysistrata” by Aristophanes from the Istituto Nazionale del Dramma (INDA) of Italy, and “Euripides” from the State Theatre of Northern Greece.

1.7 INTERNATIONAL FESTIVAL "KYPRIA 2019"

The International Festival "Kypria 2019" was organized in September and October with great success in which 14 productions from Cyprus and abroad were presented in a total of 40 performances, with actors from Austria, France, Germany, Greece, Switzerland, the USA, and Cyprus. With the aim of drawing up a unique and interesting programme, the festival's artistic Director made proposals to notable organizations and artists, accepted proposals from them and proposed specific artistic synergies. For the fourth year running, the festival hosted special performances for children. Performances were offered with free admission for the public for the fifth consecutive year, continuing initiatives of recent years that aimed to make public access to the festival more attractive.

1.7.1 Programme of the 2019 festival

Theatre

“Broken glass” (*Σπασμένο γυαλί*), with Panagiota Vlanti / Yiannis Vouros et al. (Greece)

“Lorenzaccio” (*Λορεντζάτσιο*), directed by Yiannis Iordanidis, (Cyprus)

“The Comedy of Errors” (*Η Κωμωδία των παρεξηγήσεων*), directed by Katerina Evangelatou (Greece)

“Julius Caesar – Spared Parts”, by Romeo Castellucci (Italy)

Dance

“KA-F-KA”, with Mehdi Farajpour, (France - Iran)

Music

“Songs of the Interwar Period” (*Τραγούδια του Μεσοπόλεμου*), with Evi Kapatai and Evangelia Mournouri (Greece/Cyprus)

“Tierney Sutton Band”, featuring Tierney Sutton (USA)

“Pictures of Vienna” (Cyprus - Austria)

“Andrei Gavrilov, piano recital” (Switzerland)

Dance - Music

“Peer Gynt”, with Fotis Nikolaou, Manolis Neophytou, Annita Tomasevic et al. (Cyprus)

Children/Family

“The Arrow That Does Not Hurt” (*Το βέλος που δεν πληγώνει*), directed by Marios Theocharous (Cyprus)

“Paper tale”, with Maayan lungman, (Germany/Israel)

Open to the public (No admission fee)

“Threttanelo” (*Θρεττανέλο*) by Dimitris Baslam (Greece/Cyprus)

“Art Your Service” by Lia Charaki (Cyprus)

1.8 CINEMA

1.8.1 Objectives

The Department of Cultural Services, being aware of the power of cinematographic art, its importance in shaping modern societies, its enormous cultural and intercultural value, and the multifaceted benefits it can offer to a country's economy and market, has displayed significant activities in various aspects, such as film production, film education, vocational training and the provision of incentives for foreign productions.

1.8.2 Film 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 for 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* (7); *Development of Writing a Fiction Film Script* (9); *Short Film Production* (13). Completed during 2019 were one feature-length fiction film, four short films, and one documentary. In progress are 10 short films and two animated films. There are three feature films in the final production stage while shooting of one feature-length

fiction film has been completed. Four feature-length films were prepared to shoot while three documentaries were in the process of shooting

1.8.3 Accolades at Festivals

This year has been particularly important for the Cyprus Cinema, with a large number of awards and participations in international film festivals. Several films from 2018 continued their course at various festivals in 2019, among them Marios Piperidis' "*Smuggling Hendrix*", Sotiris Christou's "*Small White Envelopes*", Simon Farmakas' "*Sunrise in Kimmeria*", and Longinos Panagi's "*Clementine*".

1.8.3.1 Awards

"Panhellenic Association of Cinema Critics Association 2019"

This year's results are a great success for Cypriot cinema. Marios Piperidis' "*Smuggling Hendrix*" won 1st prize and Tonia Misiali's film "*Pause*" came 4th.

"Hellenic Film Academy"

"*Smuggling Hendrix*" was nominated in five categories and won the 1st prize in the script category.

"60th Thessaloniki International Film Festival"

"*The Siege on Liperti Street*" by Stavros Pamballis won a total of 5 awards.

"Firenze Film Festival 2019"

Longinos Panagis' film "*Clementine*" received the award for best film.

"17th Cyprus Film Days International Film Festival "

"*Smuggling Hendrix*" won three awards: Best Cypriot Film Award, Audience Award and Student Critics Committee Award. The Best Director Award went to Sotiris Christou for "*Small White Envelopes*" while Antonis Katsaris received the award for best Cypriot actor for his work in the same film.

"8th International Short Film Festival of Cyprus (ISFFC) 2019"

At the National Competition Department, the 1st Prize for Best Cypriot Film was awarded to "*Wax and Feathers*" by Marios Lizidis. The 2nd Prize was awarded to "*Tropical Dreams*" by Vangelios Soumelis, while the Dinos Katsouridis Best Director Award was awarded to Marios Lizidis.

"Drama Festival 2019"

Three Cypriot films participated: two co-productions funded by MOECSY and an independent production. The independent film "*Confession*" by Andreas Sheittanis received the award 'ThisisEU-European Values'.

Jaipur International Film Festival

Dina Papadaki's film "*Off Guard*" won the Best Actress Award.

"AnimaFest Cyprus"

Maria Pavlou's "*Dragon Recipes*" won the 1st Prize.

"Thessaloniki Animation Festival (TAF)"

"*Dragon Recipes*" won the Best of TAF Kids Award.

1.8.3.2 Participation

Pavlou's "*Dragon Recipes*" participated in five festivals in Europe and South America while the documentary "Kinyras: the cherished priest of Aphrodite" participated in the first screening of the "2nd Festival of Archaeological, Ethnographic, and Historical Documentary of Cyprus".

1.8.4 Showcasing of Cyprus Cinema

Several recently-released Cypriot films continue their course in special film tributes organized by the Embassies of Cyprus in various countries of the world. Notably, Adonis Floridis' film "Rosemarie" opened the "Month of Francophonie" in Cyprus and was screened in French-speaking member states of the European Union.

To promote Cyprus as a shooting location and to showcase Cypriot films and co-productions, the Department maintains a stand at the "International Drama Short Film Festival", at the Thessaloniki, Cannes and Berlin International Film Festivals, as well as the "Short Film Festival Clermont-Ferrante" and the "International Animation Festival" in Annecy.

1.8.5 Incentives for Foreign Productions

The "Economic and Tax Mobilization Programme", aiming at further developing domestic cinema, attracting foreign filmmakers to Cyprus and awakening the interest of private companies (foreign and local) to invest in the audiovisual sector, has been implemented for the first time. The first film to be included in the programme was "*Jiu-Jitsu*", starring Nicolas Cage. Filming was completed in late 2019 and the film is expected to be released in 2020.

1.8.6 International and other Cinema Festivals

1.8.6.1 "17th Cyprus Film Days International Film Festival "

The festival is organized by the Department and the Rialto Theatre. In 2019 it was held for the 17th consecutive year, from 12 - 20 April in Lemesos (Rialto Theatre) and Lefkosia (Zina Palace Cinema). The two main programmes of the festival this year were Glocal Images (National and International Competition Department) and Viewfinder (Views on Contemporary International Cinema). All Glocal Images and Viewfinder films were premiered in Cyprus.

The three-member Artistic Committee, responsible for the selection of the films, the preparation of the screening programme and the parallel events was comprised by the Director Tonia Misialis, Dr. Costas Konstantinidis, and the Director Mario Stylianou. The non-competitive section of the Viewfinder Festival included films selected by the Artistic Committee that had been screened during the festival year, with the common feature of appealing to the creation and promotion of critical thinking.

For the fifth year in a row, the programme of the Children's Film Festival continued with film screenings and workshops. The Artistic Director of the Children's Programme was the Director Petros Charalambous. The five-member Jury was again composed of important personalities from the international and domestic film industry:

1) Udo Kier, Chairman of the Jury. The German actor has a long list of leading roles in "art house" movies, "cult" horror / thriller movies and commercial success ("*Blade*", "*End of Days*", "*Armageddon*", "*Johnny Mnemonic*", "*Adventures of Pinocchio*"), but also popular music videos. He has worked with Directors such as Lars Von Trier, Paul Morrissey, Miklos Jancso, Rainer Werner Fassbinder and Dario Argento.

- 2) Hayet Benkara, Festival Planning Manager / Sales Agent (France/Canada)
- 3) Christos Georgiou, Director (Greece/Cyprus) ("*Happy Birthday*", "*Small Crime*", "*Under The Stars*")
- 4) Sarah Adler, actress (France/Israel) ("*Foxtrot*", "*The Cakemaker*", "*Notre Musique*")
- 5) Lisa Tsouloupa, set designer (Cyprus) ("*Sunrise in Kimmeria*", "*Family Member*")

1.8.6.1.1 Glocal Images International Competition Awards:

Glocal Images Best Picture Award

For the realistic way in which she gives voice to a silenced community by skilfully outlining the 'presence' of absence, the Best Picture Award (€ 6,000) was awarded to Beatriz Seigner's "*Los Silencios*".

Glocal Images Critics Committee Award

The Special Jury Prize (€3,000) was awarded to Bora Kim's "*House of Hummingbird*" for the way she manages to take the viewer on an inward journey of hope and despair with sensitivity and quality. The Director from South Korea was present and received her award from the Head of the EU Delegation in Cyprus, Mr. Ierotheos Papadopoulos.

Best Director Glocal Images Award

The Best Director Award (€1000) was awarded to Dominga Sotomayor for her film "*Too Late To Die Young*".

Honorary Distinction

For her convincing and excellent performance, an honorary distinction was awarded to Marleyda Soto for her performance in "*Los Silencios*" by Beatriz Seigner.

1.8.6.1.2 Awards of the National Competition Section

The Best Cypriot Film Award (€4000): Mario Piperidis' "*Smuggling Hendrix*".

The Best Cypriot Director's Award (€3500): Sotiris Christou for his work in "*Small White Envelopes*".

The Best Cypriot Actor Award (€500): Antonis Katsaris for his work in "*Small White Envelopes*".

Cytavision Audience Award (€1000): Mario Piperidis' "*Smuggling Hendrix*".

Student Jury Award: Mario Piperidis' "*Smuggling Hendrix*".

Honorary Award: Udo Kier, for his career and as president of the 2019 Jury.

1.8.6.2 "8th International Short Film Festival of Cyprus (ISFFC) 2019"

ISFFC serves as the official international competition for short films in Cyprus. The 8th edition took place at the Rialto Theatre from 12 - 18 October 2019, organized by the Department and the Rialto Theatre. The programme included 40 films in its International Competition Section and 11 films in the National Competition Section, as well as 7 parallel programmes.

The five-member jury comprised of important personalities from the field of international cinema:

- 1) Jury President Miguel Dias, Artistic Director of the "Curtas Vila do Conde International Festival" (Portugal)
- 2) Alen Munitić, Artistic Director of the "Mediterranean Film Festival Split" (Croatia)
- 3) Angelique Muller, Program Manager of the "Valletta Film Festival" (Malta)
- 4) George Zois - Director / Producer (Greece)
- 5) Myrsini Aristeidou - Director (Cyprus).

For 2019, the National Competition Section featured eleven Cypriot films for 2019, a rather significant number of films for our country's developing film industry.

1.8.6.2.1 International Competition Section

1st Prize for Best Short Film (€4000): Bogdan Muresanu's *"The Christmas Gift"* (Romania)
Best Director Award (€2500) : Meryam Joobeur's *"Brotherhood"* (Canada/Tunisia/Qatar/Sweden)
2nd Prize for Best Short Film (€1500): Carlota Oms' *"Adalmandrina"* (Spain)
Best Documentary Award (€3000): Ismael Joffroy Chandoutis' *"Swatted"* (France)
Honourable Mention: Nadja Andrasev's *"Symbiosis"* (Hungary)
Jury Nominee to the European Academy of Motion Picture Arts and Sciences 2020 in the Short Film Category:
"In Between" by Director Samir Karastin Fehoda

1.8.6.2.3 National Competition Awards

1st Prize for Best Cypriot Short Film (€4000): Mario Lizidi's *"Wax and Feathers"*
2nd Prize for Best Cypriot Short Film (€2500) : Vangelios Soumeli's *"Tropical Dreams"*
The Dino Katsourides Best Direction Award : Mario Lizidi's *"Wax and Feathers"*
Best Cinematographer Award: Yiorgos Rachmatoulin for his work in Soumeli's *"Tropical Dreams"*
Best Acting Award (€500): Alexandra Hasani for her performance in Soumeli's *"Tropical Dreams"*
Honourable mention: Savvas Stavrou's *"Φιστίκια Αιγίνης"* ("Pistachios from Aegina")
Best Music Video: "Amaze Me" in "No Games" by Rayn Magic.

1.8.6.3 "The Drama Festival Travels to 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 Film, highly favored by young filmmakers.

1.8.6.4 "12th European Short Film Festival 'Short Matters!' "

The Department, the European Film Academy and the ARTos Foundation, in collaboration with the Cyprus University of Technology (TEPAK), held the festival for the twelfth consecutive year in Lefkosia from 26 - 28 September and from 29 - 30 September 2019 in Lemesos. Through the programme "Short Matters!" the European Film Academy's short films are screened. These films have been nominated for distinction by the academy. The festival is among the fifteen most important short film festivals in Europe.

1.8.6.5 "Alternative Cinema Images and Aspects Festival"

An initiative of the Department, in collaboration with the non-profit organization Brave New Culture, the festival was held from 18 - 24 February at the "Textile Book Club". This initiative, which has been going on for the last seventeen years, has met great success. The festival continues due to popular demand of the Cypriot public, serving as an event fostering cinematography in its most multidimensional form. In past years, retrospective tributes to many other great creators had been given, whose common denominator is the exploration of the aesthetic and formalistic possibilities of audiovisual art and overturning academic film writing.

The 2019 festival included the following seven programmes:

- 1) "Guy Maddin: Stories from Old Cinema"
- 2) "Laura Mulvey: Visual Enjoyment and the Women's Look"
- 3) "Masaki Iwana*: No Rules: Body, Reality, Memory and Imagination"
- 4) "Acting Simultaneously with Reality: Jean Rouch's Participatory Ethnography"

- 5) "Eva Stefani *: Invisible Lives, Long Voices - Aspects of the Real"
 - 6) "Christina Papakyriakou: An interactive Live Image Game"
 - 7) "Tactile Visions: The work of McLaren, Brakhage, Lichter"
- *event held in the presence of the Director*

1.8.6.6 Summer Movie Marathon 2019

The response of the Cypriot and foreign public to the projections of the Summer Movie Marathon was also significant this year. Organized for the 21st year by the Department and Theatro One, in collaboration with the Friends of Cinema Group, the annual event took place at the oldest functioning summer cinema in Lefkosia, the "Constantia" cinema between 10 July - 8 September 2019. Some of the films screened this year were: Golden Globe nominee, Cannes awarded and Oscar winner for Best Foreign Language Film "Roma", Oscar nominated films "Capernaum" and "The Insult", and the 2018 Cannes Palme d'Or winner "Shoplifters".

A Cypriot-produced film was also presented: "The Sphere Exists Inside Me" directed by Petros Charalambous and written by Anastasia Tsami. Greek-produced films were also included: "Too Much Info Clouding Over my Head" directed and written by Vassilis Christoflakis and "Holy Boom", directed and written by Maria Lafi.

1.8.7 Funding and Other Actions

In addition to the above, the Department subsidizes the following institutions and annual events:

1.8.7.1 Funding of Cinema Clubs/Cultural Institutions

Film clubs are sponsored to organize tributes to national cinemas and screenings from the classic and contemporary quality cinema. At the same time, cultural organizations that promote cinema education and aesthetics are also subsidized.

1.8.7.2 Funding of activities of the Union of Directors of Cyprus aiming at vocational training

Three masterclasses were sponsored by the Department:

- 1) "Film (making): Art of Emotions", with Anna Wydra (29 September)
- 2) Director Renaud Bertrand (October 25 - 26)
- 3) Award-winning editor George Lambrinos (November 2)

1.8.7.3 "14th International Documentary Festival of Lemesos"

The anticipated film event of the summer season, the festival was held from 1 - 8 August 2019 at the Evagoras Lanitis Center. In the 14th edition of the event, some of the best creative documentaries from Cyprus and the world premiered in Cyprus. Documentary films that highlight issues related to (and defining the life of) the modern citizen of the world were again at the center of the screening programme this year, while discussions with guest artists, music events, DJ sets and open air parties gave a very summery atmosphere for cinephiles. The festival is organized by Brave New Culture and is supported and funded by the Department, with the support of the Evagoras and Kathleen Lanitis Foundation.

1.8.8 Development of Rural Cinema

The Department, in the context of the development of outdoor cinema, conducted the following activities:

1.8.8.1 Enhancement of rural theatres

On a yearly basis, through a special programme of the Department, rural theatres are supported in their output of cultural activities.

1.8.8.2 Projection of Cypriot and European films

Viewing Cypriot and European films in rural areas is promoted by the Department through regional municipalities.

1.8.8.3 “18th International Animation Film Festival ‘ Views of the World’ ”

The non-profit organization "Views of the World", in collaboration with the Hambis School of Printmaking and the ASIFA International Organization, organized the festival. Over the past 12 years, the festival has travelled to many cities and villages, with a view towards cultural decentralization by offering an animation experience to the ex-urban population of Cyprus.

Within the framework of the festival several events were held, among them exhibitions of the works of Max Andersson (Sweden) and Liu Yi (China). "Animation and Contemporary Art", in collaboration with Dutch curator Gerben Schermer, featured Liu Yi, as guest artist who is represented by the famous Shagaiart Gallery.

The International Competition Section included a selection of short films by professionals and students from around the world, while the National Competition Department - which is screened alongside top films from around the world - aimed, as every year, at supporting and promoting local films, producers, as well as encouraging Cypriot Directors to network locally and internationally. The festival was attended by a wide audience, along with several Directors whose films were screened in the festival's competition programme.

The jury of internationally renowned professionals included Pierre Herbert (National Film Board of Canada), Liu Yi (Shagaiart Gallery, China) and Director Petros Charalambous (Cyprus). They were awarded several prizes and distinctions, most notably to the Cypriot film "*Magic Molly*" by *Maria Pavlou*.

For the past 12 years, the festival has gained international recognition and collaborates with major foreign festivals in the international community of animation. The festival has been part of the UNESCO ASIFA since 2013.

1.8.8.4 Animation for Children and Young People

The development programme "*Animation for Children and Young People*" takes place every spring, starting from Lefkosia, with the intention to travel to other cities. The 2019 edition aimed at children and young people, as well as teachers and parents who are interested in expanding their knowledge in the art of animation.

This activity is organized with collaborators from Primary and Secondary Education as well as from the Cyprus Pedagogical Institute and includes exhibitions, workshops and seminars in the visual arts and animation cinema techniques, having as guides experienced writers / screenwriters, artists, teachers, and Directors. Emphasis is placed on pupil workshops from primary and secondary schools and on the training of teachers in animation. In the second edition, educational programmes were held for a week with visits from 10 primary schools of public and private education, a three-day workshop with the participation of 13 schools from secondary education as well as a seminar with 40

teachers in collaboration with POED. Additionally, during the event, two programmes of children's animated films were screened. Children, parents and teachers as well as young people voted for the Best Film Award.

The main goal of the programme is to transmit the art of animation to Cypriot education and give children the opportunity to use age-appropriate educational strategies used in the animation production process. Laboratories help children communicate, using a wide range of visual messages, thus developing their creativity.

1.8.9 Cooperation with bodies and networks of the European Union

In 2019, the Cinema Section of the Department developed a more extensive collaboration with the following institutions and networks of the European Union that deal with the audiovisual sector:

1) European Audiovisual Observatory

Collaboration with the Observatory for the submission of national audiovisual data for the Yearbook of the Observatory for 2018. The collection of European data from the Observatory, through the detailed annual Questionnaire, and in cooperation with other Member States and other non-European countries, allowed for greater analysis of country-by-country levels of production for feature films, short films and documentaries, and state funding levels, and trends for European and non-European films.

2) European Film Agency and Research Network (EFARN)

The 17th Annual Assembly of EFARN was held in Prague from 10 - 11 October, attended by the Department as the official representative of MOECSY. The conference was attended by 42 representatives from 32 organizations from member countries. The Department also collaborated in the preparation of the draft questionnaire for "Gender Statistics-Development of a Common Methodology" (June 2019) and in the final edition (October 2019).

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 2019, 14 cultural institutions were subsidized with a total amount of €95.537.

1.10 PROMOTIONAL NEEDS, COMMUNICATION AND INTERNATIONAL NETWORKING - SUBSIDIES OF BODIES AND INSTITUTIONS

Through the scheme "*Support for Cultural Institutions to Address Communication and International Networking*", the Department subsidizes cultural institutions to cover part of the annual demands for marketing, communication and networking. For 2019, the available credits amounted to €20,000.

1.11 REGIONAL CULTURAL DEVELOPMENT

1.11.1 Cultural Decentralization Programme 2019

The aim of the programme is to promote cultural decentralization through a series of qualitative activities taking place in rural communities. The implementation of the programme aims at hosting activities to promote, cultivate and disseminate culture and provide opportunities for acquaintance, understanding, participation and creation in as wide a range of rural areas as possible. It also encourages the mobility of artists and other professionals as well as their artistic work and finally the formation of an artistic perception and a sense of both the position of the artist and the viewer's

position. The programme of events for 2019 traveled to more than 40 rural communities from 28 June to 13 October, presenting 14 productions, which included theatre performances, concerts, music workshops, dance performances, art exhibitions and cinema projections.

1.12 SUPPORT PLAN FOR CULTURAL ACTIVITIES OF RELIGIOUS GROUPS

The plan, first implemented in 2019, aims to form the basis for targeted financial support to be provided to activities in the Cultural Sector, generated from the religious groups of Armenians, Latins and Maronites. Specifically, the implementation of the plan aims at the development and adoption of a stable and appropriately shaped financial tool for the financial support of significant activities, implemented by the offices of the Representatives of these three religious groups. Therefore, its implementation is directly related to the pursuit of establishing a capable and effective means of disposing, through transparent procedures, of the required financial resources for the timely and effective financing of activities that have substantial scope, result and importance.

For the first year of the implementation of the plan, activities were approved and funded for the following offices:

Office of the Representative of the Religious Group of the Armenians

- 1) Teaching Armenian Traditional Dances and annual presentation to the Armenian Community.
- 2) Armenian Children's Dance Group Art School "Nanor"

Office of the Religious Representative of the Latin Group

- 1) Tribute to the memory of Armando Giozefen, entitled "Cypriot Song, Painting and Aeromodelling: A Celebration for Armando Giozefen"

Office of the Representative of the Religious Group of the Maronites

- 1) Presentation of the doctoral dissertation by Dr. Maria Skordi, entitled, "The Maronites of Cyprus: History and Iconography"
- 2) Honorary Event for Tony Solomos featuring a concert entitled, "The Maronites of Cyprus through the Songs of Tony Solomos"

1.13 ACTIVITIES OF CULTURAL CENTRES / OFFICES ABROAD

1.13.1 House of Cyprus in Athens

As an organic and vital part of the Embassy of the Republic of Cyprus in Athens, it has been recognized as a bridge of meaningful cultural dialogue between society, the creators and the works of our common culture.

1.13.1.1 Programme of cultural events and activities

Implementing an ambitious strategy of cultural diplomacy with a rich programme of activities, a panorama of cultural events and activities were presented to the art-loving Greek public in 2019. A total of 125 events were focused around the following themes: literary works, conferences and lectures; book presentations; tributes to cultural contributors and to literary magazines of Greece and Cyprus; the visual arts, photography exhibits, cinema projections, musical events, and folk traditions.

Many of these events were held at the Michalis Kakogiannis Foundation, by various agencies and institutions. Several events also took place at primary and secondary schools. Collaborators included: the Society for the Study and Research of Modern and Contemporary History EMENSI; the Open University of Cyprus and EPOK; the National and Kapodistrian University of Athens; the Hellenic

Society of Criminology; Panteion University; the Association of Scholars of the A.G. Leventis Foundation; the Center for Greek-Armenian Studies; the Federation of Greek Cypriot Organizations (OKOE); the Hellenic Cypriot Association (EKE) and the National Student Union of Cyprus (EFEK); the European Union National Institutes of Culture (EUNIC); the Municipality of Athens; the Andreas Lentakis Foundation for Culture and Education. The House of Cyprus also participated in workshops on education and served as the Cyprus representative at exhibitions, openings, workshops, conferences, and so on.

In addition to cultural events, other activities include assistance to both Greeks and Cypriots regarding all matters pertaining to university study in both countries, in collaboration with the Ministry of Education of Greece, MOECSY, and Greek educational institutions.

1.13.2 Office of the Cultural Advisor at the Cyprus High Commission in London

1.13.2.1 General Activities

As part of the activities of the office in London, systematic communication and cooperation with cultural and academic bodies and organizations has been developed in both the United Kingdom and Cyprus, namely the British Museum, Fitzwilliam Museum, Ashmolean Museum, Creative Scotland, CCA Glasgow, University College London, King's College London, University of Greenwich, University of Westminster, the Oxford Philharmonic Orchestra, the Hellenic Center, Open University of Cyprus, University of Cyprus, University of Nicosia, Cultural Bank of Cyprus Bank, Leventis Foundation.

Additionally, importance was also given to the promotion of Cypriot artists through participation in British, pan-European and international institutions such as the London Design Festival, European Poetry Festival, Glasgow International, Edinburgh Fringe, and Encounters Film Festival.

The office is member of EUNIC London and regularly participates in the meetings of the committee, occasionally hosting meetings of members and actively participating in individual committees, which plans co-organizing events and coordinates the promotion of European artists and writers in British institutions, cultural organizations and festivals.

1.13.2.2 Cultural Events of 2019

A total of 21 events were hosted by the office in 2019, which featured events with the following themes: philanthropy, literary research, musical events, the Cyprus Museum, art, history, cinema projections, design, the environment, among others.

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 institutions and efforts to include Cypriot artists at German events. Programmes are being proposed to artists and suggestions have been made for possible collaborations between artists, so new projects and new shapes with new dynamics are often created.

1.14 EUROPEAN UNION AND INTERNATIONAL AFFAIRS

1.14.1 Cultural Cooperation Agreements and Programmes

The Department has an active role and participation through their institutional role in the Cultural Affairs Committee. At the same time, synergies or joint initiatives are being developed with both the Parliament and the European Commission on a number of serious issues, such as the recent promotion of joint initiatives on the role of culture in Europe and the role of culture in foreign relations.

During both the Romanian and Finnish Presidencies, a number of important issues were reviewed. The Department participated in shaping the issues under these presidencies, developing positions on the Work Plan for Culture (2019 - 2022) and the establishment of the "Creative Europe" Programme (2021- 2027), both of which promote the dimension of sustainable development, multilingualism and translation, culture and social cohesion. The work carried out by the Cyprus Presidency of the European Union (2012) laid the foundations for a new approach to strategic and cultural development issues at European level. On this basis, there are several Presidencies whose work was based on the conclusions of the Cyprus Presidency of Cultural Governance.

1.14.2 Work Plan for Culture (2019 - 2022)

The new programme has set important priorities for 2019, drawing from previous ones and the significant work that has been accomplished through them.

1.14.2.1 Working Groups of the Work Plan for Culture (2019 - 2022)

The priorities for 2019 are summarized as follows:

- 1) Sustainability of cultural heritage
- 2) Cohesion and prosperity
- 3) An ecosystem that supports artists, professionals in culture and creation and European content
- 4) Gender equality
- 5) International cultural relations

1.14.3 "Creative Europe" Programme

The Department participates in the Programme Management Committee with a staff member of the EU team and has been actively involved in the programme's policies over time. From 2014, the "Creative Europe" Programme has replaced the following 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 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 2019 was the TALOS RTD Organization.

1.14.4 European Capital of Culture

The concept of the European cultural city was developed as a way of bringing European residents closer together. On the initiative of the Greek Minister of Culture, Melina Mercouri, it commenced on 13 June 1985 by a decision of the Council of Ministers. The initiative has continued to develop among European residents and has had a growing cultural and socio-economic impact. In 1999, the

European City of Culture was renamed the European Capital of Culture and is now funded by the corresponding EU Culture Programme. The European Capital of Culture is one of the European Union's most important initiatives in the field of culture, strengthening intercultural dialogue and promoting cultural cooperation. Every year, the cities that are awarded the title of European Capital of Culture bring to the fore the richness and cultural diversity of European cultures. They are a living testimony that a city has the potential to be creative, unique, special and, at the same time, have a European dimension. In 2019, Plovdiv (Bulgaria) and Matera (Italy) held this prestigious title.

In 2017, Cyprus and Denmark hosted the institution of the European Capital of Culture, with Pafos serving as Cyprus' first European Capital of Culture. The Department played an important role in the functioning of the institution, serving as the managing authority for the competition of the European Cultural Capital in Cyprus.

1.14.5 Council of the European Union

The Department represents Cyprus, together with the Ministry of Interior, on the Cultural Affairs Committee of the Council of Europe. In 2019, important legislative policies were being formulated on issues of culture and cultural heritage. Concurrently, Cyprus is given the opportunity to participate in various cultural initiatives and activities of the Council, such as the Summary of European Cultural Policies, Cultural Routes, European Cultural Heritage Days, among others.

1.14.6 European cultural networks

During the two presidencies of 2019, both in the Council of the European Union and through the Committee of Ministers of the European Council, Cyprus has continued to develop important relations with various European networks, which have an active role in promoting European policies in the culture sector.

Special mention is made of the European Union National Institutes (EUNIC), whose Head for Cyprus is the Director of the Department. As the contact point of the network for Cyprus, the Director serves as the competent official for Cyprus for matters related to the field of culture of the EU. The EUNIC network has been tasked by the EU with promoting all issues related to the EU's cultural external relations and promoting the union's cultural diplomacy.

In 2019, there was an important milestone for Cyprus. Upon the initiative of the Department, a local EUNIC cluster was created in Cyprus, in which cultural centers (or the relevant Departments for cultural affairs of diplomatic missions) of the EU Member States in Cyprus can participate. The local cluster was set up in 2019. The cluster President for 2019 is the Director of l'Institut français de Chypre.

The Department, in collaboration with EUNIC Global, the UNESCO Headquarters of the University of Nicosia and the British Council, hosted the cluster's work and organized a seminar on "Working in Fragile Contexts" from 21 - 22 November 2019. The output of the meeting was circulated to all members of the network and forwarded to the European Commission, as important recommendations were rendered, since they relate to all the EU priorities and mainly to issues of foreign cultural policy and cultural diplomacy of the EU.

1.14.7 Agreements and Cultural Cooperation Programmes

Cyprus, aiming at cooperating with other countries in the fields of education, culture and science, has so far concluded many bilateral agreements. For the implementation of these Agreements, the

Executive Programmes of Educational, Cultural and Scientific Cooperation are drawn up and signed by the contracting parties. The Agreements and Programmes with the regulations they include provide the necessary institutional framework within which the cultural and educational exchanges of Cyprus with other countries take place. The Department is responsible for the preparation and implementation of the part of the provisions of the Programmes governing cultural cooperation and cultural exchanges of Cyprus with each contracting state (with the exception of the provisions relating to cooperation on cultural heritage). In the context of this competence, the Department ensures the organization of events abroad, aiming at promoting modern Cypriot culture, as well as the organization by other countries of cultural events in Cyprus. Within the framework of these programmes, exchanges of experts are also carried out, aiming at mutual information and cooperation in the field of culture.

1.14.8 “Europe for Citizens” Programme

The "Europe for Citizens" competition programme aims to promote European "citizenship" by bringing Europe closer to its citizens and enabling them to participate in its construction. The project addresses 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.

1.15 UNESCO CONVENTION FOR THE PROTECTION AND PROMOTION OF DIVERSITY OF CULTURAL EXPRESSION

Under the Convention, a systematic codification of the actions contributing to the implementation of the Convention will be carried out.

1.16 MUSEUMS

1.16.1 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 officially-recognized museums which can receive state sponsorship under the terms and conditions set out in the specific financing instrument "Plan for the Funding of State Sponsorship to Recognized Museums in Support of Development Activities (Activities, Projects and Programmes)". In 2019, funding was approved for six applications for development activities submitted by recognized Museums.

1.16.2 Housing of Letters and Arts

The Department continued to rent buildings in Lefkosia, Lemesos, Larnaka and Pafos in 2019, in order to provide housing to the Letters and Arts. The Cultural Centres of Letters and Arts are used by designated Associations to hold meetings, sessions, art exhibitions, literary events, film screenings, theatre trials, and so on. The Department continues to support the management, operation and cultural activity of the Cultural Centres of Letters and Arts, in order to serve as important cultural points of Cyprus' urban centres.

1.16.3 The National Struggle Museum

The museum has been operating on its current location, next to the Holy Archdiocese of Cyprus, since April 2001. In 2019, it received about 20.000 visitors, hosting 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, orders, instructions, photos, articles and everything else related to the EOKA 1955 - 1959 Liberation Struggle. The museum's collection has grown significantly through the donation of artifacts by Mr. Renos Lysiotis, as well as by SIMAE.

In 2019, the museum took part in the commemoration 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 2019", organizing an event that included a screening of a documentary about the contribution of women to the 1955 - 1959 EOKA struggle. At the same time, the museum's activities continued, which include guided tours, documentaries, educational lectures in academic institutions, as well as information and data provided to various researchers for the period 1955 - 1959.

1.16.3.1 The Council for the Historical Memory of the EOKA Struggle 1955 - 1959 (SIMAE)

SIMAE was established on March 26, 1993 by a decision of the Council of Ministers under the chairmanship of Mr. Glafkos Clerides and consists of the Chairperson and six members.

1.16.3.1.1 Mission of SIMAE

- 1) State-sponsored recognition of the contribution of the fighters of EOKA 1955 - 1959 and the establishment of its Members' Archive.
- 2) The maintenance of places related to the struggle, such as prisons, imprisoned memorials, detention centers, battlefields, places of sacrifice, hideouts and more.
- 3) Collection and exhibition of relics of the struggle.
- 4) Collection and publication of printed material related to the Struggle, such as brochures, magazines, books, other publications, films, photographs, and so on.
- 5) Maintenance of the monuments of heroes.
- 6) Announcement of competitions with issues arising from the struggle.
- 7) Writing history and textbooks documenting the struggle.
- 8) Organizing events in order to make people aware of the struggle.
- 9) Other matters related to the 1955 - 1959 Struggle that will be deemed necessary by the Council.

For more information and material on the struggle go to <http://www.ucy.ac.cy> > Library> Digital Collections> SIMAE

1.17 CYPRUS NATIONAL COMMISSION FOR UNESCO

The Commission is the vital link between the state, the 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. It serves as a public information point for UNESCO purposes and programmes and distributes printed matter, books, posters and digital materials of the organization. It also maintains and promotes

contacts with other National Commissions of Member States of UNESCO aiming at exchanging views and broadening cooperation to achieve common goals.

1.17.1 Strategic priorities

- 1) Promoting lifelong learning, creativity and active citizen participation in the community.
- 2) Protecting, promoting and transmitting the cultural heritage of Cyprus.
- 3) Cultivating and disseminating various forms of knowledge, promoting the links between science, politics and society, based on scientific and ethical principles, for equal and sustainable development.
- 4) Fostering creativity and diversity of cultural expressions as a vehicle and driving force for peace and sustainable development.
- 5) Enhancing and strengthening the scope of the UNESCO project, through relations and synergies at national, regional and international level.

1.17.2 Key activities

- 1) Organizing and supporting activities that are in line with the Commission's strategic objectives, especially in the areas of cultural heritage, youth and the environment.
- 2) Contributing to the international community.
- 3) Developing synergies and strengthening cooperation.
- 4) Enhancing the promotion of the work of UNESCO and the Cyprus National Commission for UNESCO.

1.17.3 Promotion of UNESCO Conventions

The Commission actively promotes the implementation of UNESCO cultural conventions ratified by Cyprus, particularly those relating to the protection of the World 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, particularly in view of the five elements Cyprus has entered in the Illustrative List of Intangible Cultural Heritage: Lefkara Laces (2009), Tsiattista (2011), Mediterranean Diet (2013), the Art of Dry Stone Walling, Knowledge and Technique (2018) and Byzantine Chant (2019).

1.17.3.1 Intangible Cultural Heritage of UNESCO: "Byzantine Chant"

The inscription of the "Byzantine Chant" on the Representative List of the Intangible Cultural Heritage of UNESCO was approved by the Intergovernmental Committee of the UNESCO Convention at its 14th General Assembly, held in Bogota, Colombia from 9 - 14 December 2019.

Compiled jointly by Cyprus and Greece, with the support of the Cyprus National Commission for UNESCO and the Directorate of Modern Cultural Assets and Intangible Cultural Heritage of the Hellenic Ministry of Culture and Sports, the application documents the value of the "Byzantine Chant" as the main means of communication of Orthodox Christians around the world and a unique kind of vocal music art.

The aim of the inscription is to highlight the importance of studying and safeguarding the Byzantine chant for the benefit of younger generations, but also raise the awareness of all competent and involved bodies for the implementation, promotion and dissemination of the activities.

The importance of this initiative also lies in the awareness and synergy of the relevant bodies for the preservation and recording with all modern techniques (e.g. cataloguing, digitization) the different traditions of the art of chanting, along with relevant printed matter (e.g. musical manuscripts, art), aiming at saving, teaching and disseminating a common cultural tradition. Byzantine chanting has its roots in ancient Greek music and has penetrated the millennia as a musical tradition, known to millions of people.

1.17.3.2 National Inventory of Intangible Cultural Heritage

The Commission has coordinated the process of enriching the National Inventory of Intangible Cultural Heritage 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 Expert Committee for Intangible Cultural Heritage which was composed of experts of intangible cultural heritage and representatives of the Department of Cultural Services, the Department of Antiquities and the Cyprus National Commission for UNESCO, 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 on the National Inventory:

- 1) Cypriot “phones” (voices)
- 2) The Olive: cultivation, derivatives, uses
- 3) The dairy culture of Cyprus: traditional practices, manufacturing techniques and customary life
- 4) Traditional “kleftiko” of Cyprus
- 5) The *Maxilles* figs from Lysos
- 6) Traditional bakery products and the doughs of Rizokarpaso: ways of preparation and customary life
- 7) The Koilani village was also added to the existing "Easter customs" section.

1.17.3.3 “The Art of Drystone”

The International Day of Monuments and Sites (April 18) was dedicated to the rural landscape and especially to the technique of drystone, which contributed to the formation of a variety of landscapes around the world. On this occasion, the Cyprus Department of ICOMOS and the Department of Antiquities, with the support of the Cyprus National Commission for UNESCO and the village of Omodos, organized an event dedicated to the dry stone constructions in rural landscape, aiming at informing and raising public awareness in order to maintain this particular form of cultural heritage. The inscription of the art of drystone in 2018 on the UNESCO Representative List of Intangible Cultural Heritage has made it a global symbol of the harmonious relationship between humans and nature and a presumption of their timeless interdependence.

1.17.3.4 "Intangible Cultural Heritage and Museums: The Future of Tradition"

Every year, on May 18, museums around the world celebrate and organize events around a common theme. For 2019, the International Council of Museums (ICOM) has chosen the theme, "Museums as Cultural Hubs: The Future of Tradition." Particular emphasis was placed on the new roles that

museums are called upon to assume active cultural roles, listening to the needs and meeting the expectations of the communities in which they operate, along with their primary mission of preserving and promoting their collections.

On the occasion of the International Museum Day 2019, the Cyprus National Commission for UNESCO organized an event entitled: "Intangible Cultural Heritage and Museums: The Future of Tradition". It included a keynote speech by Ms. Ioanna Papantoniou, Director of the Peloponnesian Folklore Foundation, presentation of an honorary distinction for her contribution to the promotion of the cultural heritage of Cyprus and presentation of the new registrations in the National Inventory (2018), by experts Dr. Angel Nikolaou Konnari and Dr. Euphrosyne Rizopoulou Egoumenidou.

1.17.4 “Act for Heritage! Promoting the Council of Europe Convention on Cultural Rights between Governments and the Civil Society ”

The Commission supported the organization of the international conference, co-organized from 24 - 26 October 2019 by the Ministry of Foreign Affairs, the Office of the Commissioner for Volunteering and Non-Governmental Organizations and the Council of the European Union. This Convention aimed to prevent the destruction of cultural heritage and combat the smuggling of cultural property and the criminalization of related offences, areas for which Cyprus feels particularly sensitive. The purpose of the conference was to provide information and exchange views on the role of civil society, businesses and government authorities in combating crimes against cultural property, as well as ways to raise public awareness through the media and education.

1.17.4 Promoting UNESCO Training Programmes

The Commission cooperates with the competent Departments of the MOECSY for the promotion of the goals of the Organization through educational programmes, with the activities of the school networks and the UNITWIN networks that operate under the auspices of UNESCO.

1.17.5 The UNESCO Associated Schools Network (ASPnet)

The institution of ASPnet was established in 1953, aiming to encourage communication and strengthen cooperation between the pupil communities of the organization's Member States, in order to more effectively promote UNESCO's goals to young people. The network has been active in Cyprus since the 1969 - 1970 academic year, under the supervision of the MOECSY. The network includes public and private primary and secondary schools, which operate in a variety of ways, such as organizing conferences and participating in events organized by other Schools abroad. For the 2018 - 2019 school year, the general theme around which the ASPnet schools in Cyprus were active was: "World Citizenship and Education for Cultural Heritage". In the context of its implementation, the following took place:

1.17.5.1 “42nd Pancyprian Symposium ASPnet”

The 42nd edition of the symposium on "Cultural Heritage: Knowledge, and Development", was held from 4 - 5 April 2019 in Omodos, with the participation of about 300 pupils and teachers of primary and secondary schools in Cyprus and Greece. The National Coordinator of ASPnet Cyprus, the Cyprus National Commission for UNESCO, the Gymnasium of Omodos, the Lyceum of Apostles Peter and Paul, the Lanitio Lyceum and the Lyceum of Agios Antonios were responsible for the organization.

At the symposium, two round table discussions were held on "Knowledge and Skills for the Preservation of Cultural Heritage" and "Cultural Heritage as a Tool to Acquire Life Skills for the

Present and the Future". The symposium's programme also included experiential workshops and discussion workshops, which were implemented in collaboration with cultural organizations, artists and research associates, with the support of the Community Council. During these workshops, pupils had the opportunity to expand their knowledge about aspects on cultural heritage that are less well known, develop skills to maintain it and experience alternative methods of learning, personal development and active participation in the community. The findings of the symposium were communicated to services and organizations dealing with cultural heritage issues, while in collaboration with the Youth Organization, pupils of the network spoke about their experience on the programme "UpToYou (th)".

The most important concerns raised in the implementation of the two-year programme "World Citizenship and Education for Cultural Heritage", as well as ways to incorporate this approach into teaching practices, will be released in a special edition of the Commission in 2020.

1.17.5.2 Laboratories for the creation of historical and ethnographic short documentaries

In collaboration with the production company of cultural documentaries Tetraktys Films, a series of workshops were held for pupils and teachers of secondary schools for the production of short documentaries (lasting 10 minutes), with historical, archaeological or ethnographic content. The ten-minute documentaries created by the pupils were screened at the 2nd International Festival of Archaeological, Ethnographic and Historical Documentaries in Cyprus on 15 September 2019 at Skali Aglantzias). The best of these were awarded with prestigious awards and honors.

On 14 November 2019, ASPnet Cyprus, in collaboration with the Four Film Network and the UNESCO headquarters of the University of Nicosia organized a training day entitled: "Archeology - Ethnography - History: Training pupils in short film production".

1.17.5.3 ASPnet Cyprus Participation in ASPnet Student Symposiums in Greece

Groups of pupils and teachers from ASPnet Cyprus participated in the "9th Symposium of Private Schools of Attica" held at the Hellenic French School Jeanne D 'Arc in Piraeus (21 - 22 February 2019) and at the Hellenic College of Thessaloniki (1 - 2 March 2019). The participating pupils had the opportunity to present work and exchange views on the role of young people in relation to the implementation of the goals of sustainable development.

1.17.5.4 ASPnet Cyprus Participation in UNESCO / EU Laboratory for Intangible Cultural Development

Agios Antonios Lyceum, Lemesos, a member of ASPnet Cyprus, was represented at the "Integrating Intangible Cultural Heritage in School-Based Education" workshop, held in Vienna from 26 - 29 October 2019. The aim of the workshop was to develop innovative pedagogical approaches, and integrate living cultural heritage in existing curricula or extracurricular activities. It is a joint initiative of UNESCO and the EU, aiming at strengthening the links between cultural heritage, education and youth. The selection of the 10 school teams from all over Europe was made by UNESCO in collaboration with the National Coordinators of the ASPnet Network.

1.17.5.5 "CitiZEN! World active citizens and sustainable cities"

The CitiZEN programme was presented on 4th October at the Lanitio Lyceum of Lemesos, member of the UNESCO Cyprus Schools Network for the 2019 - 2020 school year. The main goal of the programme is to provide pupils with the necessary equipment for both their personal development

and the acquisition of the skills required so that they, themselves, as integrated personalities and active citizens, can bring about positive change in the society in which they live in (community, city).

At the same time, pupils will be concerned about the characteristics of cities in Cyprus and abroad, the important role they can play in relation to sustainable development goals (SDGs) and the conditions for quality of life and sustainability in the urban environment.

In short, through the proposed two-year programme, participating pupils will be asked to take a journey from the individual to the collective level: from personal development (individual consciousness, fostering life skills, psychosocial empowerment of the individual) to collective contribution (activation of young people as citizens, members of a wider social group).

Responsible for the implementation of the programme were the National Coordinator of ASPnet Cyprus and the Cyprus National Commission for UNESCO, in collaboration with the Cyprus Youth Organization, the Cyprus Pedagogical Institute and the CARDET NGO.

1.17.5.6 Teacher Training Seminar of ASPnet on "Sustainable Cities - Sustainable Communities"

The Cyprus Pedagogical Institute (Environmental Education and Sustainable Development Unit) in collaboration with the Cyprus National Commission for UNESCO, organized a training seminar for primary and secondary school teachers participating in ASPnet Cyprus. The seminar took place on 28 November 2019 at the Athalassa Environmental Education Center in Lefkosia. As part of the CitiZEN programme, the purpose of the seminar was to familiarize teachers with the concept of sustainable cities and communities, promote active citizenship, improve the quality of life in cities and communities, and highlight the relationships and systems that govern the sustainability of cities and communities in terms of achieving all the goals of sustainability. In addition, through experiential workshops, teachers had the opportunity to become acquainted with various issues that make a city / community, non-sustainable / sustainable and practice the skills of sustainable development in Education, which are necessary for the effective examination of the objectives of sustainable development at schools. Finally, they had the opportunity to discuss further ideas regarding sustainable cities and communities, which can be developed at school as interdisciplinary work plans.

1.17.5.7 UNESCO / Unitwin Chairs

UNESCO Headquarters has been the most important academic programme of UNESCO since 1992, and aims to enhance inter-university cooperation and encourage academic exchanges. In addition to the research initiatives undertaken, UNESCO Headquarters provide training opportunities in areas related 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 UNESCO countries and are subject to evaluation and control of their work by the Agency itself. Today, the programme employs more than 700 organizations in 116 member states of the Organization, in the fields of natural and social sciences, culture, education and information.

1.17.6 Other Activities

1.17.6.1 'Informative meeting for the inscription of the item "The olive: cultivation, products, uses" in the National Inventory of Intangible Cultural Heritage of UNESCO»

The Commission, taking into account the relationship of olives with the history, traditions, daily life and identity of Cypriots, organized on Thursday, 9 May, 2019, an informative meeting on "The olive:

cultivation, products, uses". The meeting took place on the ground floor of the Department with the participation of relevant experts, agencies and representatives of government Departments and communities. The main purpose of the meeting was to promote the inscription of the item on the National Inventory of Intangible Cultural Heritage and on the Representative List of Intangible Cultural Heritage of UNESCO.

1.17.6.2 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 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.

1.17.6.3 Young Heritage Professionals Forum

The European Youth Heritage Professionals Forum of UNESCO took place in Zadar, Croatia (20 - 24 May 2019), with the participation of 28 young professionals in the field of culture, including Christina Skarpari (Organization "XARKIS") from Cyprus. The aim of the Forum was, through education and cooperation, to contribute towards the promotion of intercultural dialogue and strengthen youth participation in the protection and preservation of cultural heritage, with particular emphasis on the UNESCO Convention for the Protection of the World Cultural and Natural Heritage, (1972), and the Convention for the Protection of the Intangible Cultural Heritage (2003). Among other things, special reference was made to the art of dry stone, which was registered on the Representative List of Intangible Cultural Heritage in 2018 by Greece, Cyprus, Croatia, Switzerland, Spain, Italy, France and Slovenia.

1.17.6.4 Library

The offices where the Commission is housed maintains a library with UNESCO publications. The collection currently includes 1,200 book and magazine titles and the topics covered are related to UNESCO's core activities in Education, Culture, Society and Humanities, Natural Sciences, and Communication and Information. The primary mission of the Library is to serve the learning and information needs of the relevant bodies for UNESCO's activities and programmes, so that Cyprus can benefit from them, and the information needs of the general public regarding UNESCO. The Library is open to the public for on-site use. The library catalogue is available online: <http://www.unesco.org.cy>

1.17.7 Internet

The Commission maintains its own website (www.unesco.org.cy) and a social media page (Facebook, YouTube: Cyprus National Commission for UNESCO) aiming at informing the public directly and effectively on issues related to the Commission's programmes and of UNESCO in Cyprus.

1.17.8 International Relations

The Commission is represented on intergovernmental committees as well as regional and international meetings and conferences aiming at informing about UNESCO programmes, exchanging good practices and strengthening international cooperation:

1) "4th Meeting of the European Network of UNESCO National Committees (Slovenia)"

The Commission was represented at the meeting held in Slovenia. Topics of the meeting included issues such as the alignment of the UNESCO National Programmes Action Plan with

developmental goals, the role of the National Committees in promoting an ethical framework for artificial intelligence and the active involvement of young people in UNESCO programmes.

2) “Annual Intergovernmental Meeting on the Mediterranean Diet” (Spain)

In the framework of the cooperation with the other six states that have registered the Mediterranean Diet on the Representative List of Intangible Cultural Heritage, Cyprus was represented by a Commission official and a representative of the Agros community. The meeting took place from 3 - 4 June 2019 in Soria, the emblematic community of Spain on the Mediterranean Diet. During the meeting, the representatives presented the actions taken to protect and promote the Mediterranean Diet.

3) “International Forum on Global Citizenship Education and Education for Sustainable Development” (Vietnam)

On 2 - 4 July 2019, the forum was held in Ha Noi, Vietnam, aiming at discussing these two policies together. The meeting was attended by 350 national representatives from more than 80 countries, as well as representatives of the UNESCO National Commissions of various countries. The need for greater emphasis on policy level on the establishment of holistic school approaches was emphasized, as well as the systemic, interdisciplinary approach to these issues, and the need for further research on the coupling of these fields were the highlighted topics. Workshops were held on these two policy matters, focusing on ways to promote the holistic school approach, strengthening the social and emotional sector, the professional development of teachers, and the role of Arts in addressing these issues.

4) “40th UNESCO General Conference and Forum of Ministers of Culture” (Paris)

The General Conference of the Organization was held at the Headquarters of the Organization in Paris, from 12 - 27 November 2019, with the participation of UNESCO Member States. The General Conference is the highest decision-making body of UNESCO. It meets every two years, determines the programme and approves the Agency's budget for the next two years. The Commission was represented by the Secretary General on behalf of the Minister, who delivered a speech on behalf of Cyprus at the plenary session of the Conference. Additionally, an Officer of the Commission attended the meetings of the Communication - Information and Culture Committees.

5) “6th Interregional Meeting of UNESCO National Committees”

As part of the General Conference, a two-day meeting of the UNESCO National Committees was held, during which good practices and key programmes, priorities and challenges in the organization's areas of action were presented, according to the programme prepared for the next two years (2020 - 2021).

6) “Annual General Meeting of the Regional Center for the Protection of Intangible Cultural Heritage in Southeast Europe” (Bulgaria)

Cyprus was represented by a Commission Officer at the Center's annual General Meeting, held on 5th December 2019, under the auspices of UNESCO in Sofia. The meeting was attended by representatives of the Center's Member States and UNESCO, who decided on the Center's action plans for 2020. During the meeting, Ms. Ioanna Papantoniou, Director of the Peloponnesian Folklore Foundation, was unanimously elected Chairperson of the General Assembly and a member of the Executive Board of the Center for 2020.

1.18 ESTABLISHMENT OF A DEPUTY MINISTRY OF CULTURE

By decision of the former Minister of Education and Culture on 29/11/2018, an inter Departmental working group had been set up, the task of which was to prepare a draft bill for the creation of a Deputy Ministry of Culture. The working group thoroughly studied the existing structure and responsibilities of the Cultural Services and prepared a draft bill and document, which includes an organizational chart and a detailed description of the proposed structure and composition of the staff of the Ministry of Culture. The documents were submitted for study and processing to the Department of Public Administration and Personnel.

1.19 ESTABLISHMENT AND OPERATION OF THE TROODOS MOUNTAINEERING CULTURAL FOUNDATION

In the context of the implementation of the National Strategic Development of the Troodos villages, the process of establishing the Troodos Mountaineering Cultural Foundation was promoted. The final constitutional document has already been prepared and in 2020 the promotion of the registration of the Foundation by MOECSY is expected.

2.

THE CYPRUS RESEARCH CENTRE

2.1 OBJECTIVES AND MEANS TO REALIZE THEM

The Cyprus Research Centre (C.R.C.) was founded in 1964 aiming at 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 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.

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, and 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 computer of the volumes in this library is presently nearing 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, the War Veterans', the Folklore 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, and the Oral Tradition Archive was accomplished with the long-term aim to create a Unitary Data Base for Oral History. In 2019 a group of archivists began the work of counting the material in the Oral Tradition Archive, a demanding task expected to continue during the following years.

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 193 scholarly works, including 39 Annual Reviews, eight Conference Proceedings, four Collected Studies 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 Cyprus History
- 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 2019

In the year 2019, the Cyprus Research Centre published the following four books:

1. *Les notules pour Chypre et le Levant des notaires perpignanais, Bernat Pastor et Jaume Molines (1368-1408)*, ed. Pierre-Vincent Claverie
2. *In Matrimonio Coniunxi: The Register of Parish Weddings of Santa Maria delle Grazie Larnaca 1733-1880*, ed. Mia Gaia Trentin,
3. *Τα Παραμύθια της Κύπρου από το Λαογραφικό Αρχείο του Κέντρου Επιστημονικών Ερευνών*, (The Cyprus Fairy Tales from the Folklore Archive of the Scientific Research Centre) Volume III, ed. Maria Matthaïou and Argyro Xenophontos, Annexe Commentary: Michalis G. Meraklis
4. *Επετηρίδα* [Annual Review] of the Cyprus Research Centre XXXIX (2016-2018)

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 Hellenic National Research Foundation organised a presentation of its publications for the year 2018 at the House of Cyprus, in Athens, on 17th October 2019.

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 on its creative journey in 1971, aspiring to «promote the art of theatre in Cyprus and to cultivate a sense of artistic performance among the people, as well as to foster artistic relations between drama staged in Cyprus, Greece and other countries».

As a semi-governmental organisation, THOC is placed under the supervision of the Minister of Education, Culture, Sport and Youth of Cyprus and is governed by a nine-member Board of Directors (BoD) appointed by the Council of Ministers for a thirty-month term of office. 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. The Organisation's policy is set out by its Board of Directors.

The State Theatre of Cyprus offers productions on five 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: 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.
- Inauguration of a mobile theatre unit "Out of Bounds" which will tour to remote areas giving theatre performances

The changes that have, over the past years, brought THOC at the heart of the European theatre, whilst clearly prompting a change of attitude by the audience in Cyprus vis-à-vis the Organisation, have carried on with the same enthusiasm and awareness of the set target: 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.

During the period 2018 - 2019, 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 of Collaboration. The Organisation has also overhauled the THOC Theatre Awards, modifying in recent years 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.

THOC's reintegration at the end of November 2019 in the largest European theatre network, the European Theatre Convention, re-activates an international collaboration of the Organisation that offers the opportunity for essential and broad intervention in Europe's theatre field.

A review of THOC's accomplishments over its forty-nine 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 tuition free. Preparatory efforts are already underway and we are hopeful that Cyprus will soon have its own State School of Dramatic Art.

THOC, today, both from its productions as well as through its Theatre Development Department - for which a detailed reference follows - 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

The Theatre Development Department is of prime importance and as such has been considered by the Board of Directors. In 1979, eight years after its establishment, THOC added to its structure the Department of Theatre Development, which has since been engaged in ways and projects that broaden and promote theatre activity in Cyprus, in cooperation with other entities and social groups.

The Organisation in order to fulfill its mission and objective as described in its constitutional Law, continued to further develop its activities additionally to its stages, with the following:

- Subsidization and support of theatre creation by independent organisations.
- 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, Culture, Sport and Youth 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.
- Promotion of the art of Theatre.
- Theatre training.
- Financial support of organised groups (i.e. Cyprus Centre of the International Theatre Institute, Cyprus Actors' Union, Playwrights' Society, and so on.).
- European and international collaborations.

Furthermore, partnerships with state theatres in Europe have also been sought, introducing novel practices, as well as innovative approaches to theatre for children/teenagers that have afforded an opportunity to exchange ideas, experiences and practices.

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 on.) 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 of 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 has been 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 by 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 to at least 200,000 spectators of all ages. Cost: €1,138.000 per year are distributed to theatre entities through the THYMELI Plan.

Theatre in schools: Consistent support and promotion of theatre in schools either as a supplementary for drama games or as an independent course, as well as a means of self-improvement and learning. Co-organized with the Ministry of Education, Culture, Sport, and Youth, the Games include theatre education in consultation with schools in Cyprus, training seminars and workshops for educators engaging in theatre, and so on.

Within the context of the Pancyprian School Theatre Games, co-organized with the Ministry of Education, Culture, Sport and Youth, 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, Culture, Sport and Youth. (More on the games on: <https://www.thoc.org.cy/theatre-development/theatro-sta-scholeia,el-theatredev-02,el>)

This year marks the 30th anniversary of the Games, which were celebrated accordingly. Furthermore, a variety of visits, tours and workshops on the premises of THOC were available for organized groups of pupils and, on occasion, visits to schools for presentations, lectures, 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> =).

Beneficiaries: On average, per year: 200 educators, 1200 pupils participate in the Games, adult audiences of approximately 60 productions are presented 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 organisation 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 these, a number of masterclasses are added, 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.

Beneficiaries: The programmes are addressed to the wider public, theatre professionals, pupils, students, other professionals of theatre-related occupations, special groups.

Amateur Theatre: THOC organizes an annual Amateur Theatre Festival whilst providing support to groups and offering, on occasion, training workshops, and so on. The year 2019 saw the 32nd Pancyprian Festival of Amateur Theatre. Seeking to further support and enhance this institution, as well as to reward the people who without pay 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 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 of playwriting:

Implementation of policies 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 theatre 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. Cyprus was represented in June, at the PQ19, in the section Wave with an installation by Elena Kotasvili and Alexis Vayanos, titled Status Quo in Mirage. At the same time, the exhibition Fragments hosted work of renowned scenographers of each country which was represented with a sculpture by Andy Bargilly from the production of “Seven Against Thebes” by Aeschylus.

Furthermore THOC participated at the European Platform for Scenography EMERGENCE in Norway and Cyprus. Curation for THOC’s participation was undertaken by Marina Maleni, Theatre Development Officer of THOC, who coordinated the European Programme Emergence with main axis the presentation of the art of Scenography.

- THOC’s reintegration in the European Theatre Convention (ETC) was deemed necessary as its previous membership had proven beneficial both economically as well as qualitatively.

Furthermore, membership within the network counteracted possible introversion and exclusion from European synergies.

- THOC's multifaceted collaboration with theatres abroad constitute 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 for 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 in Cyprus, educational foundations, organized groups, and so on.) and assistance to researchers and educational foundations.

Social intervention:

- Social intervention is achieved by way of 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. 2018 - 30. 9. 2019

MAIN STAGE

C/C	Play	Performances	Audience
1.	CYRANO DE BERGERAC by Edmond Rostand Translation: Louiza Mitsakou Direction: Achilleas Gramatikopoulos Period: 23.11.2018 - 9.12.2019	32	7.021
2.	RICHARD III by William Shakespeare Translation: Nikos Hatzopoulos Direction: Paris Erotokritou Period: 1.3.2019 - 21.4.2019	24	5.566
3.	THE GODSON by Theofrastos Sakellaridis Direction: Panayiotis Larkou Period: 21.6.2019 - 26.7.2019	12	6.741
4.	SUPPLIANTS by Euripides Translation: Giorgos Koropoulos Direction: Stathis Livathinos Period: 11.7.2019 - 20.7.2019	7	6.887
	TOTAL OF MAIN STAGE	75	26.215
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	91	18.754
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	62	13.508

NEW STAGE

C/C	Play	Performances	Audience
1.	THE SOUND OF THE GUN by Loula Anagnostaki Direction: Adonis Florides Period: 9.11.2018 - 26.1.2019	39	3.008
2.	PAINS OF YOUTH by Ferdinand Bruckner Translation: Yorgos Depastas Direction: Aliko Danezi-Knutsen Period: 8.2.2019 - 20.4.2019	36	3.083
3.	THE STREET OF CROCODILES Artistic supervision: Melita Kouta, Charis Kafkarides Period: 10/2018 - 12/2018	17	1.019
4.	TWO...FIVE...ONE Artistic supervision: Thanasis Georgiou, Fotis Nicolaou Period: 2/2019 - 4/2019	54	1.391
	TOTAL OF NEW STAGE	146	8.501
	COMPARATIVE FIGURES 1.10.17 - 30.9.18	142	12.267
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	88	8.134

STAGE 018

C/C	Play	Performances	Audience
1.	THE LUCKY SOLDIER by Xenia Kalogeropoulou, Thomas Moschopoulos Direction: Georgia Mavragani Period: 21.10.2018 - 17.3.2019	100	25.833
	TOTAL OF STAGE 018	100	25.833
	COMPARATIVE FIGURES 1.10.17 - 30.9.18	143	24.449
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	105	38.482

NATIONAL THEATRE LIVE

1.	KING LEAR	1	375
2.	THE MADNESS OF GEORGE III	1	68
3.	ANTONY AND CLEOPATRA	1	130
4.	JULIE	1	93
	TOTAL	4	666

	GRAND TOTAL	332	63.334
	COMPARATIVE FIGURES 1.10.17 - 30.9.18	386	56.401
	COMPARATIVE FIGURES 1.10.16 - 30.9.17	267	62.543

PARTICIPATION OF THOC AT THE HELLENIC FESTIVAL DURING THE YEARS 2019, 2018 AND 2017

	Play	Αριθμός Παραστάσεων	Αριθμός Θεατών
2019	SUPPLIANTS by Euripides Co-production National Theatre of Greece - Cyprus Theatre Organisation	7	14,593
2018	PERSIANS by Aeschylus	2	8.800
2017	PERSIANS by Aeschylus	3	13.910

COMPARATIVE CHART OF NUMBER OF PLAYS, PERFORMANCES AND AUDIENCES IN CYPRUS AND ABROAD

1.10.18 - 30.9.19	Plays		Performances		Audience		Total Audience
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	75	7	26.215	14,593	40.808
New Stage	4	-	146	-	8.501	-	8.501
Stage 018	1	-	100	-	25.833	-	25.833
TOTAL	9	1	321	7	60.549	14.593	75.142

1.10.17-30.9.18	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

1.10.16-30.9.17	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

* 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 2019:

Play	Performances	Audience
1. THE LIGHTHOUSE	4	1.572
2. TEA CEREMONY	2	188
3. ELENI	1	359
TOTAL	7	2.119

3.3 DEPARTMENT OF THEATRE DEVELOPMENT

SUBSIDISATION «THYMELI»

	2019 €	2018 €	2017 €
SATIRICO THEATRE	180.000	140.000	179.000
THEARE ENA	130.000	165.250	130.000
ETHAL	120.000	180.000	178.800
THEATRE SKALA	100.000	110.000	155.000
THEATRE DIONYSOS	140.000	100.000	175.000
THEATRE ANEMONA	140.000	120.000	128.000
THEATRE VERSUS	80.000	70.000	20.000

THEATRE DENTRO LTD	20.000	80.000	20.000
THEATRIKOS POLIHOROS ESTIA	30.000	-	-
THEATRICAL TEAM POINT 2	40.000	-	10.000
PERSONA THEATRE GROUP	-	20.000	-
ANO THROSKO PRODUCTIONS	-	10.000	-
KENTRO PARASTATIKON TECHNON «MITOS»	20.000	-	-
IMAGINARY THEATRE	-	10.000	10.000
ENACT THEATRE	-	10.000	-
FRESH TARGET THEATRE	-	5.000	55.000
EROS THEATRE FAMAGUSTA	-	-	10.000
PARAPLEVROS PRODUCTIONS	-	10.000	-
POCKET THEATRE	10.000	10.000	24.000
«SOLO GIA TRIS»THEATRE GROUP	-	40.000	-
ALPHA SQUARE ORGANISATION LTD	30.000	30.000	10.000
UNDERGROUND STAGE	10.000	-	-
ATIPI OMADA BRUTAL	10.000	-	-
«ANTILOGOS» THEATRE GROUP	20.000	17.500	-
PAN. BRATAKOS, CHR. CONSTANTINOU, ALEX. AHTAR	10.000	-	-
THEATRE GROUP MARIA KAROLIDOU	10.000	-	-
STILL THEATRE GROUP	10.000	-	-
TOTAL	1.110.000	1.127.750	1.104.000

3.4 INFRASTRUTURE

INFRASTRUCTURE CONSTRUCTION/RENOVATION FOR NEW AND EXISTING THEATRE BUILDINGS	2019 €	2018 €	2017 €
THOC NEW BUILDING	95.670	47.588	130.793
THEATRE APOTHIKES THOC	3.000	8.932	11.280
MAKARIOS III AMPHITHEATRE	4.006	1.299	3.486
ANCIENT THEATRE OF KOURION	-	-	3.332
ΣΥΝΟΛΟ	102.676	57.819	148.891

3.5 OTHER SUBSIDIES AND ACTIVITY

AMATEUR THEATRE	2019 €	2018 €	2017 €
32 nd PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	36.469	-	-
31 st PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	1.036	26.892	-
30 th PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	1.493	22.866
29 th PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	-	3.107
TOTAL	37.505	28.385	25.973

SCHOOL THEATRE	2019 €	2018 €	2017 €
PANCYPRIAN STUDENT THEATRE GAMES	34.015	29.592	28.760
TOTAL	34.015	29.592	28.760

SUBSIDISATION OF ORGANISATIONS	2019 €
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	50.000
CYPRUS THEATRE MUSEUM	35.000
ACTORS UNION OF CYPRUS	5.125
CYPRUS PLAYWRIGHTS COMPANY	4.000
TOTAL	94.125

OTHER ACTIVITY	2019 €
EUROPEAN PROGRAMME EMERGENCE	68.904
COLLABORATION "THE LIGHTHOUSE"	24.260
THEATRE AWARDS	21.396
PRAQUE QUADRIENALLE FESTIVAL	20.858
WEBSITE	18.624
SUBSIDISATION OF CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDISED THEATRES	12.000
EUROPEAN THEATRE CONVENTION	4.891
WORKSHOPS OF THEATRE DEVELOPMENT DEPARTMENT	3.786
ITI PUBLICATION "THEATRO STIN KIPRO"	3.500
COLLABORATION "ELENI"	3.206
COLLABORATION "TEA CEREMONY"	936
TOTAL	182.3361

4.

CYPRUS ACADEMY OF SCIENCES, LETTERS AND ARTS

The Regulations of Operation of the Cyprus Academy of Sciences, Letters and Arts were unanimously approved by the Plenary Session of the Cyprus House of Representatives on April 5, 2019.

The Founding Committee of the Cyprus Academy of Sciences, Letters, and Arts, consisting of Professors Loucas G. Christophorou, Christoforos Pissarides, Kyriacos C. Nicolaou and Vassos Karageorghis, elected 12 Founding Members according to the 2017 Law on the Cyprus Academy of Sciences, Letters and Arts on Wednesday, April 10, 2019.

The elected members are as follows:

Class of Sciences

Soteris Kalogirou, Leontios Kostrikis, Costas Papanicolas, Marios Polycarpou

Class of Letters and Arts

Demetrios Michailides, Elena Mouzala, Euphrosyne Rizopoulou - Egoumenidou, Kyriakos Charalambidis

Class of Ethics, Economic and Political Science

Achilles C. Emilianides, Andreas Demetriou, Stavros Zenios, Stavros Photiou

The election of the 12 Founding Members enters the Cyprus Academy into force.

The Plenary Session of the Cyprus Academy of Sciences, Letters, and Arts on Friday 10/5/2019 elected the Provisional Administration of the Cyprus Academy, as follows: President: Loucas G. Christophorou, Vice President: Euphrosyne Rizopoulou-Egoumenidou, Secretary General: Achilles C. Emilianides, Members: Marios Polycarpou - Stavros Zenios

The Cyprus Academy of Sciences, Letters, and Arts was unanimously accepted as a member of the European Academies Science Advisory Council (EASAC) at the EASAC meeting in Zagreb on 14.11.2019, attended by the President Loucas G. Christophorou and the Academician Costas Papanicolas, who is the first representative of the Cyprus Academy at EASAC.

EASAC was founded in 2001 at the Royal Swedish Academy of Sciences by the national sciences academies of the EU Member States. It aims to enable them collaborate with each other in providing independent science advice to European policy-makers. It thus provides a means for the collective voice of European science to be heard.

The admission of the Cyprus Academy of Sciences, Letters, and Arts to EASAC, just a few months after its establishment, fulfils its founding objective for participation in International and European Academies and gives them the opportunity to be officially and actively represented in one of the main European academies.

Cyprus Academy of Sciences, Letters, and Arts

Phaneromenis 60 - 68

(1011) Nicosia - Cyprus

P.O. Box 22554, (1522) Nicosia - Cyprus

Part C'

Sports

1.

THE CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organization is the Supreme Sport Authority in the Republic of Cyprus, responsible for the development of the out-of-school sport activity and the “Sports-For-All” (SFA) programme, pursuant to the 69 - 96 Law on the Cyprus Sports Organization.

The CSO's functional structure is as follows:

- 1.1 Sports Section
- 1.2 Technical Services
- 1.3 Sport Facilities Section
- 1.4 Department of Maintenance of Sport Facilities
- 1.5 Financial Management Section
- 1.6 Leases and subleases of State Land
- 1.7 Sports Academy
- 1.8 International Sport Relations, Transnational Agreements & Memoranda of Understanding for Sport Cooperation and European Affairs
- 1.9 Staff Issues
- 1.10 Secretariat and the Records Department
- 1.11 Cyprus Sport Medical Research Centre (CSMRC)
- 1.12 Department responsible to issue Health Certificates / Athletes' Health Senior Board (AHSB)

The Sports Section is responsible for the Competitive Sports and the Sports-For-All programme but also all the CSO's additional programmes (High Performance Scheme, National Scheme for Talents, National Scheme for the Development of Sports Support, Anti-violence programme, and so on.).

The Technical Services & Sport Facilities Section is responsible for creating and / or improving the sport infrastructure but also for supervising and maintaining all the CSO-owned sport facilities.

The Financial Management Section is responsible for the CSO's financial scheme and the inspection of its financial procedures.

The Human Resources Section and the Cyprus Sport Medical Research Centre are responsible for the training of all the CSO's permanent members of staff and the follow-up of the Sport Research Centre and the relations with the trade unions.

ANALYSIS OF THE SECTIONS AND SECTORS:

1.1 SPORTS SECTION

The Sports Section is monitoring two sectors: the Competitive Sports and the Mass Sports. The Competitive Sports depend financially on the CSO's subsidy amounting to €10.322.000 compared to €10.020.500 in 2018. In 2019 the following sectors were subsidized:

CSO's programmes - €1.926.500: Insurance, Violence and Fair Play, National Scheme for Talents, High Performance Scheme for Athletes, Research, Volunteerism and European Sports Week.

The CSO's programmes are in general national programmes covering a wide range of activities.

SUBSIDIES GRANTED TO SPORT INSTITUTIONS €8.395.500

The above section is split in two sectors:

SECTOR A' - BASIC SPORTS €2.283.654

They are subsidies granted to clubs, groups, associations, and so on. The sector comprises of six (6) main actions:

Training: €350.000,00

This amount covers part of the expenses for the recruitment of coaches by Clubs specializing in individual sports, Gym Associations and Nautical Clubs.

Rewarding Champions of Clubs specializing in Team Sports: €200.000

This amount stands for financial support for clubs specializing in team sports like basketball, volleyball, handball, table tennis, female football and futsal to participate in European events related to their sport with a specific scheme.

Financial aid to clubs that suffered forced displacement €783.665

To support financially all the clubs specializing in all sports, which were active before 1974 and suffered forced displacement but they pursue their competitive activity. This programme comprises of four pillars:

- Support to football clubs,
- Support to clubs specializing in other team and individual sports,
- Grant to clubs that are members of the Cyprus Confederation of Local Federations,
- Pay off of the loan granted to member clubs of the Cyprus Football Association that suffered from forced displacement.

Subsidies granted for team sports: €283.125

Subsidies to support financially clubs of basketball, volleyball, handball, based on the competitive activity of their Men and Women's teams. The amount was €140,000 and was granted for semi-professional sport activities.

Cyprus Confederation of Local Federations: €330.000,00

Financial aid granted by the Federation and the rural football clubs in order to support academies and development programmes for rural football clubs.

Individual sports: €318.495.00:

Financial aid based on the evaluation of the competitive capacity of the clubs specializing in individual sports, the Nautical Clubs and the Gym Associations. The objective is to provide more financial support to clubs specializing in individual sports and have basically no other income (tickets for the games, and so on).

“Unpredictable”: €120.000:

It is deemed necessary to post the €120.000 in the «Unpredictable» to cover unpredicted needs for our sport institutions that are likely to occur during the year.

SECTOR B – HIGH SPORTS: €6.111.845:

It is mainly related to the support provided to our Federations through eleven (11) basic plans. These eleven plans – plus fifteen (15) more, became operational in 2012 in accordance with the decision by the Board dated 15/5/12 when an integration of these plans took place, without abolishing them. They were operational simply as subsections. The aim of this integration was to ensure a smoother functioning of the Federations. The CSO's Board decided more recently at its meeting held on 13/1/2015 to substitute its decision on the integration of the Plans on Approved Staff and Officers. Therefore, the two above sections refer to Plans operating autonomously.

Emoluments Scheme of the Accredited Staff: €930.137:

It has to do with covering the expenses incurred from the payroll of the Federations' staff.

Overall expenses: €390.750:

They are related to the support provided by the Federations to cover their overall expenses. This amount covers basically the overall expenses incurred regarding our Federations' staff but also further overall expenses like "T.T.T", professional trips of the Board Members, office expenses, office equipment, stationary, and so on.

Athletes' incentives: €502.500:

To support financially the Federations' champions, according to their annual performance. The financial incentive is for Olympic athletes who according to their Federations' criteria are classified as elite athletes and they are also members of our national teams. The distribution of the money is done according to a scoring system; our athletes obtain a score according to their performance. This scheme is elaborated by the Federations according to each sport's particularities and it is forwarded to the CSO to be approved.

Federal coaches: €789.200:

This amount covers the remuneration of the coaches who are responsible for our national teams and is paid through the Federations' accounts. Each Federation appoints official coaches and assistant coaches who are responsible to implement the scheduling of our national teams. The Federal Coaches are qualified and specialists in the sport they provide coaching.

Scheduling of the National Teams: €1.516.900, this amount is distributed as follows:**International Games in Cyprus: €174.000:**

This amount is used for financial support to the Federations to organize international games in Cyprus. Our Federations are members of European and International Institutions and in this capacity they have to or they may claim to be the organizers of European or world events and be eventually assigned the task to organize them. This is an asset for our athletes in terms of sport performance because they acquire experience but also in terms of organizational skills when it comes to organizing international games. At the same time the image of Cyprus is promoted abroad. The CSO considers that organizing international games in Cyprus is significantly important for the development of sports tourism in our country.

Participation in international events: €100.500:

Financial aid is given to the Federations to participate in international games. Our Federations are members of European and International Institutions and it is their obligation to be responsible for participating in international games organized by these European and International Institutions. The

objective for the CSO is not only to participate in international events and give the opportunity to our athletes to acquire experience but mostly to give them the necessary support to excel.

Athletes' specialized training: €238.300:

This has to do with special training programmes for athletes participating in specific international events. Special training is required so that our athletes participate in big games and reach the highest ever performance. Therefore, they train in places with the suitable environment for games but also in places where they can train with athletes from other countries equally efficient to push them become more competitive.

Medical care: €104.100:

This is to cover the medical treatments (vitamins, and so.) administered to the Federations' athletes. Our Federations are also given the possibility to provide more athletes many more than those already registered in the CSO's Insurance Scheme, with insurance cover by using this 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. Yet, our athletes need more scientific support because of the rapid development of sports. Therefore, medical care and treatments are hugely important in terms of this support.

Development programmes: €357.600 described in detail as follows:

Development of Talents: €129.500

This is to cover the cost of specific programmes by the Federation for the development of talents in order to become the future champions. Our Federations elaborate specific programmes to identify and use new athletes who are talents to become our country's future members of national teams. This scheme covers the cost for specialized camping in Cyprus and abroad and the remuneration of qualified coaches who are specialists in child pedagogy and psychology to consider the particularities of the childhood and adolescence. The talent development scheme is considered by the CSO our Federations' future investment for the development of all sports.

Infrastructure and material: €228.100:

It is a programme developed by the Federations for the inclusion of young children / athletes in their sport. Our Federations deal with the competitive development of the sport they specialize in and they are also responsible for the inclusion of young athletes in order to increase the number of new athletes involved in each sport. This programme is useful for the objectives of the Federations regarding competitive sports but also to transform them into mass sports. Part of the above sum is given to the Federations to cover their needs in relation to specialized sport material.

Professional rehabilitation: €917.600:

Inclusion and recruitment of "elite" athletes who accomplished big achievements in world sport events.

Games taking place in Cyprus: €306.700:

This amount stands for financial aid to the Federations to organize Championship events in Cyprus without any financial difficulty. The national championships require huge organizational capacity and the cost is high. Our Federations have to cover this cost as organizers. Preparing the sport facilities, the grounds, remunerating the judges/referees/secretarial staff and the observers cost a lot of money. The championships are organized in Cyprus always in accordance with the international regulations for each Federation so that the procedure followed to be valid and reliable.

Conferences abroad: €78.500:

This sum covers the participation expenses in European and World conferences attended by representatives of the Federations. The members of our Federations' Boards who are also members of the relevant international organizations have to attend these organizations' meetings in order to support and enhance the interests of Cyprus Sports. Yet, many of our members claim a position and are elected as members of the Board of international organizations, which gives a prestige to Cyprus Sports and the Republic of Cyprus in general.

Rewards (ex gratia payments): €267.510:

The CSO implements the Ex gratia Payments Scheme according to which athletes who have obtained a good classification in big international sport events receive money as a reward for their performance and achievement. The «Ex Gratia Payments Scheme» is implemented by the CSO for high sport achievements of able-bodied athletes and athletes with a disability. Therefore, athletes and coaches are generously rewarded with bonuses for their excellent performance in high sport events.

High Performance Scheme

The aim of this scheme has always been to foster the participation in big international events with the "TOKIO 2020" Olympic Games considered the biggest sport event, of more and more athletes and encourage them to excel in order to promote the image of Cyprus. The Scheme concept is based on the Operations Manual and the Eligibility Criteria for Competitive Sports. It will be fully implemented at the "TOKIO 2020" Olympic Games because we expect our athletes to reach big as it happened in the "RIO 2016" Olympic Games. The Scheme is operational for eleven months (January – November) and there is an approved budget available amounting to €523.500. The amount spent was eventually €700.084; 42 male and female athletes in four categories and 33 coaches took advantage of this scheme.

Support Scheme for Young Champions of Individual Olympic Sports

The aim of this Scheme is to support young champions scientifically, technically, psychologically and financially. It was operational in the same form with some small changes. The athletes were supported to meet the requirements of modern sports. Therefore, the young champions have the chance to compete with athletes of the same age from countries with advanced sports. The Scheme was operational for eleven months (January – September) with an approved budget amounting to €221.500. The amount spent was eventually €214.230; 56 male and female athletes in two categories and 44 coaches took advantage of this scheme.

Our most important sport achievements in 2019 are detailed on the table below:

	NAME	FEDERATION	GAMES	POSITION	SPORT
1	PARELLIS APOSTOLOS	CAAA	MEN'S WORLD CHAMPIONSHIP /DOHA 27/09 - 06/10/2019	5 th	DISCUS THROW
2	MILAN TRAJKOVIĆ	CAAA	PAN EUROPEAN INDOOR ATHLETICS GLASGOW 01 - 03/03/2019	1 st	60m OBSTACLE RACE
3	MILAN TRAJKOVIĆ	CAAA	MEN'S WORLD CHAMPIONSHIP/ DOHA 27/09-06/10/2019	8 th	110m OBSTACLE RACE
4	PAVLOS KONTIDES	CSF	ANNUAL PAN EUROPEAN CHAMPIONSHIP	4 th	LASER
5	ANDRI ELEFThERIOU	CSSF	SHOOTING PAN EUROPEAN CHAMPIONSHIP LONATO / ITALY 03 - 17/9/2019	2 nd	SKEET
6	CONSTANTINA NICOLAOU	CSSF	ANNUAL SKEET WORLD CHAMPIONSHIP 30/06 - 11/7/2019	5 th	SKEET
7	ACHILLEOS GEORGIOS	CSSF	ANNUAL SKEET WORLD CHAMPIONSHIP 30/06 - 11/7/2019	7 th	SKEET
8	CONSTANTINO DEMETRIS	CSSF	SHOOTING PAN EUROPEAN CHAMPIONSHIP EVERY 2 YEARS LONATO / ITALY 03 - 17/9/2019	6 th	SKEET
9	VASILIOU NICOLAS	CSSF	UNIVERSIADE NAPOLI 09/07/2019	1 st	SKEET
10	KOUTOUKI KYRIAKI	CTF	UNIVERSIADE NAPOLI 09/07/2019	3 rd	TAEKWONDO
11	GEORGI MARIOS	CFG	ARTISTIC GYMNASTICS PAN EUROPEAN GAMES	3 rd	GYMNASTICS/ ALL-AROUND
12	GEORGI MARIOS	CFG	ARTISTIC GYMNASTICS PAN EUROPEAN GAMES	8 th	GYMNASTICS/ POMMEL HORSE

Subscriptions: €96.630:

The procedure followed until 2005 regarding the Federations' membership subscription to the World and the Pan European Federation was to forward the related forms to the CSO, which paid the subscription fees. From 2006 onwards, the Federations are given this money to proceed to the payment of their subscription on their own.

Unpredictable: 40.078:

It is deemed necessary to report the above amount as «Unpredictable». It is used to cover any unpredicted needs likely to be faced by the sport institutions during the year.

Sports for persons with disabilities and for the vulnerable groups of the population in 2019:

The CSO supported financially the Social Sports (Sports for Persons with Disabilities and Vulnerable Groups of the population) with the amount of €380.000,00, increased by €20.000 compared to 2018.

In 2019 the following sectors were supported financially with this subsidy:

A regular annual subsidy is given to sport institutions supporting sports in Cyprus, for persons suffering from paraplegia and disabilities, persons with special needs, those who received a transplant, the deaf and blind. The total amount for 2019 reached €297,118.00 increased by €25,345 compared to 2018. Special action plans according to criteria and requirements aiming at supporting various organized groups, by enhancing physical activity for targeted groups of the population. In 2019 the total amount reached €55.000, which is the same as in 2018.

These action plans are detailed as follows:

- Action plan to «Treat the Addiction on Legal and Illegal Substances», €5.000
- National Action Plan for Religious Groups, €10.000
- Action plan to «Support Vulnerable Groups of the Population», €20.000
- Planning «Sport Activities of Entities» 20.000
- Unpredictable: «Social Sports», €2,882; the amount is reduced by €5,345 compared to 2018
- €25.000,00 are used to cover the expenses faced by Paralympic athletes abroad.

Sport Tourism: €10.000

In 2019, the CSO supported Sport Tourism financially with the amount of €10.000. The CSO gives subsidies to its member Federations to organize international games in Cyprus, to support financially the sport clubs to participate in sport events abroad and in Cyprus. The CSO gives also subsidies to members of Federations to participate in Pan European and World Conferences. The CSO cooperates with Universities and the Deputy Ministry of Tourism to organize conferences and events on Sport Tourism in Cyprus but also trains and supports the sport institutions on sport tourism.

There is a joint Sport Tourism Committee with the CSO and the Deputy Ministry of Tourism is also involved. It pursues this cooperation aiming at coordinating the actions of the two institutions in order to attract sport tourism to Cyprus, where meetings are held regularly, during which joint actions are taken by both Institutions. Furthermore, the CSO participated in the Public Consultation on forming the National Strategy for Tourism of the Republic of Cyprus during the period 2017 - 2030. The Organization expressed its views and participated in the International Sport Tourism Fair held in Thessaloniki in Greece.

Subsidy given to School Boards: €245.000

The CSO released €245.000 and gave this amount to 47 School Boards for 97 school classes to be used during afternoon hours by accredited member Clubs and Federations of the CSO but also for National Programmes. The eligibility criteria have been agreed jointly among the Ministry of Education, Culture, Sports and Youth, the CSO and the Coordination Committee of the School Boards.

Sports Academy

The Sports Academy has been established by the CSO to encourage regular training and education on the sport science for the Organization's human resources, the athletes and, in general, all the senior officers of the sport Institutions. In 2019, the Sports Academy met the needs of the sport federations by subsidizing training programmes (coaches, referees, and so on.) held in Cyprus and abroad. The development and the implementation of best practices used by Sport Institutions was a priority for the Sports Academy in 2019. A number of training seminars on Sport Governance addressing mainly senior officers of the sport federations were organized.

Laws, Regulations & Procedures

The Sports Academy transposed the provisions of the Law on GDPR in the Manual of Policies and Procedures of the Sports Academy to comply with the General Data Protection Regulation. It also amended accordingly the «Application Form for the Approval of Training Programme» and «Application Form for subsidy payments».

Subsidizing Training Programmes

The CSO subsidized forty (40) training programmes in Cyprus and also the travel expenses of experts to go abroad with the amount of €50.000,00 given through the Sports Academy Committee. It also subsidized thirty (30) Sport Federations.

Planning

The Sports Academy Committee considered the new trends and mainly the increased needs of the Federations for training and defined the following priorities:

- The upgrade of the Manual of Policies and Procedures of the Sports Academy in order to implement more efficiently the general principles of the fair governance.
- The digital upgrading of the Sports Academy.
- The capital increase of the Sports Academy.

MASS SPORTS

The Sports-For-All Programme has for 33 years been successfully operational. The "Sports-For-All" Mass Sports Programme is significantly important focussing constantly all these years on achieving its sport, social, cultural, educational and recreational mission. The "Sports-For-All" programme is constantly upgraded and based on applying strictly structured general and specific schedules conceived to meet the modern life needs and the world sport reality. In the context of this programme, the participants may develop consciously a variety of motor skills while practising physical activity not in the spirit of rivalry or competition but in the spirit of doing exercise for fitness, with others, enjoying human contact and improving their psychosomatic health. Sport-practising is all citizens' right, no matter the sex, age, origin, body constitution, 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 method to boost health.

The Cyprus Sports Organization has recognized the scientifically evidenced results of physical activity and its beneficial role in improving man's quality of life. It has, therefore, introduced in Cyprus the "Sports-For-All" programme recommending tailored-made packages to fit all participants' needs no matter of the age. This Programme is applied in pre-school children, third age persons, people with special skills and minority groups. It provides physical activity aiming at ensuring "life-long physical activity".

Vision

This programme's vision is to help the great majority of the population in Cyprus to get involved in sports, benefit from physical activity and provide all the citizens no matter of their ethnicity, sex, age, social position, mental or physical status, education, body integrality, economic standing and social stratum with equal sport-practising opportunities.

Objectives

The main objectives of the Programme are:

- Life-long physical activity and exercise.
- Improvement of the physical and mental health of a person.
- Forming a character and developing a personality in the spirit of fair play and sportsmanship.
- Sport education of people and mainly of children aiming at eliminating violence in sports.
- Encouraging a healthy hobby for youth, helping young people to avoid bad habits, reducing crime rate, avoiding the use of drugs and other social problems.
- Social cohesion, tolerance and understanding among citizens in the context of physical activity Programmes.

Programmes for Children

- The "General Physical Activity" programme addresses all children attending Elementary Education and has as a key aim to help them turn to physical activity and experience it.
- The Specialized Programmes are for children wishing to be constantly involved in their favourite sport practising, which becomes eventually the choice of children who are gifted with special sport skills. This Programme provides the participants with the opportunity to take part in regional, district and Cyprus-scale organized games.
- The "Child and Swimming" Programme is operational during summer time and all the children are given the opportunity to get into the water and learn how to swim properly.
- The "Early Childhood Education" Programme addresses pre-school children aiming at helping them to get involved in physical activity 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 sport package, which meets their needs more efficiently. The citizens can choose the programme that meets their expectations and the most convenient place to attend the sessions. The following Programmes are operational: Aerobics, Pilates, Yoga, Zumba, Pound, Adapted Gymnastics, Basketball, Volleyball, Swimming, Tennis, Futsal, Hapkido.

Staff Training

Trainers attend constantly training seminars related to physical activity, sports and education methodology to learn new ways and methods of practising physical activity but also be trained in 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 Cyprus and abroad make interventions; theory but mainly practical exercises are combined, in which all the Trainers participate in simulated role playing. This training comprises also of a refreshment course in First Aids and Defibrillators. Additionally, Lifeguard Emergency Techniques are taught to all the attendees.

Events

The events are an important part of the “Sports-For-All” programmes. The annual participation toll in these events is about 10.000 persons. During these events, trainers of the “Sports-For-All” programmes make presentations on programmes already provided, giving the opportunity to more citizens to be informed about them and get involved. These events help consolidating the existing partnerships with various institutions like the Local Authorities and new partnerships are launched. All are provided with the opportunity to participate, enjoy and socialize in a pleasant and professional way. More than 80 small or big events are organized annually in the context of this Programme. These events are related to the presentation of programmes, games, championships, speeches and seminars.

Members – Expenses – Income

About 15.000 persons (children and adults) participate in the Programme, attending more than 550 centres and 94 Trainers and Administrative Staff provide their services. The overall cost of the Programme amounts approximately to €2.000.000. The income from the Programme amounts to €1.300.000.

Physical Education Programme in the National Guard and the Security Bodies

The Programme has since 1999 been operational quite successfully and has achieved its main objective in the best possible way, which is to provide the soldiers in the National Guard with training, enabling them to be able to cope with any military mission. Sports are significantly important socially and this is why it is deemed necessary to ensure that physical activity is practised by the army to consolidate and improve the soldiers’ fitness.

Physical activity in the National Guard

25 physical education trainers (out of whom two are facilitators: one for the Lefkosia and Larnaka district and one for the Lemesos and Pafos district) are currently employed in the Programme. 2500 soldiers exercise daily on the military camps in Cyprus. This number doubles during the recruitment period and eventually exceeds 5000 soldiers, depending on the number of the recruits enlisted in the army.

Furthermore, Physical Education trainers 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 methodology when they provide physical activity training. 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 in order to meet the needs coming up as follows:

- Organizing local military championships among the units but also the Cyprus-scale military athletics games.
- Organizing and monitoring the selection tests for the candidate volunteer military officers recruited in the army for five years on contract, the candidate ranking officers and the recruits in the special forces.

- Evaluating the permanent officers' fitness occurring once a year.
- Assisting the recruits to be trained at the Recruits Training Centres.
- Ensuring the training of the soldiers recruited on contract.
- Specialized programmes – Expert trainers in the programme assume the training of the soldiers according to the needs and the particularities of each special unit and give classes of Martial arts, Weight-lifting and Swimming.

The objectives of the Physical Education in the National Guard are to:

- improve the soldiers' fitness,
- select and use adequately the soldiers who have special skills by the Armed Forces' teams,
- combine physical activity and recreation for the soldiers through sports,
- promote fair play in order to develop morality and right and fair conduct,
- pursue the competitive activity of the soldiers-athletes, and
- ensure that the National Guard is staffed by soldiers who are able to cope with and accomplish any military mission.

The morning schedule provides classes to:

- improve fitness (aerobic skills),
- develop motor skills, and
- enhance the general strength.

The afternoon schedule focuses on:

- Sports games – the soldiers are trained in the basic techniques and learn the regulations on sports games and team sports like: Basketball, Volleyball, Football, Handball.
- Other forms of physical activities while playing (i.e. Fitness relays)

Physical activity in the Security Bodies

Initially it was a pilot programme launched in October 2009, by training members of the Security Bodies (i.e. Police, Fire Brigade, and so on.). The fees from February 2011 were €20 every two months. This amount is still valid. In 2019 the following programmes were operational per region:

Lefkosia: Swimming

Larnaka: Swimming, weight-lifting, Futsal,

Lemesos: Swimming, Volleyball, Basketball,

Pafos: Swimming, Basketball, Futsal, weight-lifting

Physical education in the Central Prison

The “Physical Education in the Central Prison” programme is integrated within the physical education programme for the Security Bodies and focuses particularly on the social role played by sports. This programme has been set up and is further enhanced in the context of the Strategic Partnership signed between the CSO and the Prison Departments since 2016. Specialized sport training is provided through this programme to all the prisoners detained in all the Central Prison Wards. Nine (9) Physical Education trainers are involved and five modern Gym Centres are operational to this end.

The main Cooperation Pillars between the CSO and the Central Prison are to:

- add further activities in the physical education programmes applied in the case of the Central Prison and introduce new programmes like: Aerobic Gym, Ping Pong, Basketball, Volleyball and instruments exercises (TRX, fitness tires, bars).
- provide training by organizing seminars and conferences.

- organize sport activities – domestic championships and matches with other prison outsider teams.
- provide sport items and sport equipment.
- introduce a special programme for Central Prison guards.
- include the prison guards in the physical activity programme of the Security Bodies.
- encourage more prisoners to get involved in physical activity.

The European Programme: Erasmus “Ready ... Go Project”

It is noted that five Gym Trainers are involved as experts in this European programme, which is operational for the period 2018 – 2019 with an excellent outcome. The Gym Trainers took part in transnational meetings abroad with the other partners and were given the chance to introduce new methods of physical education in the prisons. Adding new sport activities further to the existing ones, throughout time or in the context of days dedicated to sport activities has been the outcome of this programme. The Life Long Learning key competencies will, therefore, be reported, and foster the prisoners' inclusion in society.

Social Sports Programme

The «Sports-For-All» Programme is significantly important in terms of social work, because it does not exclude anyone from participation. Furthermore, many programmes are 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 ones either children or adults, persons with psychological problems, 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

The Technical Services and the Inspection of Private Gymnastics Schools are divided into two main branches:

- a. Creating privately-owned Sport Facilities and subsidizing Non Privately-owned Sport Facilities,
- b. Inspection of Private Gymnastics Schools.

Creating Sports Facilities and Subsidizing Non Privately-owned Sports Facilities

Creating new Privately-owned Sports Facilities, upgrading existing Sport Facilities and supervising projects relate to non-privately owned Sports Facilities, are subsidized by the CSO.

The Technical Services of the CSO cannot implement directly these projects with the CSO's resources (due to their small size). They can neither consider these projects nor can they have them constructed. The Technical Services play an executive, coordinating and supervising role, by purchasing services from external partners, selected in accordance with the L73(I)/2016 Law on Bids and Tenders, the circulars sent occasionally and the recommendations by the Authority of Public Contracts, the Auditing Unit and the Ministry of Education, Culture, Sports and Youth. Furthermore, the internal procedures pursuant to the Law on the CSO are applied and, in general, the laws are enforced according to each case. The wider Public Sector is still implementing projects by purchasing services.

It is important to mention that the CSO considers also the need to promote and implement Sport Development. Approximately €7.000.000 were spent in 2019 to develop the sport infrastructure in relation to projects.

Projects, which are completed or are under construction:

- Asgatas Football Ground.
- Farmakas Football Ground.
- DOXA – THOI Katokopias Football Ground (under construction).
- Improvement Works on the APOEL Auxiliary Ground.
- Improvement Works in the ETHA ENGOMIS Tennis Room.
- AETOU Football Ground in the Lemesos Municipality (under construction).
- Grounds and Premises of the Larnaka Tennis Club (under construction).
- Electromechanical Works on the “AEK ARENA” Football Ground.
- Sports Games Ground (Social Sports) in the Kato Mylos Community.
- Improvement Works on the ETHNIKOS ACHNAS Football Ground.
- Subsidies are also given for various smaller projects on improving sport infrastructure.

Maintenance / Strengthening the structure of the terraces and the roof of the Tsirio Stadium

The tender documents have eventually been drafted. The public procurement will soon be announced, provided that the funding will be available, (cost estimate: €3.310.000).

Reconstruction of the Artificial Turf covering the surface of the “Stelios Kyriakides” in Pafos

The Cyprus Amateur Athletic Association (CAAA), asked for further works amounting approximately to €150.000 - €200.000, which will eventually be included in the final tenders documents. The overall cost estimate amounts to €1.200.000 plus VAT. A public procurement will be announced soon.

Football Ground in Kolossi, Lemesos region

The Project is under construction. The contract amount is €31.333.000 and the project contract duration is 28 months. However, it is noted that after the commencement of the construction works, omissions and shortcomings in the geological and geotechnical study of the consultant engineers were noticed. These affected the static study of parts of the project (like the retaining walls, part of the terraces and part of the basement), but also additional excavation works (dredging soil). Then, the project consultant engineer decided for his own reasons to be released from the project and from September 2019, the supervision was assumed by the Department of Public Works following a recommendation by the General Auditor and the approval by the Council of Ministers.

Considering the problems reported but also other possible challenges (like the rainy weather, interventions by third institutions, the contractor's bad organizational schedule), huge delay in the progress of construction works is noticed. The contractor's delays / extensions and economic claims are considered by a three-member Ad hoc Committee, which was appointed by the Central Committee for Changes and Claims, in accordance with the recommendations of the General Auditor. Approximately €5.350.000 have been paid by now and a request by the contractor for payment of about €960.000 is considered for works done in December 2019.

Unit submitting opinions on buildings for sport development

The unit expresses opinions to the Competent Authorities and the Consultant / Engineers and or Applicants, pursuant to the Law and the Regulations on the CSO, in the context of monitoring and supervision of Sport Facilities (Private Gymnastics Schools and other Sport Development projects). This Unit helps with the creation of Sport Facilities, which comply with the relevant legislation and are, therefore, legally eligible to be licensed. In 2019, the CSO's Technical Services expressed 138 opinions in writing and many others orally.

- LEFKOSIA DISTRICT: «Evangelos Florakis» multitraining site, «Tassos Papadopoulos - Eleftheria» Indoor Gym, «LEFKOTHEO» Indoor Gym, Makario Sporting Centre and Ancillary Football Grounds (3), Lefkosia Olympic Swimming Pool.
- LEMESOS DISTRICT: «Spyros Kyprianou» Sporting Centre, Lemesos Indoor Swimming Pool, Lemesos Olympic Swimming Pool, Lemesos Sailing Centre, «Glafkos Clerides» Sporting Centre in Agros, Fytidio Sporting Park – Old GSO.
- LARNAKA DISTRICT: «KITION» Sporting Centre, Larnaka Olympic Swimming Pool, Larnaka Community Centre, Old GSZ.
- PAFOS DISTRICT: Stelios Kyriakides Stadium, «Aphrodite» Indoor Gym.

Operational Procedures:

2019 was a focal time for the Department because since March it is responsible only for the Maintenance and is staffed with an Architect Mechanical Engineer and two Civil Engineers. It focuses exclusively on the maintenance of the sport facilities. Further to the maintenance of the sport facilities owned by the CSO, which is its competency framework and new profile, in 2019 the department was in charge of the procedure to obtain the final approvals and the licensing of sport facilities. After the enforcement of the Law on Urban and Rural Planning, the sport facilities are located in the so called Protected Areas around the Coast and need a new permit with derogations.

The main tools used by the Department for regular and / or preventive maintenance are:

- The Maintenance Contract of 19 sites on Construction, Electrical and Engineering Works. The contract was awarded to one contractor specializing in Construction and Technical Works, B' Class and the other electro-mechanical engineers are his subcontractors. The contract was awarded after an Open Public Procurement.
- The contract for the Maintenance of the artificial turf of the Stelios Kyriakides Stadium.
- The contract for the Maintenance of the artificial turf of the three ancillary grounds of the Makario Stadium.

In April the applications for the Final Approval by the Engomi Municipality regarding the ancillary grounds of the Makario Stadium and in Larnaka for the KITION room and the Olympic Swimming Pool. The Final Approvals were given for the two sport facilities in Larnaka. In the Larnaka District a Final Approval was also given for the Sport Park – Old GSZ. The Engomi Municipality considers the applications submitted by the CSO for Final Approval, regarding the Multitraining Site, the “Lefkotheo” indoor gym and the “Tassos Papadopoulos-Eleftheria” indoor gym.

Objectives: To:

- improve the condition of the buildings in order to ensure the sport facilities are operational in accordance with the high standards in terms of competitive sports and in compliance with all the standard safety measures for the Users (athletes, visitors, workers).
- comply with the requirements of the Sports Grounds Licensing Authority.
- obtain the Suitability Certificates by the State competent Authorities.
- carry out the necessary visual inspection.

The objectives are achieved according to the approved budget. In 2019 the overall expenses amounted to €1.200.0000.

The most important maintenance works carried out according to the maintenance contracts are stated below:

- Completion of the works for the connection of the sport facilities to the sewer system in Pafos,
- Maintenance works carried out by private companies for the artificial turf of the main Ground of the Makario Sporting Centre and three ancillary grounds and the artificial turf of the Stelios Kyriakides Stadium (formerly Pafiako Stadium).
- Maintenance works for the Swimming Pool facilities in Larnaka.
- Maintenance of the ticket offices of the Makario Stadium in order to provide better service to the public when people ask for the Football Fan Card.
- Temporary power supply to sections of the Glafkos Clerides Sporting Centre in Agros.
- Public procurement for the maintenance of the roof insulation of the Spyros Kyprianou Sporting Centre and the Multitraining Centre.

Other:

A. Further to the above, on 12/07/2019 the Council of Ministers approved the National Strategy for the Development of Troodos Mountain Areas, in which the GLAFKOS CLERIDES High Sports Centre (G.C.H.S. Cen.) is included. The Centre is renamed after “Good Health, Research and Rehabilitation Centre”. The Centre will provide services to high level athletes, citizens, people needing clinical treatment (i.e. heart patients, Parkinson patients, cancer patients, and so on.), the armed forces, security forces, and so on, pupils and scientists who deal with physical activity, health and quality of life.

The transformation and or the changes in the facilities of the GLAFKOS CLERIDES High Sports Centre (G.C.H.S. Cen.) according to the proposed Design are estimated to reach €3.600.000 + VAT. The Department and the Director General coordinate their actions with the Commissioner and the Ministry of Education, Culture, Sports and Youth to implement this Project.

The procedures for the upgrading of the Lefkosia Swimming Pool began. The Department is the coordinator of the Project, which will be funded fully by the CSO and it will be implemented by the Lefkosia Municipality. The commencement of the works in the Swimming Pool is expected during 2021 according to the deadline suggested by the Municipality to the Ministry of Finance and is forwarded to the CSO.

Inspection of Private Gym Schools

The CSO has established procedures for inspection, follow-up and licensing of Private Gym Schools, in accordance with the article 5 (2) (ka) of the Law on the Cyprus Sports Organization and the relevant regulations. The CSO has a Department, which is responsible for the enforcement of the Law and the Regulations by using a specific mechanism. The aim is that the Gym Schools where gym sessions or classes are provided to be licensed pursuant to the provisions of the law. An established procedure on the credentials defined in the Regulations on Private Gym Schools is followed. The objective is to keep a registry of accredited gym trainers who are interested in being recruited by Private Gym Schools. Detailed information on the activities during 2019 is provided here below.

A follow-up of Private Gym Schools

The follow up of the Private Gym Schools is made with software. The 1026 Private Gym Schools registered with the CSO until 31/12/2019 are classified on the Table below:

Licensed Private Gym Schools in 2019.	145
Private Gym Schools approved for licensing in the past, which have not applied for renewal or reissue of their license in 2019.	33
Private Gym Schools approved for licensing in the past, which applied for renewal or reissue of their license in 2019 and a compliance letter was sent to them.	10
Private Gym Schools approved for licensing in the past, which terminated their operations	17
Private Gym Schools approved for licensing, the file of which was then forwarded to the legal advisor to take legal action.	6
Private Gym Schools, which applied and then received a compliance letter.	70
Private Gym Schools, the file of which is sent to the legal advisor to take legal action.	122
Private Gym Schools, the file of which was forwarded back to the legal advisor for further inquiry.	11
Private Gym Schools, which are not any more operational.	270
Private Gym Schools, which are under consideration whether they comply with the legislation.	99
Private Gym Schools, which are operational and have not applied for licensing to the CSO.	243
TOTAL	1026

Inspection of Private Gym Schools

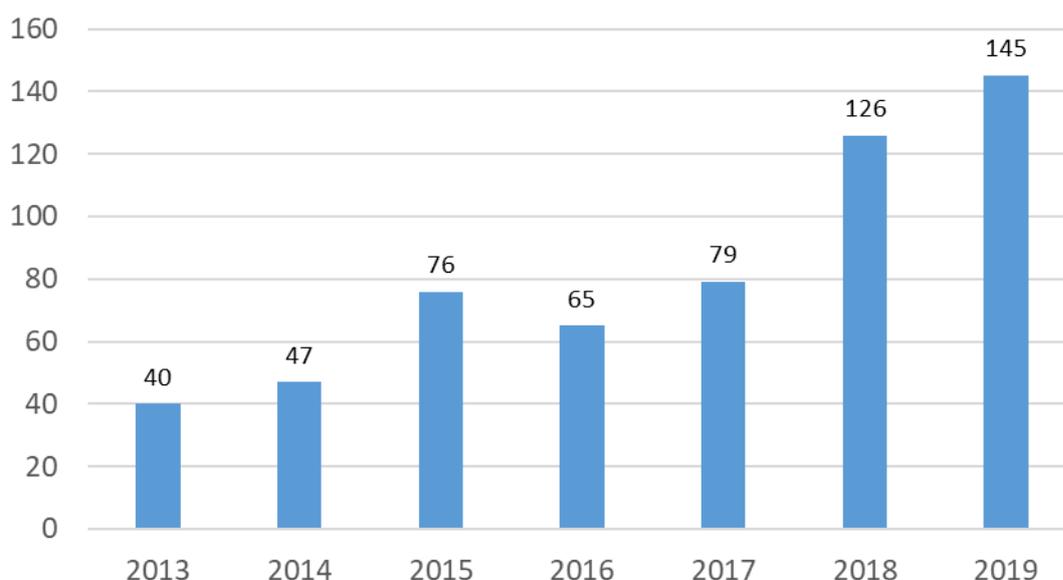
The inspections of the Private Gym Schools (licensed or not) are carried out by Inspectors of the CSO who carry out scheduled and unscheduled spot inspections. The inspections carried out in 2019 until 31/12/2019 are reported per district on the Table below:

VISITS	LEF/SIA	LEM/SOS	L/KA	AM/STOS	PAFOS	TOTAL
	349	360	77	33	188	1007

Licensing Private Gym Schools

The inspections for licensing are carried out after the owners of the Private Gym Schools apply and provided that the application contains all the information required. The inspections focus on checking the sport equipment, the trainers working at the school and the buildings' condition. The inspection of the sport equipment and the trainers is carried out by the Inspectors of the Private Gym Schools. The inspection of the buildings is carried out by Officers of the CSO's Technical Services. The business license in order to operate legally has annual validity and expires every 31st December of the year when it is issued. It is issued for the specific sport or physical activity provided by the specific school. The licensed Private Gym Schools are registered on the relevant Registry kept by the CSO. In 2019, 145 Private Gym Schools were licensed by the CSO. The number of the licensed Private Gym Schools from 2013 to 2019 is reported on the chart below:

NUMBER OF LICENCED PRIVATE GYM SCHOOLS



Taking legal action

If a Private Gym School does not fulfil its obligations, then the CSO may take legal action against the person (physical or legal person) who opens and runs a Private Gym School without a Business License. 526 cases were forwarded to the Legal Advisor until 31/12/2019; 204 cases have been tried, 22 were sent back to the CSO by the Legal Advisor who asked for additional data, 131 are going through trial, 24 are about to be served a summons issued and 145 withdrew on the grounds reported below:

- 63 were given the business license to operate,
- 60 suspended their operation,
- 21 could not be served the indictment by the process server,
- one has not been able to issue an indictment so far

Registry of trainers

The Regulations stipulate a registry of the trainers who apply to the CSO for registration because they wish to be employed by Private Gym Schools but also a registry of business licences. 1300 persons have applied so far to register; 1073 have been approved, 52 have been rejected, while 175 are under consideration.

Modernisation of the Regulations on Private Gym Schools

The elaboration of the Draft Amendment Regulations governing the operation of the Private Gym Schools is under process. The aim is that they meet the new requirements of the sport industry and fill the gaps observed as time drags on.

The focal facts occurred in 2019 on the Modernisation of the Regulations on Private Gym Schools are: The CSO's Board considered during its 33rd Meeting on 23/5/2019 the topic: "Amendment of the Regulatory Framework of the Private Gym Schools" and decided that the CSO should under no circumstances should be responsible for the issue of a final business licence of the gym centres and or for the inspection of the condition of the gym facilities regarding the gym centres and or the Private Gym Schools. The requirements to be fulfilled by the sport facilities are excluded. Therefore, the Board decided to have a relevant meeting with the Ministry of Interior and discuss this topic. As far as the

trainers' qualifications are concerned, the Board authorizes the Director General to have a meeting with the task force of the Cyprus Authority for the Development of Human Resources.

The Director General met the sponsor of the Authority for the Development of Human Resources who is the responsible for the Development of Professional Qualifications Standards project and informed the CSO's Board at its meeting on 30/7/2019 regarding the meeting with the sponsor of the Authority for the Development of Human Resources in relation to the project on the Development of Professional Qualifications Standards, Personal Trainer and Group Fitness Instructor. The Board decided at its meeting that the CSO may ask the Authority for the Development of Human Resources to exclude the above standards from the project, provided that the qualifications of the Gym Schools' staff are clearly defined pursuant to the «1995 CSO's Regulations on Private Gym Schools and the 2012 amendments» The CSO's Director General informed the Authority for the Development of Human Resources in her letter on 3/8/2019 about the above Board's decision and, therefore, the Authority excluded the mentioned Standards from the project.

The President and the CSO's Director General had a meeting with the Permanent Secretary of the Ministry of Interior on 7/10/2019, during which they discussed about the inspection of the facilities' condition of the Private Gym Schools, in accordance with the Board's decision on 23/5/2019. During this meeting, the Permanent Secretary of the Ministry of Interior asked the CSO to forward a list of the approximately fifty (50) gym centres, which do not have yet a business license issued by the CSO and which have applied to the Town Planning Authority asking for the case to be considered by the Authority. This list was attached to the letter sent by the CSO on 18/10/2019 to the Ministry of Interior and a reply is expected.

The CSO's Board authorized during its 56th Meeting dd 24/10/2019 a member of the Board, Mr Leontios Tselepos, the Director General and the Legal Advisor to finalize the changes of the Regulatory framework on the Private Gym Schools, in order to submit them to the Board for approval.

1.3 DEPARTMENT OF MANAGEMENT OF CSO-OWNED SPORT FACILITIES

The Department of Management of the CSO-owned Sport Facilities has the following competencies: To authorize the use of sport facilities by sport and non-sport institutions as the venue of their events, which are world, domestic, club games or trainings or even other social and cultural events. Such events are for example: stock exchange fairs (Ifx Expo), music concerts, ceremonial rituals by religious groups. The management procedure regarding the requests to authorize the use of the sport facilities by various institutions, is done by simple correspondence and e-request. The Management deals with all the topics related to the consultation with clients asking for events to take place, personnel management, purchase of supplies and consumables. The facilities are staffed accordingly by officers and the adequate labour staff to serve the users and the officers almost seven (7) days per week from 06.30 - 22.30.

To ensure the sport facilities are properly operational and all the events are successfully organized it is imperative to:

- inspect constantly the sport facilities and ensure that they comply with the legislation in force regarding their suitability,
- carry out specialized security control for events, which are not common world sport events and commercial and / or social events,
- apply a Pricing Policy regarding the charges on the users, the pricing for the events and the drafting of statements in order to have invoices issued by the Accounts Department,

- organize effectively and train the staff of the sport facilities so that they provide their services properly and the events take place properly,
- readapt constantly the Federations' annual programmes of competitive sports in order to have them implemented while social and / or special (postponed) events take place, and
- have the institutions assuming to organize events (sporting or not) comply with the CSO's terms and conditions in the contracts of use.

CSO-owned Sport Facilities

The CSO's sport facilities worth approximately €111.000.000 (according to a 2018 estimate) and they are listed below:

- Two football grounds and athletics stadia:
«MAKARIO SPORTING CENTRE» in Lefkosia and «STELIOS KYRIAKIDES» in Pafos,
Three indoor grounds according to the international standards:
«TASSOS PAPADOPOULOS - ELEFThERIA» in Lefkosia, «SPYROS KYPRIANOU» in Lemesos and «KITIO» in Larnaka
- The Multitraining Centre «EVANGELOS FLORAKIS» in Lefkosia,
- Four indoor grounds complying with the national standards:
«LEFKOTHEO» in Lefkosia, «GLAFKOS CLERIDES» in Agros, «APHRODITE» in Pafos. The Larnaka Community Centre is given to the Larnaka Municipality to use for 11 years,
- Three training football grounds with natural turf in the Makario Sporting Centre,
- Two 50m swimming pools with 20m x 23m pools respectively for training:
 - LARNAKA OLYMPIC SWIMMING POOL, LEMESOS OLYMPIC SWIMMING POOL and LEFKOSIA OLYMPIC SWIMMING POOL, which is run by the Lefkosia Municipality in accordance with a special agreement,
- Two indoor swimming pools:
 - «GLAFKOS CLERIDES» in Agros and the LEMESOS INDOOR SWIMMING POOL
- Two Sport Parks:
 - The OLD GSO in Lemesos, which is run according to an agreement with the Limassol Municipality and the Old GSZ in Larnaka, which was given to a private person in 2018 following a public procurement, to use it for five years.

It is noted that from March 2019 the Management of the CSO-owned Sport Facilities is separated from the Maintenance.

NATIONAL PROGRAMME OF SUPPORT FOR DEVELOPMENTAL SPORTS (N.P.S.D.S.)

In 1998, the National Programme of Support for Developmental Sports was set up by the CSO to support the bottom line sports; to support precisely organized groups which practice sports through all the stages of growth and development by supporting their Clubs/Associations/Groups in specific sectors. In 2018, two sectors were supported in the context of this programme for competitive sports in a technocratic approach: The SPORTS through DEVELOPMENTAL STAGES to support children until the age of 16 and SPORTS for TEENAGERS to support children from 16 - 18 years old. This Programme covers also additional sectors like training, scientific support, evaluation, better use and incentives. The implementation of the Programme relies on the "Operations Manual" and the criteria and requirements in order to subsidize the Clubs/Associations/Groups for the coaches.

The budget of the **N.P.S.D.S.** for 2018 was €1,239,021 and the final expenditure reached €1,245,153.

VIOLENCE IN SPORTS

Fan Card

The CSO is responsible for the implementation and the purchase and installation of the following equipment in order to enforce the registry of card fan holders, in accordance with the efforts made by the government to enforce the 2008 48(I)/2008 – 132(I)/2014 Law on Prevention and Suppression of Violence:

- Income checker
- Audiovisual warning
- CCTV cameras
- Audiovisual material processing
- Ticket issue checker
- Registry of fan card
- Card fan delivery
- Preventive & intervention measures

In 2019, the CSO implemented one of the measures stipulated by law on setting up, keeping and monitoring fan card holders registry. The total number of fan cards delivered was 101,000. A few thousands remain to be delivered and they are not expected to overcome 110,000 totally.

Stewards at Stadia

The CSO participates in the Committee of Stewards at Stadia as it is defined in the Regulations and provides constant support to this measure, in accordance to these Regulations as included in the relevant law. They stipulate the CSO's involvement regarding the training cost of the stewards, the purchase of the necessary equipment and the setting up, keeping and monitoring of the Registry of Stewards at Stadia. The implementation of this measure, which is monitored and followed up by the CSO's as the supervising Authority has removed the policing burden from the police, as the police officers are released from some specific duties. This helps reducing the number of police officers on service during the matches / games, which automatically generates a reduction in the policing cost during sport events.

The Committee meets regularly in order to consider emerging issues related to this measure or to consider complaints regarding stewards and / or security officers of the stadium or the organization of training seminars. In 2019 the Committee organized training on the renewal of Steward Identity Card, which has 3-year validity. Furthermore, it organized training for new candidates.

Licensing Authority of Stadia

The CSO participates actively in the newly established (2014) Licensing Authority of Stadia, in accordance with the provisions of the 2008 48(I)/2008 – 132(I)/201 Law on Prevention and Suppression of Violence. The CSO has appointed two persons from the Organization as it is stipulated by this Law. The Authority's primary responsibility is firstly to approve through specific procedures the suitability and safety certificates for the stadia where 1st league championship matches take place and team games. The CSO is responsible to provide financial and secretarial support to the Authority and headquarters.

Violence & Fair Play

The programme is monitored by the "Fair Play" Committee, which co-organizes, within the framework of its activities and in collaboration with the FAIR PLAY Ambassador, meetings / debates and other

events with sport institutions and organized groups on topics related to the prevention of violence on the grounds.

EUROPEAN ISSUES 4.1 European Union (Expert Group) Skills & Human Resources Development in Sports

The expert group deals with the sports role regarding basic skills such as Social and Political skills and non Formal Learning. In 2019, the CSO participated actively in the expert group.

Council of Europe

Treaty for the Reduction of Violence

The CSO has since 2004 been participating actively in the Committee and makes interventions and presentations on its activities in Cyprus in relation to coping with violence during sport events and mainly the football matches. During the Committee's meeting in December 2018, a special presentation was made on what was done regarding the use of the Registry of Fan Card Holders, the requirements in order to be implemented, the issues that emerged and the next steps to be taken in order to enforce the legislation integrally. Member States of the Council were strongly interested in this issue and it is expected to follow up the implementation of this measure. They asked to be accordingly informed in order to consider whether it is efficient to be implemented in their States.

It is highlighted that in 2017 Cyprus signed the new **“Convention on an integrated safety, security and service approach at football matches and other sport events”**, which will replace the 1985 one. Once it is ratified by the ten (10) countries, the Committee will be named “European Committee on Safety, Security & Services in Sports Events”. During the meetings, issues related to violence on the grounds are considered and various Agreements are drafted. The CSO acts in accordance with these Agreements/Conventions and elaborated bills of law pursuant to which the 2008 Law on Violence and the Regulations of the Stewards at Stadia were drafted later. The latest Convention signed by Cyprus in May 2017 was on “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 European Committee of Experts, which elaborated the Convention on the Manipulation of Sports Competitions, which was signed by the Minister of Education, Culture, Sport and Youth in May 2017. Then it participated in programmes of the Council of Europe on KCOOS and KCOOS+.

We provided the Ministry of Justice and Public Order with regular information from our experience in the Expert Group and with know-how / expertise, which helped to elaborate the bill of law on the manipulation of sports competitions. It was voted in December 2017 and stipulates the establishment of an Ethics Committee to which headquarters and secretarial support were provided by the CSO.

4.2.3 KCOOS+

The CSO participated in the KCOOS+ programmes, which were launched in 2016 initially as KCOOS. The completion of a specific questionnaire on the Manipulation of Sports Competitions, gave the right to participate in a regional seminar held in Athens for the Balkan countries. The CSO as an active partner in this programme made it possible for Cyprus with Latvia to be selected to participate in pilot programmes including:

- 2-day meeting with the French National Platform in Paris.

- Visit of KCOOS expert group to Cyprus in order to meet with the Education Parliamentary Committee, the Ministry of Justice, the Police, the National Gambling Authority and the Cyprus Football Association.

The CSO participated actively in all the above actions and provided, the institutions involved in the issue of the Manipulation of Sports Competitions, with important information in order to elaborate and finalize the provisions of the Law on this issue.

National Platforms

The meetings of the Council of Europe regarding the “Convention on the Manipulation of Sports Competitions” (Macolin Convention) aim at following up the implementation and the way the National Platforms work in each country in order to fight against the manipulation of sports competitions by exchanging information and cooperation. Therefore, they made eventually the decision to set up the Group of Copenhagen to be more flexible in their actions and be released from the requirements and the bureaucratic terms and conditions of the Council of Europe.

Group of Copenhagen

Cyprus has since 2017 been participating in the Group of Copenhagen of the Council of Europe, which was set up in 2016 with the aim to act as a coordination, information and National Platform (**NP**) group. This is stipulated by the Convention on the Manipulation of Sports Competitions but it is also provided by the relevant Law. Representatives of the 12 National Platforms (**NP**), which are already active in Europe but also representatives of countries, which are about to create a NP – it is the case of Cyprus – participate in this group. Furthermore, the Group of Copenhagen plays an advisory role providing the NP countries with consultancy services. These countries should act relying on three key subgroups as defined by the Group of Copenhagen, which are: Group for

- recycling, promoting and exchanging information,
- accelerating the procedures, and
- innovation of the NPs.

A representative of the Ethics Committee was invited last June to participate in this group.

1.4 Department of Maintenance of Sport Facilities

The Sport Facilities run by the CSO in its capacity as owner or by Management Agreements are:

- LEFKOSIA DISTRICT: «Evangelos Florakis» multitraining site, «Tassos Papadopoulos - Eleftheria» Indoor Gym, «LEFKOTHEO» Indoor Gym, Makario Sporting Centre & Ancillary Football Grounds (3), Lefkosia Olympic Swimming Pool
- LEMESOS DISTRICT: «Spyros Kyprianou» Sporting Centre, Lemesos Indoor Swimming Pool, Lemesos Olympic Swimming Pool, Lemesos Sailing Centre, «Glafkos Clerides» Sporting Centre in Agros, Fytidio Sporting Park – Old GSO
- LARNAKA DISTRICT: «KITION» Sporting Centre, Larnaka Olympic Swimming Pool, Larnaka Community Centre, Old GSZ
- PAFOS DISTRICT: Stelios Kyriakides Stadium, «Aphrodite» Indoor Gym

Operational Procedures:

2019 was a focal time for the Department because from March it is responsible only for the Maintenance and is staffed with an Architect Mechanical Engineer and two Civil Engineers. It focuses exclusively on the maintenance of the sport facilities. Further to the maintenance of the sport facilities owned by the CSO, which is its competency framework and new profile, in 2019 the department was in charge of the procedure to obtain the final approvals and licensing of sport

facilities. After the enforcement of the Law on Urban and Rural Planning, the sport facilities are located in the so called Protected Areas around the Coast and need a new permit with derogations.

The main tools used by the Department for regular and / or preventive maintenance are the:

- Maintenance Contract of 19 sites on Construction, and Electrical and Engineering Works. The contract was awarded to one contractor specializing in Construction and Technical Works, B' Class, and the other electro-mechanical engineers are his subcontractors. The contract was awarded after an Open Public Procurement.
- contract for the Maintenance of the artificial turf of the Stelios Kyriakides Stadium.
- contract for the Maintenance of the artificial turf of the three ancillary grounds of the Makario Stadium.

In April the applications for the Final Approval by the Engomi Municipality regarding the ancillary grounds of the Makario Stadium and in Larnaka for the KITION room and the Olympic Swimming Pool. The Final Approvals were given for the two sport facilities in Larnaka. In the Larnaka District a Final Approval was also given for the Sport Park – Old GSZ. The Engomi Municipality considers the applications submitted by the CSO for Final Approval, regarding the Multitraining Site, the “Lefkotheo” indoor gym and the “Tassos Papadopoulos - Eleftheria” indoor gym.

Objectives are to:

- improve the condition of the buildings in order to ensure that the sport facilities are operational in accordance with the high standards in terms of competitive sports and in compliance with all the standard safety measures for the Users (athletes, visitors, workers),
- comply with the requirements of the Sports Grounds Licensing Authority,
- obtain the Suitability Certificates by the State competent Authorities, and
- carry out the necessary visual inspection.

The objectives are achieved according to the approved budget. In 2019 the overall expense amounted to €1.200.000,0. The most important maintenance works carried out according to the maintenance contracts are stated below:

- Completion of the works for the connection of the sport facilities in Pafos to the sewer system,
- Maintenance works carried out by private companies for the artificial turf of the main Ground of the Makario Sporting Centre and three ancillary grounds and the artificial turf of the Stelios Kyriakides Stadium (formerly Pafiako Stadium),
- Maintenance works for the Swimming Pool facilities in Larnaka,
- Maintenance of the ticket offices of the Makario Stadium in order to provide better service to the public when people ask for the Football Fan Card,
- Temporary power supply to sections of the Glafkos Clerides Sporting Centre in Agros,
- Public procurement for the maintenance of the roof insulation of the Spyros Kyprianou Sporting Centre and the Multitraining Centre.

Other:

Further to the above, on 12/07/2019 the Council of Ministers approved the National Strategy for the Development of Troodos Mountain Areas, in which the GLAFKOS CLERIDES High Sports Centre (G.C.H.S. Cen.) is included. The Centre is renamed after “Good Health, Research and Rehabilitation Centre”. The Centre will provide services to high level athletes, citizens, people needing clinical

treatments (i.e. heart patients, Parkinson patients, cancer patients, and so on.), the armed forces, security forces, and so on.), pupils and scientists who deal with physical activity, health and quality of life. The transformation and or the changes in the facilities of the GLAFKOS CLERIDES High Sports Centre (G.C.H.S. Cen.) according to the proposed Design are estimated to reach €3.600.000 + VAT. The Department and the Director General coordinates their actions with the Commissioner and the Ministry of Education, Culture, Sports and Youth to implement this Project. The procedures for the upgrading of the Lefkosia Swimming Pool began. The Department is the coordinator of the Project, which will be funded fully by the CSO and it will be implemented by the Lefkosia Municipality. The commencement of the works of the Swimming Pool is expected during 2021 according to the deadline suggested by the Municipality to the Ministry of Finance and is forwarded to the CSO.

1.5 FINANCIAL MANAGEMENT

SUMMARY INCOME TABLE					
		2017	2018	2019	2020
	Income per Unit	Real Income €	Approved Budget €	Budget €	
01	State Subsidy	28.000.000	36,403,600	34,903,600	34,903,600
02	Income from CSO-owned premises and other sport facilities	1,035,228	797,070	1,018,040	1023.050
04	Other Income	1,826,548	1,977,060	2,277,080	2.277.080
09	National Gambling Authority	889,565	2,500.000	2,500,000	2.500.000
01 1	Enforcement of the Law on Prevention and Suppression of Violence on the Sport Grounds	---	50	50	50
012	Total Income	31,751,341	41,677,780	40,698,770	40.703.780
SUMMARY EXPENDITURE TABLE					
		2017	2018	2019	2020
	Expenditure per Unit	Real Expenditure €	Approved Budget €	Budget €	
01	Method - Administrative Expenses / Maintenance	12,388,304	13,062,312	13,550,590	14.035.938
02	Method - Subsidies	13,710,117	14,176,588	14,302,010	14.285.322
03	Development - Creation and Improvement of Sport Facilities	2,933,339	11,813,850	10,271,140	9,857.490
04	Method - Paying off Loans and Other Liabilities	---	2,225,000	2,175,000	2.125.000
06	Method - Unexpected expenses	---	400,000	400,000	400.000

07	Method - Enforcement of Law on Prevention and Suppression of Violence on the Sport Grounds	---	20	20	20
08	Method - Anti-violence Programmes	---	10	10	10
	Total Expenditure	31,187,274	41,677,780	40,698,770	40.703.780

1.6 Leases and subleases of State Land

The President of the CSO co-signs with the Republic of Cyprus on behalf of the Organization, contracts and subleases of State land with sport clubs, sport Federations, Municipalities and Communities, implementing decisions taken by the Council of Ministers. A registry of leases and subleases is kept accordingly and also a copy of the leases and subleases is forwarded to the Accounts Department to follow up the lease settlement.

Registry of contracts

The contracts co-signed by the President of the CSO and various Institutions are filed in a special Registry kept accordingly and then they are stored in a specific storeroom.

Registry of court cases

The court cases concerning the CSO sent for trial before the District Courts and the Supreme and Administrative Court are filed in this registry.

Supreme Sports Judicial Committee (SSJC)

The Supreme Sports Judicial Committee (SSJC) is a Committee, which is appointed by the Organization's Board pursuant to the Law on the CSO for a two-year term. The conditions of the Committee's term are defined by the Law. The Committee judges primary sport court cases, sport-related offences and secondary appeals against decisions taken by concerned judicial committees. Furthermore, the Committee has pursuant to the Law, the power to arrange its meetings and settle the procedure before it. It meets regularly one or twice a month when cases are sent to it for trial. All the cases filed during the year and the evidence on the case course are kept in a special registry.

1.7 Sports Academy

The Sports Academy has been established by the CSO in order to ensure the regular training and education of the staff, the athletes and, in general, of all the executives of the sport Organizations on sport science issues. In 2019, the Sports Academy continued to fulfill its mission and meet the sport federations' needs by offering subsidized training programmes (coaches, referees, and so on.) in Cyprus and abroad. During 2019 the Sports Academy considered a priority to develop and apply best practices to be used by the Sport Organizations and organized to this end, seminars on Sport Governance mainly for the executives of the sport federations.

Laws, Regulations and Procedures

The Sports Academy transposed in its Policy and Procedures Guide the provisions of the Law on General Data Protection Regulation (GDPR) and also reformulated accordingly the Forms «Application for Approving a Training Programme» and «Application for paying a subsidy».

Training Programmes Subsidies

The CSO has paid more than €50.000,00 in subsidies through the Sports Academy Committee and forty (40) training seminars were held in Cyprus. The CSO subsidized thirty (30) Sport Federations to cover the expenses of experts who went abroad for training.

Planning

The Sports Academy Committee has fixed the following priorities, considering the new trends and mainly the increased needs of the Federations for training:

- The upgrading of the Policy and the Procedures Guide of the Sports Academy to apply more efficiently with the general principles of fair governance.
- The digital upgrading of the Academy.
- The capital increase of the Academy.

1.8 International Sport Relations, Transnational Agreements and Memoranda of Understanding for Sport Cooperation and European Affairs

The International Sport Relations imply the Planning of the CSO to promote and enhance the cooperation between Cyprus and other countries. These relations play an important part and are one of the main objectives for which the CSO was founded. The CSO subsidized the sport federations to carry out sport exchanges through these sport international relations of:

- high level athletes & teams for training, preparation and participation in games/sport tournaments.
- Experts & Technocrats in order to exchange information and knowledge on sport topics.

All the Agreements and Memoranda are drafted in accordance with the Concluding International Agreements and Memoranda of Understanding Manual of the Law Office of the Republic of Cyprus. Before signing them legal and technical verification is carried out by the advocates at the Office of the Attorney General. These agreements are signed mainly by the Ministry of Foreign Affairs and the Ministry of Education, Culture, Sports and Youth.

Enforcing the provisions of International Sport Agreements concluded by the CSO with other States (Policies and Procedures Manual)

The Sport Federations should fulfil the criteria defined by the CSO in order to be included in the Programme for Sport Exchanges in the context of the Sport Partnerships concluded between the CSO and other States. These are described in detail in the Policies and Procedures Manual, which is inserted on the CSO's website.

Agreements for Sport Cooperation and Actions

The CSO has concluded agreements for sport cooperation in the form of protocols, memoranda and so on as follows:

- **Protocol** for Sport Cooperation between the CSO and the Greek General Sports Secretariat for the period **2019 – 2021**

The cooperation between the CSO and Greece continued. All the provisions for the exchange of sports were kept and the exchange of other Sports was also included. Sport exchanges of more than 800 male and female athletes from at least twenty five (25) different sport federations took place in accordance with the protocol for sport cooperation between the Greek General Sport Secretariat and the CSO.

- **Declaration** for Sport Cooperation between the CSO & Israeli Sport Authority for the period **2018 – 2021**.

The sport cooperation between the CSO and the Israeli Sport Authority is very fruitful. In 2019 the exchange of fifty male and female athletes took place between the two countries in order to participate in joint trainings and / or sport tournaments.

- **Memorandum of Understanding** in Sports between the Ministry of Education, Culture, Sports and Youth and the Ministry of Youth and Sports of the Republic of Serbia for the period **2018 – 2022**.

The memorandum of understanding with the Republic of Serbia was signed on 30/11/2018 by the Ministry of Education, Culture, Sports and Youth. The sport cooperation with the Republic of Serbia is highly important for the CSO because of the high level of Sports of this State. In 2019 eighteen (18) male and female athletes were received in Cyprus in order to participate in sport tournaments.

- **Executive Programme for the Cooperation** between the Government of the Republic of Cyprus and the Government of the People's Republic in China for the period **2019 – 2022** (signed by the Minister of Education, Culture, Sports and Youth in China on 25/4/2019).

The executive programme with the Government of the People's Republic in China has been signed recently and no sport exchanges have yet taken place between the CSO and Chinese Sport Authority mainly because of the limited budget available for this planning.

Sport partnerships under process:

- **Memorandum of Understanding for Cooperation between Cyprus and Kuwait** in Sports. At this stage we are exchanging views on the provisions of the Memorandum and then the document will be forwarded to the Law Office of the Republic of Cyprus for legal and technical verification.

Subsidies granted to Sport Federations

In 2019 approximately €110.000,00 were granted as subsidy to thirty (30) sport federations in order to participate in programmes of sport exchanges with the States that co-signed with the CSO a memorandum of understanding for sport cooperation.

Legislation, Regulations & Procedures

The policies and procedures manual and the documents of planning the International Sport Relations go in line with the GDPR.

Memorandum of Understanding for Cooperation with Local Institutions

The CSO fosters another form of cooperation by concluding Memoranda of Understanding, Protocols and other synergies with local Institutions. The CSO aims at promoting local sports through the above mentioned cooperation agreements but also at advocating the Cypriot male and female athletes locally, all over Cyprus and worldwide.

EUROPEAN AND INTERNATIONAL AFFAIRS

The CSO keeps abreast with developments and participates actively in the European and international sport events by collaborating and coordinating its actions with the Office of European and International Affairs of the Ministry of Education, Culture, Sport and Youth. In 2019 the following actions took place:

A. Participating in the European Council

The CSO's representatives participated in the Council's preparatory body on sport issues (Working Group for Sports) with the Advisor of the Ministry of Education, Culture, Sports and Youth at the

Permanent Delegation in Brussels. The CSO cooperates to form the European policies and make decisions adopted by the Sports Ministers Council. Furthermore, the CSO carried out the preparatory works to support the participation of the Minister in the formal Council meetings held during the presidency of Bulgaria and Finland.

B. Participating in the Sport Groups of Experts

The CSO participated in Groups of Sport Experts set up according to the Plan of Actions on Sports for the period 2017 - 2020. CSO's 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 a Contact Person between the CSO and the HEPA Focal Points to follow up the implementation of the indexes related to the establishment of a Board focusing on the promotion of the physical activity for health improvement.

C. Conference of the European Sports Directors

The CSO was represented in the Conference of the European Sports Directors held during the Presidency of Finland.

D. CSO's participation in European Programmes as a Coordinator of the 5th Annual European Sports Week

In 2015 the first European Sports Week (ESW) became an established event following an initiative by the Cyprus Presidency of the European Council and is mentioned in the Conclusions dated 27th November, 2012, of the Council, referring to the promotion of the physical activity for health improvement. Implementing this European initiative aims at taking highly effective measures to raise awareness and mobilize the citizens as regards the physical activity, reversing the alarming trend showing a limited involvement in physical activity by the European citizens according to the results of research conducted on a Europe-scale but also in the EU member States.

The Cyprus Sports Organization organized the 5th annual event "European Sports Week" (23 - 30 September 2019) acting as the National Institution of Coordination to implement its wider policy and promote the physical activity and sports. The aim is to motivate the citizens to adopt an active and healthy lifestyle but also to promote the relevant European policies and improve the public health through physical activity. The objective of the European Sports Week with the slogan #BeActive is to increase the citizens' participation in physical activity and sports at all levels, in order to adopt an active and healthy lifestyle.

The general aim of the European Sports Week is to create a national intersectional platform, in which volunteer institutions from the public and private sector and non-governmental organizations dealing with physical activity and sports (sports, education, health, local administration, youth, labour environment, free movement, private enterprises, and so on.) will get actively involved in order to promote physical activity and sports with the various actions taken, in order to give more opportunities for sport-practising.

This European campaign is, precisely, like an Open Market on which 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 activities with other institutions in the context of the European Sports Week. The beneficiaries will be mainly the citizens

who will have the opportunity to be informed about the running programmes and the existing services, 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 Institution of Coordination to campaign for the European Sports Week in Cyprus, as the responsible authority for coordinating and implementing this campaign in Cyprus. The sport events during the European Sports Week 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 €227,338,89 (80% funded by the EU and 20% by the CSO). 99 institutions, which were the main organizers of the various sport events and activities, were fully active during the European Sports Week. These institutions come from the following sectors:

- Sports
- CSO, Sports-For-All Programme
- Sport Federations, Sport Clubs/Unions/Academies
- Gym Centres (licensed by the CSO)
- Education
- Ministry of Education, Culture, Sports and Youth
- Universities
- Secondary, Technical and Vocational Education
- Elementary Education
- Pre-elementary Education
- Local Authority (Municipalities)
- Private Enterprises
- Non-governmental Organizations

The main organizers of these activities involved more institutions dealing with the physical activity and sports by highlighting and evidencing how important is the intersectoral cooperation and the synergies to obtain the best possible results as wished. In this case, the objective is to raise public awareness and get involved ALL the citizens in the physical activity and sports. During the European Sports Week the total number of activities and sport events that took place all over Cyprus was 242, in which approximately 224,000 citizens participated FREE. The Local Authorities and mainly the Municipalities organized many activities to raise awareness and get actively involved the local society and institutions. The 242 activities held during the European Sports Week are described as multiform, innovative and accessible. They were carried out without, or at the lowest cost with the involvement of volunteers from the institutions and the contribution of the people who helped free in order that all these activities take place.

The European Sports Week programme focused 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 activities, sport events, information days and lectures are inclusive.

In 2019 the innovative element not only for Cyprus but for all the participating countries in the campaign, was the Pan European Night Event: #BeActive Night, which was established in 2018 by the European Commission wishing this way to highlight the event taking place in all the member countries at the same time in the evening. The event that took place on the 28th September on the Europe Square in Larnaka and 10,000 citizens was the estimated participation toll. It is considered one of the most successful events following an evaluation by the Commission.

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 modern sports need to cope with. Therefore, the CSO has, over the last years, taken important measures likely to help enforcing fair governance in the sport federations. The right education and training on topics and principles governing management and administration, is a determining factor for the sport organizations' rational functioning.

The GReFORM programme's aims are to:

- identify the education needs of the sport administration senior officers, and
- provide targeted academic training as soon as possible on the education e-platform.

The CSO plays the leading and coordinating role in the Programme lasting three years (2018 - 2020). It is the programme with the longest duration and the highest budget for which the Organization has obtained co-funding by 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 participate in this consortium as 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.

- «iSport – Investment in Sport» programme
- «Game» programme
- «EUPASMOS» programme

1.9 STAFF ISSUES

The CSO is staffed with one (1) Director General on a five-year (5) contract, twenty six (26) permanent employees, fifty two (52) regular hourly paid persons (workers, groundsmen and cleaners), thirty three (33) specially recruited staff (officers, clerks, and so on.), twenty three (23) trainers of the Programme «Sport practicing in the Security Forces / National Guard», ninety six (96) Trainers of the Programme «Sports For All», eleven (11) coordinators of the National Support Programme for Sports Development (sports responsible officers and external inspectors), nine (9) partners (one for the Anti-doping Authority, four external inspectors of private gymnastics schools, three scientific partners at the Cyprus Medical Sports Research Centre and an external partner at the National Guard).

The CSO's Board and its Director General have submitted a request before the competent Authorities (Ministry of Defense, Ministry of Finance and House of Representatives) in order to suspend the hiring freeze policy and announce vacancies approved according to the budget and the organizational chart of the CSO. Furthermore, the CSO's restructuring is on the agenda of meetings, discussions and consultations with the staff trade unions. The CSO's Board and Administration aim, therefore, at ensuring the Organization's more efficient functioning.

1.10 Secretariat and the Records Department

The tasks carried out by the Secretariat and the Records Department, are mainly as follows:

-The incoming courier received by post, e-mail, fax and also handed over is registered by e-mail and then forwarded to the officer who deals with the subject referred to accordingly. The e-records have

been introduced since 2009 and it is a very efficient method. Each officer may find from his office any file he is looking for without having to go to the records office and / or to the storeroom to look for files and documents as he used to do in the past. The CSO is one of the few Organizations that have introduced this new method of keeping records. The aim of introducing this method was to speed up the registration process of all the documents, which has been achieved. The system has also become simpler and the records can be used more efficiently and quickly by the staff.

-The Outgoing courier: The documents to be sent by the CSO are either posted or handed over or faxed or delivered by taxi. The details of the outgoing correspondence are reported in a book for the outgoing courier.

-Filing the decisions taken – the minutes of the Board’s meetings: The filing is carried out electronically. The index and the minutes are forwarded for bookbinding.

-Bid and tender process (purchase of services / supply of consumables, printing paper, stationary, bookbinding of the Board’s minutes, and so on.):

Implementing a management programme of the records according to the one used for the State Records: The CSO has since 2017 implemented the above mentioned programme. The files in the CSO’s storeroom are registered, arranged and carried to the State Records of the Public Administration. It is a regular procedure followed by the wider public sector. It is time-consuming but one of the objectives is to save enough space in the CSO’s storeroom in the long term. This empty space available will be used for any purpose and not to store files.

1.11 CYPRUS SPORT MEDICAL RESEARCH CENTRE (CSMRC)

The Cyprus Sport Medical Research Centre was established as a result of the European Council resolution (73) 27 endorsed by the European Sport Ministers’ decision on 26/10/1973, according to which **the Member States must have at least one National Sport Medical Research Centre. The establishment of the Centre aims at enhancing the Competitive Performance of the Athletes based on scientific knowledge and research. It also aims at improving population health with Physical Activity.**

The National Sport Medical Research Centre has created the conditions for solid scientific infrastructure in Cyprus Sports, by meeting an acute need for sports in our country, in full compliance with the international requirements of the constantly developing modern scientific sports through ergometer and sport medical test, the scientific updating and information with training seminars and the daily contact with the coaches and the athletes. In 2019, 540 ergometer tests were carried out in athletes and sport-practising people involved in almost all sports and in all categories, including the research projects and the sport schools. The detailed number of male and female athletes who underwent a lab test is as follows:

Male and female athletes of National Teams	(120)
Male and female athletes of Sport Clubs	(150)
Research Programmes (Eurofit, and so on)	(146)
Sport Schools	(124)

The test undergone by persons in the context of the Eurofit Research Programme is related to the measurements of the General Population in order to evaluate the fitness and health factors. Various groups of people undergo this test. They are involved in different professional and motor activities like for example: the State Security Units (Police, Fire Brigade, Police Motorized Direct Action Squad, Counter Terrorism Squad, and Army Special Forces), people pursuing sedentary professional

activities, retired sport-practising people, people lacking physical activity, people with chronic diseases, people with motor difficulties and population control groups.

The above information and data reported on the physical activity by various groups of people is a CSO's commitment to comply with the recommendations by the Sports unit under the European Commission and the World Health Organization WHO in the context of the Health Enhancement Physical Activity (HEPA) programme, which focuses on promoting Health through physical activity. It is highlighted that the Cyprus Sport Medical Research Centre is currently understaffed. Only five persons who are scientific staff work at the Centre. There is no secretariat, while some time ago 10 persons worked there. Today one permanent employee and four temporarily-recruited scientific partners on unlimited contract are the scientific staff. Their scientific subject-area varies and they carry out different tasks at the Centre's labs and departments.

In 2020, the research works and the Erasmus European programmes in process related to the physical activity, the chronic diseases, the cardiovascular diseases and, in general, the public health, are expected to be completed. A presentation on them will be made during international and local sport and medical sport conferences.

1.12 Department responsible to issue Health Certificates / Athletes' Health Senior Board (AHSB)

Legislation & Regulations

The Board has inter alia the following authorities in order to achieve its objectives, pursuant to the Article 5 (2) of the Law on the Cyprus Sports Organization:

(k) It defines the requirements to be fulfilled in order to issue health certificates for the persons practicing sports and stipulates the details on the procedure related to the medical examinations for each member of a sport federation or club practicing sports.»

Furthermore, in accordance with the Law 93 (I)/2019, which was published on 28.6.2019 in the Official Journal of the Republic of Cyprus no. 4715, the above paragraph (k) subparagraph (2) of the article 5 of the original law is amended; the last sentence ending to the semicolon to be replaced with the following one, without prejudice: **«It is evident that the health certificate is never issued if the person practicing sport is of military draft age and is notified to enlist in the National Guard, pursuant to the provisions of the Law on the National Guard from 2019 onwards and is a holder of a temporary military service discharge certificate by virtue of this Law either because he is inadequate to join the army (I/5) or because he is allowed to a suspended military conscription on the ground of a disease / disorder related to his mental health».**

Department responsible to issue Health Certificates

The CSO's competent division for the enforcement of the above Laws is the Department responsible for Health Certificates, which is one of the services provided by the CSO to the persons practising sport and the accredited sport federations.

Mission of the Department responsible to issue Health Certificates

The objective for the CSO with the issue of the Health Certificate is to prevent the athletes' Sudden Cardiac Arrest (SCA) during the physical activity but also the early diagnosis and the prevention of medical conditions, which would be the reason to exclude an athlete or restrict his or her physical activity. Special precautions and follow-up are required.

Procedure for undergoing medical examination in order to issue a Health Certificate

The CSO has defined the procedure to follow in order to undergo medical examinations (medical forms, clinical, paraclinical and supplementary results) and all the necessary certificates that must be presented by all the male and female athletes of accredited sport federations and clubs in order to issue a Health Certificate. The CSO complies with the relevant legislation and the objectives of its mission.

Athletes' Health Senior Board (AHSB) and Medical Committees for the Evaluation of Health Certificates

The CSO's Board has set up the **ATHLETES' HEALTH SENIOR BOARD (AHSB)** acting in accordance with the powers vested in the Organization by the Law in order to implement the provisions of the paragraph (k), subparagraph (2) of the article 5. The **AHSB** is the competent committee of the CSO, which is responsible to advise the CSO's Board on how to proceed for medical examinations in order to issue the health certificate. The **AHSB** is an advisory committee and is composed of Medical Officers who are experienced in performing medical examinations for persons practising sports in order to issue a health certificate and they also have the expertise to act proactively to avoid athletes' sudden cardiac arrest. The members of the AHSB are appointed by the CSO's Board for three years.

Evaluation of Health Certificates and Medical Committees for the Evaluation of Health Certificates

The evaluation in order to issue a Health Certificate is made by the **«Evaluation Committees»**, which evaluate secondary medical certificates and the results of the medical examinations presented by the male and female athletes. The Evaluation Committees are composed of two (2) Medical Officers with a specialty in Cardiology, Pathology and General Medicine, one of whom always being a Cardiologist. The Medical Officers of the Evaluation Committees are appointed for three years by the CSO's Board after inviting the candidates to submit an expression of interest.

Ad – Hoc AHSB Committee

The CSO's Board has set up an **Ad – hoc Committee** composed of members of the Board because it considers the need for continuous follow up, inspection and supervision of the procedure in order to issue a Health Certificate.

Part D'

Youth Board

1.

THE CYPRUS YOUTH BOARD

Who We Are

The Cyprus Youth Board (CYB) 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. It is governed by a Board of Directors of seven members 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 Making

One of the main aims of the CYB 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 it can offer effective solutions to youth related problems. The CYB 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 multiple ways such as its Advisory Bodies, the National Team of Structured Dialogue, open discussions and public consultations. Therefore, in 2019 the following have been realized:

Surveys

Surveys are one of the most significant tools that enhance the work of the Youth Board in the field of youth policy making. In 2019 the CYB commenced a survey preparation, "Youth-Barometer" / "Youth-Stats", in cooperation with a research organisation. The research will cover a wide range of questions regarding young people's needs and interests and is expected to be completed in 2020.

National Youth Strategy

In 2019 the Cyprus Youth Board submitted the following documents and proposals to the Minister of Education, Culture, Sport and Youth, and subsequently to the Council of Ministers, which adapted them on the 17th of April 2019.

- The Fist Action Plan of the National Youth Strategy (NYS) of Cyprus, which is the founding pillar for the practical implementation of the Strategy.

More than 20 public services, which constitute the Cross-Sector Working Group for the Youth, worked together in order to draft a complete document that outlines the actions and steps that are already implemented or planned, aiming at achieving the priority goals set by each NYS topic area (as these were set by young people themselves).

Moreover, the Action Plan presents new CYB measures that achieve certain priority goals, while it also facilitates the institutionalisation of further actions and tools implemented by the NYS Implementation and Monitoring Mechanism.

- The Action Plan Analysis, which presents the key conclusions following the measures examination. The report outlines the number of measures by each NYS priority/topic area, detects the Strategic priorities that are not implemented, identifies potential weaknesses and overlaps, submits suggestions for improvement, and investigates whether the measures apply to the NYS target age group or to the general population, cross-sectoral cooperation requirements, budget adequacy and sources, as well as the performance indicators.
- The Conclusions Report on the Youth Consultations which were held towards the end of 2018, and which present 64 proposals by young people on new measures and 35 suggestions for improving current measures. This action materialises the Strategies main pillar, which is youth participation in decision making on youth related matters. The Report was the outcome of structured dialogue procedures, which were attended by 150 young people and representatives of Youth Clubs, Municipal and Community Youth Councils, the Cyprus Youth Council and Cyprus Children's Parliament and were held in the following locations: Lefkosia (2), Lymbia, Lemesos (2), Agros, Paralimni, Pafos and Athienou.

The Strategy has been formed in a non-traditional way, based on participatory development and co-creation, involving both public sector services and young people, and will continue to be developed in this method. The young people's proposals will be the foundations for the design of the Second Action Plan for 2020 - 2022, which will be discussed and developed by the Cross-Sector Working Group for the Youth and the Strategy Consultation Committee (which consists of youth representatives).

The second three-year Action Plan will complete the Strategy 2017 - 2022.

- The ideas and suggestions of young people led to the preparation and submission of the following policy proposals:
 - Creation of a Youth Policy Institute
 - Creation of a National Centre of Youth
 - S.T.E.A.M. development and enhancement

The First National Youth Strategy Implementation Progress Report was completed in 2019, while in 2020 the CYB is going to draft the Interim Progress Report for the years 2017 - 2019, in cooperation with the Cross-Sector Working Group for the Youth. This process will ignite a new dialogue on the next Strategy 2030, aiming at the joint implementation of strategic goals, which derive from the needs and views of young people.

In addition, in 2019 a new consultation was held with 30 youth representatives in five meetings that took place in two regions. This consultation aimed at drafting a road map for youth work development in Cyprus, with the guidance of a group of experts from the Council of Europe.

The road map aims at identifying the catalytic role of youth workers in youth empowerment and support through: ensuring youth work quality development on all levels, including policy making in this sector, youth workers training, and development of a legal framework, professional standards and adequate financial support.

This action was held in the context of the Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work, as well as the new European Youth Strategy 2019 - 2027.

In this context, the CYB has an active role in the recognition of skills that are acquired by young people and youth workers through non-formal and informal education activities organised by the Ministry of Education, Culture, Sport and Youth, following the relevant EU Council Recommendation of the 20th of December 2012.

European and International Relations and Policies

Participation in Working Groups on Youth Related Issues

The CYB participates in the Working Groups on Youth related issues that are held in Brussels during each Presidency of the European Council. In 2019 the CYB participated in Working Groups organised by the Presidencies of Romania (January - June 2019) and Finland (July - December 2019). During the two Presidencies, significant matters were discussed, such as the Erasmus+ and the European Solidarity Corps. More specifically, the priorities of the Romanian Presidency were: a) A Europe with common values, b) Equal opportunities for all (discussion on the European Solidarity Corps and Erasmus+ youth chapter), while the priorities of the Finnish Presidency were: a) Youth work quality, b) Youth work digitalisation, c) Youth workers education and training.

Structured Dialogue

In 2019 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. In 2019 Structured Dialogue was renamed to European Youth Dialogue as a tool for the new European Youth Strategy 2019. In Cyprus, the National Group for Structured Dialogue is coordinated by the Cyprus Youth Council and it consists of representatives of the Ministry of Education, Culture, Sport and Youth and the Youth Board of Cyprus. In the context of this process, five consultations were held in urban and rural areas, with the total participation of 50 people. Moreover, there were events and activities for the Structured Dialogue further promotion, as well as meetings among representatives of the Group for Structured Dialogue, so as to plan actions and analyse the consultation results. In 2019, the Structured Dialogue was based on the priorities set by the presidency trio. It is noted that the Cyprus Youth Board funds the activities of the National Group annually or biannually (depending on the EU Directives), and, in this case, the activities of the Group's coordinator, i.e. the National Youth Council.

Youth Wiki

In the context of the Renewed Framework of the 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 a 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 2019, the CYB cooperated closely with the Cross-sector Working Group on Youth Issues and updated the information in the following chapters: National Youth Policy, Voluntary Activities, Participation and Social Integration, Employment and Entrepreneurship, Health and Wellbeing, Education and Training, Creativity and Culture and Youth and the World. Moreover, it drafted the content of an additional chapter that derives from the new European Youth Strategy on Youth Work.

In 2019, the EU analysed the content of the chapter Participation and Social Integration and announced the first comparative report on this sector, which is available on the Youth Wiki webpage.

Participation in the European Steering Committee for Youth (CDEJ)

In 2019, the CYB participated in two meetings of the Steering Committee for Youth of the Council of Europe, as well as at the meetings of the Presidency of the Committee, in which the CYB Executive Director is a member. These meetings focused on the active participation and the successful efforts to save the Youth Sector of the Council of Europe, and on the preparation of the new Youth Strategy 2030, while the Advisory Mission on Youth Work was hosted in Cyprus.

European Knowledge Centre on Youth Policy - EKCP of the Council of Europe

The CYB attended the meetings of the national correspondents of the Centre in order to monitor the drafting and implementation of youth national policies. In 2019, the Centre's work focused on methods of evaluation for youth policy and youth work.

United Nations

The CYB 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 CYB in its National Youth Strategy, and because these events provide valuable knowledge and experience. In 2019, the CYB Executive Director participated in ECOSOC Youth Forum "Empowered, Included and Equal" at the UN Headquarters in New York on 8 - 9 of April 2019. Furthermore, the participation of additional young people in similar Forums was funded by the CYB through the Youth Initiatives Project.

Commonwealth

The CYB paid its annual financial contribution to the Commonwealth Programme for Youth, like every year, and always considers the relevant youth related programmes. The CYB encourages young people's participation in the Commonwealth Youth Forum providing financial and other kinds of support. In 2019, the annual financial contribution to the Commonwealth was €34.834,35.

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 the society as a whole, in 2019, the CYB signed memoranda of cooperation with the following institutions: 1) Pancyprian Volunteerism

Coordination Council, 2) Pancyprrian Confederation of Parents' Associations for Secondary Education, 3) Alexander College, 4) PRICEWATERHOUSECOOPERS (PWC), 5) UNYSA Cyprus, 6) Interreg Mediterranean, 7) Cyprus Computer Society (CCS)

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 youth organisations have an active involvement in issues of their interest and to decision-making processes within their communities. The CYB provides financial, technical and advisory support to the Municipal and Community Youth Councils.

In 2019, three new Youth Councils were formed, for the Municipalities of Akanthou, Kythrea and for the Community of Achna.

The CYB 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 2019, the CYB received applications from seven Municipal and Community Youth Councils, all of which were funded with a total amount of €17.637.

Moreover, the CYB participated in conferences and meetings that concerned the Municipal and Community Youth Councils, such as the meeting in Lazio, Italy, in December 2019 (13 - 15/12/2019 Santa Severa Castle), which aimed at enhancing democratic youth and youth councils participation in the Mediterranean region.

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 2019, there were three application 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 2019, 790 applications were submitted to the Project, requesting more than €1.700.000 in total. 566 applications were approved and the amount of **€1.190.244** was budgeted to them. 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 organisations, 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 third consecutive year. The aim of the programme is to strengthen the student community through two pillars:

- (a) Providing research grants 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 2019, the **total amount** allocated to **53 applicants** was **€78.805** whereas the amount of **€22.320** was allocated to five entrepreneurial projects.

European Program Erasmus+ Youth

The European Programme Erasmus+ funds activities in the fields of education, training youth and sports for the period 2014 - 2020. The CYB 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 2019 all funds that were granted to the CYB for the Erasmus+ Youth Programme by the European Commission were fully absorbed. More specifically, 213 applications were submitted in 2019, out of which 60 were approved, based on the available budget. From the approved submissions, 47 involved youth mobility projects, seven were strategic partnerships and six were projects in the framework of Structured Dialogue.

As far as the 2019 Mobility Projects are concerned, their participants' number was 1.360, whereas the number of youth workers was 520. The 2019 beneficiaries were non-governmental / non-profit organisations from all over Cyprus, youth organisations, informal youth groups, universities, research centres, private organisations, and so on.

Even though the Volunteering Projects were transferred 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 (VP-TEC), the National Agency organized seven trainings, in 2019, (On-arrival trainings and Mid-term evaluations). These trainings 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 evaluate the volunteers' experience.

In 2019, the National Agency organised or participated in numerous events of a wide range of topics. The CYB participated actively in the “European Mobility Week”, in the context of which a conference on Fake News was organised. The conference was attended via the online platform “Greek Hoaxes”, journalists and academics. Moreover, the National Agency, along with the European Commission and the European Parliament Representations, organised the Europe Day celebrations, which featured the European Elections. Another notable event, in 2019, was “Erasmus Festival”, which was co-organised with the Foundation for the Management of the European Lifelong Learning Programmes. The festival took place at Faneromeni Square, in Lefkosia and presented ways in which citizens may benefit from the programme and have a more active engagement in European democratic processes. The festival featured a wide range of activities, such as information points, educational games and competitions,

and an open discussion with Ms. Themis Christophidou, Director-General of the European Commission DG of Education, Youth, Sport and Culture. In addition, the National Agency participated at the CYB Festival “Up To You(th)” with an information booth, which attracted a large number of visitors. The National Agency 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 National Agency cooperated with other services and institutions, such as the Foundation for the Management of the European Lifelong Learning Programmes, the European Commission Representation in Cyprus, Public and Private Universities, the Pancyprrian Volunteerism Coordinative Council and other NGOs in order to organize various events, information talks, education exhibitions, career expos, and events that promote good practices, as well as a major information event on Erasmus+ 2020.

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 2019, more than 200 people participated at Erasmus+ training activities and seminars in Cyprus and abroad. Moreover, the Cyprus Youth Board, being the Erasmus+ Youth National Agency, organized three activities in Cyprus, which were attended by 121 people in total:

- Game Changing Project, in cooperation with UEFA and the Football Federations of Cyprus, Romania and the United Kingdom, aiming at enhancing participation, social integration and youth work quality through football.
- The National Forum: “Social Innovation for Social Inclusion”, which aimed at training local authorities on basic principles of social innovation and its contribution to social integration, as well as on mapping the needs, challenges and expectations of authorities and professionals on issues related to social innovation and social integration.
- SMART Participation in Erasmus+, where participants investigated ways in which smart tools may enhance participation both in the Programme and the wider 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, operates in 36 European countries, and in Cyprus it is operated by the CYB.

➤ Information on Mobility Opportunities

In 2019, Eurodesk Cyprus participated in festivals, information events of Erasmus+ National Services, educational exhibitions, various events organised by youth organisations, 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 the EU”

which addresses young 18-year-old people, as well as on the new EU programme “European Solidarity Corps”, in which people aged 18 - 30 may participate.

➤ **Expansion of the Multipliers Network**

Eurodesk Cyprus announces an annual call for interest by the Network’s multipliers/partners, aiming at supporting and promoting the services offered by Eurodesk. In 2019, Eurodesk Cyprus welcomed five NGOs in its network, which together with the CYB, operated as info points on European youth mobility matters.

Creation of a National Website

The Network created its national website, eurodesk.onek.org.cy, in which one can find all kinds of information on mobility opportunities and the Network’s events, as well as stories and personal accounts by people who had the chance to participate in European projects.

➤ **European Campaign “Time to Move”**

“Time to Move” is the largest European campaign organised by Eurodesk network, 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 the CYB, Youth Information Centres and youth organisations which operate as Eurodesk multipliers. Various interactive events were organised, such as a treasure hunt, presentations at schools and universities, and so on. Moreover, Eurodesk participated at the Erasmus Festival, which was organised by the two Erasmus+ Services, the Cyprus Youth Board and the Foundation for the Management of the European Lifelong Learning Programmes. In these events, people learned about the numerous opportunities to travel abroad, participate in international programmes and explore Europe. All these events are presented on the website <https://onek.org.cy/timetomove2019/>

Photo Competition “MOVE – Motivating Others through the Voices of Experience”

In the context of Time to Move Campaign, the YICs organised a national amateur photo competition “Motivating Others through the Voices of Experience”. The competition aimed at encouraging young people aged 15 - 30 who live in Cyprus but also in Europe 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 Cyprus Youth Board.

➤ **European Youth Portal**

The European Youth Portal contains information and opportunities that may interest people who live, study and work in Europe. On the Portal, one can find articles, news, events on youth related matters on a national or European level. The Youth Portal is available in 29 languages. Eurodesk Cyprus is responsible for managing Cyprus related content. Next year a portal update is planned in order to enrich it with new topics and attractive content.

European Programme “European Solidarity Corps”

The European Solidarity Corps offer young European citizens aged 18 - 30 years old opportunities for volunteerism, work or internship in their country or abroad for a period of two to 12 months. The Corps support a wide range of activities and programmes that relate to natural disasters prevention, assistance at asylum seeker camps, social problems, environmental matters, and so on. The CYB 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/>.

In 2019, 19 applications were submitted, 16 out of which were Volunteering Project applications, one was for a Solidarity project and two were related to Volunteering Partnerships. 18 applications were approved, as one Volunteering Project did not qualify. It is worth mentioning that according to the data on the approved projects for 2019, the number of foreign participants who will be hosted in Cyprus is expected to reach 165, while 20 Cypriots are involved in volunteering projects abroad. Among the 2019 applicants were an informal group of young people, non-governmental and non-profitable organisations, and youth organisations from various areas of Cyprus.

In 2019, the number of accredited Cypriot organizations reached 24, with four more organisations receiving the Quality Label (which corresponds to the Erasmus+ accreditation) and three organisations applying for it. The Quality Label is a requirement for every organisation that wishes to participate in the programme and provides access to the Corps platform, where all interested young people are registered. Nevertheless, it does not assume direct funding. The organisations that are accredited by Erasmus+ are eligible to participate in the European Solidarity Corps projects.

In the context of the Corps Training and Evaluation Cycle (VP-TEC), the National Agency organised seven trainings in 2019 (On-arrival trainings and Mid-term evaluations and Training for organisations that have recently been awarded the Quality Label). The first two trainings 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 evaluating the volunteers' experience. The training for organisations that have recently been awarded the Quality Label aimed at supporting new organisations, through basic training on the Corps' basic values and features.

The European Solidarity Corps was present in all Erasmus+ events, providing valuable information on the opportunities it offers. The peak event was its launching event, which was held in February 2019 and was addressed by Mr. Christos Stylianides, the EU Commissioner for Humanitarian Aid and Crisis Management.

Networking Events

For the National Agencies that manage the European Solidarity Corps, Networking Events are a tool that promotes the goals and priorities of the project in order to achieve a more effective implementation and a higher social impact. In 2019, 30 participants took part in such events, that were held both in Cyprus and abroad. The Cyprus Youth Board, active as the National Agency that manages the European Solidarity Corps, organised the event "Solidarity Within: Looking Back - Dreaming Forward", which was attended by Cypriot NGOs, and aimed at informing them on ESC opportunities and encouraging their participation.

Entrepreneurship

Youth Entrepreneurship Development Programme

The Youth Entrepreneurship Development Programme, which was launched in 2017, continued its operation in 2019. 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 2019, a series of seminars was conducted in Larnaka for young graduates. 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 seminar, 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 entrepreneurial skills, create sustainable businesses and decent working conditions for themselves, as well as for their peers. The Programme is funded by the European Social Fund by 85% and may be co-funded by the Youth Employment Initiative.

Scheme for the Enhancement of Youth Entrepreneurship

The CYB 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 evaluation of the applications submitted during the 2nd Call was completed in December 2019 by the Evaluation Committee.

2nd Entrepreneurship and Start-Up Conference: “From a Business Idea to a Successful Start-up Business”

The Cyprus Youth Board, in cooperation with Europe Direct Larnaka, organised the 2nd Entrepreneurship and Start-Up Conference on the 16th of February, 2019, in Larnaka. The keynote speaker was Enon Landenberg, founder of the internationally known company Bosco, who travelled to Cyprus for the event. Mr. Landenberg shared his successful entrepreneurial journey with the participants, a journey filled with challenges until reaching the destination of success. The conference was attended by more than 90 young people who had the opportunity to acquire good practices, get inspired and draw ideas on how a young entrepreneur may achieve his or her dreams. During the second part of the conference, Mr. Michael Maimaris, founder of Knowledge Training and Consulting, facilitated a workshop on marketing for young entrepreneurs.

Information

Youth Information Centres (YIC)

The main purpose of the Centres is to provide young people with general information on topics of their interest, facilitating their 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.

The Youth Information Centres constitute the CYB physical presence around the island. They operate in all regions of Cyprus: Lefkosa, Lemesos, Larnaka, Pafos, Free Ammochostos (Sotira Municipality) and Agros.

All 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 CYB's website, on social media and on the pancyprian number 77 77 27 57.

In 2019, the YICs organised and participated in 155 events/activities at their premises or other venues, such as skill development workshops, talks and discussions on education and studies, workshops on social and psychological development. Furthermore, the YIC participated in festivals, education fairs, school events and presentations organised by third parties. The main topics of the YIC events and activities were Employment, Mobility, Skills Development, Entrepreneurship, Education, Social Media, and European Programmes. The events which were held at YIC's premises were attended by more than 2500 participants.

Pupil Empowerment Summer Schools

The Youth Information Centres in Lefkosia, Larnaka, Lemesos and Pafos organised Student Empowerment Summer Schools for high-school pupils, which have become a successful and expected annual event. The summer schools were held at the Youth Information Centres premises and lasted for two weeks, apart from the one in Pafos, which lasted one week. The summer schools were attended by 80 pupils, who acquired valuable experience and skills. They enhanced their interpersonal relations and had the opportunity to come across new fields. During the Pupil Empowerment Summer Schools, participants took part in workshops, lectures, field-trips and other interesting activities that contributed to personal and emotional development, skills enhancement, and helped pupils to be more effective with school work and more active citizens in society.

Counselling Services

Career Counselling Services

On Tuesday, 22nd of October 2019, the Cyprus Youth Board called for a press conference where they presented the Career Counselling Services that address school pupils and university students, young employment seekers and young professionals.

Career Counselling Services are offered free of charge at the Youth Information Centres of the Youth Board in all regions and stand on four action pillars, which cover the range of needs of young people, from education to their professional development.

1) Personalised meetings with Career Counsellors

Career Counselling Services provide personalised career counselling offered by experienced CYB counsellors at Youth Information Centres.

2) Career Test

The Career Counselling Services offer career tests that help young people identify their interests and skills, enabling them to take more informed decisions regarding their academic and professional path.

3) Professional Skills Development Workshops

A third pillar of the Career Counselling Services is the organisation of skills development workshops for young people who are in search for work, as well as for those who already have a job. The workshops aim at preparing young people for the job market (e.g. CV drafting, preparation for a job interview, good practices for job hunting, and so on.). They also provide professional development

skills that help young people become successful professionals (e.g. leadership and decision-making, emotional intelligence, presentation and communication, and so on.).

4) Career Academies

Another innovation offered by the Career Counselling Services is the organisation of Career Academies, which give participants the opportunity to attend intensive seminars and workshops on job hunting and professional development by leading trainers and professionals.

More information may be found on the CYB website www.onek.org.cy and at the pancyprian number 77 77 27 57 (free of charge). It should be noted that the above services were offered by the CYB in the previous years, but are now under Career Counselling Services. In 2019, 1.780 personal career consultations between young people and the CYB counsellors were conducted on topics related to education, studies, job interview, CV preparation, and so on.

Psychological and Social Empowerment Programmes

Help Line 1410 and 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 of charge. The website of 1410 is found on 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 software that supports confidentiality, hence, no one has access to it, apart from the caller and the counsellor.

More than 1500 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 relationship problems, stress, mental problems, 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).

“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 306 people, 78,1% of which were women. 1812 meetings were conducted in 2019, compared to 1171 in 2018. More specifically, the meetings in 2019 were as follows: 86,9% personal, 6,2% couple and 3,6% family meetings (in the presence of both parents and children). As far as the cases development is concerned, 86 cases were interrupted (28,1%), 120 cases completed the process (39,2%) while 125 cases are in process and are expected to be completed in 2020 (27,8%). Stress and negative feelings management was the main issue, related to 126 cases. The second most popular issue concerned other negative feelings management, such as

depression and disappointment, raised in 109 cases. Parent Counselling (children and teenagers' problematic behaviour) and relationship problems (sexual and romantic) were raised in 79 cases. The third most common issue brought forward by 104 cases was relationship problems. When it comes to demographic details, 56,2% of the people contacted the Lemesos - Pafos Complex and 43,8% the Lefkosia - Larnaka Complex. 22,3% were teenagers (15 - 18 years old) and 50,6% were young adults (19 - 35 years old). 48,4% of people stated that they were not in a long-term relationship during counselling. As far as their educational background is concerned, a significant proportion (35,2%) were degree owners from tertiary education (3 years+) and 41,5% had a full-time job, while 16% stated that they were unemployed.

“Mikri Arktos”

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 27 Group Psychological and Social Empowerment Trainings in 2019 which were attended by 320 people. Moreover, 101 fragmented activities were organised and attended by 2800 people. “Mikri Arktos” also participated in information events organised by the CYB, the University of Cyprus, the Technological University of Cyprus, and so on. Most of the activities were held in the CYB premises, whereas a significant number of activities was conducted at Youth Centres and schools.

Creative Activities

«The STEAMers»

The Cyprus Youth Board acknowledges the additional value of combining STEM and Arts. Hence, it continued its investment on the innovative programme called “The STEAMers”. It is a programme that aims at skills development of young people through STEAM activities and interventions.

In 2019, a large number of afternoon workshops were offered to children and young people between 6 - 36 years old in Lefkosia, Lemesos and Pafos. The workshops revolved around the fields of music, art, graphic design, creative writing and photography. Moreover, there were workshops on educational programming and robotics as a tool to develop critical and algorithmic thinking, which are integrated parts of STEM.

The programme is having an upward trend among young people, as their participation is gradually increasing. Through this programme, the Cyprus Youth Board aspires to foster critical thinking among young people, contributing to their personal development and wellbeing. Furthermore, 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 2018 - 2019 (academic year) the following workshops were held:

<u>Multicentre</u>	<u>Number of Workshops</u>	<u>Number of Participants</u>
Lefkosia	51	309
Lemesos	8	40
Pafos	56	349

Moreover, in the context of “The Steamers” programme, the 4th Leadership and Creativity Summer School was held in Platres on 4 - 7 July 2019 for young people between 18 - 30 years old. The Summer School aimed at inspiring and training 25 young people between 17 - 30 years old on sustainable development, offering creative and shareable skills and tools that can be used during their studies and future career.

Youth Makerspace Larnaka

Youth Makerspace Larnaka is an innovative project and is unique of its kind in Cyprus. It was launched by the Cyprus Youth Board on 10th of March, 2018 and was formed based on the idea of Makerspaces which have been developed by universities and communities around the world. It provides young people with access to high-quality and state-of-the-art equipment for developing prototypes and implementing their business ideas.

Youth Makerspace Larnaka is hosted in a renovated emblematic building, which used to be the residence of the British Commander in the colonial era. The building is offered by Larnaka Municipality to the CYB as a kind of contribution. In this transformed space, young people discover new types of technology through specialised workshops organised by the CYB, engage in the creative making process, share knowledge and skills and put them in practice. The equipment includes 3D printers, laser cutters, drones, virtual reality, robots, Arduino, raspberry pi, among others. The Youth Makerspace Larnaka is open for children and young people aged 6 to 35, as well as organised groups of young people, educational institutions, schools and more. Moreover, the venue is used as a Youth Entrepreneurship Development Centre, a project ran by the CYB.

In its 18 months of operation, the Youth Makerspace has reached 483 members and hosted numerous educational activities and workshops. The premises have been visited by 31 public and private schools (primary, secondary and vocational schools), who had the opportunity to participate at workshops and use the innovative equipment. In addition, 17 groups, such as youth NGOs, scouts, youth groups, visited the venue and used its equipment for their projects. Moreover, the venue was visited by tertiary education students who engaged with the equipment for different projects.

Youth Makerspace organised 36 workshops in 2019, which were open and free to public. The workshops were related to the available equipment and on new technology developments. Furthermore, the venue was used by youth NGOs, academic institutions and organisations that deal with young people and youth issues for their own events and activities 33 times.

Mobile Makerspace

Following the success and popularity of Youth Makerspace Larnaka since 2018, the Cyprus Youth Board decided to create a Mobile Makerspace. It is a specially designed mobile unit which carries similar equipment with Youth Makerspace Larnaka. Mobile Makerspace is built on the same principles as Youth Makerspace Larnaka and has similar objectives. Yet, it focuses more on young people with fewer opportunities, who live in isolated or distant areas and do not have the chance to visit Youth

Makerspace Larnaka. Mobile Makerspace visits schools and organisations in rural or distant areas and offers workshops using their technological equipment. The workshops are held by specially trained professionals who carry out the course outlines that were specially prepared and designed by the CYB. Through Mobile Makerspace, the CYB aims at sharing these technologies, making them more accessible to a larger audience, so as to inspire young people and encourage their further engagement with new technologies.

In 2019 Mobile Makerspace unit operated on a pilot basis. Among others, it participated in the CYB information events at the University of Cyprus and the Technological University of Cyprus, at the International Youth Day event in Larnaka, and at the Up to Youth CYB Youth Festival in Nicosia.

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, opportunities to participate in events and seminars in Cyprus (130 benefits) and 40 European countries (100 000 benefits). In addition, the CYB, in cooperation with the Ministry of Education, Culture, Sport and Youth issues a free Student Card, which is connected with the European Youth Card and is distributed to all the students of recognised and accredited tertiary education institutions in Cyprus and to Cypriot students who study abroad. In recent years, the card is also issued for all soldiers, on their induction day, in cooperation with the Ministry of Defence.

In December 2019 a decision was made to issue and promote co-branded cards, in cooperation with City Unity College and the University of Cyprus. It is expected that the network will expand to additional academic and other institutions, putting good European practices in practice. In 2019 **10.525** European Youth Cards were issued, as described below:

Type of Card	Number of Cards
European Youth Card (valid for one year) Online / at events / individual applications, Cyprus Youth Clubs Organisation, and so on.	2300
European Student Youth Card (collective) for the academic year 2019 - 2020, University of Cyprus and Technological University of Cyprus info days	4400
Student Youth Card for Cypriots who study abroad in the academic year 2019 - 2020	700
European Youth Card for young conscripts	2825
Co-branded Student Cards (new agreements between City Unity & University of Cyprus)	300
TOTAL	10 525

In an attempt to provide card holders with more benefits, the CYB 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.

In 2019 the European Youth Card website www.europeanyouthcard.onek.org.cy was launched and the dissemination of newsletters to card holders and affiliates started. A promotional video on the card has been prepared and is currently available. Moreover, the card was presented at various events and info-days at universities and festivals where youth cards were issued on the spot.

Finally, in 2019 the team participated in various seminars and conferences in Europe, the Cyprus Youth Board attended the 35th General Assembly of the European Youth Card Association (EYCA) which was held in Ljubljana, Slovenia. This year the CYB won the EYCA PR and Communications Excellence Award.

Open Air Youth Event Venue and CYB Equipment

Festival Venue – Famagusta Gate

The CYB has signed an agreement with Lefkosia Municipality that makes Famagusta Gate available to organisations and youth groups for events. The venue is equipped with electricity and a water supply system and can host festivals and other cultural events. Lefkosia Municipality allows the use of the venue by organisations and youth groups.

The CYB Equipment

The CYB may provide organisations and youth groups with various types of equipment, such as chairs, tables, fencing, mobile toilets, and so on free of charge. Groups eligible to borrow this equipment are Youth Organisations, Municipal and Community Youth Councils, Youth Clubs, young people between 18 - 35 years old and institutions that work with young people with fewer opportunities, after submitting their application to the CYB.

Priority on equipment borrowing will be based on the request form submission date, except at the peak period June - October. If request forms are submitted at the same time, priority will be given to youth organisations that participate in the General Advisory Body, Municipal and Community Youth Councils and Youth Clubs.

Equipment requests at the peak period June - October must be submitted by the 5th of May of the same year. In case the 5th of May is a non-working day, submission deadline extends to the next working day. In 2019, the equipment was borrowed by 15 youth groups.

Up to Youth Festival

For a fifth consecutive year, the Cyprus Youth Board 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, enhance their knowledge and skills, and of course have fun. The Festival was held on September 28th 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 75 organisations and 25 educational and other institutions were hosted and presented their work at the festival and more than 4000 people attended the festival.

4th Youth Leadership Academy

Young people of diverse academic backgrounds, aged 18 - 30 years old, from all over Cyprus who share a concern on climate change came together at the 4th Youth Leadership Academy on 4 - 7 July 2019 in Platres. The Academy was supported by trainers from the Technological University of Cyprus, the University of Cyprus, the Environmental Education Unit of the Ministry of Education, Culture, Sport and Youth, the Akti NGO, Tellalis Platform and the Cyprus Energy Agency.

With the trainers' help, participants set the following three goals: 1) Youth awareness raising on 17 Sustainable Development Goals and the UN 2030 Agenda; 2) Young leaders development, who will have a positive impact on their communities' efforts to achieve these Goals; 3) Acquiring specific tools and methodologies that will facilitate turning their idea into action. The programme was based on design sprint methodology so as to encourage young participants to enhance their creative thinking. Participants had the chance to identify and evaluate their competences, enhance their leadership skills and become factors of change.

The peak of the event was when the participants met 40 other young people from different countries, who were in Cyprus for the Climate KIC innovation summer school, called Journey. Young participants got to know environment related ideas from people from all over the world, and exchanged ideas on practical ways for sustainable development of rural Cyprus, especially Platres.