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OF CYPRUS



MINISTRY
OF EDUCATION
CULTURE
SPORT
AND YOUTH

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Sport and Youth

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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

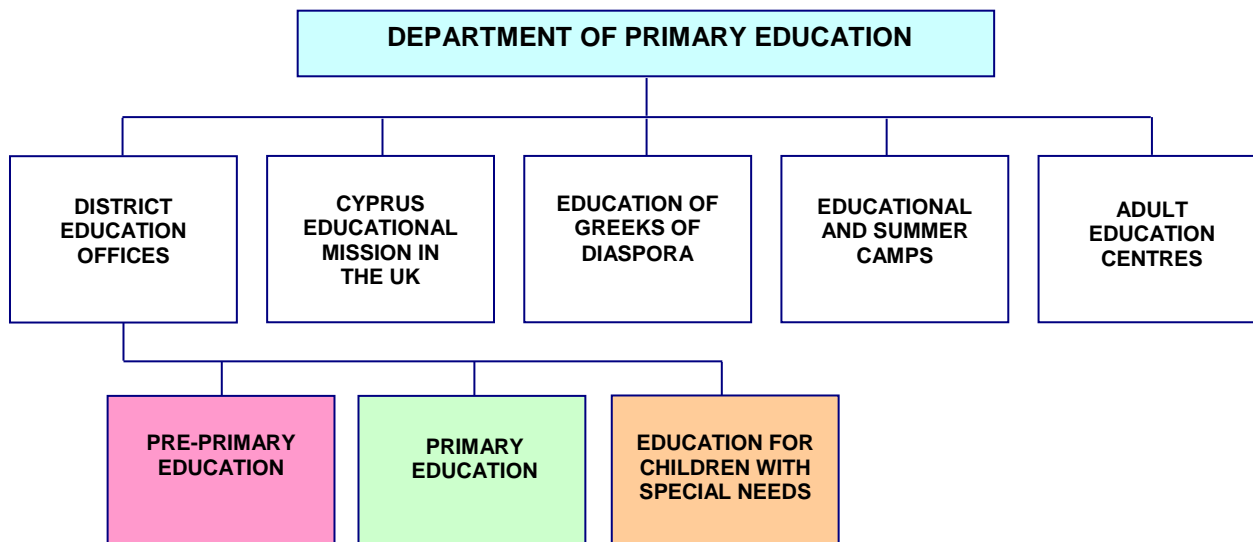
Primary Education is the first stage of education, laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, 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 2019 - 2020, the provision of in-service training to teachers and the development of new teaching materials continued. Furthermore, the following actions were also pursued:

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

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

- District Education Offices, which are responsible for the administration of Public, Community and Private Pre-primary Schools (Pre-primary Education), Public and Private Primary Schools (Primary Education) and Special Schools as well as the provision of 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 the overall development of persons with generally accepted values and principles.

Over the last few years, bearing all the above facts in mind, the Ministry of Education, Culture, Sport and Youth has 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 an 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 six, while their attendance at Pre-primary class lasts exactly one year before their entrance in the first grade of Primary School, that is from five to six years old.

Pre-primary Education includes the education of children aged three to $5^{8/12}$ years old (with the gradual increase to the age of six years by the school year 2021 - 2022) 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 enhances 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, children will attend primary schools, from the school year 2021 - 2022 onwards, from the age of six 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, gender, family and social background or cognitive abilities, in order for them to:

- achieve a balanced development in the cognitive, emotional and psychomotor domain,
- 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.

SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

Despite the restrictions imposed by the Turkish occupying regime, three primary schools had initially managed to operate in the occupied areas – one in Rizokarpaso, one in Agia Triada and one in Kormakitis. However, two of them have now closed. During the school year 1996 -1997, the primary school in Agia Triada was forced to close down due to the refusal of the Turkish occupying forces to allow the school teacher Mrs Eleni Foka to return to her village, regardless of the intense efforts made by the Republic of Cyprus. During the school year 1999 - 2000, the Kormakitis Primary School also had to close down due to lack of pupils (the last and only pupil of the school 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 2019 - 2020, fourteen children attended the Rizokarpaso Pre-primary School and fourteen 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 2019 - 2020.

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. Since 2018, the Rizokarpaso Pre-primary School operates as a distinctive “All-day Optional School”. In addition to the morning schoolteachers, services are purchased from two Primary Education teachers.

A number of difficulties were faced during the school year 2019 - 2020 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.

1.1.3 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 (5679) are educated within mainstream classrooms. Special Education is also provided in 113 Special Units within mainstream schools. Children attending Special Units (658) are also assigned to a mainstream class, where they can attend integrated lessons and participate in school events.

Children with severe difficulties (465) are educated in the nine Special Schools, which are staffed with appropriate personnel (teachers for 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 and Primary Schools, as well as in Special Units and Special Schools are met through individualised programmes of Special Education. Eight hundred and ninety-six (896) special educators encompassing a wide variety of specialties (teachers for 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 these children. Moreover, 63 educators from secondary, 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, the 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).

1.1.4 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.

In order to improve the level of education offered by the Greek schools in the U.K., a Special Committee was tasked with evaluating the current Curriculum and submitting a proposal for a revised one. The revised version was submitted to the Minister of Education, Culture, Sport and Youth, and was approved in July 2019. The process of writing the new Curriculum has been completed. The next stage is to prepare Lesson Plans and teaching materials to cover all the levels of the new Curriculum. Additionally, the Ministry, based on a four-year plan, promotes the gradual implementation of the new Curriculum and takes actions that will support the schools of the Cyprus Educational Mission for its implementation.

During the school year 2019 - 2020, all the teachers were trained regarding the philosophy of the revised curriculum, with emphasis on methodology, especially at Pre-primary school and the 1st Grade of Primary School. Educational material was also prepared for the implementation of the Curriculum in Pre-primary school and 1st Grade of Primary School.

1.1.5 EDUCATION FOR THE GREEKS OF DIASPORA

In its efforts to offer educational help to Greeks living in other countries, the Ministry of Education, Culture, Sport 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.

1.1.6 EDUCATIONAL AND SUMMER CAMP

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 Camp 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 2019 - 2020, Educational Camps ran five, five-day sessions, and one, four-day session, from October to November 2019. 500 children from 18 Primary Schools in Cyprus attended the programme (13 Grade five and 16 Grade six classes with their teachers).

The pandemic caused by the new coronavirus COVID-19, forced the Ministry of Education, Culture, Sport and Youth to cancel the following programmes of the Camp Service:

- The Summer Camps in Prodromos.
- The Hospitality Programme for children from abroad.
- The Children's Summer Camps Abroad.

1.1.7 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, and the combating of educational inequalities so that citizens may be successfully integrated and enabled 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 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. Moreover, Greek language courses are offered to primary school pupils.

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, asylum seekers, children with a migrant background 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 21.340 citizens attended the Adult Education Centres during the school year 2019 - 2020, with 63% attending courses in urban areas and 37% in rural areas. The female participants were 77,4% and male participants were 22,6%. 19% 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	2017 - 2018	2018 - 2019	2019 - 2020
PRE-PRIMARY SCHOOLS			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	271	272	273
b) Number of Pupils (*)	12074	11892	11883
c) Number of Teachers (*)	772	783	801
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	78	76	74
b) Number of Pupils	1983	1893	1969
c) Number of Teachers	110	107	108
PRIMARY SCHOOLS			
a) Number of Schools (*)	332	331	331
b) Number of Pupils (*)	51082	52042	52768
c) Number of Teachers (*)	4257	4283	4339
PRE-PRIMARY & PRIMARY SCHOOLS			
Number of Special Teachers	545	604	664
SPECIAL SCHOOLS			
a) Number of Schools	9	9	9
b) Number of Pupils (3 -21 years old)	406	439	465
c) Number of Teachers (Special Teachers)	202	209	232
GREEK COMMUNITY SCHOOLS AT THE UK			

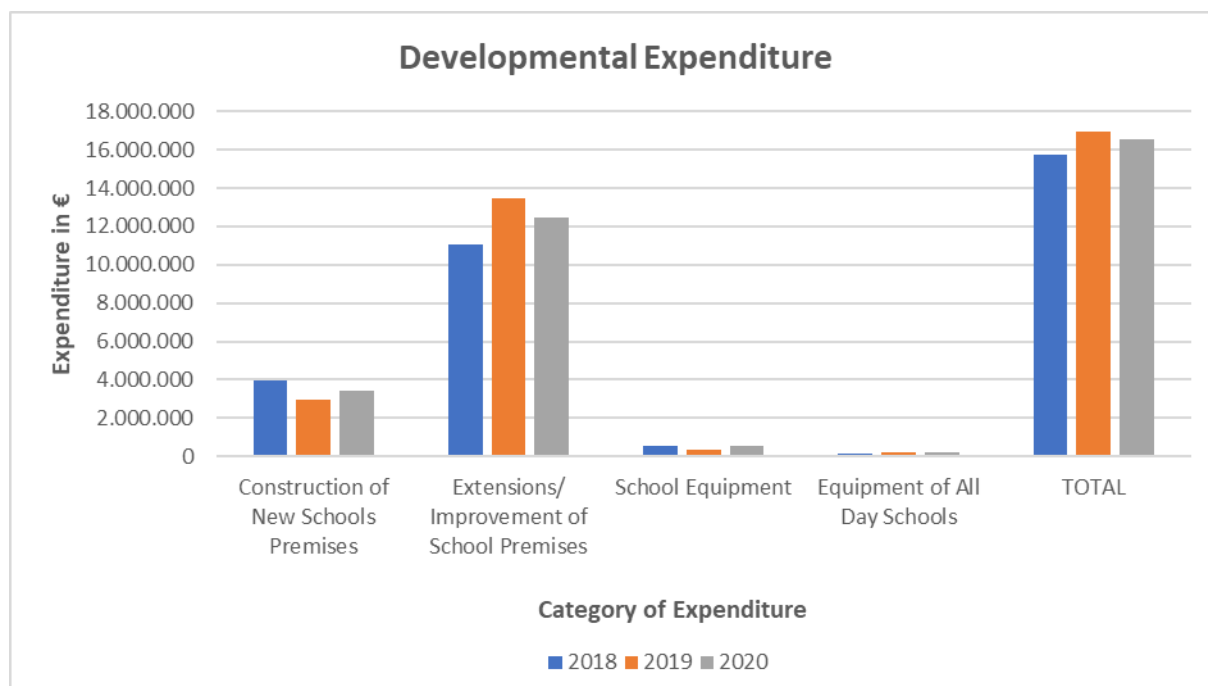
SCHOOLS	2017 - 2018	2018 - 2019	2019 - 2020
a) Number of Schools	67	72	66
b) Number of Pupils	5972	6071	5995
c) Number of Teachers: permanent	24	24	25
part time	114	117	126
ADULT EDUCATION CENTRES			
a) Number of Centres	395	399	393
b) Number of Members	22200	21631	21342
c) Number of Instructors	655	659	643

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

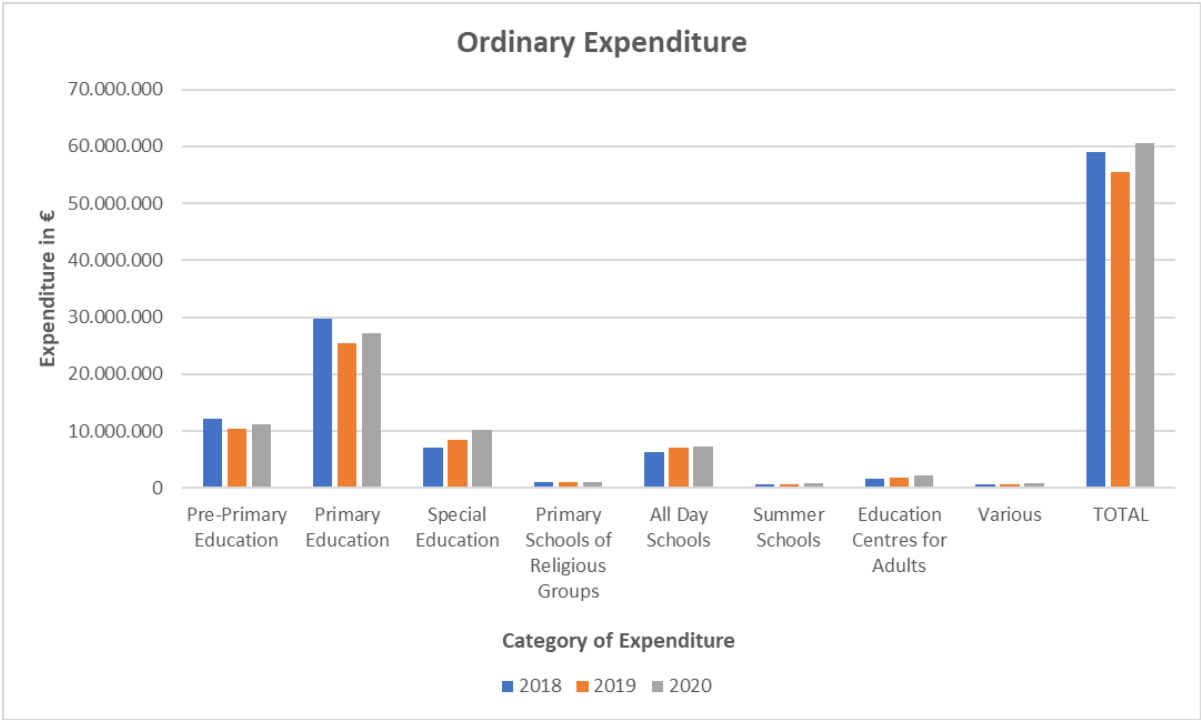
SCHOOLS IN OCCUPIED AREAS	2017 - 2018	2018 - 2019	2019 - 2020
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	12	16	14
c) Number of Teachers	1	1	1
PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	13	13	14
c) Number of Teachers	3	3	3

1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2018, 2019 and 2020 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2018, 2019 and 2020 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 Directorate of Secondary General Education has a wide range of responsibilities in areas such as the supervision and evaluation of public schools, the supervision of private schools and institutes, the State Institutes for Further Education and the Counseling and Career Guidance Services. Furthermore, they are responsible for monitoring the school regulations implementation, the inspection of teaching staff, educational planning and school staffing, offering further education to pupils and adults and providing information to the public.

1.2.1 THE GYMNASIUM

The Gymnasium is a three-year cycle of lower secondary general education. It is compulsory for all pupils and complements the general education offered in Primary Education. Furthermore, it prepares pupils to enter the upper secondary General Education Cycle, the Lyceum, or the Technical / Vocational Education path.

The "Activities of School and Social Inclusion" (DRA.S.E.) programme is offered aiming at preventing school failure and functional illiteracy by creating positive attitudes towards school and improving learning outcomes. Furthermore, the Literacy Programme is implemented in all Gymnasia in an effort to address functional illiteracy and prevent school and social exclusion. Measures are also taken for the education and training of pupils with special needs by offering special assistance that enables 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, the Directorate of Secondary General Education implemented a new school curriculum, which introduced a new distribution of learning 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 and minor differentiations in the distribution of teaching periods per subject. In addition, third year pupils have to decide on a Subject Orientation Group (for Class A' in the Lyceum) or the Field of study and specialization area of the Technical and Vocational Education they will attend the following year.

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 various Life Long Learning Programmes. Additionally, pupils participate in European Clubs organized by schools nationwide, undertake projects, establish links and exchanges 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 aiming at 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 approaches education comprehensively and coherently, in order to foster creativity, innovation and critical thinking.

1.2.4 SECONDARY PRIVATE EDUCATION

A. GENERAL INFORMATION

The sector of Private Secondary Education deals with issues related to the establishment and operation of Private Secondary Schools as well as Private Institutes / Private Educational Centres (I.F. / I.E.K.).

In more detail:

- In Private Secondary Education, there are 39 Private Schools, which among other things, prepare pupils for studies in higher education institutions abroad or the higher education institutions in Cyprus. The Private Secondary Schools are registered by the Ministry of Education, Culture, Sport and Youth (YPPAN) and operate according to the Law on Private Schools of 2019 and Amendment of 2020. Depending on the detailed and timetable programme they apply, they are classified into three types of schools:
 - Same type: Those Private Schools that follow without any deviation the current curricula and timetables of the public schools.
 - Similar type: Those Private Schools that include in their curriculum the main courses and common core courses of public schools, at least by two thirds in terms of time and material provided.
 - Different types: This category includes schools that do not fall into either of the previous two categories.
- The I.F. / I.E.K. registered by the Ministry of Education, Culture, Sport and Youth, operate in accordance with the Laws on the Establishment and Operation of Private Tutoring and other related issues of 2018 and Amendment of 2020. There are three lists of approved I.F./I.E.K.:
 - EXISTING LIST: includes 350 I.F. / I.E.K., which have been approved by the Responsible Authority, until the beginning of this Law, in accordance with the previous legislation, "The Laws on Private Schools and Tutoring from 1971 to 2012". The list includes either I.F./I.E.K. whose files are relatively new and exist in the file of the Ministry of Education, or I.F./I.E.K. whose files are very old and come from the state archive.
 - REGISTER A includes 252 I.F. / I.E.K., which have been approved by the Responsible Authority in accordance with the new legislation and do not present any pending issues in terms of name, building facilities, teaching staff, curricula, and so on. It also includes the IF / IEK, which will be gradually transferred from the EXISTING LIST and REGISTER B, after their control, based on the file of the Ministry of Education, Culture, Sport and Youth, and their approval by the Responsible Authority.
 - REGISTER B includes 37 I.F. / I.E.K. which have been approved according to the new legislation and are based on article 9 .- (4), pending issues related to their building facilities. If these outstanding issues are settled by 25/07/2021, the I.F./I.E.K. will be registered in REGISTER A. Otherwise the provisions of article 26 of the legislation will be applied immediately.
- In the archive of I.F./I.E.K. there are still:
 - 4000 files for the members of the teaching staff of I.F. / I.E.K.
 - 220 pending applications I.F. / I.E.K.

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 (I.F./I.E.K.). In particular, it deals with issues relating to the smooth and orderly operation of private schools and I.F./I.E.K. as regards the:

- suitability and safety of buildings.
- compliance with record keeping.
- appropriateness of the teaching faculty and staff to manage or teach in Private Schools or/and I.F./I.E.K.
- new applications for the establishment and operation of Private Schools and I.F./I.E.K. and possible changes in the existing records.

- presentation of matters related to Private schools and I.F./I.E.K. to the Advisory Committee for Private Schools and the Advisory Committee for I.F./I.E.K. 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 the teaching staff of Private Schools.
- issuance of certificates to operate I.F./I.E.K. and change of operation in REGISTER A from the EXISTING LIST and REGISTER B.
- dealing with various complaints made against Private Schools or I.F./I.E.K.

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 Career Counselling and Educational Services (CCES) operate under the administration of Secondary General Education, of the Ministry of Education, Culture, Sport and Youth in Cyprus. For a detailed description of the aims and activities of the service, see chapter 6.

1.2.7 NUMBER OF EDUCATORS

The number of educators in Secondary Education during the school year 2019 - 2020 was 6198.

	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NUMBER OF EDUCATORS	C.E.O. / INSPEC
THEOLOGIANS	7	9	33	188	18	255	3
PHILOLOGISTS	47	65	268	1258	121	1759	9
MATHEMATICIANS	7	30	109	539	84	769	5
PHYSICISTS	13	13	53	273	24	376	3
BIOLOGISTS	5	7	31	155	14	212	1
CHEMISTS	2	8	23	138	9	180	1
GEOGRAPHERS	0	1	3	25	2	31	0
ENGLISH	6	9	49	283	63	410	3
FRENCH	4	8	25	120	17	174	2
ITALIANS	0	0	0	22	0	22	0
SPANISH	0	0	0	10	4	14	0
GERMAN	0	0	0	4	0	4	0
RUSSIAN	0	0	0	15	12	27	0
TURKISH	0	0	0	7	0	7	0
ECONOMICS	0	9	23	111	49	192	1
PHYSICAL EDUCATION	4	9	48	296	26	383	2
MUSIC	4	6	24	142	17	193	1
ART	6	7	22	122	12	169	1
PHOTOGRAPHERS	0	0	0	5	0	5	0
HOME ECONOMICS	0	6	15	137	14	172	1
INFORMATION TECHNOLOGY	7	12	53	334	35	441	3
TECHNOLOGY	4	6	27	168	21	226	2
COUNCELORS	0	6	21	122	7	156	1
THEATRE	0	0	0	12	9	21	0
TOTAL	116	211	827	4486	558	6198	39

1.2.8

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

1.2.9 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 2019 - 2020 aimed at:

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

During the year 2019 - 2020, 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
- Social Transfers

ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

The Ministry of Education, Culture, Sport and Youth considers the qualitative upgrading of the infrastructure 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 Lycea

In the annual budget for the year 2020, 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. 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 Ammochostos. 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.
- 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 the 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, Culture, Sport 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 Five 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. In addition, there is a Hotel and Catering Department operating at the Apeitio Gymnasium in Agros, and a Viticulture – Oenology Department operating at Omodos School.

Furthermore, there are five Evening Schools of Technical and Vocational Education operating in Lefkosia, Lemesos, Larnaka, Pafos and free area of Ammochostos.

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 / Students
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)	370
TOTAL	5881

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 DEPARTMENT OF HIGHER EDUCATION

The **Department of Higher and Tertiary Education** was established in 1984, by the Ministry of Education, Culture, Sport and Youth, of the Republic of Cyprus, primarily to promote the quality of Higher Education. At these early stages, the Pedagogical Academy of Cyprus, the Examination Service, the Students Affairs Service and the Educational Psychology Service were transferred under the jurisdiction of the newly established Department. In **2019** the Department was renamed as **Department of Higher Education (DHE)** in order to coincide with the internationally used term. Nowadays, the Services under the jurisdiction of DHE are the Examination Service and the Students Affairs Service.

The Republic of Cyprus, in order to establish a quality public Higher Education for its citizens, founded in 1989 the **University of Cyprus (UCY)** in Lefkosia. The UCY received its first undergraduate students in 1992 and the first post-graduate students in 1997.

After the establishment of the UCY, radical and substantial changes followed, as part of the governmental policy to: (a) provide quality Higher Education, both to domestic, European and international students, and (b) establish Cyprus as a Regional and International Educational and Research Center. A milestone towards the fulfillment of this objective was the **Bologna Process Agreement** in 1999, aiming to bring more coherence to Higher Education Systems across Europe. It targeted to establish the **European Higher Education Area (EHEA)** in order to facilitate student and staff mobility, make Higher Education more inclusive and accessible, and to make Higher Education in Europe more attractive and competitive worldwide. As part of the EHEA, all participating countries agreed to:

- introduce a three-cycle Higher Education System consisting of Bachelor's, Master's and Doctoral studies,
- ensure the mutual recognition of qualifications (through the European Credits Transfer and Accumulation System – **ECTS**) and learning periods abroad completed at other universities, and
- implement a system of quality assurance, to strengthen the quality and relevance of learning and teaching.

Cyprus submitted its application for participation in the Bologna Process in December 1999 and became an official member in 2001.

Cyprus Higher Education (HE) community expanded in 2002 with the establishment of the **Open University of Cyprus (OUC)** in Lefkosia, the only Higher Educational Institution in Cyprus devoted entirely to open and distance education and lifelong learning. The OUC offers interdisciplinary, career-oriented and accredited Bachelor, Master's and PhD degree programmes in both 'classical' and 'cutting edge' scientific areas.

The **Cyprus University of Technology (CUT)** is the third Public University that was established by law in 2003, and welcomed its first students in September 2007. The University's Faculties are located in the city centre of Lemesos. The CUT has as orientation the applied research and aspires to support the state and the society in their efforts to confront problems, which cover all areas of science and technology. Its scope is 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. In 2007, the Higher Education expansion in Cyprus moved from public to private sector since an Initial License for Operation was granted to three Institutions that were evolved from Private Institutions of Higher Education to Private Universities, namely, the **European University of Cyprus** (Lefkosia), the **Frederick University** (Lefkosia and Lemesos) and the **University of Nicosia** (Lefkosia). In the following years the number of private Universities was doubled with the operation of **the Neapolis University Paphos** (Pafos) in 2010, the **University UCLan Cyprus** (Pyla) in 2012 and the **Philips University** (Lefkosia) in 2020.

The operation of six (6) private Universities contributed to the qualitative development of Higher Education in Cyprus since the number and variety of programmes of studies offered was significantly increased, whereas Cyprus became an attractive Higher Education destination for internationally acknowledged academics.

Moreover, Cyprus Higher Education is also enriched with the operation of five (5) Public and forty-five (45) Private Institutions of Higher Education which offer accredited short-cycle Programmes of Study (Post-Secondary Certificates and Diplomas, 1-year, 2-years and Higher Certificates and Diplomas, 3 years or more), along with Bachelor and Masters Degrees. Private Institutions of Higher Education establishment and operation is aligned to the provisions of the Institutions of Higher Education Laws 1996 to 2019, and are subject to the inspection of the DHE.

Cyprus Higher Education Institutions aspire to become centres of excellence in research. Therefore, they have adopted a dynamic and proactive strategy, aiming to develop ideas for academic and applied research, for the improvement of the community, the country and the wider region. The continuous and increasing engagement of Public and Private Higher Education Institutions in research programmes funded by the European Union, along with an ongoing cooperation with other Institutions and Research Centers in Europe and worldwide, has contributed greatly to a significant increase of the number of domestic, European and international students.

In 2015 the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (**CYQAA**) was established on the basis of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Law of 2015." CYQAA, is nowadays the competent independent authority responsible to safeguard standards and support the continuous improvement and upgrading of Higher Education Institutions and their programmes of study, in order to comply with the standards and guidelines of quality assurance in the European Higher Education Area (ESG) and the European policy for mobility and mutual qualification recognition. It also aims at promoting quality culture within the Higher Education Institutions in Cyprus.

In March 2016 the Republic of Cyprus became an Associated Member of the European Organization for Nuclear Research (**CERN**). In 2019, the DHE initiated the necessary procedures for Cyprus to become a full member of CERN.

The DHE has committed to play an active and crucial part towards the development of Higher Education in Cyprus through the implementation of a **strategic plan** that aims to fulfil three main goals: (a) Quality Assurance in Higher Education, (b) Establishment of Cyprus as a Regional and International Educational and Research Center, and (c) Ensure access to Higher Education for all. To fulfil these targets the DHE is actively engaging in a number of Forums and Organizations, both in Europe and internationally. Such organizations are:

- the European Quality Assurance Register in Higher Education (EQAR),
- the European Association for Quality Assurance in Higher Education (ENQA),
- the European Federation of Education Employers (EFEE),
- the European Organization for Nuclear Research (CERN)
- and the Asia-Europe Meeting (ASEM).

In addition, within the framework of the **Internationalization** of Cyprus Higher Education, the DHE participates in selected European and International Educational Fairs. In order for Cyprus Higher Education to be more attractive to quality European and international students, the DHE has submitted law amendments at the House of Representatives, so as the Public Universities can offer Programmes of Studies in other languages, than the official languages of the State, such as English. This is already achieved for Masters level programmes of study, whereas the offer of undergraduate programmes of study in English is currently discussed by the House of Representatives.

The DHE is also the competent authority responsible for the preparation and signing of Mutual Agreements and Memoranda of Understanding between the Republic of Cyprus and other countries towards the mutual recognition of academic qualifications, the cooperation of academic institutions in scientific projects of mutual interest and the exchange of academics and students in mobility programmes.

The Department is also responsible for the organisation of the Ministry's Booth at the annual Cyprus Educational Fair "Education and Career" (<https://www.edufair-cyprus.eu/>), which is co-organized by the Ministry of Education, Culture, Sport and Youth, the Cyprus Chamber of Commerce and Industry, the Cyprus Employers and Industrials Federation and the European Office in Cyprus.

Mapping of the Educational field for Higher Education in Cyprus for the Academic year 2019 - 2020

The DHE has proceeded to the Mapping of the Educational field for Higher Education in Cyprus for the academic year 2019 - 2020. Specifically, the DAE collected data from the Higher Educational Institutions of Cyprus (Private and Public Universities and Private and Public Institutions of Tertiary Education) concerning the number of students (Cypriots, other EU students and students of non-EU countries) per Level of Study and Discipline, as well as the preferences of students per Discipline and Level of Study.

Analysis of the data showed that the total number of students studying in Cyprus for the academic year 2019 - 2020 (according to data collected for the 2020, spring semester) is 53.262, 39.203 of whom study at the Universities of Cyprus and 14.059 study at the Institutions of Tertiary Education. In relation to the country of origin, from a total of 53.262 students at Higher Educational Institutions in Cyprus, 22.949 are Cypriot (43.08%), 18.863 come from other EU countries (35.42%), while 11.450 are non-EU students (21.5%).

The Table below presents data on Cypriots, EU and non-EU students studying at both public and private Universities of Cyprus, by level of study and by gender, during the academic year 2019 - 2020.

Table: Number of students at Public and Private Universities according to the level of study, gender and country of origin (Cypriots, other EU countries, non-EU countries)

Number of students studying in Public and Private Universities							
Level of Study	Cypriots		Other EU citizens		Non-EU citizens		Total
	Men	Women	Men	Women	Men	Women	
Undergraduate level	5823	6670	2394	2815	837	732	19271
Masters level	1736	2744	3275	9891	475	349	18470
Ph.D. level	409	633	147	172	55	46	1462
Total number of students	7968	10047	5816	12878	1367	1127	39203
	18015		18694		2494		

The following Table presents data on Cypriots, other EU and non-EU students studying in both Public and Private Institutions of Tertiary Education in Cyprus for the spring semester of the academic year 2019 - 2020.

Table: Number of students at Public and Private Institutions of Tertiary Education for the spring semester of the academic year 2019 - 2020, according to country of origin (Cypriots, citizens of other EU countries, non-EU countries), and gender.

Type of Institution of Tertiary Education	Enrolled students – 2019 - 2020 Spring Semester					
	Cypriots	Other EU citizens	Non-EU citizens	Men	Women	Total
Private Institutions of Tertiary Education	4159	133	8950	9160	4082	13242
Public Institutions of Tertiary Education	775	36	6	485	332	817
Total number of students	4934	169	8956	9645	4414	14059

The Table below presents data on Cypriots, other EU and non-EU students studying in both Public and Private Institutions of Tertiary Education in Cyprus by level of study for the spring semester of the academic year 2019-2020.

Table: Number of students at Public and Private Institutions of Tertiary Education for the Spring Semester 2019 - 2020, according to level of study and country of origin (Cypriots, other EU countries, non-EU countries)

Level of Study	Number of students at Public and Private Institutions of Tertiary Education			
	Cypriots	Other EU citizens	Non-EU citizens	Total
1 - 3 years programmes	2587	67	2767	5421
Undergraduate level	1456	41	5716	7213
Masters level	836	60	442	1338
Ph.D. level	55	1	31	87
Total number of students	4934	169	8956	14059

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.

European and International students who are graduates of high-schools recognised by the appropriate education authorities of their country need to have a good knowledge of English which can be proven by GCEs, IGCSEs or other equivalent European / International Examinations.

1.4.1.1 University of Cyprus

In such a challenging year for the world and Cyprus in particular due to the pandemic COVID-19, the University of Cyprus has managed to maintain its high levels of teaching, and be actively present in the field of research and innovation both locally and internationally, while being committed to the high standards that established it as the best Higher Education Academic Institution in Cyprus, from its founding in 1989 until today. For the third year in a row, it has been ranked among the #601-700 best universities in the world according to the widely recognised Shanghai Ranking List. An important distinction and recognition of the excellent academic standards of the University of Cyprus is the fact that it has also been ranked in the top #501-600 universities according to the highly regarded Times Higher Education World University Rankings for 2020.

The University of Cyprus, with almost 7,000 students, 113 laboratories and approximately 800 members of academic and administrative staff, is a relatively young Academic Institution with a steadily upward path and consistency in innovation. It remains a major employer in Cyprus for young graduates and researchers from all specialties. It currently employs almost 500 young scientists in research projects with external funding.

With eight Faculties with 22 Departments, the University of Cyprus offers 29 undergraduate and 54 postgraduate programmes, of which 21 are offered in English, and 43 doctorates (10 in English). Out of the total of 97 postgraduate programs, five are offered jointly with other universities, seven are self-funded, while another seven are interdisciplinary.

The University of Cyprus is unequivocally in favour of the collective effort for excellence and progress in research, with the primary aim of continuing to evolve and operate within the framework of a Higher Academic Institution with an international research impact. In 2020, it participated in 427 research projects and secured funding of €22.6 million for research purposes (185 European, 184 from the Research & Innovation Foundation and the rest from other international and local institutions).

Specifically, the University of Cyprus:

- is ranked 148th out of 40.000 different organisations that participated in funded programmes of the Horizon 2020 (H2020), with funding > 64.4 million since its beginning up until now, and
- secured more than 164 research projects and funding of €30 million from the "Restart 2016 - 2020" Programme

The three largest projects secured by the UCY in 2020 are the following:

- a. Immuno-Predictor - European Programme, European Research Council (ERC-2019-COG), with funding of €2 million for UCY.
- b. OneNet – European Programme, Horizon 2020 (H2020-LC-SC3-2020-EC-ES-SCC) with funding for the UCY amounting to €567,625
- c. PathoCERT - European Programme, Horizon 2020 (H2020- SU-SEC-2019) with funding of €556,250 for UCY.

The University of Cyprus has stood out and was distinguished again this year in the research and innovation awards for 2020, held by the Research & Innovation Foundation and the Cyprus Employers & Industrialists Federation (OEB).

Academics and researchers of our institution and the Energy Sustainability Research Unit "FOS" have won the "Cyprus Research Awards IDEK 2020" and the "Cyprus Award for Innovation in the category "OEB 2020" respectively.

The “Cyprus IDEK 2020 Research Award” in the category “Distinguished Researcher 2020” in the “Life Sciences” thematic section, was awarded to Professor Leontios Kostrikis. In the category “New Researcher 2020” in the “Life Sciences” thematic section, the Cyprus Research Award was awarded to Dr. Anastasia Konstantinidou, Pathologist Oncologist, Assistant Professor of the School of Medicine of the University of Cyprus. Dr. Kyriakos Hatzigiannakou, Post-doctoral Fellow in the Department of Physics of the University of Cyprus was awarded the “Cyprus Research Award IDEK 2020”, in the category “Young Researcher 2020”, in the “Natural Sciences and Engineering” thematic section. Furthermore, the “Cyprus Research Award IDEK 2020” in the category “New Researcher 2020 in the “Social and Humanities” thematic section was awarded to Dr. Angelos Kassianos, Special Research Scientist in the Department of Psychology of the University of Cyprus.

Professor Despo Fatta-Kasinou of the Department of Civil Engineering and Environmental Engineering and Associate Professor Ioannis Krikidis of the Department of Electrical and Computer Engineering, were included, for a second consecutive year, in the list of Highly Cited Researchers 2020 and most influential researchers in the world for the year 2020. The list includes 66 Nobel Prize winners and Nobel Prize nominees among others. This achievement demonstrates the recognition of the impact of the University of Cyprus on high quality scientific research.

Undoubtedly, 2020 has been a pivotal year for the University of Cyprus, as academics, scientists and students from various specialties were at the “front line” of the effort to combat the COVID-19 pandemic and contributed with their expertise, scientific skills, innovative ideas and services, assisting the Cypriot authorities and the university community.

The University of Cyprus continued to promote culture and support society in 2020, through organising lectures, conferences and events, while adhering to all health protocols but also granting easy access to all (in person/online). Our higher education academic Institution has served as a model for the adoption of distance learning and managed to maintain high levels of learning despite the difficult conditions and challenges.

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 University offering exclusively open and distance education (ODE). It was established in 2002 and enrolled its first students in 2006. The OUC’s mission is to open up Higher Education to all and promote lifelong learning, allowing everyone to tailor their educational path, irrespective of age, time, location or life circumstances. The OUC offers interdisciplinary, career-oriented and accredited Bachelor, Master’s and PhD degree programmes in both ‘classical’ and ‘cutting edge’ scientific areas, organized across three faculties: Humanities & Social Sciences, Pure & Applied Sciences, Economic Sciences & Management. Being a research-oriented institution, the OUC hosts a number of research labs that operate with national & European funding, participates in several nationally and internationally funded research and development projects, and is a member of several renowned university networks. The OUC is continuously upgrading its ODE methodology and eLearning Platform, introducing new technologies and eLearning & communication tools in the educational processes, to provide students with an inspiring, seamless, online learning environment.

The University aims to combine its international reach and flexible operations and structure, using both to support the State’s vision to establish Cyprus as a regional centre for education, scientific research and innovation, a hub for international scholars and students alike. Towards this direction, the OUC expands its network of collaborators and establishes strong partnerships with Universities and research institutions in the broader region and beyond, promoting educational and research cooperation and mobility of students and staff.

The OUC achievements in 2020

New Postgraduate Programmes

The Open University of Cyprus launched in 2020 four (4) new master degree programmes, which have secured accreditation by the Cyprus Agency of Quality Assurance and Accreditation in Higher

Education. The first annual intake of students started in the 2020 - 2021 academic year. The four new postgraduate programmes are the following:

- Bioethics – Medical Ethics
- Media in Contemporary Schools
- PNYX: Political History, Theory and Practice
- Digital Drama and Theatre in the study of Ancient Greek Culture

New research projects

The OUC aims to maximize opportunities to support high-quality research with an increased emphasis on the European and international collaboration. The OUC academics and researchers managed to secure external funding. During 2020 they participated in **34 research projects, the following six (6) of which kicked-off in 2020:**

- MARI-Sense: Maritime Cognitive Decision Support System (Cyprus Research and Innovation Foundation, Programme Restart 2016 - 2020).
- Antibodies to MisInformation (funding by the US Embassy in Cyprus, coordinated by the Cyprus University of Technology, Horizon 2020 Co-Inform project).
- CY SENTINEL: Cyber Sensors for Critical Infrastructure Protection and Large Scale Cyber Range Training Environment (funding by the Digital Security Authority of the Republic of Cyprus).
- I_AM: Inclusive Education using Animation and Multimedia (Erasmus+ Programme).
- YNSPEED: Youth new personal & employable skills development (Erasmus+ Programme).
- INSTANT: INtelligent platform for providing STaffing ANd Training in the Hotel Industry (Cyprus Research and Innovation Foundation, Programme Restart 2016 - 2020).

Local and International Relations

During 2020, the OUC expanded its network of collaborators and signed bilateral agreements with the Mariupol State University (Ukraine), and with the public and private bodies in Cyprus (i.e. Municipality of Yeri, Municipality of Larnaka, Cyprus Geological Survey Department of the Ministry of Agriculture, Rural Development and the Environment, Municipality of Latsia, Pancyprian Public Employees Trade Union, Applied Philosophy Research Laboratory of the National and Kapodistrian University of Athens, Research Centre of Biopolitics of the Panteion University, European Centre of Research and Education in Bioethics and Law of the Panteion University, Advanced Media Institute and Digital Security Authority of the Republic of Cyprus). The OUC seeks to engage in such collaborations, engage in joint projects and enhance further its active presence in the country's academic and research work and interference in society.

Distinctions and Awards

In 2020, the OUC and its academic community members received the following distinctions and recognition for academic and research achievements:

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

The Open University of Cyprus has secured the Gold Award for the category "Digital Education" of the Cyprus Educational Leaders Awards 2020. The project, which won the Gold Award, is titled "Cyber Escape Room", and aims to allow students to practice knowledge and skills related to Cybersecurity. The application was designed and developed by the OUC's Cybersecurity and Telecommunications Research Lab and the Lab of Educational Material and Methodology.

- Best Demo Award at AAAI HCOMP for the CyCAT/OUC and TAG RISE

The Cyprus Center for Algorithmic Transparency (CyCAT) / the Open University of Cyprus (OUC) research team, together with the Transparency in Algorithms Group (TAG) at RISE (Research Centre on Interactive media, Smart systems, and Emerging technologies), received in 2020 the Best Demo Award at the 8th AAAI Conference on Human Computation and Crowdsourcing (AAAI HCOMP 2020) for their application "OpenTag". The team behind OpenTag, which supports Understanding Human Perceptions of Image Tagging Algorithms, consisted of Associate Professor Jahna Otterbacher (Faculty of Pure and Applied Sciences at the OUC, Coordinator of CyCAT, Leader of TAG at RISE), Dr. Styliani Kleanthous Loizou, (CyCAT/OUC), Kyriakos Kyriakou (research associate at TAG RISE), and Pinar Barlas (research associate at TAG RISE).

- The OUC Vice-Rector Professor Yannis Manolopoulos recognized as one of the top scientists in Computer Science in the world's ranking list 'Guide2Research'

Professor Yannis Manolopoulos, Vice Rector of the Open University of Cyprus, has been recognized as a top scientist in Cyprus and Greece according to the Guide2Research 2020 Computer Science and Electronics Top Scientists Ranking. The ranking was recently released by Guide2Research, one of the leading portals for computer science research.

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 one (1) new postgraduate programme and nine (9) existing programmes of study. In 2020, the OUC also submitted to the CYQAA the application for the external evaluation of the Faculty of Humanities and Social Sciences, and secured accreditation of four (4) new master degree programmes, which were launched in the 2020 - 2021 academic year.

Scientific events and cultural contribution

Being a public Higher Education Institution, the Open University of Cyprus seeks to actively contribute to the scientific and cultural development and the overall transformation of societies. Throughout the year, the OUC organized numerous scientific and cultural events, all of which are open to the public, free-of-charge, and the majority of them are broadcasted live through the OUC's eLearning Platform (eClass).

In 2020, the Open University of Cyprus (co)organized the following three international conferences through its eLearning Platform: a) the "4th MoodleMoot 2020", on November 27 - 28, which hosted Martin Dougiamas, founder and CEO of Moodle, b) the three-day Online International Conference "Making Theatre at a Time of Global Crisis" on December 4 - 6, 2020, in the context of the research project "Mapping Crisis Theatre on the Contemporary European Stage", and c) the international online conference "Why Bioethics? Why Medical Ethics?" on October 19, 2020 (World Bioethics Day) in collaboration with universities and research centers, which focused on critical issues of bioethics and medical ethics amidst the covid-19 pandemic.

In the course of 2020, the OUC also co-organized the following international conferences: a) SOFSEM 2020 - 46th International Conference on Current Trends in Theory and Practice of Computer Science, b) International Conference on Web Intelligence, Mining and Semantics (WIMS 2020), and c) 23rd International Conference on Discovery Science 2020, and various other scientific and cultural events.

Lecture Series:

- The 4th 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" - the Cultural and Educational Office of the Embassy of the Republic of Cyprus in Greece and the Hellenic Cultural Association of Cypriots in Greece, continued in the course of 2020 with two lectures by Prof. Haridimos Tsoukas and Prof. Ioannis Mazis, before its disruption due to the covid-19 pandemic.
- The 3rd cycle of the Lecture Series held **under the auspices of the OUC Postgraduate Programme "Environmental Conservation and Management"** was disrupted in 2020 due to the pandemic. The 4th Cycle of the Series commenced in November 2020. The Lecture Series, which is expected to conclude in April 2021, is co-organized by the Laboratory of Chemical Engineering & Sustainability Engineering and the Terrestrial Ecosystems Management Lab of the Open University of Cyprus. Supporters of the Series are the Office of the Environment Commissioner, the Cyprus Association of Environmental Scientists and Engineers, the Cyprus Scientific and Technical Chamber and the Cyprus Telecommunication Authority.
- In 2020, the Postgraduate Programme "Theatre Studies" of the Open University of Cyprus launched a new Lecture Series entitled "Monday Theatre at the Open University of Cyprus", aiming to present to the public contemporary plays. The 1st series was conducted between

April and June 2020. In November 2020, the 2nd cycle of the Series was launched, and eight (8) plays will be presented until May 2021.

- The Postgraduate Programme “Communication and New Journalism” and <https://dimosiografia.com/> co-organized in 2020 a series of discussions between researchers, scholars, communication experts and journalists. The central theme of the series was how the covid-19 crisis impacts the fields of communication and journalism. A total of sixteen (16) discussions took place, which are available on the OUC YouTube channel in the form of video podcasts.

XIII Graduation Ceremony for the 2019 - 2020 academic year

The XIII Graduation Ceremony of the Open University of Cyprus for the academic year 2019 - 2020 was held, due to the healthcare crisis, on the 11 – 13th of December 2020 in three consecutively online events. 694 graduates from 25 undergraduate and postgraduate programmes of study received their degrees, while two (2) doctoral candidates were awarded their PhD. The ceremony was addressed, on behalf of the President of the Republic of Cyprus, by Prodromos Prodromou, Minister of Education, Culture, Sport and Youth, the Rector of the Open University of Cyprus, Professor Petros Pashiardis, and the University’s Council Chairman, Mr. Charalambos Prountzos. During the Ceremony, Adjunct Faculty members, two of each of the three Faculties of the OUC, received “Excellence in Teaching” awards, while the OUC graduates with the highest overall grades in all programmes of study received ‘excellence distinctions’.

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 centre of Limassol. The CUT, as the newest public university in Cyprus, is an innovative university with international recognition, promoting excellence in education and research in key sectors with a view to science, technology, culture, society and economy. Its contribution in innovation and progress have been acknowledged and rewarded through a series of awards which endorse its prestige and credibility.

MISSION

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 economy.

FACULTIES AND DEPARTMENTS

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 Chemical Engineering

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

MAIN ACTIONS IN 2020

The University has become an integral part of the society and through its strategic plan, it has become an important partner in the developmental activities of the Republic of Cyprus projecting Cyprus as an important international player in research, education and economic development. The most important actions in 2020 are listed below by sector.

International university ranking lists

In September 2020, in the Times Higher Education (THE) World University Rankings 2021, the CUT was ranked for the third consecutive year, as the only Greek-speaking University in position 301 - 350 among the top 1500 universities in the world. It was also ranked 57th among the best new universities in the world (THE Young University Rankings 2020), 44th among the top emerging universities (THE Emerging Economies University Rankings 2020) and 148th among the best universities in Europe (THE Best Universities in Europe 2020). In THE Impact Rankings 2020, it was ranked among the top 301 - 400 universities included in the list, while in specific rankings it occupied notable positions in the targets: SDG 13- Climate Action (53rd place) and SDG 7- Affordable and Clean Energy (73rd), SDG3- Good Health and Wellbeing (positions 101 - 200), SDG12-Responsible Consumption and Production (positions 101 - 200).

Also, the CUT was included for the first time in the international ranking "QS World University Rankings - Emerging Europe and Central Asia (EECA) 2021" occupying the 110th place among the best universities in the emerging region of Europe and Central Asia (EECA Region). Regarding the international subject rankings, it is worth noting that in the Shanghai Ranking's Global Ranking of Academic Subjects 2020, the CUT was ranked for the third consecutive year, at 101 - 150 internationally in the scientific field of "Nursing" and is the only university in the ranking list from Cyprus and the second in the Greek-speaking world. Also, according to the international university rankings per scientific field "World University Rankings 2021 by subject", the CUT was included among the top universities in the world, in positions 501 - 600 in Science and Informatics, and in positions 601 - 800 in Engineering. & Technology.

Infrastructure development, housing & student services

Students support services were enhanced due to the addition of student dormitories (the number of which has recently increased significantly with the addition of the 200 rooms located in the newly built complex of Archdiocese), the provision of free meals for more than 500 students at the Lemesos Metropolis and the financial support of students, who are proven to be needed based on socio-economic criteria, through the Student Welfare Association.

In February 2020, the construction works for the floor addition to the Lab Building of the Department of Fine and Applied Arts commenced. Sponsorship has been secured for this project by the AG Leventis Foundation and is expected to be completed in the spring of 2021. In the same building, the New Building of Laboratories of Two-Dimensional Creation and New Media are scheduled to begin in 2021. In March, the architectural competition was launched for the construction of the University Dormitories in the settlement "Veregaria" Lemesos, while in December the contract was awarded to the Architectural Office that submitted the award-winning proposal. The project is expected to be completed in 2025. The procedures for the renovation of a mansion for housing the School of Communication and Media were launched to begin work in 2021. Additionally, the construction works for the New Common Teaching Facilities and the Renovation / Refurbishment of a Listed Building into Office Spaces continued.

Participation in the establishment of the European University of Technology (EUT)

The Cyprus University of Technology is part of a consortium with seven other Universities as part of a EU project under Erasmus+ that could lead to a new truly European model for higher education. The consortium managed to secure five million euros funding from “European Universities Initiative” call for proposals with a pledge to create and develop the European University of Technology (EUT+) that will drive European education and research into the future.

The eight members of the consortium are:

- Darmstadt University of Applied Sciences (Germany)
- Riga Technical University (Latvia)
- Technological University Dublin (Ireland)
- Technical University of Sofia (Bulgaria)
- Cyprus University of Technology (Cyprus)
- Technical University of Cartagena (Spain)
- Technical University of Cluj-Napoca (Romania)
- University of Technology of Troyes (France)

Central part of the CUT internationalization strategy, the participation in the founding alliance of the European University of Technology validates the international recognition that a young Cypriot University holds in the international educational area and the CUT ability to forge high esteem collaboration with European outreach.

The European University of Technology is the highest priority for the CUT internationalization and a significant opportunity for Cyprus. Being a part of EUT+ translates to an enormous increase in numbers for international students coming to Cyprus. At the same time, it substantially increases the possibilities to attract European and International funding for research and investments for innovation activities, human capital and tech start-ups to use Cyprus as a base for scaling their business.

Excellence in Research

The CUT research and academic staff is involved in various Research Activities and National and European Research Programmes. In 2020, the CUT research and academic staff was involved in the implementation of more than 220 National or European Research Projects, with a total funding over than 45 m Euro. These Research Projects were mainly funded by the National Research and Innovation Foundation and the EU Research and Innovation Programme HORIZON 2020. In addition, during 2020, the CUT gained funding for more than 60 new Research Projects with a total funding over than 8 m Euro.

Quality assurance

The CUT completed the process of submitting applications to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), for the certification of all its programmes of study at undergraduate, postgraduate and doctoral level. Within 2020, five evaluations of Departments and their programmes were carried out online by external evaluation Committees of the CYQAA Agency, for which the result is expected in 2021. Additionally, certification was received for the new postgraduate study programme ("Developmental Disorder Sciences").

Local and international collaboration

During 2020, the CUT significantly expanded its network of collaboration locally and internationally. The University now participates in 79 networks and international organizations, while maintaining bilateral collaborations with more than 113 universities in the world. In the context of the liaison with industry, the University worked closely with local bodies, such as the Lemesos Chamber of Commerce and Industry, the Municipality of Lemesos, industry bodies, shipping companies, local and international SMEs. In addition, 25 new MoU were signed with local bodies (total 250).

Sustainability and Corporate Social Responsibility

One of the University's most important objectives is the social responsibility and the substantial contribution to society; that is, to operate responsibly in the areas crucial to sustainable development. In this context, the University develops actions with positive impact on the wider social community through the cultivation of social consciousness in areas of social interest (environmental, charity, sports,

and health). In the context of corporate social responsibility, the University continued actions with a positive impact on the wider society, supporting campaigns of non-profit organizations or vulnerable social groups. The University's contribution to information or management of the COVID-19 pandemic was significant, through the participation of researchers from the International Institute for Public Health (CII) in the tracking team of the Ministry of Health. During the first wave of the pandemic, the laboratories of the Department of Multimedia and Graphic Arts "MGA Makerspace" participated in the free printing and distribution of protective equipment for hospital staff. Moreover, the research and bibliographic contribution of the University regarding the pandemic includes publication of studies in scientific journals, research on changes in the quality of life of primary school children due to non-pharmacological interventions implemented to manage the pandemic in Cyprus and research cooperation with other EU universities. Other social responsibility actions included programmes for combating misinformation through media education, the Department of Communication and Internet in collaboration with the Open University of Cyprus and the Cyprus Youth Council, and funding from the US Embassy in Cyprus. Concluding, to promote sustainable development, a hybrid committee was set up by Academic and Administrative staff to make suggestions to improve the quality of university life and the incorporation of the United Nations 17 Sustainable Development Goals in its pillars of operation.

E-Government / E-University

Upon the announcement of the restrictions imposed in March of 2020, the University responded quickly, shifting its operations to online education and remote working in a very short period of time. Luckily, the University had extensive electronic university infrastructure (e-university) already in place, which allowed the academic and administrative personnel along with the students, to continue the educational and administrative work remotely. Additionally, a new electronic software system for efficient management of payment instructions (e-payments) was built and implemented, which is a pioneering application for the management of payments of the University.

Events

In September, the 6th Public Health Day 2020 was held online by the Cyprus International Institute for Environmental and Public Health (CII) under the auspices of the Minister of Health Konstantinos Ioannou. The subject was "The multifaceted role of public health in tackling the COVID-19 pandemic" and keynote speakers were distinguished scientists from abroad, from universities in Cyprus but also members of the Epidemiological Team of the Ministry of Health of Cyprus.

In December, the research labs SVC lab (Semiotics & Visual Communication Research Lab) and LGCRL (Language & Graphic Communication Research Lab) of the Department of Multimedia and Graphic Arts of the Cyprus University of Technology organized a one-day series event on Typography and Graphic Design titled "5th Typo-graphic days 2020". The event consisted of a series of lectures by international and local graphic designers with distinguished and awarded work. The event was supported by the Cyprus Association of Graphic Designers and Illustrators.

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)
- Philips University (<https://philipsuni.ac.cy/>)

Both, Public and Private Universities undergo through Institutional, Departmental and Programme evaluation and accreditation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), which is the competent Authority for ensuring the quality of Higher Education in Cyprus.

Admissions

Each private University in Cyprus has its own admission criteria, which can be found in 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 Education. These Institutions operate under the supervision of different Ministries in which they belong to administratively. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local labour market needs.

The Public Institutions of Higher 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 HIGHER EDUCATION

The Private Institutions of Higher Education (PIHE) were established mainly during the last 25 years. 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 |
| ➤ Marine Studies | |

The language of instruction at the PIHE for most of the programmes of study offered is English. The establishment and operation of PIHE are regulated by the relevant 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 Higher Education Institution does not imply immediate recognition of the degrees awarded. All the Higher Education Institutions, as well as their programmes of study are evaluated and accredited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), with the same criteria as Universities are evaluated depending on the level of the programmes offered.

The Law regulating the establishment and operation of Higher Education Institutions in Cyprus has been amended to allow the collaboration of international institutions of Higher Education with local colleges for the provision of international degrees through the method of franchise or validation. Any Private Educational Institution in Cyprus may now award qualifications from the EU member state Higher Education Institutions and / or they can allow the EU member state Higher Education Institutions to award their qualifications within the Republic of Cyprus provided that they follow a number of predefined criteria. Students registered in accredited programmes of study of all Higher Education Institutions in Cyprus are entitled to the students' state subsidy provided they meet certain socio-economic criteria set by the MOECYS.

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 the future collaborations between Cyprus and the UK Institutions.

There is a total of forty-five (45) Private Institutions of Higher Education which operate in Cyprus. These are:

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/csmm)
20. VLADIMIRO 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. FRESH ART COLLEGE OF ARTS (Pafos)
24. GLOBAL COLLEGE (Lefkosia) (www.globalcollege.com.cy)
25. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka) (www.uclancyprus.ac.cy)
26. INTERCOLLEGE (Lefkosia) (www.intercollege.ac.cy)
INTERCOLLEGE (Lemesos) (www.intercollege.ac.cy) [terminated its work since 31/8/2020]
27. INTERNAPA COLLEGE (Ammochostos) (www.internapa.ac.cy)
28. KES COLLEGE (Lefkosia) (www.kes.ac.cy)
29. LARNACA COLLEGE (Larnaka) (www.larnacacollege.com)
30. LEDRA COLLEGE (Lefkosia) (www.ledra.ac.cy)
31. MESOYIOS COLLEGE (Lemesos) (www.mesoyios.ac.cy)
32. MUSIC ACADEMY "ARTE" (Lefkosia) (www.artemusic.org)
33. NEAPOLIS COLLEGE (Pafos) (www.nup.ac.cy)
34. PAFOS INNOVATION INSTITUTE (Pafos)
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 STATE STUDENTS' WELFARE SERVICE

The Student Welfare Service is the Service responsible to offer grants and allowances to the eligible students based on the provisions of the State Student Welfare Act of 2015. During 2020, the Student Welfare Service has proceeded with the payment of the following grants / allowances, with a total amount of €58.639.835,92 (This amount includes a specific allowance of €750 given to each Cypriot student who was studying abroad and was not able to return to Cyprus due to the pandemic COVID-19. This allowance was given to 14764 students and the amount spent was €11.073.00,00).

1. Student Grant

According to the provisions of the State Student Welfare Act of 2015-2020, the student grant is offered to families which are permanent residents in areas controlled by the Republic of Cyprus and have a child who is a graduate or postgraduate student, studying either in Cyprus or abroad, provided that the family meets all economic, property and other criteria laid down by 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 the year 2020, the Student Welfare Service granted student grants of €39.210.592,96 to 18.483 student families.

2. Student Allowances

Per the provisions of the article 5 of the State Student Welfare Act of 2015 - 2020, student allowances are granted to subsidize specific needs, after taking into account economic, property, social and other criteria. Beneficiaries of student allowances, arise after 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 of each academic year. 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 for each academic year and the amount of each allowance.

During 2020, the Student Welfare Service provided student grants to 14.764 students amounting to €18.535.784,23. Specifically, the following allowances were granted:

- (a) **A living allowance:** €1800 (€150 per month X 12), for which the beneficiaries were students who accumulated 32 points and more.
- (b) **A food allowance:** €1092 (€7 per day x 156 days / year), for which the beneficiaries were students who accumulated 20 points and more.
- (c) **Allowance to support first-year students:** €500, for which the beneficiaries were first year students who accumulated 20 points and more.

The table below shows all the beneficiaries who benefited from the above allowances and the amount of money allocated in each case. It is noted that some students have benefited from more than one allowance.

ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE 2020 (€)
LIVING ALLOWANCE	274	479.700,00
FOOD ALLOWANCE	3.854	4.125.387,93
FIRST YEAR STUDENT ALLOWANCE	1.000	491.696,30
CHRISTMAS ALLOWANCE	11.827	2.366.000,00
TOTAL		7.462.784,23

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

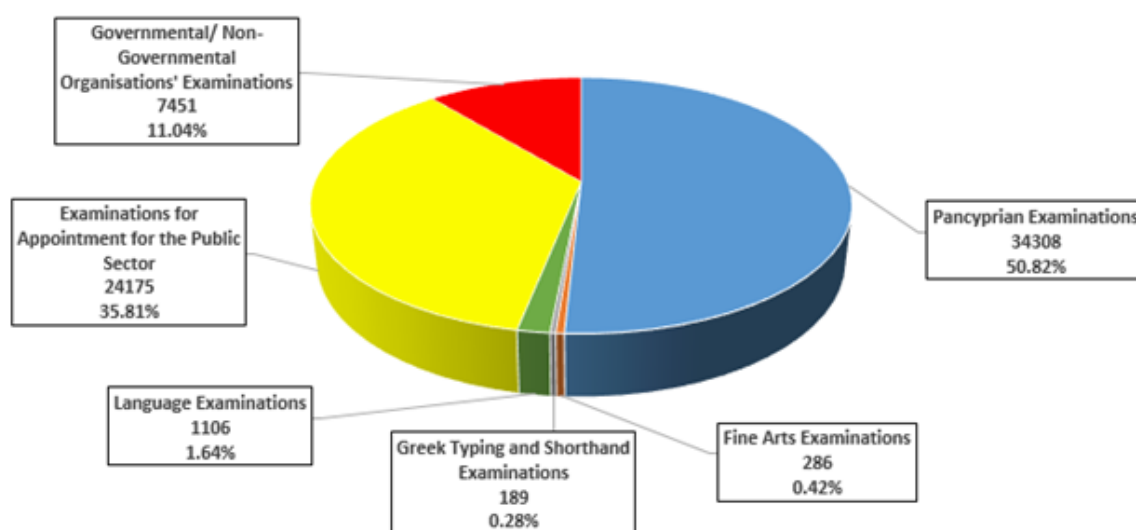
Following a decision taken by the Council of Ministers, a certain amount was allocated as student allowances to families of Greek students who were attending academic Institutions of Higher Education in the Republic of Cyprus and to repatriated families of Cypriot students who were attending academic 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. The beneficiaries arose after the evaluation of their applications, based on a system of grading their economic and social criteria, until the budget allocated for this purpose was exhausted. In 2020, 398 Students benefited and the amount allocated for this purpose was equal to €888.651,99. The table below shows in detail the total beneficiaries 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 2020 (€)
LIVING ALLOWANCE	328	509.011,56
FOOD ALLOWANCE	341	352.843,40
PC ALLOWANCE	38	17.524,07
BOOKS ALLOWANCE	61	9.272,96
TOTAL		888.651,99

1.4.6 THE EXAMINATIONS SERVICE OF THE DEPARTMENT OF HIGHER EDUCATION OF THE MINISTRY OF EDUCATION, CULTURE, SPORT AND YOUTH

The Examinations Service deals with the organization of a variety of examinations. The goal of the Examination Service is to ensure the validity, transparency and reliability of the examinations conducted. For the period of January 2020 – December 2020, the Examinations Service organized a significant number of examinations and processed **67229** examination papers, as presented in the following graph.

Graph: Number of examinations papers processed per examination by the Examination Service in 2020.



1.4.7 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.

The KY.S.A.T.S. is the competent authority of the Republic of Cyprus for the recognition of Higher Education qualifications, awarded by recognized Higher Education Institutions in Cyprus or abroad or qualifications awarded by evaluated and accredited programmes of study by the competent authorities of the country they operate or offered in. The KY.S.A.T.S also acts as a Centre of information of the

Systems of Higher Education in Cyprus and other countries, as well as information on titles of studies of Higher Education in Cyprus and other countries.

During the period January - December 2020 the KY.S.A.T.S. received 1030 applications for recognition of qualifications and 1450 inquiries for written information. During the same period, the Council held twelve (12) meetings. Since April 2020, fee payments for the application for recognition, revaluation application and certificate for recognition issuance, can be done electronically.

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

The DHE 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 the amount of the grant that will be offered, taking into consideration the approved amount of the state budget. In 2020, the Ministry of Education, Culture, Sport and Youth subsidized with €85.000 seventeen Greek Departments from nine (9) countries.

1.5 THE CYPRUS PEDAGOGICAL INSTITUTE (CPI)

The vision of the Cyprus Pedagogical Institute is to offer continuous professional development to educators, at all levels of education. Moreover, to substantially contribute to the planning and implementation of the 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, it improves the content and effectiveness of the education provided in accordance with the wider international, European and local context.

1.6 THE CYPRUS RESEARCH CENTRE

1.6.1 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 to 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. Members of its permanent research staff take part in academic conferences related to their field of specialisation, as well as undertake 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 the 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 2020, the group of archivists hired last year completed the process of counting material of the Oral Tradition Archive and the Folklore Archive. This demanding task is expected to be brought to completion for all the archives in the course of 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, 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 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 2020

In the year 2020, the Cyprus Research Centre published the following three books:

1. Nicholas Coureas, *The Burgesses of the Lusignan Kingdom of Cyprus 1192-1474*
2. Stephanos Efthymiades, *The Byzantine Cyprus hagiology, the Saints and the Scripts (4th – 13th century)*
3. Anna Neophytou, *Popular Worship in the traditional Cyprus society, the Easter celebrations from the Carnival to the Pentecost*

In addition, within the context of upgrading the facilities of the Cyprus Research Centre, major maintenance and repair works were carried out in 2020 on the central buildings and main warehouse of the Cyprus Research Centre as well as new purchases of electronic equipment and stationery.

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 REVISED CURRICULUM AND SCHOOL TIMETABLE IN PRIMARY AND PRE-PRIMARY EDUCATION

During the school year 2018 - 2019 Attainment and Adequacy Targets were revised to realistically reflect the teaching time allocated to each school subject during a school year. The revised Targets were uploaded on the Ministry's website.

During the school year 2019 - 2020, 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.

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. The smooth implementation of the Attainment and Adequacy Targets was impacted by the pandemic as schools had to negotiate their transition to online teaching.

As regards pre-primary education, emphasis was focused on the implementation of the Curriculum for Pre-primary Education (3-year-old – Pre-primary) and the in-service training of pre-primary schoolteachers on issues pertaining to the Curriculum. To this aim, the five-year development plan for pre-primary schoolteachers, which was put into effect as of 2016 - 2017, continued to be implemented. This year, the teachers' training was completed with online sessions, due to health and safety measures which were put into place due to the pandemic.

2.1.1.1 Modern Greek Language Teaching

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

Language is considered, firstly, as a system of elements governed by rules and normalities (language as structure), and as a dynamic means of communication and social action, which, each time is used, falls within a specific communication framework and fulfils a specific objective (language as function).

Additionally, language is considered as a mean of constructing social reality (language as a system of ideas and values). Therefore, Language education aims to meet the needs of both pupils and teachers and promote and enhance the development of literate active citizens.

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

2.1.1.2 Mathematics

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

The Mathematics Curriculum follows an integrated design from Pre-primary to Secondary Education and is based on four principles: (a) pupils should be involved in mathematical investigations that enhance their curiosity and interest, (b) emphasis should be given to problem solving, (c) ICT should constitute an integral part of Mathematics education, and (d) pupils' experiences should be enhanced through pedagogically rich activities, that arise from pupils' active engagement in 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 organization of the Curriculum based on 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 to develop the essential mathematical knowledge at each stage of pupils' development.

The new educational material for Grades One to Six, 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 Evaluation. Specifically, exploration is an activity which aims to motivate pupils to learn more about a new mathematical concept. Investigations are structured activities in which pupils explore ideas through hands-on experiences, formulate and test hypotheses, solve problems and end up with specific conclusions. At the stage of carrying out activities, pupils apply, clarify and extend their understanding on the new mathematical concept. In the evaluation stage pupils review and assess what they have learned and how they have learned it. At the same time, enrichment activities can be used by pupils of varying ability levels.

Aiming to assist the smooth transition of pupils from primary to secondary school, the new educational material for Grades Five and Six follows a different structure from the other primary mathematics educational material. Specifically, new sub-chapters have been added to pupils' textbooks. These involve, (a) What we are going to learn: describes the unit's content and learning goals as these emerge from the Mathematics Curriculum; (b) What we have learnt: includes mathematical concepts as prerequisites for the concepts to be taught through the unit; (c) New Mathematical Concepts: includes the new concepts that pupils should obtain with the completion of the unit; (d) Illustrative examples: includes activities with answers; (e) Unit Activities: 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 2019 - 2020:

- The revision of the educational material for Grade Five 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 Five was revised based on the format of the educational material for Grade Six.
- The revision of the educational material for Grade One was completed, in the perspective of aligning the educational material with the available teaching periods of schools.
- The Mathematics advisors visited schools and offered teachers support and guidance regarding Curriculum and designing mathematics lessons plans. Moreover, they organized co-teaching sessions in order to offer decentralized teacher training as regards the investigative approach and inquiry-based learning in Mathematics. At the same time, they organized in many schools the programme "Parents and pupils working together in Mathematics", which aimed to strengthen the relationship between parents and schools and inform parents about the new mathematical content and methodology.
- The members of the writing team offered training in the schools of Lefkosia and Larnaka district where they taught in classrooms and also offered guidance to teachers to organise lessons that other teachers from neighbour schools watched. The aim of these training sessions was the use of technology in the teaching and learning of mathematics and especially the use of tablets.
- The members of the writing team offered teacher training to almost 300 teachers in all Cyprus districts in September 2019. The subject was "Basic Knowledge in Mathematics and Teaching Across all Grades".
- The members of the writing team offered two-day training to 50 teachers of the "Greek-French School Jeanne d' Arc" and neighbor schools in Piraeus-Greece about "School Mathematics Textbooks in Cyprus: Philosophy and Methodology of Teaching" (15/11/20-16/11/20). The "Greek-French School Jeanne d' Arc", which is a private school, buys and uses the Cypriot Mathematics textbooks in Primary Education.
- Supportive material for all grades was developed because of the schools' closing, during the period of March - May 2020 caused by COVID-19 pandemic. This material was used for distance learning. Moreover, a catalogue with educational applets that could be used from home was developed.
- TV lessons were developed and projected by the TV channels of the Cyprus Broadcasting Corporation and ANTENA during the period of March - May 2020. The videos produced were used for educational television and distance learning.

During the school year 2020 - 2021, the Mathematics Group will complete the revision of the educational material for Grade Six and will proceed with the revision of the educational material for Grade Two. Mathematics advisors will support teachers regarding the methodology of Mathematics and the

development of their daily lesson plans, formative assessment, and the application of distance learning in mathematics.

2.1.1.3 English

As of 2011 - 2012, English is taught in Primary School from Grade One (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 all Grades (One to Six).

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 be prepared easily and effectively.

During the school year 2019 - 2020, in-service training seminars were organized, in all districts, for teachers teaching English in the 5th and 6th Grades. Specifically, 14 seminars were held (six in Lefkosia, three in Lemesos, two in Pafos, two in Larnaka and one in Ammochostos). They included observation lessons in a 5th or 6th Grade class which were followed by reflection and discussion on the topic "Pupils' Assessment in the English lesson".

During the period where pupils' attendance at school was suspended due to COVID-19, various actions were carried out in order to support teachers and pupils. Specifically, supportive online educational material was prepared for all Primary School classes, and was uploaded on the website of the Ministry of Education, Culture, Sport and Youth. Additionally, educational TV scripts based on the curriculum were written and were presented on two different national TV channels. The programmes targeted pupils of Grades One, Two, Three and Four. Moreover, English advisors provided ongoing support to teachers, both for online teaching and updating their school website with useful educational material.

Regarding 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 the approach of CLIL 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 2019-2020, trainings were conducted regarding the changes in the content of the Health Education Curriculum (April 2019). In the final trimester of 2020, the emphasis was on distance learning and the creation of pedagogical support material for distance learning, as necessary because of the pandemic caused by the new coronavirus COVID-19.

The Health Education Team carried out the following training activities:

a) September 2019 – June 2020:

Advisory work at school level, through providing information on the Adequacy and Attainment Targets of the Health Education Curriculum, on the teaching approaches and methodology of Health Education

lessons, sample lessons by the Health Education advisor, within the needs of teachers and their School Improvement Plan. There were 30 visits all over Cyprus and around 400 teachers have been trained. Forty sample lessons were conducted, monitored by teachers and headteachers, on the content of Health Education.

b) September 2019 – February 2020:

Staff trainings on the subject “Sexual Education at Primary school”, “Teaching Health Education at Primary school”, “Health Education and Empathy” and “Teaching Health Education in Primary Education”. There were 10 visits all over Cyprus and around 150 teachers have been trained.

c) September 2019:

Central training of teachers in Lefkosia, Lemesos and Ammochostos on the subject “Health Education - Home Economics in the Classroom” and workshop on the subject “Puberty and Nutrition”.

d) November 2019:

Central training of teachers on the subject “Consumer Education in the Curriculum of Primary Health Education” and workshop on the subject “Consumer Rights and Obligations”.

e) January 2020:

Whole-day conference organized in Larnaka, by the Teachers’ Union and the Health Education Team, on the subject of “Sexual Education in Primary Education”. The conference included workshops for Grades Two, Three, Five and Six. The workshops focused on the following subjects: reproductive and private parts of the body (Grade Two), deconstructing of stereotypical gender roles (Grade Three), puberty (Grade Five) and sexual maturity and expressions of sexuality (Grade Six). The experiential workshop of the 5th Grade was organized by the School Service of the Ministry of Health. About 120 teachers participated in the conference.

f) January 2020 – June 2020:

Three-day training on the teaching approach of Sexual Education in Primary Education. Ninety teachers have been trained.

g) January 2020 – June 2020:

Implementation for pupils and teachers of the European programme HEALTH CREDU, which was developed within ERASMUS +. The programme was conducted by three countries and five organizations from Lithuania, Latvia and Cyprus. A partner from Cyprus was the Pancyprian Association for Family and Child Support-KIVOTOS. The programme aimed, through innovative interventions in the school system, to make changes that have an impact on the mental, emotional, and physical health (holistic and positive sense of health) of pupils, resulting in improved learning outcomes.

h) March 2020 – June 2020:

Creation of pedagogical support material for distance learning. Writing scripts and preparing educational programmes (Grades One to Two and Grades Three to Four) for the educational television of Cyprus Broadcasting Corporation (RIK2) and ANTENA.

2.1.1.5 Geography

During the school year 2019 - 2020, the Adequacy and Attainment Targets of Geography were implemented, according to the main objectives of the Ministry of Education, Culture, Sport and Youth in relation to the implementation of the revised / reconstructed Curriculum for Primary Education.

Teachers, had available teaching material that was based on modern learning approaches and Adequate and Attainment Targets for Grades One to Three and for part of Grade Four of Primary Education and 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. In addition, during the period of suspension of children's education as a measure to protect against the spread of COVID-19, educational material for Geography was designed and

posted on the website of the Ministry of Education, Culture, Sport and Youth, aiming to support teachers' efforts related to distance education. At the same time, television geography courses were produced and screened in support of educational television.

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 evaluation of 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 organized 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 organize analyse and evaluate spatial decisions as a mean 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 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 informing 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 understand and interpret the modern world and religious similarities / differences.

In 2019 – 2020, 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. The Religious Education Team also provided in-service training for primary school teachers through seminars, meetings, and conferences.

During the lockdown due to the COVID-19 pandemic, many TV programmes on Religious education issues were broadcasted, in co-operation with the Religious Education Team.

2.1.1.7 History

History in Primary Education 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 2019 - 2020, the Adequacy and Attainment Targets of History were applied. 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 limits of historical knowledge).

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

In terms of in-service training for the implementation of the new History Curriculum, a number of training seminars were organized at school level. Furthermore, a conference was organized in collaboration with the Cyprus Pedagogical Institute, titled "Teaching History through the use of sources". It took place at the Cyprus Pedagogical Institute on December 14, 2019. During the conference the topics "Using literature in an attempt to record the historical reality", "Teaching the modern history of Cyprus through the lens of Cypriot photojournalism", "Greece in World War I, The National Divide: A Proposal Based on the Added Value of Historical Sources and the Application of the Methodological Principles of Multiplicity and Interdisciplinarity" and "The use of pictures in education: a misunderstood... History", were presented. Participants had the opportunity to work with literary texts and photographs and use them as historical sources.

In addition, during the school year 2019 - 2020, teachers were supported at school level through advisory work, communication with schools and educators, and on-site school visits. Also, the teachers were supported during the time when the schools were closed, due to the COVID-19 pandemic, by preparing material that could be used during distance learning.

2.1.1.8 Music Education

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

During the school year 2019 - 2020, music educational material for the 4th Grade was created including, guidelines for teachers, PowerPoint presentations with listening activities and music material. Trainings and seminars took place so as to familiarize teachers and headteachers with the new material and the educational process suggested for the lesson. These include:

- Seminars concerning singing and arrangement offered in Lemesos and Pafos district (March 2020),

- 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 2019 – 2020, the programme concerning the teaching of string, wind and percussion instruments that was offered in 2018 - 2019 continued 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.

During the school year 2019 - 2020 Music Education faced many difficulties due to the COVID-19 pandemic. Music Educators were required to change the way they were teaching music, implement new technologies during their online lessons, find new innovative resources and create new material for the lesson and post it online on their schools' websites. On a central level the Inspector of Music and the advisors created new material and lesson suggestions, as well as televised music lessons in cooperation with the Cyprus Broadcasting Corporation.

In the school year 2019 - 2020 the Primary Education Department in collaboration with the Cyprus Pedagogical Institute organized the 1st One-Day Choir Seminar for Primary Education. This seminar was the conclusion of all the music activities that took place in the participating schools in November and December and were based on the Music Curriculum's Standards concerning singing, playing instruments in an orchestra and collaborating with other choirs and orchestras as well as professional musicians (December 2019).

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 the 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 required 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 2019 - 2020, 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 to operate as a model of organization which promotes sustainability and adopt it in school life through its three levels of functioning:

- a) The pedagogical (learning and teaching process),
- b) The social / organizational (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 organized by the Governmental Network of Environmental Education Centres (EECs) which function under the auspices of the Unit of Education of the Environment and Sustainable Development. 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 noted in the school year 2019 - 2020 various courses on E.S.D. Teachers Professional Development were organized, for Primary and Pre-Primary Education, aiming to facilitate teachers to integrate the E.S.D. Curriculum, effectively in their school. Additionally, series of professional development courses were organized in order to introduce teachers on Sustainable Development and support them to adapt it in their teaching. Taking into consideration that the year 2019 - 2020 was a very challenging year, because of the pandemic, special emphasis was given to distant learning. Synchronous and asynchronous training courses were organized for teachers on E.S.D. with an emphasis on familiarizing teachers to use digital education during the teaching and learning of sustainable development and environmental issues.

Finally, a series of seminars for teachers' professional development was organized by the Unit of Education for the Environment and Sustainable Development in cooperation with the Department of Primary Education with an emphasis on teachers' E.S.D. competences. Special emphasis was given to Sustainable Cities and Communities, Good Health and Well-being and Climate Change.

2.1.1.10 Design and Technology - Digital Technologies

The expanded Curriculum for the subject of Design and Technology - Digital Technologies was implemented in 2019 - 2020. The Curriculum aims to enable pupils acquire Technological Literacy (knowledge, skills and attitudes) through the problem-solving process. Pupils develop metacognitive skills and become self-sufficient as regards the acquisition of knowledge, the exploration of new problems and ultimately "learning how to learn". Moreover, the Curriculum includes the new unit of "Computational Thinking", which provides pupils with opportunities to develop digital and programming skills and algorithmic thinking, thus enabling them to become active citizens in the modern society of knowledge and information.

New editions of school textbooks were published (2019) in order to implement the Curriculum. In addition, Teacher's Guides handbooks were developed, which include learning objectives, lesson plans, practical ideas, answers and links to relevant online digital material. Furthermore, the Ministry's subject website was updated and enriched. Finally, all primary schools received additional educational kits and robotic equipment (control box, floor robots, software, and so on).

The subject of Design and Technology - Digital Technologies contributed to the implementation of the STEM school programme (Science, Technology, Engineering, Mathematics) in Primary Education, with teaching material, equipment and teachers' in-service training courses.

During the pandemic period, digital material was published to be used through the software MS Teams and the coordinator of the subject participated in distant learning lessons through a series of a TV educational programme to help pupils use technology at home in a critical and creative way.

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 2019 - 2020, 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:

- Organization and curation of the Pancyprian Exhibition "*From Yesterday to Today*", Exhibition with children's works from the collections of the Archive of Children's Art of Primary Education and the 83 repatriated works, during the decades 1950 - 1960 from the USA. The exhibition took place at the Medieval Hall Kastelliotissa in Lefkosia, from 15 - 25 January 2020. The opening of the exhibition took place on Wednesday January 15, 2020. The exhibition included three thematic sections: a) repatriated works from the 1950s - 1960s, b) works from the 1960s - 1970s, c) works of today from three primary schools. The exhibition was transferred to other cities as follows:
 - Lemesos: Municipal Cultural Center "Panos Solomonidis", 27 - 30 January, 2020
 - Larnaka: House of Letters and Arts, 10 - 14 February, 2020
 - Pafos: Cultural Center "Old Powerhouse", 2 - 6 March, 2020
- Design of Educational Programmes in the context of the Pancyprian Exhibition "*From Yesterday to Today*". Teachers and pupils had the opportunity, during their visit to the exhibition, to implement the proposed educational programmes utilizing corresponding art activities kits placed in the exhibition spaces. The educational programmes and the photos of the works of the exhibition have been posted on the website of the Visual Arts Education of the Ministry of Education, Culture, Sport and Youth.
- Design of a publication dedicated to the Pancyprian Exhibition "*From Yesterday to Today*", in collaboration with the Curriculum Development Unit of the Cyprus Pedagogical Institute.
- Co-organization of the second Biennale of Printmaking for Children and Youth from 5 to 18 years old, as well as the award ceremony. The opening of the exhibition of the awarded works and the distinguished participations took place on Monday, November 18, 2019 at the New State Gallery of Contemporary Cypriot Art. The Exhibition was co-organized by the Primary and Secondary Education and the Hambis Museum - School of Engraving.
- Enrichment of the website of the Ministry of Education, Culture, Sport and Youth with indicative material for distance learning and pedagogical support of children during the school closure caused by the COVID-19 pandemic.
- Teacher guidance and support which was offered by the Inspectors and the Art advisors, both as school-based support and through electronic mail during the schools' closure in the period March - May 2020.
- Participation of Art advisors, Inspectors of Art, and a number of educators in educational courses in the context of the Erasmus+ Key Action 1 Programme "EnViArts: Enhancing Visual Arts Education in the Primary Schools of Cyprus". Dissemination of seminars in the school units of each participant.
- Cooperation with the Academic partner for the organization of new teacher training seminar.
- Development of supporting materials regarding various aspects of the Visual Arts Curriculum.
- Reviewing and updating of the Art Education Programmes that are organized in museums and galleries in Lefkosia, Lemesos and Pafos, so that they conform to the New Curriculum.

- 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, with the purpose 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 on visual exercises.

2.1.1.12 Science

During the school year 2019 - 2020, the working teams continued and completed their effort to produce and revise teaching and supporting materials for the subjects “Science and Technology” (Grades One to Four) and “Science” (Grades Five to Six), according to Adequacy and Attainment Targets of the Science Curriculum. In addition, they developed teaching materials for distance learning in science (synchronous and asynchronous) during the schools’ closure caused by the pandemic COVID-19.

In cooperation with the Cyprus Pedagogical Institute, a two-hour training session for science teachers was planned on the subject “Assessment in science learning” in all districts. Due to the pandemic COVID-19 all of the training sessions were cancelled.

As far as school-level training is concerned, Science advisors visited schools in order to provide them with support about science teaching.

2.1.1.13 Physical Education

Special emphasis, during the school year 2019 – 2020, was given on the thematic area of Games regarding all levels of primary school. The beginning was on the initial daily in-service training of teachers, September 2019. The initial daily in-service training dealt with the content of the thematic area of Games, its attainment and adequacy targets as well as good teaching practices of a Game lesson. The teachers participated in workshops, had the opportunity to reflect and redefine on a qualitative lesson on the thematic area of Games, based on Attainment and Adequacy Targets of the Curriculum. Moreover, teachers dealt with issues like planning, implementing and evaluating teaching practice and enriched their inclusive practices.

Training sessions, in the frame of Cooperative Learning Communities, followed the initial in-service training on the thematic area of Games. The focus was on introducing and improving game strategies through a variety of methodological and organizational approaches. This training sessions were not completed due to the forced closure of schools caused by the COVID-19 pandemic.

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.

Working with the Cyprus CLIL Coordinating Centre continued this school year. A training session, in the frame of school networks took place in Lefkosia, where teachers attended a CLIL in Physical Education lesson and then participated in a discussion to highlight good practices in implementing the CLIL approach in Physical Education. The lesson was taught by the Physical Education advisor specialized in CLIL and attended by the Deputy Director of Primary Education, PE Inspector and PE advisor and

the Headteacher of the primary school who hosts the event. The CLIL approach was implemented in Physical Education in many primary schools, in cooperation with the inspectors and the advisors of CLIL.

Educational materials were developed and uploaded on the official website of the Ministry of Education, Culture, Sport and Youth to provide additional support to teachers who teach Physical Education. Game flashcards were developed to support teacher. Their focus, besides their structure, is on fostering skills, concepts and strategies exhibiting the educational importance of games. Game Flashcards were analyzed during the training sessions regarding the thematic area of Games. Furthermore, indicative lesson plans were developed on the thematic area of gymnastics for Grade Two.

Last but not least, the Indicative Material of Pedagogical Support for Pupils was developed and posted on the central website of the Ministry of Education, Culture, Sport and Youth. The material includes Exercises for Health and Olympic Education activities. It was intended to provide activities for children to do at home, alone and/or with their family, always under the supervision of an adult, during the forced closure of schools due to the COVID-19 pandemic.

2.1.1.14 Pre-primary Education

On November 23, 2019, a conference titled “Evaluation - Documentation of the development and learning of pupils in Pre-primary Education” was held on the premises of the University Campus in Lefkosia. 150 Pre-primary school teachers from the public and private sector attended. The main presentation on “Alternative forms of assessment in the perspective of documentation for learning” was given by Dr Vassilios Tsafos, Associate Professor of the Department of Preschool Education of the National and Kapodistrian University of Athens.

The main presentation was followed by six parallel workshops through which the participants had the opportunity to work with tools and in practical ways to apply the assessment and documentation of children’s learning and development related to the pursuit and goals of cognitive objects and areas of development.

The pancyprian conference titled “Evaluation - Documentation of the development and learning of pupils in Pre-primary school”, was preceded by three networks of Pre-primary headteachers and assistant headteachers. The aim of the above actions was to support the work of teachers in view of the implementation of the Pupils Assessment System implemented during the school year 2019 - 2020 and the completion of the School Progress Report (for children of Pre-primary Education).

In February 2020, the Pre-primary head teachers, assistant head teachers and acting head teachers of Larnaka and Ammochostos district had the opportunity to receive full day training on the subject: “From Free Activities to Free and Guided Play”. Also, on a pancyprian basis training of Pre-primary headteachers, assistant headteachers and acting headteachers was carried out on the topic “Differentiation in the Pre-primary school classroom”.

In addition, the five-year programme for in-depth training of Pre-primary school classroom teachers on the Curriculum for Preschool Education (3-year-old - Pre-primary) was continued, on a nationwide basis. The training started within the framework of the Two-Day Teacher Training Programme held in September 2020, with live meetings. It ended, due to coronavirus, with online meetings through the software MS Teams.

In March 2020, when the coronavirus epidemic hit our country, the operation of schools was suspended for a period of almost three months. The education of Pre-primary school pupils continued through asynchronous distance education. The Pre-primary teachers and school executives, as well as all teachers of all levels of education, stood up to the circumstances and did everything possible to meet the needs and requirements of the difficult situation in which our country found itself, undertaking initiatives and responsibilities in matters of educational management.

The primary purpose was the psycho-emotional support of families and, mainly, of children during the quarantine period. It aimed at their continuous pedagogical support through active, creative and recreational activities and the continuation, as much as possible, of the routines of children who had direct relation to the daily schedule of their class.

Each school used every available means to support children, in the best possible way:

- Regular telephone communication with parents and / or pupils in order to maintain personal contact and investigate any special needs of families, which, due to the pandemic, needed support.
- Posting / sending educational material through the official school website, e-mail, viber (communities) applications and other applications and online media and tools to organize and send educational material, always taking into account the needs and means available by each family.
- Continuous children feedback, on an individual basis or in relation to the teacher through various means (email, viber, and so on).

In addition, the Ministry of Education supported Pre-primary school pupil's distance education through educational television, of various content, in collaboration with CYBC2. The programme was daily and titled "Stay at home and learn through television", as well as by posting indicative pedagogical support material for pupil's parents on a special website of the Department of Primary Education. This website (under the link "Distance Education") includes a variety of topics and activities, given in a simple way, that touches cognitive, emotional, kinetic and social areas of development. Thus they promote the pursuit of education (visual arts, language, mathematics, natural sciences, music, social studies, physical education, group and individual games, suggestions for theatrical performances, and so on). Relevant topics were also posted by the Educational Psychology Service, to support parents and children in dealing with the disorder created by the pandemic.

With responsibility and professionalism, Cyprus Pre-primary school teachers properly prepared the school units to safely receive the children returning to school on June 9, 2020, following, the Health Protocols issued by the Ministry of Health and the relevant instructions given by the Ministry of Education, Culture, Sport and Youth.

It should be noted that during the April - June period a number of Pre-primary school teachers attended online seminars related to the acquaintance and use of the software MS Teams organized by the Cyprus Pedagogical Institute as well as the acquaintance and use of various other online educational tools.

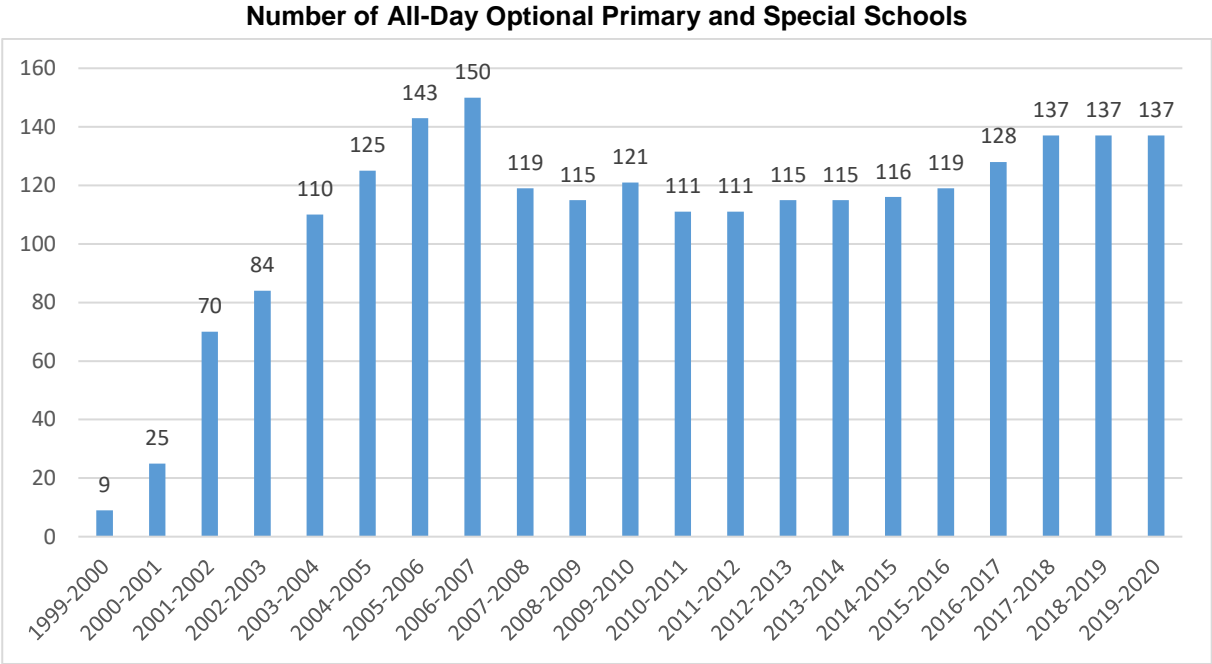
2.1.2 IMPLEMENTATION OF THE ALL-DAY SCHOOL

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



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 eight to 25, according to the subjects 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.

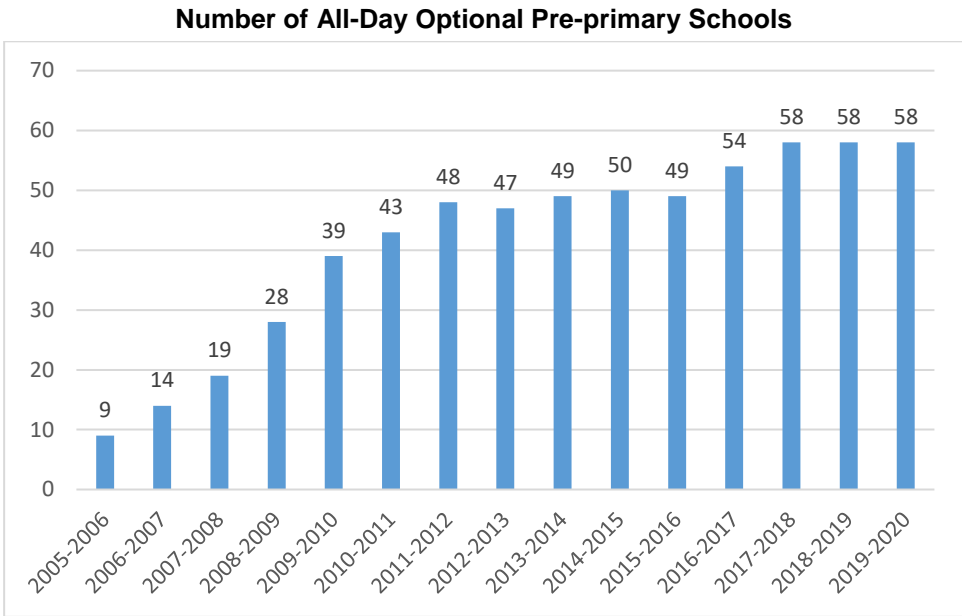
Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision / preparation of meals are undertaken by the parents. The type of food and the specific menu is agreed and arranged by the parents in collaboration with the Ministry of Education, Culture,

Sport 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.

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, time 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 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 School 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 following an upgraded educational programme.

The All-Day Compulsory Schools operate four days a week (Monday, Tuesday, Thursday and Friday) from 7:45 am to 3:05 pm or 4:00 pm and one day a week (Wednesday) from 7:45 am to 1:05 pm. 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 the introduction of elective subjects which 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 to hire 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, Sport and Youth. Based on the results of the evaluation and feedback from the network of the relevant headteacher network, a proposal was submitted for 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 Five and Six.

2.1.3 SUMMER SCHOOLS

The introduction of Public Summer Schools by the Ministry of Education, Culture, Sport 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 in 22 primary schools. During the summer of 2020, the programme was implemented in 30 primary schools and 11 pre-primary schools. The Summer School's programme offers creative activities and caters especially for 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 41 Summer Schools (31 primary schools and 11 pre-primary), which functioned during the summer of 2020, worked for five weeks, from July 1st to July 31st 2020. Both experienced and novice or unemployed teachers were employed to work at the Summer Schools. During 2020, Summer Schools extended their schedule from 1:05 p.m. to 4:00 p.m. according to the needs of their pupils (optional schedule extension for some classes).

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.

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

The Ministry of Education, Culture, Sport 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, Sport and Youth put forward a proposal to the Council of Ministers. On the 9th of January, 2018, the Council of Ministers decided (Decision No. 84.078) to maintain the age of compulsory school attendance for children in pre-primary school at the age of four years and eight months, as currently the case is. At the same time, it was decided to gradually increase the school starting age for:

- (a) Pre-primary class from the age of four years and eight months to the age of five.
- (b) Primary school from the 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 gradually 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 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 in order to give all stakeholders the chance to prepare for it and for the smooth transition of pupils. 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 operation of Public Primary Education Schools is according to the Public Primary Education Schools Regulations of 2008 to 2020.

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 organizing 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, in order to bring about improvements in the everyday life of schools, as well as improvements in learning outcomes.
- d) Great need for changes in the regulations concerning issues related to the smooth operation of schools, pedagogical measures for the development of social behaviour, confrontation of incidents of domestic violence or sexual abuse of children, unjustified absences, and so on, in order to address gaps which have occasionally been observed and incorporate changes according to the Ministry policies, which have been developed / adopted in recent years.

The Department of Primary Education considers that the modernisation and updating of the 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, Parent Associations) proceeded to review the existing regulations. The process began in January 2016, with the establishment of a Review Committee, which worked systematically and intensively for the completion of its work.

Taking into account the above, the new operating regulations of the public primary schools were prepared and forwarded to the Legal Service for statutory audits. The legislative process was completed and the regulations were forwarded to the Council of Ministers for their issuance. Then they will be forwarded to the House of Representatives for approval, in order to apply them in Primary Education.

At the same time, however, and in the face of the pandemic caused by the coronavirus COVID-19, it was considered appropriate to institutionalise the provision of distance learning in exceptional situations. That is why the Ministry of Education, Culture, Sport and Youth amended the existing regulations so that in situations of force majeure or emergency, exceptionally allow distance learning. The amending Regulations were published in the Official Journal of the Republic of Cyprus on 2 October 2020.

2.1.6 ASSESSMENT OF PUPILS IN PRIMARY AND PRE-PRIMARY EDUCATION

Pupil assessment is one of the main policies which are systematically promoted by the Ministry of Education, Culture, Sport and Youth. A Special Committee, formed towards this aim, submitted a proposal for a Unified Pupil Assessment System. The underlying philosophy of the proposal follows the modern pedagogical approaches in the area of assessment and aims towards offering regular feedback and support to pupils with the ultimate goal being the improvement of learning outcomes.

The proposal was discussed with the various stakeholders and was agreed that it would be implemented during 2019 - 2020. Two basic principles of the new assessment system are the following:

- Formative Assessment - Pupil Assessment Records

Each teacher records and monitors pupils' progress so that s/he can offer suitable feedback and better plan his/her teaching based on the needs of his/her pupils.

- School Progress Report

The report indicates the pupils' level of achievement as regards the expected learning outcomes. It is completed for all preprimary and primary pupils twice a year (in January and June). The report is kept at the schools and forms the base for teacher-parent meetings, which take place twice a year, after the reports are completed, and focus on the pupils' progress.

The new pupil assessment system was implemented during 2019 - 2020. Its smooth implementation was impacted by the pandemic. Nevertheless, the first School Progress Reports and the parent meetings were successfully completed in January 2020 with positive feedback about the process received by all the parties involved.

2.1.7 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION

2.1.7.1 Multicultural Education

The composition of the school population in public primary and pre-primary schools, for the school year 2019 - 2020, is shown in the following table:

	Primary schools (%)	Pre-Primary (%)
Greek-Cypriots	80,45	78,68
Turkish-Cypriots	0,12	0,14
Maronites	0,21	0,18
Armenians	0,02	0,08
Latins	0,01	0,00
Foreigners	19,19	20,92
TOTAL	100,00	100,00

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

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

School year	Number of pupils	Percentage (%)
2015 - 2016	6728	13,5
2016 - 2017	7029	13,8
2017 - 2018	7452	14,5
2018 - 2019	8476	16,2
2019 - 2020	8923	16,8

The policy of the Ministry of Education, Culture, Sport and Youth regarding the education of pupils with migrant background aims at their smooth integration into the Cyprus Educational System. In response to the demands of contemporary society and the changing social environment, the Ministry of Education, Culture, Sport 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 an 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 native Greek-speaking pupils. There is also a flexible system of intervention within the regular school timetable. This involves placing pupils with migrant background in a separate class for a specific number of teaching periods per week. These separate classes focus on the intensive learning of Greek and offer specialised assistance according to the pupils' specific needs. The Adult Education Centres offer afternoon classes for Greek as a second language to the children of repatriated ethnic Greeks, but also to all other pupils with migrant background.

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 organizes in-service training seminars and conferences for teachers who teach pupils with migrant background, in order to offer teachers the opportunity to further develop their learning and teaching approaches.

The Ministry of Education, Culture, Sport and Youth has 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, Secondary General, Secondary Technical and Vocational Education and Training along with the Cyprus 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.

2.1.7.2 Feeding pupils in need

The Ministry of Education, Culture, Sport and Youth continued to provide breakfast during the school year 2019 - 2020 to public-school pupils at all levels of education who need help, as well as to the pupils participating in the New Modern Apprenticeship Programme.

The aim of this Programme is to secure that children from disadvantaged families are offered a nutritious breakfast. Thus, they 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 are selected based on financial and social criteria, such as the following:

- families who receive the Guaranteed Minimum 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 which was co-funded by European and National Social Funds was implemented from the very first school day of the 2019 - 2020 school year.

During the school closure due to COVID-19, and the suspension of the operation of the canteens, and before re-opening in May 2020, the Ministry of Education, Culture, Sport and Youth after consulting the General Directorate of the European Programmes, Coordination and Development and the Directorate of Verifications Certification of the General Accounting Office of the Republic of Cyprus was granted permission to pay an allowance to parents / guardians of pupils who were entitled to free breakfast during the school year 2019 - 2020. This special allowance covered the price of breakfast to all eligible pupils of Primary and Secondary Education for the period when the schools remained closed as well as for the period during which, despite the reopening of schools, canteens remained closed.

Therefore, and despite the special conditions that prevailed during the school year 2019 - 2020 due to COVID-19, the Ministry of Education, Culture, Sport and Youth, in partnership with the canteen administrators, the schools' principals and 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.

2.1.7.3 Support for primary schools with a 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, at 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 Three 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 2019 - 2020, these children were in the 4th Grade (research results 2018 - 2019), in the 5th Grade (research results 2017 - 2018) and in the 6th Grade (research results 2016 - 2017).

At the beginning of each school year, the school's headteacher informs each teacher individually about the pupils in his/her class who have been diagnosed, according to the tests of Educational Research and Evaluation Centre, that they have increased chances for functional illiteracy. Classroom teachers are called upon to support these pupils, through differentiation of teaching. The Department of Primary Education, through relevant circulars, guides the schools for the actions they must take to prevent and confront functional illiteracy, as well as for specific practices in Language and Mathematics, to be used by the teachers in supporting the children with increased chances of functional illiteracy.

In addition to the above, in the school year 2019 - 2020, five primary schools which have, over time, a large number / percentage of children with increased chances for functional illiteracy, were extra supported. In these schools, support teachers were placed (as second / assistant teachers), in the classes of the 1st Grade, during the Greek and Mathematics lessons, as a preventive action. These teachers also provided remedial teaching to the children of the 3rd, 4th, 5th and 6th Grade (out of class) who had been identified with a risk of illiteracy, through the tests of the Educational Research and Evaluation Centre, according to detailed instructions given by the Department of Primary Education. Specifically, every support teacher was placed 19 periods in the 1st Grade (12 periods Greek and seven periods Mathematics) and also undertook 10 periods of remedial teaching to children, at risk of illiteracy, of the 3rd, 4th, 5th and 6th Grade (out of class).

2.1.7.4 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 to foster a reading culture and as readers' communities, which 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 2019 - 2020, the following actions were taken:

- Teacher training to promote reading for pleasure at school and teaching methodologies for Literature, in collaboration with the Cyprus Pedagogical Institute and the writing of children's and youth literature, in collaboration with Frederick University.
- A series of workshops offered to teachers by authors of children's literature about the creative use of their books in the classroom, familiarizing them with the design of relevant activities.
- Participation of 12 primary schools, from all Cyprus districts, in the educational activity of creative writing "The Book of Schools II", of Public, in collaboration with the author of children's books Filippos Mandilaras. Specifically, the creative writing activity included three stages (reading-deconstruction-writing) and was based on well-known fairy tales and their variations, which the pupils were asked to transfer-adapt in a modern environment, with modern heroes, but keeping their fairy-tale structure. The 12 well-known fairy tales were given by lot to the participating classes and formed the starting point of their original creation. The aim was to create 12 modern adaptations of the fairy tales. Detailed guidance of the teachers of the 12 classes and an explanation of how to work was given by the author, in two seminars held in October 2019 in Lefkosia (for the schools of Lefkosia, Larnaka, Ammochostos) and in Lemesos (for the schools of Lemesos and Pafos), in non-working hours. Afterwards, Mr. Filippos Mandilaras visited each selected class separately (November 2019), for a two-hour workshop on creative writing and introduction to the story that the children were invited to write. As part of the supervision of the project, Mr. Mandilaras then organized (December 2019 - January 2020), online meetings with the pupils of the classes that participated in the action.
- Participation of 156 children from primary schools in the city and province of Lefkosia, in the Children's Literature Conference "Thoughts, words... come to play", organized by Grammar School in collaboration with the Department of Primary Education. The Conference gave the opportunity to children to get acquainted with Cypriot authors of children's literature and their books and practise creative writing techniques. The experiential workshops for children were undertaken by

the authors: Despina Irakleous, Anthi Peirea, Elena Perikleous, Rebecca Nikolaidou-Pieri, Antonis Sergis, Maria Pieri-Stasinou, Dimitra Socratous, Dimitra Charalambous.

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

2.1.7.5 Introduction of French to the All-Day Compulsory Schools

During the school year 2019 - 2020, the Ministry of Education, Culture, Sport and Youth introduced the compulsory teaching of French as a second foreign language as part of a revised and restructured Curriculum for the All-Day Compulsory Schools in Primary Education. French was, therefore, taught for the first time as a compulsory school subject in 14 All-Day Compulsory Schools for two periods a week in Grades Five and Six.

The curriculum for French is based on the Common European Framework of Reference for Languages (CEFR) and aims primarily towards the development of positive attitudes towards the French language and culture as well as foreign languages and cultures, in general, the development of basic intercultural skills and a basic communicative competence for everyday situations.

In order to support the effective implementation of the new French language programme, the teachers took part in various seminars, workshops and in-school support activities.

2.1.7.6 Health Education Programme "MENTOR"

The Health Education Programme "Mentor" aims at the prevention of drug use and other addictive substances and complements the Health Education Curriculum. During the school year 2019 - 2020, 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 at all the educational districts of Cyprus. The programme was suspended in March 2020 due to the COVID-19 pandemic.

2.1.7.7 Art Education Programmes

The Department of Primary Education, in collaboration with the Byzantine Museum of the Archbishop Makarios III Foundation, in Lefkosia, 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, Sport and Youth:

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

Due to the pandemic of COVID-19 and the restrictive measures, the educational programmes were suspended on the 13th of March 2020. The planned participation of all schools to the museums and galleries was not possible. Many planned actions organized for the week 17 - 23 May 2020, as the Week of Museum Education on the occasion of the World Museum Day (May, 18) were all cancelled.

There was, however, a successful implementation of a significant action, which is the design and creation of an educational game called “Game with the Art”. This game includes cards which illustrate works that belong in the collection of the State Gallery and are used as part of the current educational programme. It is suitable for children of the age of 6-year-old and above and for the entire family and can be used as a memory game, ordering game, pantomime and change of play. The basic goals of the game are for the kids to enhance their memory, visual attention, develop their knowledge and creativity and foster cooperating and social abilities. This educational game is offered to pupils of Grade Four, who are participating in the educational programme “The Child’s World at the State Gallery”, in Lefkosia.

2.1.7.8 Museum Education Programmes

The Ministry of Education, Culture, Sport and Youth has been promoting the goals of the 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, Sport and Youth:

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

Due to the pandemic of COVID-19 and the restrictive measures, the museum educational programmes were suspended on the 13th of March 2020. The planned participation of all schools to the museums and galleries was not possible. The planned actions organized for the week 17 - 23 May 2020, as the Week of Museum Education on the occasion of the World Museum Day (May, 18) were all cancelled.

2.1.7.9 Music Education Programmes

During the school year 2019 - 2020, musical groups, vocal and instrumental, participated in different events such as concerts organized by schools, communities or other organizations with great success. Over 4300 pupils from primary schools all over Cyprus had the opportunity to attend educational concerts in collaboration with the Cyprus Symphony Orchestra (November - December 2019 and

February 2020). In this way pupils were able to get to know the music, the instruments and the musicians of a symphony orchestra. The collaboration between the Cyprus Police Band and primary schools was also very successful and pupils from several primary schools had the opportunity to watch a concert by the Cyprus Police Band on their school premises and learn about the instruments and music of a marching band.

On the 16th of December 2019, the Department of Primary Education in collaboration with the Cyprus Pedagogical Institute organized and presented the 1st One-Day Choir Seminar for Primary Education, which included a wonderful evening concert, open to a wider audience with the participation of four primary school choirs and orchestras of the Lefkosia District. This seminar promoted good school practices concerning singing and was presented to the community.

2.1.7.10 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”.

2.1.7.11 STEM Programme in Primary Education

During the school year 2019-2020, the STEM Programme was implemented on a pilot basis in nine primary schools in all the districts of Cyprus. The term STEM (acronym of the words Science, Technology, Engineering, Mathematics) describes the educational policy and direction, which promotes an integrated interdisciplinary teaching process involving pupils in activities that provide them with opportunities to exploit knowledge, processes and practices from the four constituent fields in order to encounter real world problems and situations. STEM activities took place in two continuous (forty minutes teaching periods) per week, after the end of the morning lessons (1:05 pm), and were attended by pupils of Grade Six that opted to participate in the programme. The teaching staff consisted of teachers with advanced knowledge and skills in Science, Technology, Engineering και Mathematics, attended a training session before the beginning of the programme.

2.1.7.12 Physical Education Programmes

The following programmes ran during the school year 2019 - 2020:

- “Olympic Programme - Sports Days / Events of Summer and Winter Sports”: The Department of Primary Education in cooperation with the Cyprus Sport Organization, 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.

Some programmes took place during the first half of the school year while the rest were either interrupted or not carried out because of the forced closure of schools due to COVID-19 pandemic. In detail, Water sports ran for children of Lefkosia only. Olympic sports events ran for children of

Lefkosia and have not been completed for children in Lemesos. Orientation days ran only for children of Lemesos.

- “Athletes role models”: Athletes from different sports are invited to deliver to pupils an inspirational speech referring to success (dreams, goals, effort), the positive role of exercise in life, the important role of healthy living as well as for values such as faith, patient and persistent. Athletes like Pavlos Kontides, Olympic and world champion of sailing, athletes who will take part in the Olympic games 2020 like Marios Georgiou (gymnastics), Marilena Makri and Andreas Kariolou (sailing), Antonis Aresti (paralympics) and other important athletes like Crystalleni Trikomitou and Anna Kimonos (rhythmic gymnastics), Giannis Kontos (volleyball), Andreas Avraam (football), Kalia Papadopoulou (basketball). The programme was the result of cooperation with the Municipality of Lemesos in the framework of the European City 2020. Unfortunately, the programme was interrupted due to COVID-19 pandemic.
- “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 Organization. Children of Grade Four, from five schools situated in two small municipalities in Lemesos district, 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 organized preparatory meetings with the children in order to explain to 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, Sport 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 Organization, organizes various activities, on a national level, aiming to promote sport and physical activity as well as 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 walks with teachers, parents and children in the school environment
 - Orientation game at a natural park
 - Knowing better Water sports.

2.1.7.13 Cyprus CLIL Coordinating Centre – (Content and Language Integrated Learning)

The Cyprus CLIL Coordinating Centre was established in 2015 with the main goal to promote and implement the CLIL approach in Primary and Pre-primary Education. CLIL (Content and Language Integrated Learning) is a dual focus approach, where the teaching of a school subject is implemented

through a foreign language (in the case of Cyprus, English). It has been included in the New Curricula as an alternative teaching approach since 2011.

During the school year 2019 - 2020, fifty-nine Primary Schools (90 teachers / 3578 Primary School pupils) and 123 Pre-primary schools (177 Pre-primary School teachers / 3900 Pre-primary School pupils) applied the CLIL approach.

The CLIL Coordinating Centre carried out the following activities during 2019 - 2020:

- Training and supporting teachers
 - fifty-six Primary School visits for school-based teacher support
 - sixty Pre-primary School visits for school-based teacher support
 - ten training meetings with Primary Education teachers held at the CLIL Coordinating Centre
 - twenty-seven team-teaching activities
 - ten observations of CLIL lessons by teacher groups / networks
 - four demo lessons offered by the CLIL Coordinating Centre in collaboration with subject advisors for various subjects (e.g., Physical Education, Music, Health Education)
 - intensive training of a group of 30 Pre-primary teachers in Larnaka and Ammochostos (30 hours, 5 all-day meetings)
 - two optional 15-hour courses, offered in collaboration with the Cyprus Pedagogical Institute. Each course was attended by 25 Pre-primary teachers
 - training of two teachers in Rovaniemi, Finland (20.01.2020 - 24.01.2020) in collaboration with the Summer University of Lapland, offered within the framework of the Erasmus+ KA1 project “High Quality Teaching in CLIL”, which is coordinated by the CLIL Coordinating Centre
 - training of two teachers in Avezano, Italy (17.02.2020 - 21.02.2020) in collaboration with the Summer University of Lapland, offered within the framework of the Erasmus+ KA1 project “High Quality Teaching in CLIL”, which is coordinated by the CLIL Coordinating Centre
- Coordinating European projects:

During the school year 2019 - 2020, the implementation of the project “High Quality Teaching in CLIL” (Erasmus+ KA1) continued, while a new proposal entitled “CLIL-IN” was successfully submitted. The CLIL-IN project will commence in November 2020.
- Cooperating with similar Centres and Institutions abroad:

As part of the Centre's collaboration with other Centres abroad, a teacher from Italy was hosted in Cyprus and attended CLIL classes in Lefkosia and Pafos Primary Schools (February 2020). Furthermore, the Centre presented its work to a group of teachers from Poland (January 2020). Presentations about the Centre's work were also given for the University of Ioannina and the Aristotle University of Thessaloniki. The Cyprus CLIL Coordinating Centre staff gave information about the implementation of the approach in Cyprus and answered relevant questions raised by the two academic institutions.
- Informing teachers, parents and the public. The Cyprus CLIL Coordinating Centre continued to inform parents and the general public through the:
 - renewal and updating of the Centre's website <http://clil.schools.ac.cy>
 - social media applications
 - delivery of informative brochures to 3578 families
 - presentation entitled “The CLIL approach and techniques to support the learning process” at the Educational Association of Cyprus' conference (24.01.2020)
 - facilitation of a workshop entitled “CLIL techniques and how they promote literacy skills in Pre-primary Education in Cyprus” at the International conference “Literacy and Contemporary Society” (12.10.2019).

2.2 SECONDARY GENERAL EDUCATION

INNOVATIONS IN HOME ECONOMICS AT GYMNASIUM AND LYCEUM LEVEL

The concept of a healthy promoting school approach has been introduced in the teaching of Home Economics, at Gymnasium and Lyceum level. This specific subject is thus taught in such a way so as to put an emphasis on changing pupils' attitudes and behaviours towards health, strengthening their ability to contribute towards 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 to, live in and develop. Furthermore, pupils develop their social skills, learn to think critically, question problems of everyday life, become creative and innovative.

To help educators apply the philosophy of the subject, teaching books as well as the pupil activity books are renewed and supported with new material almost every year. In addition, a number of new educational tools have been developed both for the Gymnasium and 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 educators have been carried out both at school level and the Cyprus Pedagogical Institute. Moreover, Attainment and Adequacy Targets at Gymnasium level have been improved and new Attainment and Adequacy Targets as well as new educational manuals have been developed for the Lyceum.

Activities that took place:

- Creation of a number of items using recycling and reusing materials, giving pupils, in this way, the chance 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*).
- Promotion of healthy eating lifestyle among pupils, through the use of the model "My Plate", "The Mediterranean Diet Pyramid" and "The Healthy Eating Pyramid".
- Participation in pupil competitions e.g. "School Example of Good Practices in Safety and Health Issues in the Cyprus Educational system", was announced every year by the Labour Inspection Department of the Ministry of Labour, Welfare and Social Insurance, in collaboration with the Ministry of Education, Culture, Youth and Sport, aiming at increasing 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 traffic education.
- 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 "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, 2019 – 2020 and 2020 - 2021. As part of this collaboration, Secondary School pupils have had 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 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 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 within 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. Additionally, the activity "Walking in the neighborhood around my school" with the help of the Police Authority, helps pupils identify risk factors causing accidents and improves 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, a 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% in the next decade. Thus, the Ministry of Education, Culture, Youth and Sport is in close collaboration with the Police to ensure the attainment of this goal.

COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

During the past few years, the syllabi of all Information Technology (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 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 13 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, the course of Informatics is compulsory and is taught two periods per week in each of the three classes. Part of the curriculum covers four basic modules of the international standard European Computer Driving License (ECDL). At the same time, from the school year 2016 - 2017 and based on a decision of the Council of Ministers, pupils are offered the opportunity to take, on a voluntary basis, the respective exams and obtain the international standard certification of IT skills. The year 2019 - 2020 is the fourth year that the above decision was implemented. Class A' pupils took the Word Processing ECDL examination, Class B' the Presentations and Spreadsheets ECDL examination and pupils 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 2019 – 2020

The following actions were held during the 2019 - 2020 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, the Cyprus Telecommunication Authority, 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 the Balkan Olympiad in Informatics.
- One-day seminar about Informatics.
- One-day seminar “Handshake with Technology”
- Competition for the creation and development of Electronic Games (LOGIPAIGNION)
- Computing and algorithmic thinking competition (BEBRAS)
- Cyprus Cyber Security Challenge (CCSC)

MUSIC EDUCATION

A. MUSIC SCHOOLS

The Cyprus Music Schools were established in 2009 and in 2016, they were expanded to cover both Gymnasium and Lyceum level. The revised and expanded Music School curriculum offers a more balanced music programme, thus, creating favorable conditions for learning. The Music School programme is offered to successful applicants on a full scholarship basis. All sixth class Primary School pupils are eligible to apply for the entrance examination.

Based on an all-day school format, music schools are integrated in the state educational system. In addition to the official school curriculum, the music school programme includes additional music subjects in all grades, offered as afternoon classes. All Music Schools are hosted in selected Gymnasia and Lycea and are provided with music specific facilities and equipment.

B. MUSIC EDUCATIONAL PROGRAMMES AND ACTIVITIES

B.1. Educational Activities in collaboration with the Cyprus Symphony Orchestra (CySO)

Educational programmes are offered by the CySO for pupils and their teachers on a yearly basis. Educational concerts, open rehearsals and school specific educational projects are designed to

promote musical knowledge, musical skills and creativity, aiming to connect school music education with community music, foster a diverse and comprehensive education for future artists, and increase public participation in arts.

Four educational concerts took place in November 2019 Larnaka, Lemesos, Lefkosia and Pafos respectively. On 21.11.2019, the first educational concert live streaming event took place in Lefkosia.

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. Six educational concerts were organised in 2019 - 2020.

B.3. Annual Pupil Song Composition Festival “Marios Tokas – Kostas Montis” in collaboration with "Photos Photiades" Foundation

The 2019 - 2020 Festival was held in December 2019 and was co-organised by the Department of Secondary Education and the non-profit "Photos Photiades" Foundation. It featured three categories: Gymnasium, Lyceum and Music School and was open 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 cultural heritage awareness and enhancing pupil creativity and new cultural production.

B.4. Pancyprian Pupil Orchestra

The Pancyprian Pupil Orchestra aims to offer talented children the opportunity to perform in an orchestral ensemble. This programme aims to promote musical progress, as well as improve social skills, offer the opportunity for self-expression, leadership and team-building skills. Moreover, its activities aim to create strong community connections and promote volunteering through charitable actions. During the school year 2019 - 2020 the members of the Pancyprian Orchestra participated in a three-day workshop, which took place in Pafos, in March 2020, and culminated in an open-air concert at the Pafos A' Lyceum.

B.5. Wind Ensemble Programme

In 2019 - 2020, the instrumental community music programme was implemented for the fourth year, aiming to offer the opportunity to pupils with particular interest and potential in music, 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 Schools and was implemented with the contribution of the Engomi School Board, the Strovolos School Board and the European University of Cyprus.

B.6. MusEduFair 2020

An Information Day regarding music studies in higher education was organized for the first time in January 2020. The action aimed at presenting information, to Secondary General Education and Music Schools pupils, as well as their parents and guardians, on music study programmes offered by the universities in Cyprus and abroad.

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, because of the turbulent situation in the Middle East and some African countries, an unprecedented influx of refugees in Cyprus is taking place and 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, colour, 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 2019 - 2020, four different "Programmes for the teaching of Greek as a second language" were running at 38 schools and four State Institutes for Further Education. Overall 70 children with a migrant background attended courses of Greek as a second language at the State Institutes for Further Education. 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 70 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 = two periods, Physics = one period, Chemistry = one period, Biology = one 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 test 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 was offered for five to eight periods in gymnasia and four periods in Lycea and technical schools. 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. Four groups were also formed in State Institutes for Further Education in Lefkosia and Larnaka for the teaching of Greek as a second language (10 periods) and Mathematics (6 periods) to unaccompanied minors in afternoon classes.

Lastly, a pilot programme for the intensive teaching of Greek as a second language is operated in three Lycea (one in Palouriotissa Lyceum - Lefkosia, one in Livadia Lyceum - Larnaka and one in the Larnaka Evening Gymnasium and Lyceum). During 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, Larnaka and Palouriotissa Lyceum, Lefkosia.

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 classes.

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, Sport 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 Ministry of Education, Culture, Sport and Youth is currently working on a new legislative framework in order to make the educational system more inclusive and ensure that mainstream schools are accessible to all pupils. The new law will provide better quality education and therefore, all pupils regardless of their age, disability, race, language or religion will have equal opportunities to reach their full learning potential along with their peers.

Pupils with special educational and other difficulties enrolled in Secondary and Technical Schools get special support and provision after a decision 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 in at the end of the school year. 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 2019 - 2020 the supporting teaching periods were up to 7821.

Special Units' pupils cannot be involved in the exam procedures. Therefore, they are moved to the next class without exams, being awarded only a Certificate of Attendance. School assistants are employed for pupils with severe educational and other difficulties. 5230 pupils both of Gymnasium and Lyceum / Technical School were enrolled in Special Education Programmes during the school year 2019 - 2020.

As far as the Literacy Programme is concerned, it operates for all the Gymnasium classes. It is consisted of the Morning and the Afternoon Programme. Pupils of Class A' and B' attend the Programme during the morning school hours, whilst the pupils 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. 526 pupils were enrolled in the morning Literacy Programme during the school year 2019 - 2020, whilst the teaching periods were up to 260.

ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2019 – 2020

A research paper competition for the Science of Meteorology.

On November 19, 2019, the competition for the Science of Meteorology was announced, and successfully completed on March 6, 2020. The Ministry of Education, Culture, Sport and Youth 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 2019 – 2020 was: **"Climate Change: research for documentation, causes, consequences, citizens' views and ways to deal with it "**.

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 aimed 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. 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, pupils gained a thorough understanding of the meteorological parameters and meteorological phenomena.

Meanwhile, pupils were involved in all the 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.

The competition was attended by 11 groups of pupils from the Gymnasium and three groups of pupils from Secondary General (Lyceum) and Technical Education. The research went through an evaluation and the two best in each category were awarded cash prizes, while the third-place teams received honorable mention. Honorary degrees were awarded to all groups that were distinguished, to supervised teachers and to schools whose pupils were awarded or distinguished. The groups studied various atmospheric / meteorological phenomena observed in Cyprus, such as thunderstorms, tornadoes, snowfall, lightning, lightning strike, dust in the atmosphere and more.

Training Seminars for Physics teachers

The Physics Department of the Ministry of Education, Culture, Sport and Youth in collaboration with the Cyprus Pedagogical Institute organized a training seminar to train teachers in the effective use of experiments in teaching the subject of Physics.

For the dissemination of good practices and ideas and the utilization of experiments in the course of Physics, remarkable scientific staff of the Cyprus Pedagogical Institute were selected as lecturers for the seminar, as well as teachers, whose suggestions are based on their teaching experience.

The seminar was conducted in five online meetings and the participants were more than sixty teachers who teach in public and private secondary schools. The seminar presented video-recorded experiments that are part of the curriculum, digital tools for lesson planning and classroom organization, software and digital material, which can be used in the teaching of Physics. The use of "smart" mobile phones in the Physics class was also presented.

Participants had the opportunity to discuss with the lecturers ways of utilizing the experiments and tools presented as well as the experiences of the presenters from the application of various teaching approaches in their own classes.

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 towards the enhancement of 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 Lefkosia, 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 Ammochostos. 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 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. Attendance includes practical training in industry and businesses / enterprises.

During the academic year 2019 - 2020, 370 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.

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, highlight 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 to:

- make lifelong learning and exchange of experience a reality,
- improve the quality and efficiency of adult learning, and
- 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.

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

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

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

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.

2.4.1 DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation, in 2020, published The Cyprus Pedagogical Institute Bulletin, Issue 22.

2.4.1.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The emphasis on the teachers' professional development as well as the growing interest by educators at 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 52.271 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2020, the Library was enriched with 398 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 are about 1.067.

As part of the effort to upgrade the Library of the CPI, computerization of the Library material and resources by the use of the Koha Library Software is continued. It is, also, noted that the Library of the CPI participates in the Library Consortium of the Cyprus University Libraries and has access to online sources such as Scopus [Freedom Collection - Science Direct](#), SAGE Journals, Springer Link, PsychARTICLES, Taylor & Francis, Wiley Online Library (books and journals) and to the search engines Ebscohost databases and EBSCO, EDS.

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, 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 TEACHERS PROFESSIONAL LEARNING STRATEGY

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 from the CPI. The CPI Professional Development Support Programme, which was one of the ways that schools could choose in order to implement their teachers' professional development, followed a similar procedure as that described above, but in a more systematic way. Each school followed a methodology (e.g. action research, lesson study, quality teaching rounds approach, case study), which was considered suitable according to the specific issue set as priority and the teachers' specific needs. The CPI supported 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 2019 - 2020, fifty-five (55) schools participated in the CPI Professional Development Support Programme four (4) pre-primary school, twenty-six (26) primary schools, twenty-two (22) secondary schools and three (3) technical-vocational education schools.

2.4.3.2 IN-SERVICE TRAINING PROGRAMMES FOR SCHOOL LEADERS

In-Service Training Programmes for School Leaders mainly focus on enhancing Newly Promoted Head teachers (Primary and Secondary Education), and Deputy Head teachers' (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 Head teachers 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.

Newly promoted Head teachers throughout the academic year attended 26 whole day meetings (8.30 - 13.00), in order to meet the needs of the specific Programme. However, it has to be highlighted that seven of these meetings were conducted on line, via Microsoft teams, due to the pandemic of COVID 19.

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

- Legislation and Policy.

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

Deputy Head teachers throughout the academic year attended 23 whole day meetings (8.30 - 13.00), in order to meet the needs of the specific Programme. However, it has to be highlighted that four of these meetings were conducted on line, via Microsoft teams, due to the pandemic of COVID 19.

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 Head teachers, experienced Mentor Head teachers provided them with guidance and support. Furthermore, in the case of the In-Service Training Programme for Deputy Head teachers, experienced practitioners also presented practical implications from their leadership experience.

In May 2020, sixteen Newly Promoted Head teachers of Primary, Secondary and Technical Schools successfully completed the Programme. Additionally, in May 2020, one hundred and thirty-eight (138) Deputy Head teachers successfully completed the Programme.

2.4.3.3 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

During the school year 2019 - 2020, the Cyprus Pedagogical Institute 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. Five hundred and eighteen (518) applications were submitted for school based seminars and thirty-three (33) applications for parents' seminars.

2.4.3.4 OPTIONAL SERIES OF TRAINING SEMINARS

During the school year 2019 - 2020, optional series of training seminars were offered successfully, aiming 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 1093 participants, teachers from public and private education, were registered in seventy-three (73) 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 DAYS FOR TEACHERS

The CPI, in cooperation with the Department of Secondary General and the Department of Secondary Technical and Vocational Education, organized two-day training seminars in December and March for teachers of secondary general and secondary technical and vocational education. 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 4 September, 2020. The aim of the two-day training seminars was

teachers' professional development based on their current needs, mainly concerning online teaching, tools and approaches, due to the pandemic of COVID 2019. Training was offered and scheduled at school level. The first day of training focused on issues related to distance education and online teaching and digital learning methods and tools. Specifically, the teachers of each school unit, based on their special needs were able to select and discuss relevant topics, which were posted on the website of the Cyprus Pedagogical Institute. During the second day of the training, a specific programme was implemented, organized by the school itself and was focused on the training needs, interests and priorities of each school unit, along with a needs assessment procedure on which the school action plan was based.

2.4.3.6 TRAINING PROGRAMME FOR SUBSTITUTE SCHOOL TEACHERS

The Cyprus Pedagogical Institute in collaboration with the Department of Primary Education, the Department of Secondary General Education and the Department of Secondary Technical & Vocational Education offered a Training Programme for substitute teachers.

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

During the school year 2019 - 2020, 77 substitute secondary school teachers attended and successfully completed the Programme which covered the following areas:

- Legal and administrative issues
- Classroom organization and administration
- Lesson planning and preparation
- Pupil assessment
- Effective teaching

The Programme took also place between November 2020 and January 2021 and consisted of five (5) two-hour afternoon sessions for three different groups of teachers involving the following thematic units:

- Legal and administrative issues
- Basic pedagogical principles and lesson planning
- The National Curriculum and pupil assessment
- Effective teaching
- Classroom organization and administration and effective classroom teacher substitution

In total, 104 substitute teachers participated in the Programme: 30 pre-school teachers, 38 primary school teachers and 36 secondary school teachers (serving in both General Secondary Education as well as Secondary Technical & Vocational Education).

2.4.3.7 EDUCATION PROGRAMME OF CANDIDATE TEACHERS OF DESIGN AND TECHNOLOGY

According to the Service Plan for teachers of Design and Technology, candidates have to attend a Special Educational Programme, which is offered by the Cyprus Pedagogical Institute in cooperation with the Department of Secondary General Education of the Ministry of Education, Culture, Sport and Youth. The Programme aims at introducing / familiarizing prospective teachers with the content of the

curricula of Design and Technology (Gymnasium and Lyceum Cycle), as well as understanding and implementing the design process for the teaching of the course.

The Special Educational Programme started in November 2020 and was addressed to twenty-five (25) candidate teachers who had been called by the Educational Service Committee to attend this Special Training Programme.

2.4.3.8 SEMINARS ENTITLED “TEACHERS PRESENT THEIR WORK”

During 2020, the Cyprus Pedagogical Institute offered for the fourth time the opportunity to teachers to present their work through two and a half-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 Seminars offered covered five (5) broader thematic sections: Teaching / Learning Evaluation, Teachers' Appraisal, Prevention of Violence, Pupils from Migrant Backgrounds and Special (Inclusive) Education. Altogether, fifteen (15) seminars were offered by ten (10) teachers from pre-primary, primary and secondary education. In total, sixty nine (69) teachers attended these seminars. The seminars that were scheduled for the period March 2020 - May 2020 were canceled due to the protective measures to prevent COVID-19 transmission.

2.4.3.9 SEMINAR "TEACHING PRACTICES IN PHYSICS IN SECONDARY EDUCATION"

The aim of the Seminar "Teaching Practices in Physics in Secondary Education" was to facilitate the exchange of views among teachers on effective teaching approaches that had already been applied in the classroom. In the Seminar, teachers presented teaching practices on specific subjects of physics. During the 2019 – 2020 school year, seminar meetings were held in Lefkosia, Lemesos, and some of them via teleconference. Several teaching approaches were presented by active Physics teachers and academics. During the meetings, special emphasis was placed on distance learning. The full Programme of the Seminar and the teaching materials used are posted on the Seminar's webpage on the website of the Cyprus Pedagogical Institute.

2.4.3.10 CONFERENCES

The CPI organized more than forty (40) 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. Several actions that were originally planned were postponed due to the measures taken in March 2020 against the COVID-19 pandemic and some others were completed online.

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

During the school year, 2019 - 2020, 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 Racism Incidents*". The policy conceptualizes racism in a broad manner, including all sorts of discrimination. It includes definitions of basic concepts which form the theoretical background (e.g. racism, racist incident, discrimination, stereotypes, diversity, and so on), outlines the responsibilities and commitments expected by each member of the school community, and provides the steps to be followed by schools in order to deal with racism incidents in a

practical manner. It supplies schools and teachers with a detailed plan on how to deal with and prevent racism incidents. Since 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 Cyprus Pedagogical Institute has conducted several actions during the school year 2019 - 2020 in order to support teachers and schools implementing the antiracism policy. At the same time, the antiracism policy website is continually updated with information on its 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 2019 - 2020, the Cyprus Pedagogical Institute collected 129 reports from schools with details about the racism incidents they recorded. Out of these, 88 schools reported no incidents, while 41 recorded a total of 245 racism incidents. The criteria mainly were the appearance of the victims, their language and ethnicity.

2.4.3.12 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, Sport and Youth, for the inclusion of children with a migrant background in the Cyprus educational System as well as one of the European Commission's Peer Counselling Report Recommendations (March 2019) on "facilitating networking between teachers and schools". The operation of the Networks began in September of 2020 for schools of pre-primary and primary education and in January of 2021 for schools of secondary education. Forty (40) teachers applied for the networking of pre-primary schools, a hundred and thirteen (113) for the networking of primary schools and sixty one (61) for secondary schools networking. 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, as well as synchronous and asynchronous communication.

2.4.3.13 IN-SERVICE TRAINING FOR ENTREPRENEURIAL EDUCATION

The CPI implements programmes of continuing professional development in the areas of Entrepreneurial education. The Cyprus 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.

Furthermore, in 2020 – 2021, the CPI participated in the organization of the "IDEODROMIO" Programme, which was implemented by UCLAN University and aimed to promote creative and innovative thinking, but also entrepreneurial culture amongst teachers and pupils. Within this framework, 40 teachers from Secondary General and Technical and Vocational Education schools received relevant training. The programme, however, was discontinued due to the Covid-19 pandemic.

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

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), design 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.

The focus of the activities planned and implemented is based 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).

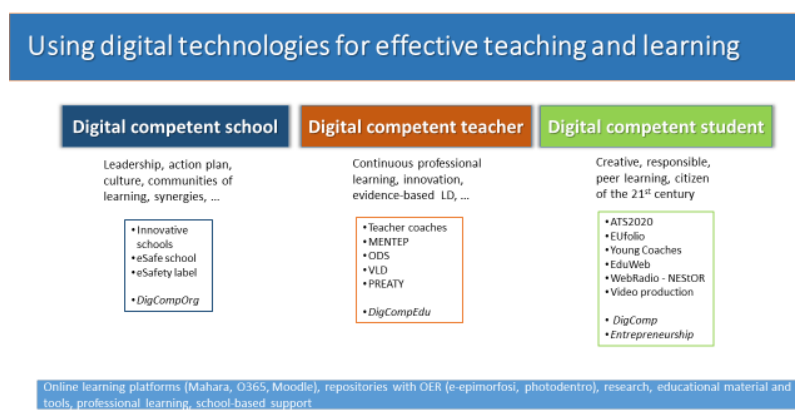


Diagramme 1: Using digital technologies for effective teaching and learning

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>)
 - SHERPA: SELFIE Helper and Pedagogical Innovation Assistant (<https://sherpa4selfie.eu>)
 - Webradio messages and songs by pupils - competition (www.pi.ac.cy/kantonakoustei)
 - Recording Memory: Documentary Production by Pupils (www.pi.ac.cy/katagrafimnim)
- **Creative, safe and responsible use of the internet**

The Cyprus Safer Internet Centre – CYberSafety (<https://www.cybersafety.cy>), building on European funding as part of the Better Internet for Kids project, aims to strengthen efforts for the creative and safe use of the Internet in Cyprus. Focusing on the new and increasing needs, which constantly rise, at national and European level, regarding Internet technology, the Centre promotes cooperation between national stakeholders, aiming to create a Cyber Security culture. It has also promoted the National Strategy for Better Internet for Kids in Cyprus.

An Awareness Centre supports the work for Safer Internet Centre in Cyprus – CYberSafety, by developing rich educational / informational material, resources and tools, as well as organising campaigns to empower children, young people, parents, carers and teachers with skills and knowledge on how to be safe online and benefit from the advantages that the digital environment can offer. Furthermore, the Awareness Centre works closely with children and young people allowing them to actively share their experiences, ideas and views, reinforcing them to formulate suggestions and actions regarding the creative and safe use of digital technologies and the Internet. CYberSafety Youth Panel members act as ambassadors of best practices and actions, aiming to create innovative resources and disseminate messages about the safe use of the Internet to their peers and other involved groups.

- The Helpline (<https://www.cybersafety.cy/helpline>) and Hotline (<https://www.cybersafety.cy/hotline>) support the work of the Safer Internet Centre of Cyprus – CYberSafety. The operation of the Helpline aims to ensure that all users will receive expert advice and support on issues related to the use of digital technologies and the Internet. More specifically, Helpline provides information, advice and assistance to children, young people and/or parents, teachers and professionals, on how to deal with harmful content, contact (such as grooming) and conduct (such as cyberbullying or sexting). The operation of the Hotline offers a direct, easily accessible and responsible point of contact for users to report illegal content or actions related to illegal child sexual abuse material.

- Young coaches for the Internet (<https://youngcoaches.pi.ac.cy>)
Young Coaches for the Internet is a Cyprus Pedagogical Institute (CPI) programme that runs under the activities of CPI and other organizations as partners of the Cyprus Safer Internet Center (SIC). This programme aims to engage pupils in training others on creative exploitation and safe use of the Internet. With the guidance of their schoolteachers and the support of specialists on the subject, young coaches are invited to develop an action plan for their school unit to design and implement activities to raise awareness about the safe and responsible use of the Internet in their school and community. Pupils are invited to think creatively and implement at least three activities, report on those activities in a reflective journal, participate in Safer Internet Day (SID) activities, and organize an event at their school in order to receive a Young Coaches Certificate.

Since 2013, when the programme first started, pupils have exceeded expectations and amazed everyone with their creativity. Among other activities, they have created and shared printed materials such as posters, leaflets, bookmarks and cartoons; digital material such as videos, blogs and animations; they have written and acted in theatrical activities, and written and performed songs; provided peer and parent training presentations; organized events and talent shows; created board and online games; completed questionnaires; and run research on Internet-related topics.

- Safe school for the Internet (<https://esafeschools.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
- 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/>)
- Happy Onlife online game (https://web.jrc.ec.europa.eu/happyonlife/webgame_en.html)
- eFollow me game (<http://efollowme.cs.ucy.ac.cy>)
- Helpline and Hotline 1480 services on the safe use of the Internet (<https://www.cybersafety.cy/helpline>, <https://www.cybersafety.cy/hotline>)
- **Transversal and digital skills for pupils and teachers**
 - **ATS STEM - Assessment of Transversal Skills in STEM** (<http://www.atsstem.eu>)
 - **Digital Competence Development for Educators (DCDE) Programme**

The Cyprus Pedagogical Institute (CPI) of the Ministry of Education, Culture, Sport and Youth (MOECSY) implements the Programme “Digital Competences Development for Educators” (DCDE) aiming to strengthen and further develop teachers’ digital competences in order to promote the effective use and integration of digital technologies in the teaching and learning process. The intended outcome of the Programme:

- Teachers should be able to use online learning environments, electronic learning tools, open digital educational content and learning communities, in order to enhance their professional development and lifelong learning skills.
- Teachers should develop the necessary digital skills to become effective in providing innovative learning environments in the Cyprus educational system, in order to support their pupils acquire knowledge, while cultivating values and attitudes, and also developing the necessary horizontal skills essential for the 21st century.

The Programme is offered following a distance learning approach and methodology, utilizing the CPI’s eLearning Environment (<https://elearn.pi.ac.cy/>). It consists of an Introductory Module and ten Learning Modules with content on thematic areas that have been defined through a process of diagnosing the needs of teachers but also following European and national directions.

The Programme supports and contributes to the implementation of educational policies of the MOECSY, mainly the Policy for Digital Education and the integration of digital technologies in the learning process, as well as the implementation of the Policy for Teachers’ Professional Development.

- **Conferences**
 - ICT in the learning process (www.pi.ac.cy/imeridaTPE2020)
 - Safer Internet Day (<https://internetsafety.pi.ac.cy/saferinternetday> and <https://internetsafety.pi.ac.cy/sid2020>)
 - Short video competition awards

(<https://internetsafety.pi.ac.cy/conferences-details/is-short-video-event-2020>)

○ **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

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

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
18/2/2019 - 31/01/2022	ATS STEM: Assessment of Transversal Skills in STEM	Erasmus+ Programme Key Action 3 - Support for policy reform - initiatives for policy innovation
1/01/2020 - 31/12/2021	SELFIE Helper and Pedagogical Innovation Assistant – SHERPA	ERASMUS + Programme KA3 – Forward-Looking cooperation Projects in the Field of Education and Training
1/12/2017 - 30/11/2020	The European MediaCoach Initiative/ European MediaCoach	Erasmus+ KA 3 – Support for policy reform
Education for the Environment and Sustainable Development		
2020 - 2025	PEDIA: Promoting Energy efficiency & Developing Innovative Approaches in schools	HORIZON 2020
Teaching methodology		
1/10/2017 - 31/05/2020	EDUCATE: Enhancing Differentiated Instruction and Cognitive Activation in Mathematics by Supporting Teacher Learning	Erasmus+ KA2 - Strategic Partnerships for School Education
1/09/2017 - 31/08/2020	M4TM: Mathematics for the million: mathematics for my world	Erasmus+ KA2 - Strategic Partnerships for School Education
1/11/2019 - 31/10/2021	Guidelines to Develop and Implement STEAME in Schools	ERASMUS+ KA2, Cooperation for innovation and the exchange of good practice

PERIOD	PROJECT	CO-FUNDING
Safe and friendly school environment		
1/11/2019 - 31/10/2022	SeBI: Securing the Best Interest of the Child in Educational School Administration.	Erasmus+ KA3, Social inclusion and common values: the contribution in the field of education and training
1/10/2019 - 30/09/2021	CICADA: Children's Life Quality: Participation, Recreation and Play	Erasmus + KA2, Cooperation for innovation and the exchange of good practice
1/12/2020 - 30/11/2023	SAFER: SociAl competences and FundamEntal Rights to prevent bullying (including on-line bullying)	Erasmus+ KA3, Social Inclusion and common values: the contribution in the field of education and training
Multicultural education		
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 experimentations 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		
27/07/2020 - 26/1/2021	EEPN: 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:

- Ministry of Education, Culture, Sport and Youth (MOECSY),
 - Cyprus Pedagogical Institute (CPI),
 - Centre of Educational Research and Evaluation (CERE), and
 - other services of MOECSY.
- Preparing documents to open 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 design 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 Religious Affairs of Greece, the Computer Technology Institute and the Press "Diophantus" (ITYE), 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 in 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	101	40	-	141
Secondary General	154	63	26	243
Technical and Vocational	183	149	8	340
Total	438 (60,5%)	252 (34,8%)	34 (4,7%)	724 (100%)

2.4.7.2 THE CURRICULUM DEVELOPMENT UNIT (CDU) BUDGET

The following table shows the expenditure for the financial year 2020.

	Cost
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.500.000,00
Purchase of textbooks from the CTIP "Diophantus", books sent abroad/books received from abroad.	€1.300.000,00
Total cost	€2.800.000,00

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 2020, in accordance with its annual action plan, the CERE were 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 Student Assessment (PISA)** – The study aims to develop reliable indicators for the learning outcomes of educational systems (knowledge and skills of 15 year-olds in Reading, Mathematics and Science) towards or upon the completion of compulsory education. The study is implemented every three years. More information is provided at: <http://keea-pisa.pi.ac.cy/pisa/>
 - **PISA 2021:** This will be the fourth participation of our country in the study (after participation in 2012, 2015 and 2018) with focus on Mathematics. In 2020, Cyprus participated in the Field Trial (March - April 2020). Due to the COVID-19 pandemic, it was only possible to collect data from one-third of the schools that would originally participate in the study. However, all procedures and processes were applied as planned and the completed database was sent to the organizers in due time. Cyprus was one of only a few countries that managed to implement the Field trial during spring 2020. Consequently, the Field Trial will be implemented for the remaining countries in spring 2021, while the Main Study has been postponed until spring 2022. A new set of questions on the impact of the pandemic has been recently added to the Student and School Questionnaire.

- **Trends in International Mathematics and Science Study (TIMSS)** – The study aims to assess the performance of fourth grade – Primary Education and B' Class – Secondary Education (Gymnasium) 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 Main Study took place in spring 2019 and involved 4069 Grade Four (Primary) and 3522 Class B' Secondary – Gymnasium) students from 151 primary schools and 98 gymnasia, respectively. The results of the study were announced in December 2020 in a press conference. At the same time, the CERE proceeded with the preparation of the National Results Report. This report, as well as the national database and the released material have been made available through the respective website. The next cycle of the study will take place in 2023.

- **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 were published in two stages: June of 2019 (volume A) and June of 2020 (volume B). Both volumes of the National Report have been uploaded on the respective website. The next cycle of TALIS will take place in 2024.

- **Progress in International Reading Literacy Study (PIRLS)** – This international survey provides data on trends in comparative reading achievement for fourth graders (Primary), 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). In 2020, 35 public and private schools were selected for participation in the Field Study. However, data collection was interrupted due to COVID-19 pandemic as schools closed. Thus, data was collected from only 20 schools. The CERE collaborated closely with the organizers to code and send the collected data from the Field Study. In autumn 2020, the CERE proceeded to the translation of achievement booklets and other research material (student questionnaire, home questionnaire, teacher questionnaire, school questionnaire, research forms and guides). Moreover, a nationally representative sample of 162 public and private schools were selected for participation in 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 students' (Gymnasium) knowledge, understanding and attitudes towards citizenship and seeks to explore factors that may come to influence their behavioural intentions with respect to participation in activities related to civics and citizenship.
 - **ICCS 2022:** During 2020, the CERE coordinated the process of translations and adaptations of the data collection instruments (test and questionnaires) and manuals (School Coordinator's, Test Administrator's, Coder's) for the Field Trial. Promotional material (posters and leaflets) was prepared and the study website was set up. The Field Trial was successfully implemented during October - December 2020 with the participation of about 1100 pupils and 500 teachers. The Main Study is expected to take place in 2022 spring, with the participation of about 6000 pupils.

- **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 behaviors, and so on. More information is provided at: <http://keea-hbsc.pi.ac.cy/hbsc/>.
 - **HBSC 2022:** In 2020, the CERE collaborated with the HBSC network for the planning of the study's next cycle (2021-2022) as well as for the development and selection of the administered questions. The data collection period for the next cycle of the study in Cyprus is set for December 2021.

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. On February 25, 2020, the CERE organised a multiplier event to present in interactive labs the most important practices that emerged from the implementation of the project to teachers of Primary Education. The project will bring its actions to a close in January 2021.

- **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, the CERE contributed to the organization of training courses for teachers in the participating countries. In 2020, the CERE took part in the development of the deliverables, the implementation of monitoring procedures and the dissemination of the project and its outcomes. The project was completed in May 2020.

- **European Project Erasmus+ KA3: Teachers4europe: Setting an Agora for Democratic Culture” (2018 - 2021)** - The project aims to create a cross-border, sustainable and long-lasting teachers network, which will promote social and civic competences of pupils and advocate democratic values, fundamental rights, intercultural understanding and the ownership of them. T4E aims to support European teachers and pupils by a) fostering knowledge about the EU, its origins, functioning, policies and strategies, b) enhancing understanding and ownership of the EU values and fundamental rights, c) appreciating democratic culture as a basic EU value with the ultimate aim to become mainstreamed in the curriculum, and d) developing innovative material and didactic methods through the T4E Academy. During 2020 the following actions were carried out: Teacher and Ambassadors Training, Teachers’ Methodological Guide, Evaluation, International E-Conference: ‘Promoting European Values in the time of social distancing (May 2020).

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 2020, the tests were administered on the 3rd of December (Greek Language) and the 4th 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 diagnose the level of competence in Greek as an additional language for children with immigrant background, in public primary schools of Cyprus, so as to offer them appropriate support. Participants were pupils across the primary school grades (Year One – Year Six), who currently attend (or will attend in the following school year) supportive teaching classes for Greek as an additional language. The programme has been running at a national level since 2017 - 2018. During the school year 2019 - 2020, 2540 pupils (initial assessment) and 2172 (final assessment) should have participated in the programme. Due to the pandemic, and the school closure, initial assessment was not completed for 269 pupils (10,6%), while final assessment was not completed for 1580 pupils (72,7%). 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 2020, the CERE implemented the following evaluation studies, which are expected to facilitate the MoECSY in evidence-based decision-making:

- **Evaluation of the new infrastructure for prevention and confrontation of violence and delinquency** - This research focused on the investigation of teachers’ and officials’ perceptions on the new infrastructure for prevention and confrontation of violence and delinquency. In particular, data were collected through individual interviews with stakeholders working for OAP, PAVIS and so on. A questionnaire was also designed for teachers and head-teachers of primary and secondary education, who have collaborated with one of the new structures (e.g. OAP, PAVIS, SEAYP and so

on). Due to the pandemic and the school closure in March 2020, the electronic questionnaire was not completed by teachers and school principals. The qualitative data derived from the interviews will be synthesized with the quantitative data that will be collected through the questionnaire in the report that will be prepared by the CERE, once data collection from schools is made possible, in the near future.

- **Evaluation of the Assessment of the Terms in Class A' Lyceum and Technical and Vocational Education** - During the school year 2019 - 2020, the CERE conducted the evaluation of the Assessment of the Terms in Class A' Lyceum and Technical and Vocational Education. The evaluation focused on the views of pupils, their teachers and parents, on the effectiveness and the contribution of this innovation. The main aims of the evaluation were the investigation of the advantages and the detection of possible problems of the programme implementation so as to improve it. The major issues investigated concerned the preparation of teachers, parents and pupils, the organization and implementation of the innovation, the timetable, the rubrics and the grades, as well as the impact of this programme on the work of the teachers, and the lives of the pupils. The results are presented in an evaluation report by the CERE (May, 2020).
- **Evaluation of the pilot implementation of the STEM programme in a number of primary schools during the school year 2019 - 2020** – During the school year 2019 - 2020, the CERE carried out the evaluation of the pilot implementation of the STEM programme in a number of primary schools. This evaluation involved the collection of quantitative and qualitative data from school principals, instructors, pupils and parents. In addition, it involved the collection of data from an online interview with representatives from the STEM committee. The results that emerged from this evaluation are included in a report delivered in May, 2020.

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 '*Pupils 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 has 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.)

The Cyprus Observatory on School Violence (C.O.S.V.) is part of the Cyprus Pedagogical Institute. The main purpose of the 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 2020, the C.O.S.V. has been active in many areas of prevention and response to school violence. More specifically, the 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. In 2020, 64 schools were supported and 1398 teachers were trained by the C.O.S.V.
- 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, a competition, for schools at all levels, that implemented good practices against school violence and promoted active citizenship.
- cooperated with all stakeholders involved in preventing and responding to school violence.
- developed synergies, with the Global Education Network Europe (GENE), the International Observatory of Violence in Schools (IOVS) and the European Anti-bullying Network (EAN), and began the implementation of European projects under Erasmus+ funding.

2.4.10 THE UNIT OF EDUCATION FOR ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

The Unit for Education for the Environment and Sustainable Development (EESD), is a horizontal structure of the Ministry of Education, Culture, Sport and Youth (MoECSY) and was formally established by a decision of the Council of Ministers (Decision No. 81,604 / Proposal No. 1479 / 2016), as the permanent structure of the State. The Unit aims at the establishment of EESD, on a national basis, in formal, non-formal and informal education, through the promotion, implementation and updating of the central actions of the National Strategic Planning, based on national priorities and international policies. The aim of the Unit is for EESD to be approached holistically, uniformly, coherently and horizontally not only within the MoECSY, but also in relation to all the bodies, organizations and institutes of the public and private sector. Based on the National Strategic Planning for EE/ESD, the actions and measures that have been promoted by the Unit and are in the process of implementation for 2020 are briefly presented below.

2.4.10.1 NETWORK OF ENVIRONMENTAL EDUCATION CENTERS

In the context of strengthening Education for the Environment and Sustainable Development the State Network of Environmental Education Centers (EEC), perhaps the only comprehensive non-formal education structure on environmental issues and Sustainable Development in Cyprus, was offered to pupils and teachers at all levels of education. It was established by the MoECSY under the supervision of the EESD Unit, seeking to provide alternative teaching and learning opportunities in the field of environment and sustainable development to all pupils, at all educational levels, but also to society, operating, at the same time, complementary and supportively for more effective integration of environmental and sustainable development issues in schools. The State Network of the EECs is in its seventeenth (17th) year of operation and includes seven (7) EECs: the Pedoulas Environmental Education Center, the Athalassa Environmental Education Center, the Akrotiri Community Environmental Education Center, the Salamiou Environmental Education Center, the Environmental Education Center of Cape Greco, the Koilani Environmental Education Center and the Panagia Environmental Education Center.

The EECs of Athalassa, Cape Greco, Akrotiri Community, Salamiou and Koilani offer one-day programmes (from 9:00 to 13:30 and from 9:00 to 16: 30), while the Pedoulas EEC offers, in addition to one-day and all-day programmes, two-day and three-day programmes with accommodation for up to forty (40) pupils in its dormitories. Similarly, the Panagia EEC, in addition to offering one-day educational

programmes (from 9:00 to 13:30 and from 9:00 to 16:30), offers three-day and five-day programmes with accommodation for up to sixty (60) pupils in its dormitories.

The programmes are organized on the basis of central thematic units concerning "The Forest-Biodiversity", "Water", "Environment and Culture", "Soil", "Environment and Local Community", "Energy", "Desertification and climate change", "Local crops and local products", "The marine and coastal environment", and so on. The thematic units and programmes offered are directly connected to school. An innovation of the programmes is their connection to the New Curriculum for Environmental Education and Education for Sustainable Development and their integration in the educational process, as part of the formal education of pupils and teachers of our country.

The aim of the EECs is to function as supporting structures for the promotion of Education for the Environment and Sustainable Development in schools and become places for the development and implementation of multifaceted environmental actions. Through these actions, pupils, teachers, and other groups of the population have the opportunity to explore various environmental issues through their experiential engagement in various learning environments beyond the school and based on the co-examination of their social, political and economic parameters. Details on all the actions of the EEC Network and its offered programmes can be found on the revised website of the EEC Network <http://www.moec.gov.cy/dkpe/>

During the period 2012 - 2020, over 200,000 pupils and 3000 teachers from Cyprus and abroad participated in the programmes of the State EEC Network. In addition, in the framework of the actions of the State EEC Network, a series of interdepartmental training and professional learning seminars for teachers at all educational levels were conducted, as well as for professional groups of special interest, and the local population. The EEC Network actively participates in research programmes, as well as in the implementation of European programmes funded through various financial instruments.

It is important to note that the year 2020 was a special year, due to the pandemic, in relation to the operation of the State EEC Network. Given the current situation with the pandemic, the staff of the State EEC Network, reorganized its programmes, offering a series of programmes at all educational levels, entitled "The EECs travel to schools". In this way, it was sought to enable pupils of all levels of education to participate in environmental activities in their schools, offered by the State EEC Network based on strict protocols, until the return to normalcy. At the same time, the State EEC Network, in order to be ready for the reopening of the programmes, made all the necessary arrangements regarding the provision of sterilization of materials and of all equipment. Additionally, it remodeled its facilities to ensure all protection measures are taken, and also prepared special sanitary protocols, concerning the operation of the EECs.

2.4.10.2 ACTIONS AND ACTIVITIES OF THE UNIT FOR THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Some of the most important activities of the Unit for the Environment and Sustainable Development for the school year 2020 in education were:

- **Provision of education and training programmes in the subject of the EESD**

Regarding the strengthening of the professional development of teachers, of education executives and of other population groups, series of seminars, as well as education and training programmes have been designed and offered both on a mandatory and on an optional basis. The provided education and

training has various forms (experiential, on a school basis, in the form of networks, conducted in the schools, at the Cyprus Pedagogical Institute, in the Environmental Education Centers of the State Network, in real environments and in various fields of non-formal education such as Museums, forests, rivers, local workshops, and so on). The seminars were offered in the form of physical presence until March 2020. Since May 2020 and after the reopening of the schools, the seminars have been offered on line.

- **Organization and participation of the EESD Unit in regional meetings for ESD.**

Indicatively, some of the international and regional meetings are listed below:

All meetings were organized online:

- Organization of the 15th meeting of the UNECE Steering Committee on ESD (May 2020) and the 16th meeting of the Steering Committee on ESD (October 2020).
- Participation, with a guest speaker, at the Mediterranean Meeting organized by the Union for the Mediterranean on Youth and Green Entrepreneurship and Innovation (June 2020).
- Participation and organization of experiential workshops by the Unit on climate change and youth in the framework of the annual conference of the European Union e-twinning (October 2020).
- Participation and presentation of the action of Cyprus for climate change in education in the regional webinar organized in the framework of the Cyprus initiative for climate change in the Eastern Mediterranean and the Middle East.
- Participation and intervention in the UNESCO regional meeting for the new Strategic Plan for ESD 2030 (December 2020).
- Participation and presentation on the Sustainable Development Goals in the context of the World Education Week (GEW 2020) (November 2020).
- Participation and presentation in the framework of the European Waste Reduction Week: Action and green professions in the field of waste (November 2020).

- **Production of material to strengthen the Curriculum of the EE/ESD**

In the year 2020, the following educational materials and tools were promoted and completed:

- The educational material for parents and children "WE STAY AT HOME, WE LEARN and CREATE ABOUT THE ENVIRONMENT". The material is an initiative of the EESD Unit (Cyprus Pedagogical Institute / Ministry of Education, Culture, Sports and Youth), in collaboration with the Pancyprian School of Parents and aims at the pedagogical support for parents and children, especially of young ages, during the period of staying at home to prevent the spread of COVID-19. The material is addressed to parents and children aged four to 11 years old and is divided into five basic categories related to: a) simple constructions on the environment, b) simple experiments on the environment, c) entertaining pedagogical activities with environmental content, d) interactive games with environmental content, e) electronic environmental fairy tales (e-books). The material is available on the website of the EECs Network (EESD Unit), under the link "Material for parents" (<http://www.moec.gov.cy/dkpe/index.html>).
- Educational Proposals for the Common Agricultural Policy in the framework of the European programme "Promoting entrepreneurship among the younger generation in the agricultural sector". These are innovative educational proposals for teachers and children authored by the staff of the Unit for Education for the Environment and Sustainable Development (EESD) at the Cyprus Pedagogical Institute (Ministry of Education, Culture, Sports and Youth), in order to familiarize the educational community with the topics of Rural Economy and Rural Life, in general. The educational proposals are flexible and can be applied in various ways both in school and in modern and asynchronous learning environments. In particular, the educational proposals: a) consist of lesson plans and interactive activities and are accessible to all stakeholders through the

internet and b) highlight important aspects of the Common Agricultural Policy such as Biodiversity, Climate Change, Hunger and Innovation and Entrepreneurship. The material is posted on the website of the EESD Unit, under the link "Useful material":

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

- The educational material and lessons produced by the Unit in the context of educational television are important in order to strengthen and support children, during the suspension of schools due to the pandemic, on environmental issues and on issues of sustainable development. Various courses on climate change, animal welfare, production and consumption, biodiversity, and so on, have been prepared by the Unit staff and are posted on the educational television link <http://elearning.schools.ac.cy/index.php/el/monada-perivallontikis-ekpaidefsis>
 - In 2020, the EESD Unit started, in collaboration with the Volunteerism Commissioner, the production of the educational material "The Sustainable Development Goals (SDGs) Travel". This is a very ambitious goal: a book for every goal of sustainable development. Seventeen books will travel in a suitcase to all schools in Cyprus, to communities, organizations and businesses with the aim of awakening all pupils and every citizen of our country, as regards the responsibility and role that everyone has for the formation of sustainable societies. The material will be released in 2021.
- **Participation in the preparation of policy texts for bilateral, tripartite and international cooperation on the ESD such as:**
 - The memoranda of cooperation between Cyprus and Egypt, Cyprus and Greece, Cyprus-Israel-Greece, Cyprus and Italy, Cyprus and Russia, Cyprus and Romania, Cyprus and Jordan.
 - The national reports on the ESD such as the preparation of the Cypriot National Implementation Report on the ESD for the UNECE, participation in the working group on the preparation of the Cypriot national reports on climate change, the Goals of Sustainable Development, Global Education, Troodos Strategic Development Plan, the 2nd Cyprus Progress Report on Achieving the Goals of Sustainable Development, the EU Assessment of Cyprus for the Implementation of the ESD, the report on the European Climate Alliance
 - International and regional ESD policy texts such as the new UNECE Strategic Framework for ESD 2030, the UNESCO Policy text for the future of ESD, the text of the Mediterranean Strategy for the ESD, the Youth Policy textbook and the ESD at UNECE.
 - The texts of the Republic's intervention, for ESD, in international forums and meetings, such as in the committees of the UNECE ESD Steering Committee, UNESCO, GENE, MIO-Medies.
- **Participation in committees of experts for the EE/ESD such as:**
 - Chairs of the UNECE (United Nations Economic Commission for Europe) Commission on Education Strategy for Sustainable Development.
 - Chair of the Mediterranean Committee for the implementation of the Strategic Plan for the ESD.
 - National Commission of UNESCO for the ESD.
 - National Committee ETHEGNOKA for the preparation of the Integrated Maritime Policy.
 - National Committee for Marine Scientific Research.
 - National Committee on Climate Change.
 - Committee for the preparation of the Cyprus Museum of Natural History.
 - Working groups for the Troodos Strategic Development Plan.
 - Committee for the formulation of the policy text "Climate Change and Education" which is part of the wider framework of the Cyprus Initiative for Climate Change in the Eastern Mediterranean and the Middle East.

- **Participation in European Programmes**

- The "PEDIA" Programme was funded under the European programme "HORIZON 2020" for Cyprus. The coordinator of the programme is the Cyprus Energy Agency and the collaborating body is the Unit for the EESD. The programme will generate 7.5 million investments from the public and private sector, in order to upgrade, in the first phase, 25 schools of all levels, schools of almost zero energy consumption with a parallel benefit of direct energy savings in their operating costs that are expected to exceed €250,000 per year.
- Participation in the expert groups of the European programmes GENESIS, RSP11, ICTeEFS, PUAT, RefTeCP.
- The EESD Unit, in collaboration with NGOs and other public and private sector bodies, research centers and institutions in Cyprus and abroad, prepares competitive proposals for the EESD, which are submitted to various EU funding instruments.

- **Other activities and actions of the Unit of Education for the Environment and Sustainable Development**

- Participation of the Unit for EESD in other events, such as: a) World Environment Day, b) World Earth Hour Day, c) World Desertification Day, and d) Information Campaign "Let's do it Cyprus".
- Cooperation of the Unit for EESD with all the stakeholders, to jointly implement environmental actions and actions for Sustainable Development, such as providing lectures in schools, but also to other population groups, on issues related to the environment and sustainable development, conducting seminars, workshops, conferences, intervention programmes in Municipalities and Communities.
- Counseling and Seminars on Environmental Education and Education for Sustainable Development on school basis.
- Design and implementation of Environmental Education programmes in a national context, such as the "Tiganokinisi" programme, which has been co-designed and implemented by the Non-Governmental Organization "AKTI", with the participation of over 380 schools, from all educational levels.
- Design and implementation of the Action "I Create for the Goals of the Global Agenda for Sustainability 2030". This action was designed and implemented by the Unit for EESD, at the Cyprus Pedagogical Institute of the Cyprus Ministry of Education, Culture, Sport and Youth in collaboration with the German Embassy, in the period October - December 2020 and was part of the German Presidency. The action aimed to inform and raise awareness of the European citizens, and in particular young people, on issues promoting Sustainable Development. The goal of this action is for pupils to develop environmental critical literacy through alternative learning processes, and capture through artistic creation, the goals of sustainability, while using their work as a means to inform and raise awareness of the public opinion on the goals of the global agenda. The action was attended by 125 groups of pupils from Primary and Secondary General Education. The first awarded prizes will become the covers of the books of the educational material "The Goals of Sustainable Development Travel".
- Design of the programme "Which "P" do you adopt? The Plastic or the Planet?" aiming at providing each pupil with a special bag, containing an environmentally friendly straw and a special mug (or water bottle for younger children), which they will use at school and in their daily life instead of plastic bags, plastic straws and plastic bottles / glasses. In 2020, the action covered the pupils of Secondary General and Secondary Technical Vocational Education and Training and in 2021 it is expected to be extended to the other levels of education.

Note: Details of all the activities of the Unit for Education for the Environment and Sustainable Development are available on the revised website <http://www.moec.gov.cy/dkpe/>

2.5 HIGHER EDUCATION

2.5.1 VISION

It is a well-known fact that the key for 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 and so on), HE of Cyprus aims to promote excellence in teaching, encourage quality assurance and, at the same time, safeguard diversity and University autonomy. It is believed that HE should be accessible to all, encompassing both, those who are already at work and those who did not have the means to pursue University education. At the same time, the MOECSY aspires to further promote lifelong learning.

2.5.2 INTERNATIONALIZATION OF HIGHER EDUCATION

Over the last 20 years, the internationalization of Higher Education in Cyprus has become more central on the agenda of the Government, Higher Education Institutions (HEIs) 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 establish Cyprus as a regional and/or International Educational and Research Centre and as a hub for European and International scholars and students.

Since 2015 the goal of internationalization is amongst the top priorities of the Department of Higher Education (DHE) as set in its Strategic Plan. In October 2018, the DHE 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 achievement of the strategic goal for 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. Some of them are described below:

- **Cross-border collaborative arrangements**

The MOECSY has promoted the signing of Bilateral Agreements with other countries for the mutual recognition of titles of studies offered in HE. At the same time, HEIs in Cyprus open channels of collaboration with HEIs in other countries by signing mutual bilateral agreements. Furthermore, the afore-mentioned Agreements include academic exchanges of staff and students, exchanges of administrative staff, exchange of good practices and expertise, development of common programmes of study and so on.

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

- **Offering programmes of study in English at the Public Universities**

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, after the suggestion of the MOECSY.

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

The promotion of the European Higher Education Systems as more attractive to European and 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 European and International students. In this context, the DHE has proceeded to the development of:

- a) Information material on Higher Education in Cyprus, in various languages such as: Arabic, Chinese, English, Greek and Russian, which can be found on the official website of the DHE (www.highereducation.ac.cy).
- b) Organisation and/or participation along with HEIs in various activities for the promotion of Cyprus HE (i.e. Higher Educational Fairs) in Europe, in Asia and the Arab World. Additionally, the MOECSY addresses or receives invitations by foreign countries for official visits in order to exchange information and/or promote the collaboration in the area of HE.

In 2020, due to the COVID-19 pandemic the DHE participated in a limited number of Educational Fairs, (in some of them virtually):

- ✓ «Academia Lebanon 2020». Beirut, Lebanon, 5 February 2020
- ✓ «BeSt³ – The Job and Information Fair», Vienna, Austria, 5 - 8 March 2020
- ✓ «European Higher Education Virtual Fair, EHEVF 2020», New Delhi, India, 25 - 26 November 2020
- ✓ Educational Fair of Cyprus Higher Education Institutions in Greece in collaboration with the Cyprus Trade Centre of the Cyprus Embassy in Athens and the Cyprus Chamber of Commerce and Industry, 9 December 2020

• **Scholarships**

Opportunities for European and international students to study in Cyprus have been broadened. EU students can spend certain times in HEIs in Cyprus through the Erasmus+ Programme. It is important to note that undergraduate studies in public Universities is free for all Cypriot, as well as European citizens. Cyprus HEIs offer a number of short-term and long-term scholarships to European and International students. European and International students studying at private Universities are eligible to receive grants based on their academic performance.

• **Institutional activities**

HEIs in Cyprus have signed international agreements for research collaboration with European Universities. Their goal is to equip students with the knowledge, skills and international perspective, 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, 49 countries participate in the Bologna Process, including Cyprus, which has become a full member in 2001. In March 2010, the European Higher Education Area (EHEA) was launched.

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

• **Quality Assurance**

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

In 2015 the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) was established replacing the existing Bodies of Evaluation and Accreditation, aiming to enhance the quality in 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 HEIs, research institutions, employers and enterprises (labour market), supports initiatives and actions towards the achievement of this goal.

- **European Graduate Tracking Initiative**

As a follow-up to the Renewed Agenda for Higher Education and the New Skills Agenda for Europe, the Commission proposed, and the Council adopted, a Recommendation on tracking graduates in November 2017. In this Recommendation, Member States, with the support of the European Commission, committed to collect graduate tracking information in higher education and vocational education and training (VET) that is comparable at European level.

Following the Council Recommendation on tracking graduates a European Commission [Expert Group on Graduate Tracking](#) (2018-2020) was established to provide a forum for cooperation and mutual learning about graduate tracking and data analysis and its impact on national policy developments. The Expert Group included 66 standing members representing EU governments, including Cyprus and the DHE and key European stakeholders as well as several EU bodies.

The DHE took the initiative, in collaboration with the University of Cyprus and the Technological University of Cyprus, to design and implement a pilot study on “Graduate Tracking of Cyprus Higher Education”.

The project that is scheduled to run for two academic years is coordinated by the DHE of the Ministry of Education, Culture, Sport and Youth. It mainly aims to the collection of data on graduates and their labour market outcomes and therefore, provides crucial insights on the extent to which HE graduates’ skills and knowledge match the needs of the economy, on graduates’ under-employment and mobility across the EU.

- **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. HEIs are encouraged to invest in the continuous professional development of their staff, as well as to the enhancement of quality.

Furthermore, HE Systems are increasingly referring to learning outcomes when setting overall goals and challenges. Taking into consideration that learning outcomes are gaining a prominent position in planning and implementing policies, Cyprus HE attempts to successfully combine excellence in teaching with what a learner knows and is able to do at the end of 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 deal with.

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.

It supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 36 countries and by producing studies on issues common to European education systems. It consists of:

- 39 national units based in 36 countries participating in the Erasmus+ programme (27 Member States, Albania, Bosnia and Herzegovina, The Republic of North Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Turkey), and
- a coordinating unit based on the European Education and Culture Executive Agency in Brussels.

Since 1980, the Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States to support European cooperation in the field of education. Since 2014, Eurydice has been included in Erasmus+, the EU programme for education, training, youth and sport.

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/>

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 to:

- make lifelong learning and exchange of experience a reality,
- improve the quality and efficiency of adult learning, and
- 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 Higher Education (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 also contribute towards enhancing the quality and international visibility of HE and fostering mobility and intercultural dialogue, the MOECSY encourages and supports Higher Education Institutions (HEIs) 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 the 1st of 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

Between 2014 and 2020, Erasmus+ has given 3.7% of young people in the EU a chance to study, train, volunteer or gain professional experience abroad. In 2019, the budget for Erasmus+ was €3.37 billion. Specifically, in 2019, in Cyprus, 4206 participants in 173 Cypriot projects benefited from mobility in higher education, vocational education and training, school education, adult learning and youth for a total grant amount of €8.25 million.

More information regarding Erasmus+ can be found via the following link:

https://ec.europa.eu/programmes/erasmus-plus/about_en

- **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 excellent human resources in the European research system.

The MOECSY encourages and supports the participation of Cyprus HEIs in the Marie Curie programmes. 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 Programmes contributes to shaping the development of career structures for researchers in Cyprus HEIs.

3.2.2 REGIONAL CO-OPERATION PROGRAMMES

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

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

Asia - Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the European Union Member States and the European Commission with a number of Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, aiming at 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 established 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 EUROPEAN AND INTERNATIONAL AFFAIRS, LIFELONG LEARNING AND ADULT EDUCATION OFFICE (EIALLAEO)

General

The Ministry of Education, Culture, Sport and Youth (MoECSY) 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 organisations. It develops an extroverted approach and aims to maximize benefits in all areas of its responsibilities, namely Education, Culture, Youth and Sports. In 2020, despite the restrictions caused by the COVID-19 pandemic, the Office of the European and International Affairs of the Ministry of Education, Culture, Sport and Youth has significantly contributed towards the development and coordination of the Ministry's cooperation policies and international relations and the implementation of beneficial policies with European and international dimension.

Since December 2020, following the internal reorganisation of the Ministry's structures, the Office of the European and International Affairs was renamed **European and International Affairs, Lifelong Learning and Adult Education Office** (thereafter "the Office") and took over the management of lifelong learning and adult education issues, previously handled by the Lifelong Learning and Adult Education Unit, which discontinued its operation.

4.1.1 European and international policy coordination

The Office undertook the coordination of the MoECSY's presence in the EU institutions, in the competent bodies of the Council of Europe and in other international organisations. Through a network of associates in all the Directorates / Departments of the MoECSY, the Cyprus Sports Organisation (CSO), the Cyprus Youth Board (CYB) and other governmental Departments, it contributed to the formulation of national contributions and the dissemination and implementation of European and international policies at national level.

The Office had a close cooperation with the General Secretariat for the EU Affairs of the Ministry of Foreign Affairs and the Permanent Representation of Cyprus at the EU for the timely and effective management of issues that fall within the competence of the MoECSY and arise from the responsibilities of the Republic of Cyprus as a EU Member State.

In order to promote the cooperation of the MoECSY with other countries, it cooperated with Embassies of the Republic of Cyprus abroad and Embassies of foreign countries in Cyprus. In this context, it coordinated the conclusion and renewal of the bilateral and tripartite Agreements, Memoranda and Executive Cooperation Programmes in the fields of education, culture, sport and youth, as well as the meetings of the Minister with Ambassadors of foreign countries in Cyprus.

Within the framework of its responsibilities, it prepared the participation of the Minister in the Councils of the EU Ministers and in the official meetings held abroad. It also coordinated the Minister's participation in online high-level meetings, which replaced face-to-face meetings due to the COVID-19 pandemic.

As 2020 was an unusual year due to the COVID-19 pandemic and the measures taken to deal with it, the Office played an important role in disseminating information among the EU Member States on the policy measures taken in response to the COVID-19 pandemic in the fields of education, culture, sport and youth.

4.1.1.1 Participation in the Council of the European Union

The Office coordinated Cyprus's positions on priority issues of the Croatian Presidency (January - June 2020) and the German Presidency (July - December 2020), which were discussed by the Education Committee, the Youth Working Party, the Working Party on Sports, the Cultural Affairs Committee and the Audiovisual Working Party, in cooperation with the Permanent Representation of Cyprus in Brussels.

One of the most important European actions at the highest level is the participation of the Minister in the Council of the EU Ministers of Education, Culture / Audiovisual, Youth and Sport. The Office prepared the Minister's participation in the formal and informal Councils held within the framework of the Croatian and German Presidency of the Council of the EU.

4.1.1.2 Official missions abroad

During 2020, the participation of the Minister of Education, Culture, Sport and Youth and other officials of the Ministry in meetings abroad, as well as the organisation of official international visits, was limited due to the pandemic-related travel restrictions.

The Minister made the following two official visits, which contributed to the consolidation of international relations in the areas of responsibilities of the MoECSY:

- Official visit to the United Kingdom, 17 - 21 January 2020
- Official visit to Greece (Athens), 1 - 4 February 2020

4.1.1.3 Official visits of delegations from foreign countries

Due to the pandemic-related travel restrictions, during 2020 there were no official visits of foreign delegations to the MoECSY. Nevertheless, the Minister had face-to-face meetings with several ambassadors. More specifically, the Minister met with the Ambassadors of France, Germany, Italy, the United States of America, India, Japan, Poland and the Chargée d' Affaires of Romania.

4.1.1.4 Signing of Memoranda and Cooperation Programmes

The signing or renewal of International Agreements, Executive Programmes and Memoranda between the MoECSY and relevant foreign governmental entities is a common practice to strengthen and consolidate relations with other countries in the field of Education, Culture, Sport and Youth. The MoECSY also promotes the inclusion of these issues in the tripartite agreements of the Republic of Cyprus. The Office cooperates closely with competent officials inside and outside the MoECSY so as to promote the above-mentioned issues.

In September 2020, a Memorandum of Cooperation was signed between the MoECSY and the Academy of Grenoble in France in order to develop a common framework for cooperation in promoting educational activities. During 2020, the Memoranda / Cooperation Programmes with France, Poland, Italy, Russia and Jordan were also discussed.

On 12 November 2020, the Observatory on History Teaching in Europe was established as an Enlarged Partial Agreement of the Council of Europe. The Republic of Cyprus, represented by the MoECSY, is one of the 17 founding members of the Observatory.

4.1.1.5 Coordination of the European Commission Expert Committees

The Office coordinated the representation of Cyprus in the EU Working Groups for the years 2018 - 2020. In this context, the Office attended meetings with the representatives of the Expert Groups 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) and was regularly informed about the progress of these Groups. The Office's aim is to maximize the benefits of the MoECSY's participation in the Working Groups and strengthen the dialogue on the ways in which the results of the Groups' work can be included in national policies.

The Office participated in the online High Level Meeting on Education and Training on 9th October 2020. The meeting was co-organised by the Croatian and German Presidency. It also prepared the participation of the Minister of Education, Culture, Sport and Youth in the Third European Education Summit on "Digital Education Transformation", which took place online on 10th December 2020. Finally, it coordinated the MoECSY's Working Group on European and International Affairs, which is usually convened twice a year at the beginning of the six-month Presidency of the EU Council from the respective Member States.

4.1.1.6 Youth Issues

The Office represented the MoECSY to the National Working Group for the European Youth Dialogue with young people and youth organisations. The Cyprus Youth Board of Cyprus (CYB) and the Youth Council also participated in the Working Group. The topic of the consultations for 2020 was the participation of young people.

In collaboration with the competent officials of CYB, the appropriate actions were taken to represent the Youth sector in the EU, the Commonwealth, the United Nations, and so on. The Office 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.

4.1.1.7 Sport Issues

The Office, in collaboration with the Cyprus Sports Organisation (CSO) and other competent Departments and Services, coordinates issues related to Sports, which derive from the work of the various Working Groups and Committees of the EU and the Council of Europe.

In the framework of its cooperation with Cyprus Sports Organisation, the Office contributed to the preparation and representation of the MoECSY to the Commonwealth Ministerial Teleconference on Sports and COVID-19 held on 23rd July 2020.

4.1.1.8 Studying European and international policies in the Lifelong Learning and Adult Education field

The Office studied European and international Lifelong Learning and Adult Education policies in order to exploit best practices, tools and research (e.g. Education and Training Monitoring, EPAL Platform, PIAAC Survey, mechanisms for the validation of non-formal and informal learning, ET 2020 Adult Learning Working Group) aiming to strengthen and improve existing policies and, at the same time, contribute towards the development of new ones, based on national priorities and needs. Furthermore, the Office seeks to develop partnerships and networks with national, European and international organisations in areas of common competences.

4.1.2 Utilisation of opportunities for funding and participation in actions with a European and international prospect

The implementation of programmes, the adoption of good practices and peer learning is used by several EU Member States and other international organisations to improve their performance. In this context, the Office 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 ability of the Ministry's personnel to exploit funding opportunities from European and other programmes

The Office organises actions to enhance the ability of MoECSY's officials to exploit funding opportunities from European and other programmes in order to implement policies.

The role of the Office is, among others, the guidance for targeted submission of proposals, in line with the Strategic Planning and the priorities of the MoECSY. In this context, it has set up the Interdepartmental Working Group for the exploitation of European and other resources aiming at the implementation of policies of the MoECSY. At the same time, it provides information and administrative support related to funding opportunities, maps the current situation for feedback purposes, while maintaining a significant network of potential partners.

In order to achieve the above, a process of participation in competitive EU programmes is in place, so that the appropriate procedures are followed and the fulfillment of the requirements of the Programmes is ensured in the best possible way.

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

In the context of the implementation of the project on "Establishment of validation mechanisms for non-formal and informal learning and pilot implementation", a contract notice has been prepared for the purchase of services by a contractor that will work to develop validation mechanisms in the three areas of the pilot implementation, namely youth, adult education and volunteering.

4.1.2.3 Operation of the Interdepartmental Committee on Global Education

The Interdepartmental Committee on Global Education was set up on the initiative of the Office in 2009 and has been developing action ever since, so that the goals of Global Education can be effectively promoted. In 2020, the Interdepartmental Committee on Global Education held meetings to discuss and plan activities. Additionally, members of the Committee participated in virtual meetings of the North South Centre and the European Network for Global Education.

During 2020 the main actions were:

- Official visit of members of the European Network for Global Education (GENE) Secretariat in Cyprus for the follow up of the recommendations of the Global Education Report for Cyprus (2017).
- Participation in the Round Table Meetings of the European Network for Global Education (May and October 2020) and preparation of relevant reports.
- Regional online meeting of experts from the countries of Southeast Europe and Mediterranean on Global Education (22 and 23 October 2020), coordinated by the Office.
- Organisation of the International Education Week (16 - 20 November 2020).

4.1.2.4 Operation of the Interdepartmental Committee of Francophonie

The Interdepartmental Committee of Francophonie, coordinated by the Office, handles all matters within the competence of the MoECSY in relation to the International Organisation of Francophonie, of which Cyprus has been an associate member since 2006. In this context, the Office actively participates in the organisation of actions and events, while also coordinating the participation of the MoECSY in the celebrations of the International Francophonie Month.

In the context of Cyprus's participation in the International Organisation of Francophonie, in 2020, all the procedures for Cyprus's registration in the 9th Francophone Games, in Congo, were carried out. The Games were initially planned for 2021 and then were postponed for the summer of 2022 due to COVID-19 pandemic.

4.1.2.5 Cooperation with the European Parliament Office in Cyprus and the European Commission Representation in Cyprus

In cooperation with the European Parliament Office in Cyprus, educational visits are organised every year to the European Parliament in Brussels and Strasbourg. Because of the COVID-19 pandemic, no visits were made during 2020.

For the academic year 2019 - 2020, the Office had undertaken a coordinating role between the MoECSY and the European Parliament Office and the European Commission Representation in Cyprus to inform schools regarding the following programmes:

- European Studies Activities from the European Parliament Information Office and the European Commission Representation in Cyprus,
- European Parliament Ambassador School (EPAS) Programme,
- European Charlemagne Youth Prize 2020, and
- European Youth Event (EYE) 2020 (the event did not take place due to the bCOVID-19 pandemic).

The Office collaborated with the above-mentioned entities for the conduct of the following school competitions:

- 6th National School Competition on European Union issues 2019 - 2020.
- 4th European Writing Competition for the Class B' of the Lyceum.

4.1.2.6 Coordination of the participation of the MoECSY in the administrative bodies of the European Schools

The Office coordinates the participation of Cyprus in the bodies of the European Schools.

4.1.2.7 European Agenda for Adult Learning

The Office manages projects funded under the Erasmus+ Programme, aiming to strengthen and further improve national policies, strategic objectives and needs. The new project for the promotion of the European Agenda for Adult Learning was approved by the EACEA of the EU in October 2019 and covers the years 2020 and 2021, with a total budget of €166 326. The project aims to enhance the basic digital skills of adult educators and adult learners of the Adult Education Centers, among others, through the production of appropriate online material and the provision of training to adult educators. Information about the Project is uploaded on the website of the MoECSY at the link: <http://www.moec.gov.cy/aethee/index.html>.

Moreover, the Project “Developing, Implementing and Monitoring Strategies for Adult Education Providers and Adult Educators” (DIMA 2.0) of Key Action 2 (KA2) of the European Erasmus+ Programme (<https://dima-project.eu/en/>) is also implemented. The total budget of the project for the years 2020 - 2021 amounts to €18.684. The project will be completed in December 2021 and aims to support adult education providers and adult educators with new tools and resources to deliver high quality learning opportunities for adult learners.

4.1.3 Development, Implementation, Monitoring and Evaluation of the National Lifelong Learning Strategy for the years 2021 - 2027

One of the main responsibilities of the Office is the development, implementation, monitoring and evaluation of the National Lifelong Learning Strategy for the 2021 - 2027 period, in collaboration with other ministries and governmental and non-governmental bodies. It is expected that the Strategy will serve as the means to target significant benchmarks, such as the adult participation in lifelong learning and the high percentage of unemployment among young people.

For the elaboration, monitoring and evaluation of the Strategy for the years 2021 - 2027 of the Republic of Cyprus, collaborations were developed with Directorates, Services and Departments of the MoECSY, as well as with members of the National and Technical Committee for Lifelong Learning. The members of the two Committees were approved by a Decision of the Council of Ministers in May 2020 (Decision No.: 89.482, date: 27/5/2020). It is noted that the elaboration and monitoring of the National Lifelong Learning Strategy 2021 - 2027 receives support from the Directorate-General for Structural Reform Support of the European Commission (DG REFORM), which finances the relevant project.

The initial meeting of the members of the two Committees, took place online on 10th of July 2020 and was also attended by a representative of the European Commission's Directorate-General for Structural Reform Support, as well as the European Association for Education of Adults which coordinates the implementation of the Project. The development of the Strategy and the Action Plan for its monitoring is expected to be completed by the end of 2021.

4.1.4 Coordination of the Afternoon and Evening Programmes of the Ministry of Education, Culture, Sport and Youth

A key objective of the MoECSY is to improve the quality and effectiveness of the lifelong learning and adult education programmes organised, operated and implemented by the relevant Departments and Services of its auspices. In this context, the Office works closely with the responsible Departments of the Afternoon and Evening Programmes that address the needs of both pupil and adult learners so as to improve coordination and synergies among them, introduce common procedures, and improve their operational framework, in general.

4.1.5 Compilation of reports / documents

From the participation of Cyprus in various international organisations and networks, such as the European Union, the Council of Europe, UNESCO, the United Nations, the Commonwealth, the International Organisation of Francophonie, Eurydice, Cedefop and ReferNET, certain obligations arise for the submission of reports by the Republic of Cyprus.

The most important reports prepared in 2020 were the following:

- Contribution to the Report on the National Reform Programme (for the implementation of Europe 2020 Strategy),
- Contribution to the Revision of the Action Plan for Development,
- Annual Report 2020 for the Fundamental Rights Association (FRA),
- Report on the implementation progress of the Council's Recommendation on the validation of non-formal and informal learning,
- Report on the Implementation of the 1974 Recommendation on Education for International Understanding, Cooperation, Peace, Education on Human Rights and Fundamental Freedoms,
- Report on the implementation progress of the UN Resolution "Combating intolerance, negative stereotyping, stigmatisation, discrimination, incitement to violence against persons, based on religion or belief",
- UNESCO Report on the Implementation of the 1960 Recommendation on Discrimination in Education – "10th Consultation on the Implementation of the 1960 Convention and Recommendation against Discrimination in Education",
- CEDEFOP "European Skills Index",
- Fifth Global Report on Adult Learning and Education - GRALE 5 (UNESCO Institute of Lifelong Learning), and
- Eurydice report on "Adult Education and training in Europe" (provisional title) (the report will be published in 2021).

4.1.6 Development of collaborations / networks with national, European and international organisations

The exchange of good practices and peer learning from other EU or UNESCO Member States and European / international organisations (e.g. European Association for the Education of Adults, European Basic Skills Network, Lifelong Learning Platform) further promotes lifelong learning and adult education. Moreover, collaboration with bodies within the Republic of Cyprus in areas of shared competence (Ministry of Labour, Welfare and Social Insurance, Foundation for the Management of European Lifelong Learning Programmes, Deputy Ministry of Research, Innovation and Digital Strategy, Statistical Service, and so on) is also promoted.

4.2 Information and Communication Technologies Unit (ICT 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) to enhance teaching and learning and facilitate school administration and school communication with the MOECSY. The ICT Unit aims to better manage and coordinate ICT-related projects and modernize the administrative structures, procedures and services of the MOECSY. It is also responsible to equip public schools with the technology infrastructure and tools needed to support teaching and learning and school administration.

The ICT Unit is composed of four (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 as 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, 46 websites) and the websites of independent services (i.e. www.kysats.ac.cy, www.geonoma.gov.cy, etc. - 10 websites). The total website views, according to Google Analytics, reached 72.000.000 in 2020.

Additionally, the Web and Communication Service is responsible for the administration and dissemination of information on the MOECSY's social media accounts:

Facebook: <https://www.facebook.com/ypourgeiopaideias> (32.500 followers)

YouTube: <https://www.youtube.com/user/cymoec> (805.000 views)

Twitter: <https://twitter.com/cymoec> (4.300 followers)

Moreover, the Service provides web hosting for all public school websites and supports public schools with web services. Specifically, it provides customized ready-to-use website design templates for use by public schools and offers training to educators (i.e. one-to-one and group training, video tutorials and electronic guides and manuals). 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 (3.400 accounts).

During the year 2020, the following projects were completed:

- Redesign, development and update of new responsive websites (accessible on mobile devices) using the Joomla Content Management System (CMS), for all school subjects of Primary and Secondary General Education (totally: 46 websites), in collaboration with the consultants and inspectors.
- Technical support to schools and teachers regarding the design, development and management of school websites (Content Management Systems: Joomla, Get Simple).
- Design, development and update of the following new websites:
 - E-Learning: elearning.schools.ac.cy
 - Information about Covid-19: www.moec.gov.cy/covid_19.html
 - ICT in Primary Education: tped.schools.ac.cy
 - Italian – Secondary General Education: italm.schools.ac.cy
 - Russian – Secondary General Education: rosm.schools.ac.cy
 - Spanish – Secondary General Education: ispanm.schools.ac.cy
 - Turkish – Secondary General Education: tourkm.schools.ac.cy
 - German – Secondary General Education: germam.schools.ac.cy
 - Museum Education – Secondary General Education: mousagm.schools.ac.cy
 - Photography – Secondary General Education: fotem.schools.ac.cy
- Design, development and management of Educational TV: Organization and presentation of audiovisual material (videos) to support Distance Learning due to the Covid-19 pandemic
- Web platform, applications and forms:

- Update, maintenance and support for the web application to upload and distribute circulars of the MOECSY
 - Back end system for management
 - Front end system for presentation
- Upgrade, maintenance and support of the web application for the presentation of announcements and circulars of the MOECSY (mobile responsive)
- Design, development, maintenance and support of the web platform for the creation and management of Office365 accounts of all public school pupils
- Support of the web application to upload and distribute Internal Circulars (General Archive) of the MOECSY
- Upgrade, maintenance and support of the web application to recruit examiners and assessors for the Pancyprian Exams
- Upgrade, maintenance and support of the web application for data management and presentation of examination marks and results of the Pancyprian Exams (mobile responsive)
- Upgrade, maintenance and support of the web platform for data management of applications, payments, candidate participation reports and presentation of reports of the Exams for the Public Sector Recruitment
- Upgrade, maintenance and support of the web application to recruit examiners and assessors of the Exams for the Public Sector Recruitment
- Upgrade, maintenance and support of the web application for the management of applications to recruit the Exams Centres for the Exams of the Public Sector Recruitment
- Upgrade, maintenance and support of the web application for seconded posts, subject counsellors and liaison officers at the MOECSY (teachers)
- Redesign, development, maintenance and support 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
- Update, maintenance and support of the web form for data administration and online applications for teaching at the State Institutes for Further Education
- Update, maintenance and support of the web application for submission of online applications to enter the Post-Secondary Institutes of Vocational Education and Training
- Design, development and support of a web platform for university students (abroad) to request allowance due to the Covid-19 pandemic
- Design, development and support of a web platform for university students (abroad) to request return to Cyprus due to the Covid-19 pandemic
- Design, development and support of a web platform for artists to request allowance due to the Covid-19 pandemic
- Upgrade, maintenance and support of the web application for the management of music files (Primary and Secondary Education)
- Upgrade, maintenance and support of the web application for submission of online applications for participation in the ECDL exams
- Upgrade, maintenance and support of the web application used by the Web and Communication Service for the purposes of organization and management of the MOECSY files
- Design, development and update of a web application for the standardization of file names for the Four Month Term Assessment
- Design, development and update of a web application to view and download Curricula, Scheme of Work, Scheme of Curricula for Secondary Technical and Vocational Education
- Design, development and update of the web platform to restrict access to the World Atlas for Primary Education schools
- Design, development and update of a web platform to safely send files to specified recipients

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 leaves and absence leaves), the submission of various applications by the teachers and the management of these applications by the respective District Offices, the Directorates, the Units and Services of the Ministry. It is used by all teachers and school units at all levels of public education and the officers of the Ministry.

The SEP development team is responsible for the design and implementation of new functionalities based on the Ministry's needs, to upgrade existing functions in order to meet current user requirements and ensure the smooth operation, development and management of the system.

During the 2019 - 2020 school year, the functions of the system were upgraded and expanded to meet the needs of the Ministry. Additionally, during the school year 2019 - 2020, the system played an important role for the organization and management of distance education.

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 10/01/2020, a meeting was held between KPMG Project Consultant, Contract ESF (09/17) and the MOECSY receiving team for the preparation of the presentation of the SMS project to be given at the scheduled eGovernment Council meeting, according to the detailed description document of the project (Project Fiche).

On the 14/01/2020, the meeting of the eGovernment Council was held for the approval of the SMS project and its approval for implementation was secured. After the approval of the project for implementation, the tender documents were prepared by KPMG and the MOECSY receiving team (Deliverable D7 Draft Tender Documents for the Implementation of SMS) of the ESF contract (09/17).

In September 2020, a meeting was held between the MOECSY receiving team and KPMG with the General Accounting Office to finalize the tender documents and obtain the certificate of compatibility of the tender. On the 30/10/2020, the compatibility certificate for the competition was obtained. On the 02/11/2020, the tender documents for the implementation of SMS were posted in the eProcurement system.

The pan-European tender for the project has a budget €25,335,000 + VAT with a duration of ten years in production 2033, after its implementation and delivery in 2023. The tender concerns the supply, installation, maintenance and operation of an advanced and complete e-government system for the Cypriot public education. The purpose is to provide easy-to-use tools with which parents, pupils, educators, school administrations and any other interested party will have access via the Internet to all the services of the daily operations of the schools.

In the current phase of the contract, it is expected that the assignment of the implementation of the SMS system within 2021 will be successful, so that the project can be completed and delivered to the MOECSY at the end of 2023. The budget for the implementation of the project for a period of four years (2019 - 2023) amounts to a total of €6,882,698 (plus VAT) co-financed by the European Regional Development Fund (ERDF) at a rate of 85% and national resources at a rate of 15%.

4.2.2 Sector for the Use of ICT in the Learning Process

The ICT in the Learning Process Sector of the ICT Unit aims at the use of digital technologies to support teaching and learning. To pursue this goal, it will maintain the promotion of continuous professional 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 2020, the aim of the ICT in the Learning Process Sector has been supported by the activities of the Department of Educational Technology of the CPI. 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 pupil
- Digital competent teacher
- Digital competent school

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

- Use of ICT in teaching and learning
- Seminars for ICT teachers
- Workshops on robotics and programming
- Safe internet <https://workshops.internetsafety.pi.ac.cy>

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://photodentro.pi.ac.cy>
- <http://elearn.pi.ac.cy>
- <http://mahara.ats2020.eu>
- <http://o365.ats2020.eu>
- <http://www.pi-elearning.ac.cy>

4. COMPETITIONS

- Pupil Video Production Contest on Safer Internet
<https://internetsafety.pi.ac.cy/competitions>
- “Make it Heard”, Panhellenic Pupil Radio Message and Song Contest
<http://www.pi.ac.cy/kantonakoustei>

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>

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 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

During the school year 2019 - 2020, the national educational system launched the implementation of distance learning to combat the effects of Covid-19 pandemic. The primary concern was for all pupils of public schools to have access to the necessary equipment. Specifically, a significant number of tablets and internet cards was provided to schools and pupils to facilitate the implementation of distance learning in line with the Cyprus Digital Strategy that aims to integrate ICT to support the educational process. The supply of the equipment was funded both by national resources and sponsorships. In total, schools and pupils were equipped with 7249 tablets. Specifically, 2817 tablets were purchased through the eProcurement Computing Agreement – Framework Electronic Computing Catalogues and 4422 through sponsorships. In addition, Ministry's ICT Unit ordered through the eProcurement Computing Agreement – Framework Electronic Computing Catalogues 2200pcs small-size desktop personal computers, 1157pcs laptops and 150 normal-use monochrome and 40 color printers. This equipment will be delivered to schools during the year 2021.

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

The free provision and management of Office365 application software licenses to all teachers and pupils has remained in effect. Specifically, during the coronavirus pandemic, the TEAMS application, which is a part of Office365 suite, was the main tool for the implementation of distance education for all public schools.

The infrastructure in the Data Center remained in operation with the existing equipment and with no additional cost. In addition, the ICT unit is responsible for the management process of withdrawal and proper environmental management of obsolete computer equipment in schools.

Structured Cabling

Structured cabling with fiber optic and internet connection for each school classroom (administration offices, classrooms and workshops) has been completed in 99 schools of Secondary General and Technical and Vocational Education and Training. The installed fiber optic provides high-speed local area network for fast transfer of large amount of data.

After the completion of the analysis and design for the remaining schools, a contract has been signed (EKT 05/20) in September 2020 for the implementation of structured cabling in four (4) schools of

Secondary General and Technical and Vocational Education and Training. The provisional acceptance of the implementation was been successfully completed in March 2021.

Currently the tender EKT 32/20 is being evaluated for the implementation of the remaining fourteen (14) schools in Secondary General and Technical and Vocational Education and Training. The contract is being expected to be signed in June 2021.

The preparation of the tender documents for the implementation of the wireless network (Wi-Fi) of all schools in Secondary General and Technical and Vocational Education and Training is also in progress.

Both the analysis and deployment phases of the structured cabling projects and the wireless implementation are co-funded by the European Regional Development Fund.

Internet Connectivity of Schools

The Ministry of Education, Culture, Sport and Youth in its effort to reform and modernize the education system and promote digital education, has upgraded internet connectivity of all public schools. Where available (mostly in urban areas) schools were upgraded to fiber connectivity to allow their easy upgrade in the future. Internet speeds were also increased. Specifically, 74% of Preprimary and Primary schools have internet connections of 50 Mbps and 12% have connections above 100 Mbps. 75% of Gymnasia have connections of 100 Mbps, 23% of 200 Mbps or higher and the remaining 2% have connections of 50 Mbps. 8% of Lycea and Technical and Vocational Schools have connections of 100 Mbps, 13% of 300 Mbps, 77% of 400 Mbps and the remaining 2% have connections of 50 Mbps.

4.2.4 Contracts and Tenders Sector

Tender Implementation - New Contracts:

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

- Preparation of tender documents for the wireless network for all schools in Secondary General and Technical and Vocational Education and Training, in cooperation with European Funding Management Unit – in effect
- Evaluation of the tender EKT 32/20 for the implementation of the structured cabling in fourteen (14) schools of Secondary General and Technical and Vocational Education and Training, in cooperation with the European Funding Management Unit– in effect

Current Contracts:

- Agreement - Framework for the Supply of Digital Devices, Tablets – completed
- Supply PC Restore in its original state software licenses – completed
- Provision of Design Services and Supervision of Structured Networking Facilities in four Secondary Schools (Phase E – EKT05/20), in cooperation with the European Funding Management Unit - in effect
- Agreement - Framework for the Supply of Video projectors – in effect
- Purchase of internet access services to meet the needs of the MOECSY and its buildings in Latsia (the Cyprus Pedagogical Institute and the Data Center) and digital wildcards certificate services for their servers for all domains and subdomains managed by MOECSY– in effect
- Evaluation of the tender EKT 21/20 for the provision, implementation, maintenance and operation of an Integrated School Management System and peripheral systems for the MOECSY, in cooperation with the European Funding Management Unit – in effect

Software:

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

4.3 THE EDUCATIONAL PSYCHOLOGY SERVICE (EPS)

Overview and Structure

The Educational Psychology Services is an interdepartmental service of the Ministry of Education, Culture, Sport and Youth in 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 fulfill the needs of the local area.

During the school year, 2019 - 2020 the structure of the Service is as follows:

- 1 Acting Principal EP
- 3 Senior Educational Psychologists
- 44 Educational Psychologists

All Psychologists working within the EPS have a first degree in Psychology and a Master's Degree in Clinical or Educational or School Psychology, while some of them have a PhD degree.

Main Areas of Work

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

- (1) Individual Casework
- (2) Prevention programmes, Interventions, Psychoeducation, Training of pupils, educators and parents
- (3) Crisis Intervention – such as intervention during the COVID-19.
- (4) Participation in a number of permanent and ad-hoc interdisciplinary committees in order 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 Casework

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 difficulties, social and emotional difficulties, behavioural difficulties, sensory problems, syndromes and 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. Educational psychologists will use a number of psychological evaluation tools that include cognitive abilities testing, evaluation 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 therapies and strategies.

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 2019 - 2020, the EPS worked with 7229 children.

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

During the school year 2019 - 2020, a number of support programmes, interventions and psychoeducation trainings were developed and delivered to prevent school failure of learners and deal with psychological health issues. Examples include stress management, dealing with difficult behaviour, anger management, emotional literacy and promotion of self-confidence.

Crisis Intervention

Educational Psychologists are trained to respond to crisis within the school and community by the International School Psychology Association (ISPA). As a result all EPs were involved in crisis intervention of the COVID 19. With the closure of schools, mandatory quarantine, the change in children's daily lives and the reopening of school following distance-keeping rules and health protocols, the role of EPS was significant. The EPS focused primarily on managing the pandemic crisis and reducing and/or preventing any foreseen mental difficulties. Particular emphasis was placed on the support and guidance of families and teachers in order to help children experience a healthy emotional state while adapting to the new reality by methods of social distancing. During the quarantine, the EPS supported adolescents and children with online meetings, created psychoeducational material and published articles on various topics. At the end of quarantine and the reopening of schools, the EPS focused on supporting and mentoring teachers, parents and children through consultation meetings and interventions.

Participation in committees to design, implement and monitor policies and programmes

The EPS participate in the District Committees of Special Education (E.E.E.A.E.) and expand involvement, with Educational Psychologists, in several important Standing and Ad Hoc Committees, aiming at strengthening the planning, implementation and coordination of policies and programmes. Specifically, the EPS participate in the Crime Council, the Interdepartmental Committee on School Success and Literacy, the Central Committee on Special Education. 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 their initial professional training, educational psychologists undertake substantial periods of practice placement, at the University of Cyprus. The role of supervision by the EPs within the Service is instrumental for 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 casework as well as prevention and intervention programmes.

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 very 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 Schools, 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, evaluates the applications, draws up, publicizes preliminary and final lists, and proceeds to appointments of Temporary Clerks according to submitted needs.

During the school year, 2019 – 2020, the seminars 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 Schools, the Musical Schools and the 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 to cover the educational needs of 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 to receive and store for Private Education, books, note books and teaching methodology (materials for lessons of Art, History, Geography, Mathematics, Music, Physic, Design and Technology) and for Secondary Education books and teaching methodology (materials for lessons of Physics, Biology, Chemistry, Music, Home Economy, Design and Technology.) They receive materials according to the quantities, the terms and specifications of tenders awarded.

The Store is responsible for both Primary and 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 a 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 2020 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 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 Chairman and the members of the Committee every five years. The Committee consists of the Chairman and nine members.

The Committee, within the framework of its tasks, deals mainly with the following issues:

1. Standardizes the geographical names in 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, 58, and 59. 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. Selects from the existing types of geographical names only one type for official and international use, after examining the feasibility of selecting this particular type from a linguistic, grammatical, aesthetic, social and historical point of view.

The Committee gathers data from history, linguistics, archeology, literature, cartography and folklore, which help in the etymology, spelling and standardization of the toponyms and the names of the municipalities and communities of Cyprus.

The main task of the Committee is also to address the Turkish arbitrariness which, trying to impose new illegal names, erases and decimates the historical names of Cyprus in the occupied areas of the island. Thus, at every international forum, such as the United Nations, as well as through daily communication and information via the Internet and other media, the Committee strives for the historical names of Cyprus and manages to protect them, and cancel the Turkish arbitrariness.

The Committee's website: www.geonoma.gov.cy, has information on the Committee's background, legislation and rules of operation, information on its staffing, communications and activities, texts from its participation in conferences and events, references to the efforts to counter the Turkish arbitrariness for unlawful alteration of the historical names of Cyprus, maps, material for the transcription of names into the roman alphabet, and so on.

The geographic names of Cyprus have been standardized (according to the specifications set by the UN) and published in the official Gazetteer of Cyprus: "A Complete Gazetteer of Cyprus". This gazetteer was submitted to the competent committee of the United Nations in 1987 and was 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 website 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 consist 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 be respected by all parties involved, in accordance with the applicable legislation.

The Committee's work includes projects, which were promoted by the United Nations. Thus, the Committee completed the following actions:

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.

http://www.geonoma.gov.cy/myfiles/archeia/diafotisi/geographical_names_standardization.pdf

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".

<http://www.geonoma.gov.cy/myfiles/ekdoseis/cygazetteer/index.html>

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.

<http://www.geonoma.gov.cy/index.php/chartes>

5. Submitted to the United Nations the edition: "List of Country and Capital Names (2012).

<http://www.geonoma.gov.cy/myfiles/ekdoseis/chores-protevouses/index.html>

6. Submitted to the United Nations the edition: "Toponymical Guidelines for Map Editors and Other Editors".

<http://www.geonoma.gov.cy/myfiles/ekdoseis/odigos-typopoiisis/index.html>

7. Reports to the United Nations on the progress of standardization of geographical names in the Republic of Cyprus.
http://www.geonoma.gov.cy/myfiles/archeia/inomena_ethni/GEGN.2_2019_6_CRP.6_Cyprus_National_Report_2017-2018f.pdf
8. Submits regularly to the United Nations, relevant articles on Cyprus, for publication in the UNGEGN Bulletin, issued every six months.

<https://unstats.un.org/unsd/ungegn/pubs/#bulletin>
<http://www.geonoma.gov.cy/index.php/enimerosi>
9. Published a brochure in the Greek language, based on the UN's rules on Geographical Names, highlighting the importance of the standardization of geographical names.
https://unstats.un.org/unsd/ungegn/pubs/documents/UNGEGN%20Brochure_Greek_Cyprus.pdf
10. Published a Guide on the Standardization of Geographical Names, to be used by public services and institutions.
<http://www.geonoma.gov.cy/myfiles/ekdoseis/odigos-typopoiisis/index.html>
11. The Committee standardized all names of cities, and communities of Cyprus.
<https://www.cypruspost.post/el/ekdoseis>
12. Submitted to the United Nations a Gazetteer of Sea Geographical Names (2017).
<http://www.geonoma.gov.cy/myfiles/ekdoseis/thalassia-toponymia/index.html>
13. Prepared a poster, and a brochure in relation to the work of the Committee, for distribution to all schools in Cyprus.
http://www.geonoma.gov.cy/myfiles/archeia/diafotisi/2015_poster_outline.pdf
14. Published and delivered a bookmark in relation to the work of the Committee.
15. In 2019 (29 April - 3 May), the President of the Committee participated in the 1st Session of the United Nations Group of Experts on Geographical Names (UNGEGN), held in New York.
16. The Chairperson also organized monthly regular meetings of the Committee to consider outstanding issues and take decisions. It is worth noting that the committee was fully active during the COVID-19 pandemic throughout 2020, offering its services.

The Committee's ongoing objectives include:

1. Updating and re-publishing the Cyprus Gazetteer for easy international use.
2. Continuous representation of the Committee at all United Nations conferences, sessions, and working groups.
3. Continuous 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. Providing infrastructure for rapid monitoring of the COVID-19 pandemic and response to emergency services. Geographical names are a key part of web applications and electronic services designed for this purpose.
<https://cutgeo.maps.arcgis.com/apps/opsdashboard/index.html#/3b955e24d7194b62aa10666c83fc4ec9>
8. Delivery of consulting services to ministries, departments and services, in relation to matters examined by the Committee.

4.7 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY MISSION

4.7.1 MISSION

The mission of the Office of Civil Defence, Health and Safety is to create a safe and healthy environment for all pupils in public and private schools, teachers working in public educational institutions, as well as employees in the central but also in other buildings of the Ministry of Education, Culture, Sport and Youth, which host educational departments and services.

It additionally ensures the prompt and effective response to emergencies of schools. The main concern of the Safety Office is to ensure safe working conditions that are in line with the European Directives and the respective legislation of the Republic of Cyprus, in the educational institutions and services of the Ministry. Therefore, all efforts are made within the approved budget of the Ministry, to meet all needs concerning health and safety issues.

4.7.2 STAFF

The Office of Civil Defence, Health and Safety is an independent Service of the Ministry and reports directly to the Permanent Secretary. It has a horizontal structure and its officers represent all educational departments, i.e. Primary, Secondary General and Secondary Technical and Vocational Education. The Office is staffed by three Officers, one from each department and two Educational Planning Officers. It is headed by the Director of Secondary Technical and Vocational Education.

4.7.3 LEGISLATION - SAFETY AND HEALTH:

The Office organizes:

- Educational Workshops, all over Cyprus, on the implementation of the Online Interactive Risk Assessment Tool (OiRA) for school units.
- Training Seminars for School Principals and their Assistants, on the operation of the Risk Management System.

The Office checks deal regarding the:

- organization and monitoring of school evacuation exercises (Civil Defence),
- fulfillment of the interactive OIRA tool's report by school units, and
- evaluation of the Action Plan of the school units, the various services of the Ministry, such as the Cultural Services, the Examination Service, the District Offices of the Ministry of Education, Libraries, and so on.

4.7.4 TRAINING

- Trainings - updates - seminars for teachers in schools.
- Training programmes for the newly promoted Principals and Assistant Principals in matters of Safety and Health at school and presentation of the Risk Management System in collaboration with the

Cyprus Pedagogical Institute.

- Training seminars, by district, regarding the content of the provisions and requirements of Health and Safety Legislation.
- Annual informative seminars to members of Safety Committees, regarding the provisions and requirements of Health and Safety legislation.
- Lectures on "Health and Safety in the Workplace" to teachers.
- Training of teachers and other staff regarding First Aid in collaboration with the Ministry of Health.
- Cooperation with the Health Visitors of the Ministry of Health for Primary Education teachers' training on First Aid.
- Cooperation with the Civil Defence Force of the Ministry of Interior on issues of self-protection from adverse weather conditions and measures to protect pupils from various dangers and disasters.
- Cooperation with the relevant Department of Labor Inspection and other government services on current Safety and Health issues.
- Information / recording / notification of accidents and dangerous events.
- Conducting School Evacuation Exercises and the Ministry of Education, Culture, Sport and Youth.
- Accident investigation.
- Investigation of complaints in canteens.
- Creation and processing of a Safety and Healthy Archive.
- Design and Implementation of the Action Plan for all Public Schools. Review the Emergency Action Plans.
- Evacuation exercises of the central buildings of the Ministry of Education, Culture, Sport and Youth.

4.7.5 ACTIONS

- Receiving, reviewing and updating of all Public Schools' Action plans, based on the differentiation in the staff, the pupil population and the infrastructures.
- Visits / inspections of schools and other services of the Ministry of Education, Culture, Sport and Youth.
- School Security – Gathering of all requests for school guards
- Visits to public schools and buildings that house Services of the Ministry all over Cyprus:
 - Preparation of Report on Safety and Health issues.
 - Monitoring of Emergency Exercises, aiming at the evaluation and improvement of the existing Action Plan.
 - Providing advice on Civil Defence on Safety and Health issues.
 - Conducting Seminars for staff, pupils and parents.
 - Examination of complaints.
 - Accident investigation.
- Increased levels of dust in the atmosphere:
 - Purchase and supply of masks to protect against high levels of dust in the atmosphere for pupils and teachers of all schools.
- Ambulance or fire truck access to school:
 - Research to evaluate the possibility of access of ambulance or fire truck to the school units in case of an emergency.
- First Aid: Managing a Serious Pupil Injury at School:
 - A new Protocol for the Management of Serious Injury of a pupil at School has been updated and prepared.
- Communication Process of Addresses / School Boards and Community Councils:
 - Update of the Communication Process of the Directorates / School Boards and Community Councils on the issues of safety and health in schools for smoother and faster processing of safety and health issues in schools.

- School Guard – School Security Supervisors:
 - Preparation of instructions and duties for school guards, for the safe entry of children, teachers and staff in the school premises in Lycea and Technical and Vocational Schools
 - For this purpose, and following relevant decisions of the Council of Ministers, we proceeded to the market of providing security services for the protection of public schools of Lycea and Secondary Technical and Vocational Education.
- Guest Archive and Guest Procedure Form for the safe entry of visitors and parents to school Premises.
- Entry / Exit Card of Parents / Guardians at the school.
 - Entry / Exit Card Issuance Instructions.
 - Child pick-up procedure form.
 - Responsible Declaration for Entry / Exit card.
- The Health and Safety Office proceeded with:
 - monitoring of the project to fence school premises,
 - installation of intercoms at the entrances of schools, and
 - night guarding of public schools.
- Upgrading and restructuring of the website and e-mail. Redesigning of a special website, a focal point of communication with all those involved in matters of Civil Defence, Safety and Health.
 - The website includes useful leaflets, information material and details about the activities of the Office.
 - In parallel with the website, there is an e-mail so that the sending of the Civil Defence Plans and the OiRA risk assessment of the schools is in electronic form.
- Training Lectures in schools on:
 - Safety and Health (A&Y) in the Workplace.
 - Measures for Self-Protection from Adverse Weather Conditions.
 - Natural disasters and Protection Measures.
 - Earthquake Planning - Earthquakes and Schools.
 - Actions in case of terrorist or other attack in school.
- Training of School Principals and teachers for the proper formulation and realization of Action Plans, Action Plan for Emergencies (Earthquake, Fire, Enemy Individual Episode)
- In order to implement a unified policy in all schools for full compliance with the Legislation's provisions and instructions on Labor Safety and Health and for the purpose of updating knowledge, informative Seminars are organized all over Cyprus, on topics like:
 - Duties and operation of the Security Committees
 - Risk Management System (RMS). Safety and health policy, procedures, organization, planning, implementation of the objectives set, the evaluation of the RMS and actions for its improvement.
 - First Aid Seminars for the training of school assistants / teachers.
- Actions by the Health and Safety Office to cope with the Covid-19 pandemic:
 - Coordinates, supervises, controls and evaluates the work of the inspectors for the observance of the measures and protocols, which are employed by the Ministry of Education Culture, Sport and Youth through the purchase of services, as well as all the issues that arise regarding their employment conditions.
 - Coordinates and is in constant and direct communication with the Tracing Team of the Ministry of Education, Culture, Sport and Youth.
 - In collaboration with the Ministry of Health, organizes and coordinates the implementation of rapid antigen tests in schools, through mobile units, for pupils, teachers and school staff.
 - Organizes and ensures the smooth conduct of rapid antigen test within the building of the Ministry of Education, Culture, Sport and Youth for the employees of the Ministry and its Services housed in other buildings.

- Actively participates in the formulation, modification and updating of the Protocols to deal with the spread of the pandemic in schools.
- Informs and provides answers, clarifications and instructions to school principals, teachers and parents about government ordinances and school protocols.
- is responsible for the adoption of and the compliance with the measures and the ordinances of the Ministry of Health in all the services of the Ministry of Education, Culture, Sport and Youth.

Due to the extraordinary and unprecedented circumstances resulting from the occurrence and spread of the Covid-19 pandemic, several of the planned actions of the Security Office were, practically and functionally, not actionable. Despite the difficulties, a significant number of training-informative seminars and actions of the Office of Civil Defence, Safety and Health, were delivered by teleconferencing. Even in this situation, the resetting of priorities and actions was always done with devotion to its mission.

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's Specific Recommendations for Cyprus and focus on the following operational objectives:

- Promoting lifelong learning
- Developing human resources
- Enhancing economic and social cohesion
- Strengthening research, technological development and innovation
- Improving access to, use and quality of Information and Communication Technologies (ICT)

Structure of the Unit

Head

Dr Nikolas Giasoumi, Inspector, Department of Secondary Education, 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 MOEC, proposals for co-financed projects. The Head undertakes responsibility for the daily management of the projects and oversees their smooth implementation.

Staff

The European Social Fund Management Unit is staffed by five officers on full or partial secondment, a secretary and an assistant accounting officer.

The European Social Fund

The European Social Fund is one of the EU Structural Funds and the European Union's main financial instrument 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 the 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's 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: €35.962.700

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 school year 2017 - 2018, the project ran in 96 school units.

The variations of the project "Activities of School and Social Inclusion" in relation to its predecessor are the following:

- The new project was not zone based i.e. school units were not grouped into geographical clusters. Rather, individual school units and / or clusters of schools (pre-primary, primary, secondary, and technical schools) were selected regardless of their geographical area.
- The new project did not dictate for a Local Coordinator per zone, but for one per school.
- The new project addressed the gap observed in the previous programmes regarding the administrative issues of the afternoon programmes.
- The new project was not applying the clause relating to the reduction of the number of pupils; rather, schools were supported by targeted services from additional teaching staff.
- In the new project more training opportunities and enhanced professional development was provided to involved teachers.
- The new project applied concrete measurable and objective criteria for the selection of schools participating.

The project's main objectives were the following. To:

- Support the Cypriot population living below the poverty line or being at risk of poverty and social exclusion.
- Ensure the welfare and support the financially weaker groups of the population particularly affected by the economic crisis.
- Reduce early school leaving rates.
- Improve learning outcomes.

- Reduce school failure and delinquency.
- Strengthen social cohesion by reducing the risk of social marginalization and exclusion.

2. Project Title: Establishment of Mechanisms for the Validation of Non-formal and Informal Education & Pilot Implementation

Budget: €1.400.000

The Project aims at:

- Mapping the current situation in Cyprus regarding the validation of non-formal and informal learning.
- Elaborating a National Action Plan for the creation of validation mechanisms.
- Piloting mechanisms that 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, Sport and Youth.

The main objectives of the NMA are the following. To:

- provide pupils, who left formal education without the basic learning competencies or vocational skills, with technical and vocational methodologies and skills.
- 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 22nd, 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 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.

The project was successfully completed in November 2019.

5. Project Title: *Providing free breakfast to all pupil that require support in the Public Education System*

Budget: €10.000.000

During the economic crisis, the Ministry of Education, Culture, Sport and Youth (MOECSY) found out that many pupils did not have breakfast before or after their arrival at school. This fact could affect their performance and create negative emotions. As a result, the pupils had a tendency to push themselves towards isolation while increasing the risk to become school dropouts and/or increasing the risk of social exclusion. With these new data at hand, the MOECSY proceeded with the implementation of a programme to provide free breakfast to needy pupils on a Nation-wide scale and at all levels of education. Some schools were excluded from this project, and those were the ones that already had benefited from the Fund for European aid for the needy (FEAD) which co-financed similar actions as well as the schools that got sponsorships / donations.

The benefiting pupils got free breakfast from the school canteen. To avoid their stigmatization, they got their breakfast as all the other pupils. The difference was that those qualifying pupils got free breakfast.

Through the provision of School Breakfast the MOECSY aimed at combating all forms of discrimination, targeting at children in need for breakfast and promoting equality of opportunity for all pupils.

The project was successfully completed in December 2020.

Co-financed projects under the ERDF:

1. Project Title: School Management System

Budget: €9.000.000

The School Management System (SMS) is an integrated e-Government electronic information management and process automation system (Turnkey e-Government Solution). The SMS is designed to provide all stakeholders (School Units, School Administration Officers, District Education Offices, Departments and Services of the 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, the 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 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 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 schools (pupils, teachers, staff, parents, and so on) to carry out their work efficiently and quickly.

The MOECSY has negotiated an increase in the overall budget of the project in order to obtain new technologies regarding the implementation of the Wireless Network. This negotiation has successfully resulted in an increase of the budget to €3.709.000

Co-financed projects under the FEAD:

1. Project Title: Free breakfast for pupils in need of Public Education

Budget: €805.000

In response to finding out that lots of pupils did not take breakfast before or after arriving at school, the MOECSY launched a free breakfast programme for pupils in need. To avoid their stigmatization, benefited pupils took breakfast from their school canteen, just like all the other ones. The only difference was that beneficiaries took their breakfast free. The co-financed programme covered additional needs of the free breakfast programme already implemented by the MOECSY that had arisen due to the termination or reduction of sponsorships during the school years 2016 - 2017 and in Primary and Secondary Education.

Implementation of the project started in February 2017 and was successfully completed in June 2019.

4.9 Prevention of Violence at School

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

In this context, all Directorates and Services of the MOECSY working on issues related to 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 under the Cyprus Pedagogical Institute for better coordination and implementation of targets.

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 designed and implemented the "National Strategy for the Prevention and Management of Violence in School", and all the Services of the Ministry related to Prevention issues are working towards a common target.

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 the 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 2020, the C.O.S.V. has been active in many areas of prevention and response to school violence.

More specifically, the 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. In 2020, 64 schools were supported and 1398 teachers were trained by the C.O.S.V.
- 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, a competition, for schools at all levels, that implemented good practices against school violence and promoted active citizenship.
- cooperated with all stakeholders involved in preventing and responding to school violence.
- developed synergies, with the Global Education Network Europe (GENE), the International Observatory of Violence in Schools (IOVS) and the European Anti-bullying Network (EAN), and began the implementation of European projects under Erasmus+ funding.

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

The "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 on issues related to the protection of children from sexual abuse and exploitation.

Through the Committee's coordinating action, the Ministry of Education, Culture, Sport and Youth has made a decisive contribution, working together with other relevant Ministries (Justice, Health, Labour) and the legal expert An. Papadopoulou, according to the State's decision to formulate a National Strategy and Action Plan for the Protection of Children from Sexual Abuse, Sexual Exploitation and Child Pornography. For the past 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 the 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 decisions in its management. A series of training activities for teachers at all levels (Pre-Primary, Primary, Secondary General, Secondary Technical and Vocational Education) has taken place over the last four 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 for 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 2020 - 2021. The Ministry is already working with the Cyprus Family Planning Association (CSDP) to implement the programme, since due to the suspension of schools in March 2020 it was not possible to complete the full implementation of 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" (2017). 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 relation to the management of child sexual abuse incidents in the context of the operation of the "Children's House". 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 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).
- manages 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 DRASE Programme and other groups of the M0ECSY, which deal with issues related to the physical, mental and social well-being of 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 strengthen 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.
- supports 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 has been operational since 2012 and is part of the Ministry 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 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, in order to make creative use of their free time. The actions are aimed at contributing to substantial support (learning, emotional, self-empowerment and social self, highlighting and fostering talent, developing a safe life and so on) for pupils belonging to vulnerable population groups. The potential risk faced by the action is social exclusion and the marginalization of pupils in the specific categories from their possible inability to take part in leisure activities and showcase their particular potential / talents.

During the school year 2019 - 2020, eight hundred thirty four (834) actions 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 included in the co-funded projects of the Ministry of Education, Culture, Sport and Youth by the European Social Fund during the 2014 - 2020.

According to data submitted by the Programme for the school year 2019 - 2020, it was applied in 102 school units (Kindergartens, Primary Schools, Gymnasiums, Lycea, Technical Schools), based on specific objectives and measurable criteria, regardless of their geographical area. The Programme covers about 15% of the pupil.

Objectives:

- Ensuring social welfare and financially supporting 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 reinforce learning and creativity of pupils.
- Running of free programmes to reinforce learning in Greek language for parents and guardians.

- Offer of 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.
- Supply of supportive equipment and educational materials to schools.
- Continuous training and professional development programmes to involved teachers.
- Management Services from 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, evaluation and publicity consultant.
- External evaluation of the Programme by the Evaluation Advisor.
- Continuous educational and professional development programmes for teachers, through nationwide conferences.

Expected Outcomes

- Improvement of Learning Outcomes.
- Provision for vulnerable groups of pupils who are particularly affected by the economic crisis.
- Enhancement of counseling and career guidance for pupils.
- Psychological support of pupils during their transition to different school environments.
- Support to pupils on issues of self-determination, autonomy, individuality, moral principles, moral dilemmas, social justice, equality and social acceptance.
- Assistance to pupils who face the danger to remain functionally illiterate or graduate from school without the essential competencies for life-long learning.
- Prevention and treatment of delinquency issues, school failure and early abandonment.
- Enhancement of consulting services and vocational guidance.
- Help to pupils with low social competencies in order to ensure their inclusion in the wider society.
- Support of migrant families to learn Greek and improve their social skills.
- 900 new employment positions for young professionals.
- Proper use of the available Community funds.

iii. "Fred Goes to School"

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

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 with young users, and adapted to the 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 about 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 consists of eight training sessions, with no attendance to be recorded. Through this, the pupil has the opportunity to broaden his or her knowledge as regards 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 Gymnasium, which will ensure that the vulnerable group of young smokers are approached, with the ultimate goal to reduce or stop smoking. During the school year 2019 – 2020, the "Fred Goes to School" was implemented with six groups of Lyceum pupils.

iv. «European Network of Schools for the Promotion of Health» (ENHPS)

Cyprus has been a member of the European Network of Schools for the Promotion of Health (ENHPS) 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 environment, but also within the community, in general, is the modern and effective method for the prevention and improvement of health, not only for people, but also for the environment.

The European Network of Health Promotion Schools is the result of a collaboration between the Ministry of Education, Culture, Sport and Youth and the Ministry of Health. The purpose of the programme is to improve and promote the physical, mental, and social health of pupils, teachers, other members of the school staff and consequently the wider community by integrating health promotion programmes in all schools. To achieve the most effective goals of the programme, the programme coordination team in each school consists of teachers, members of the School Services, pupils and parents, as well as members of the community.

Each cycle of the Programme lasts two years, which enables the coordinating team of each school to set long-term goals, implement the programme with various and creative activities and at the same time evaluate its implementation and effectiveness. The policy of the programme is the selection of a common topic, for the whole country, which each school studies through its own point of view. The individual topic that will be developed by each school is selected after an initial investigation of the main issues identified by the school unit and are related to health (physical, mental, emotional, social). Once the individual issue has been identified, its possible causes should be recognised and an action plan is drawn up to address them. At the beginning of each school year, each school participating in the programme prepares the action plan, which includes the objectives related to the selected topic, as well as the activities that will be implemented.

The study of a common theme by all schools is an advantage in case of conducting a nationwide survey. The main study topic of the EDSKY programme for the two years 2020 - 2022 is: "Anxiety disorders of Cypriot adolescents". The choice of the topic was made after remarks by teachers about the existence of generalized stress in Cypriot pupils, especially regarding their school performance. Of course, the fact of school stress was inevitably reinforced by the presence of the Covid-19 pandemic. The ENHPS programme, in collaboration with other organisations, such as the Department of Psychology of the University of Cyprus, the Nursing Services of the Ministry of Health, the Cyprus Youth Organization and others, aims to:

- allow our young people to realize if they are suffering from some kind of anxiety disorder, either themselves or others close to them,

- enable our young people to help themselves or help each other to overcome their anxiety disorders,
- create awareness among our young people of the existence of support structures and programmes that operate in our country and provide support and assistance to young people with anxiety disorders.

The programme, in Secondary Education is supervised by the Inspectorate of Biology in 11 Gymnasia and 12 Lycea.

In addition, for the school year 2020 - 2021, in some of the high schools that participate in the ENHPS programme, the preventive programme "Preventive Nursing of the School System Mental Health" is being piloted for the first time this year. The programme is the result of cooperation between the Ministry of Education, Culture, Sport and Youth and specifically the Committee on Health and Citizenship Education (EAYP), the Directorate of Nursing Services and the Cyprus National Addiction Authority (NAAC). Ten pilot high schools will participate in the programme this year, two in each town.

The "School System Mental Health Preventive Nursing" programme is provided by registered Mental Health Nurses, specialized and experienced in the subject, who are certified Prevention or Addiction Counselors. The purpose of the programme is to prevent or stop the use of substances and other harmful behaviors. Upon completion of the programme, pupils should:

- be able to identify psychoactive and risk factors for substance use,
- recognize and express emotions,
- develop and use communication and self-affirming skills,
- understand myths and truths about substances, and
- be aware of the sources for help in the community.

Unfortunately, for the 2020 - 2021 school year, due to the Covid-19 pandemic, few of the above activities were completed.

v. "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 Cyprus Ministry of Education, Culture, Sport and Youth and the corresponding Ministry of Greece. The programme began operating in 1998 and is 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 2019 - 2020 was the second year of the 10th round of the "Well Being" programme.

The programme is implemented by thirteen (13) secondary schools from Cyprus. Each school unit identifies its specific needs in the field of health education through the Health Education and Delinquency Prevention Committee in which the teacher coordinating the programme in each school participates ex officio. Based on these needs, the coordinator selects the group of pupils who express an interest in participating in the programme and together they establish the respective "Well Being" team. Their mandate is to discuss, decide, prepare, implement and monitor an Action Plan drawn up within a two-year period. Activities aim to include specific groups of pupils, or even the entire school unit. They are planned long-term and are targeted in order to achieve the best possible outcome. The planned actions aim to improve the quality of life and health of children in the school unit and address main issues / challenges faced by the school unit, such as smoking, alcohol, drugs, nutrition, delinquency, emotional and social education.

At the end of the two-year period, a report of actions is drawn up which is communicated to all participating schools and the committee, with the aim of exchanging good practices. The programme is monitored by the Inspectorate of Biology. Unfortunately, for the 2020 - 2021 school year, due to the Covid-19 pandemic, few of the above activities were completed.

vi. «Health Education Pupil Seminars for Drug Use Prevention»

Since 1995 the Ministry of Education, Culture, Sport and Youth in collaboration with the Ministry of Health (Mental Health Services) and the Ministry of Justice and Public Order (Drug Enforcement Unit) has been organizing «Health Education Pupil Seminars for Drug Use Prevention». Four hundred and twenty (420) pupils from Secondary General Education and thirty (30) teachers participated in these seminars. Two-day experiential seminars were also organized for 70 Deputy Heads who are the leaders of the «Health Education and Youth Violence Prevention Committee» in their corresponding schools. Within two consecutive years, all the Gymnasia of Cyprus have been represented by pupils and Deputy Heads in the «Health Education Pupil Seminars for Drug Use Prevention».

The purpose of these seminars is to provide pupils and teachers experiential opportunities to learn and develop skills in order to consolidate the National drug prevention policy in the education system. The three main objectives are the:

- (a) development of actions aiming at effective school mechanisms of deterrence.
- (b) support of vulnerable pupils and the channel of policy responses.
- (c) implementation of the legislation in order to completely ban smoking in schools.

The experiential seminars offer an intense personal learning opportunity for teachers and teens thus promoting and supporting a pupil working group which collaborates with the «Health Education and Youth Violence Prevention Committee». The schools organize lectures and experiential workshops for the community (parents). The programme is supervised by the inspectorate of Biology.

For the current school year 2020 - 2021 due to the unexpected circumstances caused by the COVID-19 pandemic and the government measures, the series of “Health Education Seminars for pupils” was not organized in its typical format. For the above reason, the seminars were reformatted and rescheduled to avoid the overnight stay of the pupils in a hotel. It was proposed that each pupil group could participate in a full day programme located at the Rodon Hotel in Agros village (a contract was signed for the school year 2020 - 2021). The above proposal was approved by the Ministry of Education, Culture, Sport and Youth. However, due to the ongoing government measures the seminars were postponed.

vii. «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 of social and intercultural skills, empowerment and phenomena of violence, social exclusion and racism.

However, due to the pandemic, which led to the closure of the schools and the very strict restrictive measures regarding social proximity, it was not possible to continue the programme after March 2020.

The pupils' education programme includes workshops, teamwork, role-play, interactive games. Therefore, it would not be possible to implement the programme according to ViSC protocol.

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

Trainers	Training hours	Schools participating	Trained teachers	Pupils who received a ViSC certificate
19	630	18	916	7410

viii. Health Education Programme "MENTOR"

The "Mentor" Health Education programme is a prevention programme against the use of addictive substances and enriches thematically part of the Curriculum of Health Education. During the school year 2019 - 2020, the Programme was subsidized by the Ministry of Education, Culture, Sport and Youth. Seminars and workshops were offered to Primary School pupils. The Life Training Centers (KEZ), undertook the implementation of the Programme with mobile Units in all areas of free Cyprus. In March 2020, after the outbreak of the pandemic, this programme did not work, while at the same time the Life Education Centers (KEZ) were working to develop a new programme based on new pedagogical methods that can be applied in times of a pandemic.

ix. School Reading Communities

The Ministry of Education, Culture, Sport and Youth in cooperation with Charalambides Christis Company, under the programme of "Corporate Social Responsibility" launched a programme for School Communities of Readers. The Action was developed within the framework of the first goal of the school year 2017 - 2018 "Improving learning outcomes" with an emphasis on its implementation during the teaching process within the Reconstructed Curricula.

4. School Violence Intervention Team

The School Violence Intervention Team (S.V.I.T.) of the Ministry of Education, Culture, Sport and Youth (MOECSY), in accordance with its terms of service, provides direct cooperation and support to school units to manage and deal with serious, recurrent incidents and/or phenomena of extreme deviant behaviour, manifested by a pupil or group of pupils within the school premises.

New S.V.I.T. structure

The School Violence Intervention Team (S.V.I.T.) from the school year 2019 - 2020, operates on a decentralised basis. Each district has its own team, which operates through the District Education Offices. The S.V.I.T. is staffed by Primary and Secondary Education Teachers, with specialized qualifications. The work of S.V.I.T. is coordinated and supervised by the Chief Education Officers of the District Education Offices (Primary and Secondary Education). General coordination is exercised by the Chief Education Officer.

S.V.I.T. Activity Fields / Actions

- **Support for school units to manage and deal with serious incidents of intra-school violence**

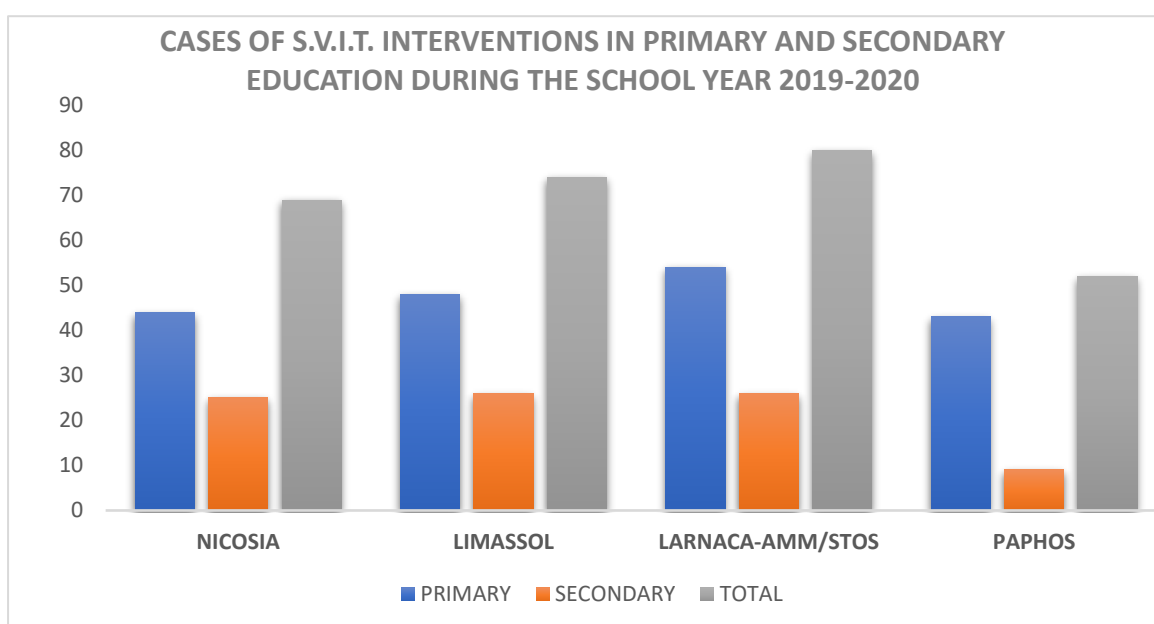
The main work of S.V.I.T. is to provide immediate and effective assistance to schools, aiming at providing more effective support to pupils who exhibit extreme systematic and persistent anti-social behaviour. The S.V.I.T. intervenes at a written request of the school and works in a targeted and planned way to strengthen the school unit through the development, promotion and implementation of a specific Action Plan, which includes a description of the problem, specific actions, clear roles and implementation schedules, with the commitment of all stakeholders. The S.V.I.T. has a coordinating and supportive role in the organisation and implementation of the Action Plan, making it more effective, where necessary.

The S.V.I.T. cooperates with the Management of the school units and the teachers' association, C.V.E. Professors (for Secondary Education), the relevant Educational Psychologist (Educational Psychology Service), the relevant Inspector and parents / guardians for the Action Plan. Furthermore, the S.V.I.T. cooperates with government agencies and organizations. Agencies, such as the District Committee on Special Education, Social Welfare Services, Child and Adolescent Mental Health Services and with any other Service or Agency deemed necessary, so that the management of delinquency is multi-layered, interdisciplinary and multi-systemic.

Overall, the S.V.I.T. in the **2019 - 2020** school year, responded to **189** requests from Primary Schools and **86** requests from Secondary Schools, most of which concerned groups of pupils with similar problems. The distribution of cases handled by S.V.I.T., **by district and level**, is as follows:

Table 1: Cases of S.V.I.T. in Primary and Secondary Education during the school year 2019 - 2020

District	Number of Cases Primary Education	Number of Cases Secondary General / Technical Education	Total
Lefkosia	44	25	69
Lemesos	48	26	74
Larnaka- Ammochostos	54	26	80
Pafos	43	9	52
Total	189	86	275



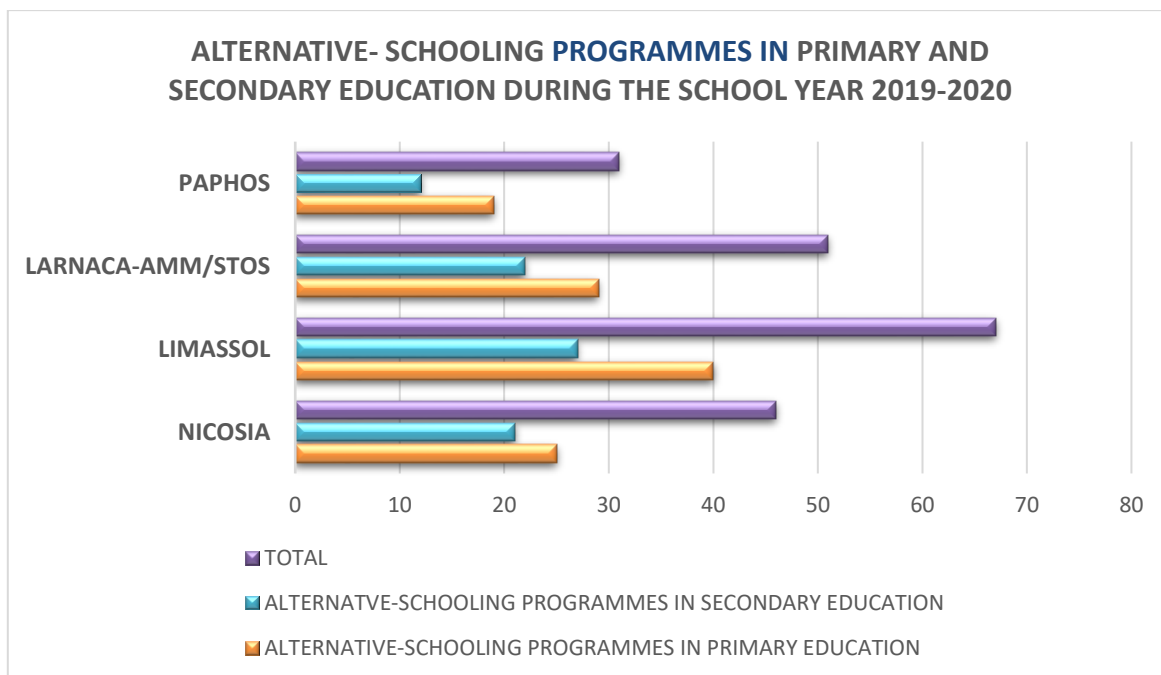
- **Application of alternative-schooling programmes**

To combat the phenomenon of intra-school violence, the S.V.I.T. promotes and ensures a series of actions by the Ministry of Education, Culture, Sport and Youth for the implementation of an alternative programme, with the purchase of School Associate services, aiming at supporting and empowering pupils with behavioural and socio-emotional difficulties and the proper functioning of the classroom and school unit.

During the 2019 - 2020 school year, the S.V.I.T. had a budget of **€512,395.00** for the implementation of alternative curricula with a School Partner. The application of alternative curricula with a School Partner during the 2019 - 2020 school year, by district and level, is as follows:

Table 2: Number of alternative programmes with School Partner in the school year 2019-2020

District	Number of alternative - schooling programmes in Primary Schools	Number of alternative -schooling programmes in secondary General/Technical education schools	Total
Lefkosia	25	21	46
Lemesos	40	27	67
Larnaka- Ammochostos	29	22	51
Pafos	19	12	31
Total	113	82	195



- **Supportive and advisory action**

The S.V.I.T. provides continuous support, counselling and guidance to schools on violence management and deviant behaviour, through continuous and systematic communication with school units. In particular, it provides counselling support in the management of pupils with behavioural and psychosocial difficulties/disorders within the school and the classroom.

- **Participation in Actions / Programmes of the Ministry of Education, Culture, Sport and Youth**

The S.V.I.T. collaborated with the School's Observatory for Violence in the School (P.A.V.I.S.) and the Cyprus Pedagogical Institute to support school units in the field of training and educational programmes. In addition, there was cooperation with the Committee of Health Education and Citizenship to support pupils belonging to vulnerable groups of the population by granting actions outside school time, but also with the Programme "School and Social Inclusion Actions – DRASE" in the context of the provision of psychosocial support services to the S.V.I.T. cases by clinical psychologists of the "DRASE" Programme. In addition, the S.V.I.T. has been working to present its role and responsibilities at District Conferences for the school year 2019 - 2020.

- **Cooperation with partners**

The S.V.I.T. continued its cooperation with its partners, on the basis of the implementation of its protocol of cooperation with the Social Welfare Services, as well as by establishing a dialogue with the Mental Health Services for Children and Adolescents to improve the support and care provided on mental health issues of pupils and their families, as well as the development of a framework for commitments.

Finally, the S.V.I.T. continued its active pursuit of cooperation with non-governmental organizations, as well as with the Cyprus Public and Private Higher Education Institutions for the utilization of their programmes and actions, as part of the School Action Plan against intra-school violence and aggression, as well as for the exchange of information, experiences and good practices.

Part B'

Culture

1.

CULTURAL SERVICES

1. DEPARTMENT OF CULTURAL SERVICES (CS)

The first Service with exclusive jurisdiction over Culture within the Ministry of Education, Culture, Sport and Youth was established in 1965 under the name Cultural Service. In 1992, the Service was upgraded to a Department, the Department of Cultural Services.

The Department of Cultural Services is the main proponent of the cultural policy of the State in the field of contemporary culture. Its area of focus includes the development of Arts and Letters in Cyprus, the public's awareness of and participation in cultural events and the promotion of the country's cultural achievements abroad. It, therefore, plays a vital role in shaping the cultural landscape of Cyprus.

The overall budget of the Department (including the Cyprus Library and the SIMAE – Council of Historic Memory of the EOKA Struggle) amounted to €12.831.071 (Recurrent and Development Expenditure).

1.1 LITERATURE — BOOKS

1.1.1 Distribution of Literary and Cyprological Books overseas

The Department has distributed a significant number of literary and other publications of broader interest to cultural and academic institutions abroad, as well as to libraries and Embassies of the Republic of Cyprus overseas, in a bid to promote Cyprus through the work of Cypriot authors.

1.1.2 Cultural Periodicals

By implementing the “Subsidy of Periodicals of a Cultural Content” Plan, the Department aims to support the publication of periodicals that feature articles and papers exploring topics, figures and events from the area of Cypriot literary and artistic creation, history and cultural heritage. Subsidized periodicals include those issued in Cyprus by Cypriot publishers, which have completed at least one (1) year of circulation.

Eleven (11) periodicals were subsidized during 2020 with a total amount of €28.293, namely: Diorama, Themata, In Focus, Anef, Anemi, Akti, Nea Epochi, Mikrophilologia, Kypriaki Martyria, Kypriaki Estia and Anerada.

What is more, by implementing the new Plan for “Aid to Periodicals of Occupied Municipalities and Communities”, the Department aims to support the publication of periodicals or newspapers that feature articles and essays exploring topics, figures and events related to the island's occupied Municipalities and Communities. Subsidized publications include those issued by occupied Municipalities, Communities and Associations of occupied Municipalities and Communities that have completed at least one (1) year of circulation.

Six (6) publications were subsidized during 2020 with a total amount of €5.446, namely: Prophitis Elias (Marathovounos); Kontea Pollon Hariton Yemei (Kontea), Niochoritiki Phoni (Neo Chorio Kythreas); Karaviotika Dromena (Karavas); Zodiatika Nea (Zodia); I Akathiotissa (Akanthou).

1.1.3 Purchase of Publications for the Enrichment of Cypriot and Foreign Libraries

The Department has implemented the “Purchase of Books for the Enrichment of Cypriot and Foreign Libraries” measure, in order to establish a transparent methodology for the procedure of selection and purchase to be followed by the CS. 36 titles were purchased in 2020 because of this measure.

1.1.4 Grant-Aid Scheme for the Translation of Cypriot Literary Writers from Greek into Foreign Languages

Aiming to provide incentives for the promotion and dissemination of Cypriot literature abroad and enhance the mobility of Cypriot literature and Cypriot literary writers internationally, the Department implemented the Grant-Aid Scheme for the Translation of Cypriot Literary Writers from Greek into Foreign Languages. Applications may be submitted from publishers based abroad and Cypriot publishing houses that have entered into collaboration with partners abroad.

The following eleven books were approved for funding by the Grant-Aid Scheme for Translation (target language noted in parentheses) in 2020:

- 1) *Ημερολόγιο μιας απιστίας* [Diary of an Infidelity], Emiliou Solomou (Romanian)
- 2) *Memento Mori*, Doros Antoniadis (Albanian)
- 3) *Οι πρωτόπλαστοι* [The First Man and Woman], Sophronis Sophroniou (Albanian)
- 4) *Πικρία χώρα* [Bitter Country] (general title of trilogy), Constantia Soteriou (Ukrainian)
- 5) *Γλυκιά Ζωή* [Sweet Bloody Life], Antonis Georgiou (Serbian)
- 6) *Τετραλογία των καιρών* [Tetralogy of the Times], Y.F. Pierides (Italian)
- 7) *Η καλή συντρόφισσα* [The Good Comrade], Nicos Nicolaidis (Italian)
- 8) *Έργα* [Works], Lefkios Zafiriou (Italian)
- 9) *Εκεί που ζούμε* [There where we Live], Christos Kythreotis (Serbian)
- 10) *Τη μέρα που πάγωσε ο ποταμός* [The Day the River Froze], Stavros Christodoulou (Serbian)
- 11) *Μια χαρά* [Just Fine], Christos Kythreotis (Serbian)

1.1.5 Grant-Aid Scheme for the Translation of Literary Works by Greek Cypriots and Turkish Cypriots

In 2020, the Cultural Services of the Ministry of Education, Culture, Sport and Youth ran for the tenth year the grant-aid scheme for the translation and publication of works of Greek Cypriot and Turkish Cypriot litterateurs from Greek into Turkish and from Turkish into Greek. The applications are first considered by a special Advisory Committee, appointed by the Minister of Education, Culture, Sport and Youth, and the Committee's suggestions are then submitted for approval to the Director of the Cultural Services.

A small number of applications was submitted during 2020 due to the situation caused by the COVID-19 pandemic. Therefore, the applications submitted during 2020 will be considered by the special Advisory Committee within 2021.

1.1.6 Publications by the Cultural Services

1.1.6.1 «Λουκής Ακρίτας: Ο Μικρός και ο Μεγάλος του Κόσμος» [Loukis Akritas: His Small and Big World], by Takis Hadjidemetriou

The Cultural Services of the Ministry of Education, Culture, Sport and Youth, paying homage to an eminent personality of the Cypriot and Greek state, a man of rich, multifarious action, published Takis Hadjidemetriou's treatise on Loukis Akritas. The present publication is the fourth in the Cultural Services' series on Loukis Akritas, and is part of the "General Works" category.

1.1.7 Funding literary events in Cyprus and abroad in the context of the "CULTURE" Programme (2015 - 2020)

The Department finances institutions, groups of individuals and individuals to organize literary events in Cyprus and abroad. It also finances the participation of institutions and individuals in conferences and events abroad through the Literary Activities Support Programme (The CULTURE Programme, Literature sub-programme). In 2020, funding was approved for 16 literature-related activities.

The funding of the activities of 12 individuals was also approved in the context of this Scheme; three of these activities have already taken place.

Other activities scheduled for 2020 have either been cancelled or postponed for 2021, due to the pandemic situation that did not allow their implementation.

1.1.8 Cultural Institutions Reinforcement Scheme for Promotion, Communication and International Networking Needs

In the context of the Cultural Institutions Reinforcement Scheme for Promotion, Communication and International Networking Needs, the Department funded five literary associations to create and maintain an official website, pay their annual membership fee to a European or other international body, and be represented in the deliberations of a European or other international body wherein they participate as members. Under the Scheme to Fund the Operating Expenses of Cultural Institutions, the Department funded one institution.

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

The participation of the Association of Children's and Young Adults' Books in the *Bologna International Children's Book Fair*, approved for funding in the context of the Reinforcement Scheme for the Development and Promotion of Cypriot Publications in International Book Fairs Abroad, has been postponed for 2021, as did the exhibition itself, due to the international pandemic.

1.1.10 Planning / Grants for Literary Events abroad

The Department participates in EUNIC (The European Union National Institutes for Culture Network) and in FICEPS (Forums des Instituts Étrangers a Paris) events, as well as in international festivals for the promotion of the Cypriot literature abroad.

1.1.11 State Literary Awards

The Department annually presents the State Literary Awards in order to support and promote the work of Cypriot litterateurs.

1.1.11.1 State Literary Awards Presentation Ceremony

The Juries for the State Literary Awards convened in September 2020 in order to decide on the Literary Awards for books published in 2019.

The Juries presented the following awards:

Poetry Award:

Nasa Patapiou, *Μελουζίνης ενώτια ή Η ωραία που έρχεται* [The earrings of Melousine or The fair lady coming] (Kastaniotis Publications)

Novel Award:

Christos Kythreotis, *Εκεί που ζούμε*- [There where we Live] (Patakis Publications)

Short Story / Novella Award:

Constantia Soteriou, *Πικρία χώρα* [Bitter Country] (Patakis Publications)

Literary Study (Monograph) / Essay Award:

Louisa Christodoulidou, *Όψεις του αρχαιοελληνικού μύθου στην ποίηση του Κυριάκου Χαραλαμπίδη* [Aspects of the Ancient Greek Myth in Kyriakos Charalambides Poetry] (Elias Epiphaniou Publications)

Literary Award for Small Children:

Sandi Antoniou, *Η κλωστή της υπομονής* [The thread of patience] (Published by the Municipality of Athienou)

Literary Award for Older Children and Adolescents:

Anastasios Georgiou, *Αναζητώντας την εμπνευση* [Looking for inspiration] (Pigi Publications)

Illustration Award for a Literary Book for Children and Adolescents:

Sandra Eleftheriou, *Ο γύρος του χρόνου με ποιήματα: Μια ανθολογία ποίησης για παιδιά* [Going around the world with poems: An anthology of poetry for children] (Anthologist: Marigo Alexoroulou, Metaichmio Publications)

1.1.11.2 Juries for 2019 publications

- 1) The Jury for the State Literary Awards was: Andreas Hadjithomas (Chairperson), George Andreiomenos, Stephanos Efthymiades, Stavros Stavrou Karayiannis and Michaela Prinzing.
- 2) The Jury for the State Literary Awards for Children and Adolescents was: Marina Rodosthenous-Balafa (Chairperson), Elena Ioannidou, Louisa Mallouri, Maria Michaelidou and Yiannis Papadatos.
- 3) The Jury for the Children's and Adolescents' Book Illustration State Awards was: Marios Constantinides (Chairperson), Constantinos Georgiou, Demetris Kokkinolambos, Teresa Lambrianou and Omiros Panayides.

1.1.12 Libraries

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

Thirty-two (32) libraries within State Services / Government Departments and thirty-eight (38) Municipal / Community Libraries are supported by the ABEKT 5.501 old type library system.

Since 2018, the Library Service of the Cultural Services in collaboration with the Library of the Cyprus University of Technology (CUT) have upgraded school libraries by creating a Collective Catalogue of School Libraries using the KOHA software. To this day, 29 Libraries have joined the system. The number of computerized materials has increased from 45870 entries to 65048 by the end of 2019.

The aim of the Library Service is to upgrade the above Libraries by creating new Collective Catalogues for public, municipal, community libraries which will (a) provide an integrated search gate and (b) bring out the identity and content of Cypriot 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 Severis Library, the Cultural Services Support Team has undertaken the computerization of the Cyprus Pedagogical Institute library and the Kykkos B' Lyceum library in Lefkosia. Additionally the support team undertakes library space planning.

The Cyprus Library Network, developed and evolved by the MOECSY in collaboration with the National Documentation Centre (NDC), is available at <http://www.cln.com.cy/> and provides access to the Catalogues of Public, Municipal, School and other Libraries.

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 opened in April 2001 and continues to serve the local community. Its automation is underway through the ABEKT 5.6 system. Today it numbers 1,383 members. At the same time, the library has undertaken the classification and distribution of books purchased by the Department to Municipal and Community libraries. The books are purchased in order to support authorial and publishing activities as well as to boost the mobility of Cypriot books, specifically literary books.

1.1.12.3 Library Support Group

In addition to training the library staff, the Library Support Group annually prepares the list of literary works proposed for the annual State Literary Awards. Additionally, the Literary Archive of the writer Theodosios Nicolaou has been organized and is now in the process of digitization.

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 (three rented and one self-owned). The Main Building (self-owned) is located in the D'Avila bastion, next to the Municipal Mansion of Lefkosia in Eleftheria Square. The Lending Department, the Children's Book Library, the Periodicals Department and the National Registration Centres are located there. The renovated building of the former Phaneromeni Library, near the Church of Panagia Phaneromeni in Lefkosia) hosts, since April 2009, the Reading and Information Department and the Cataloging Department of the Cyprus Library. The administration offices of the Cyprus Library as well as the European Digital Library "Europeana" are located on the premises of the Cultural Services. The Department of Digitization, the Audiovisual Media Department and 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, Music Collections, Digital Library, Cyprus Bibliography, and so on.) are housed in the Main Building of the MOECSY.

The Warehouse includes a Book Depository, built especially for books that cannot be stored in other buildings, as well as a Conservation Workshop for books and periodicals. A collection of the United Nations Publications has also been transferred there.

1.1.12.4.1 A Building to House the Cyprus Library

The MOECSY has promoted the construction of a building to house the Cyprus Library on the premises of the Chancellery (to the west of the Ministry of Finance old building, adjacent to Lord Byron Avenue.) The Council of Ministers has already approved the grant for a plot measuring 3000m².

1.1.12.4.2 Information Department – Phaneromeni Reading Room

The Department contains important material for researchers on Cyprus-related issues and reference books, such as encyclopedias, dictionaries, bibliographies, and so on. Free online access to the Reading Room is available.

1.1.12.4.3 Periodicals Centre (Main Building)

The Centre includes more than 2500 titles of Cypriot, Greek and foreign periodicals and the daily press in microfilm from 1999 to the present day.

1.1.12.4.4 Registration Centre (Main Building)

The Centre is responsible for assigning ISBN, ISSN and ISMN numbers for books, periodicals and music scores issued in Cyprus.

1.1.12.4.5 Library Cooperation Centre (Main Building)

An inter-library and hardware exchange centre runs between the 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 Archives / Museum of Literature

Procedures are now underway for the operation of the Archives / Museum of Literature. The Museum is housed in the Main Building of the MOECSY. The archive of litterateur Theodosios Nicolaou, acquired by the Department, has already been classified into thematic units.

1.1.12.4.7 Digital Content Management Section

A team of trained librarians manages digital material, its content being downloaded to digital repositories and then forwarded to European databases for display and promotion at European level. At the same time, the Section participates in regular national and European programmes. Digital content management is based on the 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), which serves as a digital repository operating through open-source software, allowing the management, and hosting of digital collections. At this stage, the Digital Platform hosts 18 digital collections with a total of 956 digital objects, documented under the Dublin Core Metadata Schema. In addition, the Digital Platform enables the implementation of the Open Archives Initiative – Protocol for Metadata Harvesting (OAI-PMH), which allows the transfer of content to European databases, such as the European Digital Library “Europeana”, aiming to promote Cyprus-related cultural content at European level.

The software with the Digital Platform’s operating systems has been upgraded in order to enable the installation of specific tools (plugins) that allow mass downloading of material and at the same time necessary configuration of the digital content to comply with specific standards. Content enrichment is aimed at the material’s grouping into themes based on authority records that are regularly approved and updated. At the same time, the plugins allow mass checks in order to locate errors and omissions in entries. What is more, an electronic record has been created for large content digital collections. The electronic record includes all descriptive metadata for indexing and information retrieval. It has an interactive form and is automatically updated through new entries.

1.1.12.4.7.2 “Europeana” European Digital Library

The Cyprus Library has been a member of "Europeana" since 2008. Fully harmonized with the European policies for the preservation and promotion of cultural heritage, the Cyprus Library, in collaboration with “Europeana”, implements significant projects, aiming at further enrichment of the digital collections and dispatch of important content of cultural value at both national and European level. Consequently, the collection is promoted at national and European level. Through the implementation of nationwide projects, more than seven thousand digital objects have been downloaded, utilizing the infrastructure and expertise of both “Europeana” and the Cyprus Library staff. The downloading of “Europeana” digital material is done according to the designated procedure through the relevant communication protocols supported by the National Aggregator of Metadata.

1.1.12.4.7.3 National Aggregator of Metadata

Based on the regulatory framework governing the transfer of material to the “Europeana”, the European Digital Library, which was co-signed in 2012 by the MOECSY and “Europeana” through the "Data Exchange Agreement", the MOECSY created the necessary infrastructure to successfully implement digital harvesting of material from various Cultural Heritage Institutions. This is based on 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 metadata and at the same time ensures the quality of the material uploaded to “Europeana”. The National Aggregator was upgraded in December 2020 through the MINT software and is managed by the Librarians of the Cyprus Library and the Cultural Services. To this day, 28.756 digital objects have been uploaded to the Europeana through the National Aggregator. The number is expected to increase due to the participation of more Cultural Heritage Institutions. The management of the digital material through the upgraded system aims at the configuration of the digital content in order to comply with the Europeana Data Model – EDM. What is more, metadata enrichment procedures are underway in order to contribute to a more effective recovery of digital material when such material is published electronically on European platforms such as Europeana. For purposes of better organization and proper management of the digital collections, the National Aggregator manager publishes a relevant report which is updated depending on the workflow pertaining to material upload. The report includes feedback, comments and remarks by material management groups from Europeana itself, forwarded electronically to the National Aggregator manager. The report is available online.

1.1.12.4.8 Book Maintenance Centre (Warehouse)

The Centre was established in order to preserve 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 2019. The Bulletin, published since 1999, covers Cyprus' publishing output for the year in question.

1.2 MUSIC

1.2.1 Music Events

Music activity has grown in recent years with many performances and events organized by various bodies, such as choirs, music groups, foundations, associations, clubs, cultural organizations, non-for-profit companies, and so on. The financial support provided by the Department of the Cultural Services is essential for their operation. With a view to enhancing music activity, the Department sponsors, among other, choirs, music groups, foundations, unions, cultural organizations, cultural groups and non-profit companies in order to enable them to bring their annual activities to fruition, while essentially fostering significant aspects of the public cultural policy. Due to the Covid-19 pandemic and the measures taken against it, many of the events did not take place. On 07/04/2020, the Minister of Education, Culture, Sport and Youth announced a series of measures in support to Culture. As far as cancelled activities are concerned, compensations were paid depending on the approved subsidies. An extension until 31/03/2021 was given for the performance of postponed activities.

1.2.1.1 Music Events in Cyprus – Funding of Bodies, Foundations, Artists and Music Ensembles

During 2020, as in previous years, funding was approved for the organization of music projects and the development of activities in Cyprus by 29 cultural institutions and 12 music ensembles. An overall number of 57 activities was approved for funding.

1.2.1.2 Music Events Abroad – Funding of Bodies, Foundations, Artists and Music Ensembles

The Cultural Services subsidize cultural bodies, Cypriot artists and artistic groups to participate in cultural events or festivals abroad, as well as to organize cultural events / festivals abroad. In 2020, a host of bodies, music ensembles, music groups and individuals were approved for subsidy in order to participate in music events abroad. In the course of 2020, subsidies were approved for 23 requests: 12 from cultural bodies, four from music ensembles and seven from individual artists. Twenty three activities were approved for funding.

1.2.2 Funding for Participation in Music Conferences and Residency Programmes Abroad

The Department subsidizes Cypriot artists and musicologists to participate in music conferences or symposia abroad. Four artists were approved for subsidization in the course of 2020.

1.2.3 Purchase of Digital Records

The Cultural Services of the Ministry of Education, Culture, Sport and Youth, in a bid to further reinforce Cypriot musicians and artists, have established the purchase of their digital records. In 2020, a number of digital copies of 10 music records / vinyl records was purchased.

1.2.4 Funding the “Pafos Aphrodite Festival” Organization

By a decision of the Council of Ministers, number 47.222, dated 14/01/1998, the MOECSY supports the “Pafos Aphrodite Festival” institution. One of the most successful institutions, “Pafos Aphrodite Festival” contributes to cultural decentralization, the development of local communities and the boosting of cultural tourism. Regretably, its 22nd edition, which would take place in September 2020, was cancelled due to Covid-19 pandemic restrictions. The next edition will take place in September 2021.

1.2.5 Music Publications and Joint Events

The Cultural Services, in collaboration with Goethe Institute, scheduled the presentation of “Εξώχρονο της Σαπφούς” [The Exochrono of Sappho] by the Cypriot composer Phedros Kavallaris in two concerts in November 2020. The performances were postponed due to Covid-19 restrictions. The concerts will take place in Lefkosia and Lemesos in April 2021.

1.2.6 THE CENTRE FOR MUSIC RESEARCH, INNOVATION AND INTERNATIONAL NETWORKING

In July 2008, by a decision of the Council of Ministers, the Centre for Music Research, Innovation and International Networking (Music Information Centre) launched its operation aiming at offering a plethora of services to Cypriot composers, musicians, instructors, pupils and, more generally, to music lovers in Cyprus. The primary focus of the Centre is the creation of a Cypriot Music Archive. Its objective is to collect and maintain the works of Cypriot composers in a user-friendly database, allowing the broader Cypriot public access to the works together with audiovisual and biographical material, as well as research sources. Further, the Centre offers the Cypriot public information relevant to the local music scene. It contributes to the wider cultural development and informs the public on the achievements of local artists.

The Centre is an official member of the International Association of Music Information Centre (IAMIC) since 2010 and participates in the Centre’s annual conferences as well as in all its activities, while presiding at the Governing Board of the organization since 2018. Further, since March 2016, the Centre’s Manager is a member of the Governing Board of the European Music Council.

THE ACTIVITIES OF THE CENTRE FOR 2020

As a vibrant, dynamic and functional archive of contemporary Cypriot music, the Centre pursues the following activities:

- i. Continuation of the recording and cataloguing of the contents of existing files (Archive of the Union of Cypriot Composers, Cultural Services Archive, and so on.)
- ii. Communication with individual composers to arrange access to their work.
- iii. Digitization of material in high resolution and storage in digital files.
- iv. Registration of the material on the database of the Centre’s website and promotion of such material.

The database of the Centre's website has been designed specifically to cover the requirements for the preservation and promotion of modern Cypriot music. The works of Cypriot composers are catalogued based on international practices (FRBR model, Dublin Core Metadata System). In addition to collecting, documenting and digitizing existing material, the Centre's goal is to foster the consciousness of Cypriot musicians / creators the need to preserve their output in a functionally complete digital archive, which will enable them to promote their work to the widest possible range of users. Through its website, the Centre affords Cypriot music artists the opportunity to promote their work internationally using advanced technology.

SuCarMuS (Sustainable Careers in the Music Sector)

The year 2020, the European Programme SuCarMuS (Sustainable Careers in the Music Sector) was successfully completed. The programme, led by the Music Information Centre, was implemented in partnership with the Institute for Music and Acoustics Research – Hellenic Music Centre and the WOMEX International Music Exhibition (World Music Expo). It was one of 10 pilot projects selected from a competitive call for proposals by the European Commission under the Music Moves Europe – Training Plan for Young Music Professionals programme.

The programme consisted of a series of training sessions for young professionals from the music industry. Participants attended a yearly programme of training activities, which included two series of intensive workshops, online counselling / training and an international meeting designed to expand their intellectual and personal horizon. Through a series of workshops, lectures, counselling and guiding sessions, the eight young participants were able to expand their knowledge about the structures and procedures of the music industry. Thus, enhancing both their personal profile and the profile of collaborative organizations, strengthened by personalized advice and guiding sessions with established and acclaimed professionals of the music field.

Ninth edition of the “New Music Festival”

The Cultural Services of the MOECSY, in collaboration with the Centre for Cypriot Composers and the Music Information Centre, had scheduled the ninth edition of the New Music Festival, from 19 to 22 November 2020. Regrettably, the Festival did not take place due to the coronavirus pandemic. A new date is expected to be set within 2021.

The New Music Festival highlights contemporary music by Cypriots and other composers. Most of this work is presented for the first time globally, and represents the local expression of the avant-guard sound, as manifested in the present-day currents of contemporary classical music.

Seventh Cyprus Jazz & World Music Showcase

Recognising the influence that jazz and world music exert on Cyprus' contemporary music in recent years, the Ministry of Education, Culture, Sport and Youth, along with the Music Information Centre and Rialto Theatre, organized the 7th Cyprus Jazz & World Music Showcase in December 2020. The aim of the event was to bring out, reinforce and promote composers and musicians that live and work in Cyprus, contributing, in this way, to an interaction between the audience, the musicians and their music, as well as the development of collaborations in Cyprus and abroad.

The event was initially scheduled for the period between the 26th to the 29th of November but due to the coronavirus pandemic it eventually took place on the 18th and 19th of December without live audience, through web streaming.

CyMIC 2020 Compilation / Virtual Showcase and Networking Event

The Centre has planned to bring out a publication with information material and music works by Cypriot music ensembles from the jazz, world music and alternative / indie scene. The initiative included live recordings and filmings of eight music ensembles at a professional recording studio. The collected material, running for approximately one hour, will be used for an online (virtual) showcase to which music professionals (festivals, record companies, distributors, and so on.) from all over Europe, included in the Centre's list of contacts, will be invited. The action, aiming at promoting Cypriot artists, is expected to conclude within the first three months of 2021.

Participation in Conferences and International Music Exhibitions

- The (virtual) World Music Expo 2020, in November 2020.
- The online Annual Meeting 2020 of the International Association of Music Information Centres (IAMIC).
- The European Forum on Music 2020, which was organized online by the European Music Council. The Centre represented the International Association of Music Information Centres.

1.3 VISUAL ARTS

1.3.1 Acquisition of Artwork

Purchases of artwork by the Department are intended to encourage artistic creation and, put together a State Art Collection which will best exemplify the development of modern and contemporary Cypriot art from the late 19th c. to the present day. At the same time, the artworks are presented in exhibitions in Cyprus and abroad or used for the decoration of the Presidential Palace, Embassies of the Republic of Cyprus abroad, and offices of Ministers or Permanent Secretaries of Ministries. The purchase of artwork is carried out on the suggestion of the Art Selection and Purchase Committee, which is composed of independent visual arts experts.

During 2020, the Cultural Services allocated €150.000 to this purpose. By a decision of the Minister of Education, Culture, Sport and Youth, the amount was increased by €75.000 (through savings from other funds), in order to implement the special measure to support a significant number of artists through the purchase of artwork in order to alleviate the financial situation imposed on several artists because of the pandemic. From 278 proposals submitted to the Ministry, 72 artists were subsidized according to the criteria and the amount available for this purpose.

Overall, 102 artworks from 88 artists were purchased during 2020 with an eye to enrich the collection of the State Gallery of Contemporary Cypriot Art.

1.3.2 State Gallery

1.3.2.1 State Gallery of Contemporary Cypriot Art – Majestic

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 resume and details of their oeuvre, as well as slides and photo archives. It also operates an art library, systematically enriched with publications from the area of Art History and Theory of Art, catalogues of major international exhibitions, monographs by important historical and contemporary artists, and so on.

Due to the COVID-19 pandemic situation, the educational programme for Primary Education pupils, carried out each year in collaboration with the Department of Primary Education, was not realized.

1.3.2.2 State Gallery of Contemporary Art (SPEL)

During 2020, the State Gallery of Contemporary Art – SPEL continued its operation in the new, renovated premises opposite Famagusta Gate in Old Lefkosia. The following events were hosted there in the course of 2020:

- 1) “REBIRTH – The return of 219 Works of Art from the Turkish Cypriot to the Greek Cypriot Community” (16 June 2020 – 27 February 2021)

The exhibition featured the 219 works of art that were returned, after 46 years, by the Turkish Cypriot to the Greek Cypriot community as part of the confidence building measures agreed between the leaders of the two communities. In the same context, the Turkish Cypriot community received from the Greek Cypriot community CYBC audio and TV archives for the period before 1963, interwoven with the history of the Turkish Cypriot community.

The responsibility for the procedure to return the artworks and the archival material had been assigned to the Bicomunal Technical Committee on Culture, set up in 2015 by the leaders of the two communities, aiming at facilitating the organization of cultural events that would bring the two main communities of Cyprus closer.

The artworks, which include important works by Greek Cypriot and Greek artists, spanning a period from the early 20th c. to the early 1970s, had remained on the Northern part of the island after 1974. They were later located in houses and public spaces in Ammochostos, and safeguarded by Turkish Cypriots. Sixty-seven of these works, along with the audiovisual material, were put on display on 3rd and 4th February 2020 at Ledra Palace, Lefkosia, under the aegis of the United Nations in the presence of the two leaders and the Special Envoy of the UN Secretary-General, members of the Technical Committee, diplomats, artists and their relatives. Subsequently, the artworks were officially delivered to the Republic of Cyprus, which took on the task, through the Cultural Services of the MOECSY, to present them to the broader public. At the same time, the procedure to return the works to their rightful owners through the Special Committee appointed by decision of the Council of Ministers was activated.

The exhibition at SPEL, titled “REBIRTH”, was separated in units depending on the assumed or verified provenance of the works. It brought to light emblematic works by historical Greek Cypriot artists such as: George Pol. Georgiou, Yiorgos Skoteinos, Stelios Votsis, Christoforos Savva, Andreas Charalambides, Michael Kkasialos, Ioannis Kissonerghis, Nicos Nicolaides, Rhea Bailey, Adamantios Diamantis, Telemachos Kanthos, and so on. Artwork by significant Greek artists such as Yiannis Tsarouchis, Yiannis Moralis, Nikos Hadjikyriakos-Gkikas, Yiorgos Gounaropoulos, Photis Kontoglou, and so on was also displayed.

The exhibition, which was initially scheduled to open on 14th March, but its opening was postponed until June due to coronavirus restrictions. It was then organized by the Cultural Services of the MOECSY, curated by Dr Yiannis Toumazis, art historian and Co-Vice President of the Technical Committee for Culture, who carried out the necessary research in order to initially identify the artworks. The programme of the exhibition included tours and educational actions, both live and online.

2) PINS – Dance Performance by Arianna Economou / ECHO ARTS / AQ tribute to Christoforos Savva (24, 25 and 26 June 2020)

On the occasion of the exhibition “REBIRTH – The return of 219 Works of Art from the Turkish Cypriot to the Greek Cypriot Community”, the performance PINS by Arianna Economou / ECHO ARTS was shown at the State Gallery of Contemporary Art – SPEL with the support of the Cultural Services of the MOECSY in the context of the CULTURE programme.

Dance Performance PINS / Tribute to Christoforos Savva drew inspiration from the studies / experimentations of the historical artist Christoforos Savva with pins, as shown in the large retrospective exhibition UNTIMELY ON TIME: CHRISTOFOROS SAVVA (1924 – 1968)” staged at the SPEL between 31 January and 31 March 2019. The dance performance focused on three pieces from the series “Reliefs with Pins”: Circles and Squares (1967 - 1968), Sphere (1968) and Rising Form (1967-1968).

3) COME TOGETHER (21 and 28 November 2020)

“Come Together” was created in the context of the FlashArt Festival of Rialto Theatre in Lemesos, in July 2020. In Lefkosia, it was realized through a subsidy of the reCover plan of the Cyprus Youth Board. “Come together” is an interactive, site-specific experiential performance in the form of a walk. While recording, participants are encouraged to stop and listen, to stop and look, based on the experience and the consequences of the “pause” we all have had to face because of the lockdown. The action’s core idea was that the loneliness of the isolation eventually brought us closer to people, memories and our own conscience.

1.3.2.3 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, both locally and internationally, as well as establish a fundamental, participatory platform that fosters learning, research and the development of critical dialogue around art and culture, the Department promotes the establishment 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 Lefkosia and the Costas Argyrou Museum in Mazotos – are expected to join in and operate under the new 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. Therefore, 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 Π.Υ. 05/17) undertook the whole venture. The contract started running 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 Registrar of Companies and Official Receiver.

In the course of 2020, the Cultural Services, in collaboration with specialized legal advisors, worked for the preparation of a draft bill, the provisions of which will govern the establishment and operation of M.O.C.A. Cyprus.

1.3.3 Promotion of Contemporary Cypriot Art Abroad

1.3.3.1 17th International Architecture Exhibition (Biennale Architettura, Venice 2021)

Since 2006, Cyprus takes part in the International Architecture Exhibition, the Venice Biennale. In order to prepare the Cypriot participation, the Department cooperates with the organized body of the Cypriot architects and the Cyprus Architects Association (SAK). The 17th edition is titled “How Will We Live Together?” and is curated by the Biennale’s artistic director, Hashim Sarkis.

The selection of Cyprus’ representation was made through a process of open invitation to submit an expression of interest, coordinated by SAK. The proposals were examined by a committee made up of representatives of the Department, of SAK and of Schools of Architecture of Universities operating in Cyprus. The Committee selected the proposal “Anachoresis: Upon Inhabiting Distances”. The selected proposal was put together by the architects Nasios Varnavas and Era Savvides and the independent curators Evagoras Vanezis and Marina Christodoulidou.

The proposal draws inspiration from the term “anachoresis” as rendered by Roland Barthes, through different contexts such as philosophy and literature to suggest peculiar expressions of symbiosis. The proposal of the Cyprus Pavilion initiates an interdisciplinary discussion on the potency of architecture to form the rhythms of symbiosis and, by extension, of inhabiting sociopolitical and spatial distances. The exhibition will present the notion of an architectural construction-table, which operates as a catalytic gesture in unifying collective functions and socialites. The aim is to establish an increased awareness of the fluid natural but also social dimensions of collectivity today.

The 17th International Architecture Exhibition was scheduled to take place between 21 May and 29 November 2020. However, due to the conditions imposed by the COVID-19 pandemic, the Biennale dates have been postponed until the period between 22 May and 21 November 2021.

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 BJCEM (Association Internationale pour la Biennale des Jeunes Créateurs de l’ Europe et de la Méditerranée) is the organizing body of the homonymous institution (Youth Biennale), an international network that currently numbers some 85 members (Governmental Bodies, Local Government Bodies, Museums of Contemporary and Modern Art, Foundations and Cultural Organizations of the wider Euro-Mediterranean region) from 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. Cyprus participates in the BJCEM network through the Cultural Services of the MOECSY.

Due to the coronavirus pandemic, the Biennale postponed all actions scheduled for 2020. Meetings were conducted using teleconferencing.

1.3.3.3 Funding 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 official State participations, the Department subsidized, in the course of 2020, Cypriot artists to present art exhibitions abroad and participate in important international art events and group exhibitions, e.g. the solo exhibition of visual artist Fanos Kyriakou at the MACRO Museum of Contemporary Art in Rome, and the participation of the visual artists Klitsa Antoniou and Yioula Hadjigeorgiou in the “Right to Silence” group exhibition in New York.

Additionally, within the framework of the TRANSIT programme, which supports the mobility of artists in Europe and internationally while encouraging networking and development of collaborations, a number of artists were subsidized for their participation in Art Residencies. A pertinent example is the case of the visual artist Theodoulos Polyviou, participating in the Kunstlerhaus Bethanien residency programme in Berlin.

1.3.4 Funding the Chamber of Fine Arts (E.KA.TE) and Other Visual Art Agencies

The Department provides funding for the activities of E.KA.TE, as well as other bodies, which collectively represent groups of artists, both professionals and amateurs, such as the Cyprus Printmakers Association, the Union of Self-Taught Painters, the Association of Graphic Designers and Iconographers, the Pancyprian Union of Potters-Ceramists, and the Cypriot Centre of Scenographers, Theatre Architects and Technicians.

Additionally, in the course of 2020, subsidies were extended to bodies such as the Hambis Printmaking School / Museum, the Pierides Foundation, non-profit companies such as the Undo Point Contemporary Arts and P.S. ARTIST LED PROJECTS, the Lefteris Economou Cultural Foundation and the NeMe Cultural Association for their activities.

1.3.5 Artistic Photography

Moreover, as part of its policy to support artistic photography, the Department subsidized the activities of the “Association for Artistic Photography” (FOTODOS) in the course of 2020.

1.3.6 Enrichment of Public Buildings with Works of Art

In accordance with the Minimum Mandatory Enrichment of Public Buildings with Works of Art (Procedures and Obligations) Law of 2009 [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 agency either as permanent housing or for providing services, with works of art.

In 2020, the competition announced by the Cyprus Theatre Organization for the installation of a work of art in the new building of the organization in Lefkosia was completed. The Special Committee set up according to the provisions of the Law chose the artworks of artists Maria Loizidou, Sokrates Sokratous and Theodoulos Gregoriou. In addition the submissions of the artists Maria Lianou and Fanos Kyriakou garnered awards in the context of the competition.

1.3.7 Establishment of the Lemba Cultural Village

According to the decision of the Council of Ministers, Number 66.652, dated 03.01.2008, the MOECSY announced, in April 2016, an open architecture competition for the establishment of a cultural area in the village of Lemba. The competition was concluded in July 2016 with the selection of 40 entries, 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 ran by the late artist Stass Paraskos. Once fully developed, it will organize workshops for artists and educational programmes for primary and secondary education. Moreover, it will offer accommodation in hostels.

The preparation of the tender documents was completed within 2020. The announcement of the relevant tenders is expected to take place within 2021.

1.4 DANCE

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

1.4.1 Main Objectives

The main objectives of the Department's development policy vis-à-vis the field of the performing art of dance are to:

- 1) support research and artistic creation by encouraging both group and individual initiatives,
- 2) trigger the public's interest in dance through proper training and information,
- 3) promote youth education in classical and contemporary dance,
- 4) encourage the local artistic potential in the field of dance in Cyprus and abroad, and
- 5) promote exchanges, contacts and collaborations of our artists with artists from other countries.

These objectives are implemented through the promotion and support of cultural agencies and individuals involved in dance.

1.4.2 Cyprus Choreography Platform

The Platform is an annual choreography institution, established by the Cultural Services of the MOECYSY to foster the creation and presentation of new contemporary choreography projects to the public. More specifically, the Platform aspires to provide choreographers active in Cyprus with opportunities to experiment with new forms of expression and create new projects within a specially structured framework.

For the 20th edition of the Cyprus Choreography Platform, the Cultural Services worked in partnership with the Rialto Theatre. The performances were staged between six and eight November in Lemesos. Projects were presented by: Vicky Kalla, Alexandra Waierstall, Melina Sophocleous, Fotis Nikolaou, Lia Haraki (.pelma.Lia Haraki), Maria Kasapi, Ivi Hadjivasileiou, Panayiotis Tofi, Andria Michaelidou, Julia Brendle, Haris Kousios and Milena Ugren Koulas.

Like every year, the main programme of the Platform was supplemented by a series of parallel events, hosted at the Lemesos Contemporary Dance House under the general title "Dance throughout the year". In this context, four ten-minute works in progress were presented at the Lemesos Contemporary Dance House by Elisavet Panayiotou, Zoe Eleftheriou, Augustina Stylianou and Maria Yerasimou. Three dance films were also screened, by Demetris Himonas, Evi Demetriou (En Drasi) and Belinda Papavasileiou, Nasia Papavasileiou and Eva Papavasileiou.

The "New Choreographer" prize for 2020 was awarded to Andria Michaelidou for the project "ISOLATION", for its inventiveness, authenticity and impeccable execution.

1.4.3 Cyprus Contemporary Dance Festival

On the Department's initiative, aiming to provide the public with the latest information about international trends and developments prevalent in the area 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 foreign embassies in Cyprus.

The 23rd edition of the Festival, scheduled to take place from 4 June to 23rd June 2020, was postponed until June 2021 due to the coronavirus pandemic.

1.4.4 Cyprus Choreography Showcase

The Cyprus Choreography Showcase is a new institution aiming to present selected projects, choreographed and presented in Cyprus within a period of two years. More particularly, the Showcase aims to enable choreographers who are active in Cyprus to present their work, within an organized context, to artistic directors and organizers of contemporary dance festivals abroad, specifically invited

for this purpose. In this way, the choreographers' efforts for international promotion are enhanced through the presentation of their work abroad. At the same time, the Showcase brings back to local public the most notable choreographic proposals.

The Cultural Services worked in partnership with the Rialto Theatre to organize the first Cyprus Choreography Showcase 2020, which featured projects choreographed during 2018 - 2019. The Showcase took place on 7th and 8th March 2020 in Lemesos. The following projects were shown:

TAMATA by Fotis Nikolaou, *LOITERING* by Ariana Markoulidou (bytheway productions), *Venus un/seen (draft one)* by Alexandra Waierstall, *OROS (απόσπασμα)/MOUNTAIN (extract)* by Andromachi Demetriadou Lindahl (Asomates Dynamis), *Through me, THEM* by Panagioris Tofi, *Sketching a dance: the world of Cyprus with women* by Arianna Economou (echo arts), *WISH* by Elena Antoniou, and *humanland* by Roula Kleovoulou (Chorotheatro Omada Pente).

1.4.5 Empowering Creation and Research in the Dance Sector – Terpsichore Programme

The Programme aims to support choreographers for new productions and research in the field of contemporary dance. In 2020, four choreographers / contemporary dance groups were funded:

- 1) Andromachi Demetriadou Lindahl (Asomates Dynamis): 'IS IT TRUE?'
- 2) Elena Christodoulidou (Amfidromo Chorotheatro): "AIROLOGIES"
- 3) Eleana Alexandrou (bytheway productions): "SPIRIT"
- 4) Susana Fiala: "DOTTI"

1.4.6 Funding Dance Events in Cyprus and Abroad in the context of the "CULTURE" Programme

The Department subsidizes dancers, dance groups and choreographers to create new choreographic projects and organize dance activities in Cyprus. It also subsidizes the participation of dance groups, dancers and choreographers in international festivals and conferences abroad through the Plan to Support Activities in the Field of Dance (CULTURE PROGRAMME, Dance Subprogramme). In 2020, funding was approved for 17 applications for activities submitted by dance groups, dancers and choreographers. Specifically, eleven applicants were subsidized for activities carried out in Cyprus and abroad.

1.4.7 Grants for Groups and Individuals

Six groups and individuals were subsidized for activities carried out in Cyprus and abroad.

1.4.8 Support of Cultural Institutions for Promotion, Communication and International Networking

Within the framework of the Plan to Support Cultural Institutions for Promotion, Communication and International Networking, funding was extended to: Lefkosia Dance House, Lemesos Dance House, the Lefkosia Youth Ballet and the Cyprus Dance Association, and the Lemesos Dance House to cover its annual subscription fees to the European Dance Network.

1.4.9 Summer Dance Festival by the Cyprus New Movement

For the 17th consecutive year, from 27 to 29 August 2020 and from 12 to 13 September 2020, the Summer Dance Festival of the New Movement of Dance Groups, Dancers and Choreographers was unfolded in Lemesos. For this year, the Festival, which is subsidized by the MOECSY, was staged at the Lemesos Contemporary Dance House. This year's edition had as participants the following groups and choreographers: Diamanto Hadjizacharia, Milena Ugren Koulas, Chloe Melidou (Chorotheatro Omada Pente), Constantina Skalionda, Georgia Andreou and Andria Michaelidou.

1.5 FOLK CULTURE / CULTURAL HERITAGE

The Cultural Services promoted a large number of activities in the field of Folk Culture, a sector marked by significant and sustained response at the level of institutions and individuals. For the year

2020, funding was extended under the new CULTURE Programme, Sub-programme Folk Culture – Support of Activities for the Preservation of Intangible Cultural Heritage and Traditional Culture.

- 1) Traditional music and dance groups to participate in events of a traditional nature in Cyprus and abroad.
- 2) Dance teachers and scholars to attend seminars and participate in International Conferences in Cyprus and abroad.
- 3) Community festivals in rural areas, aiming at cultural decentralization.
- 4) Shadow theatre artists.

The groups funded in the course of 2020 included: Lemesos Folklore Society, Phivos Stavrides Foundation, Museum of Fairy Tale, Cyprus Food Museum and Laona Foundation. The following institutions were also supported: Folk Dance Seminars of the Lemesos Folklore Society and “Dionysos” Cultural Dance Club as well as the educational activity “Lefkara Lace – A Source of Inspiration” of the Foundation of Cultural Creation for Children and Youth of the Larnaka District.

1.6 THEATRE

The main objectives of the Cultural Services’ development policy in the field of theatre are to encourage innovative actions in theatre, upgrade the public interest in theatrical creation, and promote Cyprus’ artistic potential abroad.

In recent years, activities within the theatre sector are on the rise, as manifest in the organization of theatre performances, workshops and other initiatives by various groups and teams. The Department supports these efforts, which represent a potential nursery of new talents and artistic creation. This year, subsidies were extended in the context of the CULTURE programme – Subprogramme Theatre – Support of Theatrical Creation and Development.

Due to this year’s pandemic and global restrictions, there was no interest in participating in actions abroad. Two artists were funded for participation in actions outside Cyprus: Eleni Odysseos to participate in a theatre masterclass in Athens and Artemis Chrysostomidou to participate in the English-speaking Theatre Festival in Berlin.

1.6.1 Ancient Greek Drama Festival 2020

The International Ancient Greek Drama Festival is organized annually by the Cultural Services of the MOECSY, the Cyprus Centre of the International Theatre Institute and the Deputy Ministry of Tourism. It hosts foreign and Cypriot theatrical productions of ancient Greek tragedy and comedy and has been established as one of the most important cultural institutions in Cyprus.

This year, the Festival was cancelled due to the coronavirus pandemic and the restrictions announced by the Government of Cyprus to limit the spread of the virus and protect the citizens.

1.7 “KYPRIA 2020” INTERNATIONAL FESTIVAL

“KYPRIA 2020” International Festival was organized with great success in September and October, with 11 acclaimed productions from Cyprus and abroad for a total of 26 live performances plus one recorded performance, screened online through Facebook, due to restriction measures. Festival contributors came from Cyprus, Greece, Tunisia, Italy and Germany. For this year, the Artistic Director had the opportunity to extend proposals to notable organizations and artists and/or accept proposals by them or even propose specific artistic synergies in order to put together a high-standard engaging programme. This year too, the festival hosted special performances for children. For the sixth consecutive year, it included performances with free admission for the public as part of a set of initiatives taken in recent years to encourage attendance of the festival.

1.7.1 Festival Programme 2020

The following events comprised the Festival’s programme for 2020:

Open Performances

Searching the Sounds of Nature by Lefteris Moschovias and Tat Tnabar. (Cyprus)

Theatre

Great Expectations, with Philareti Komnenou, Alekos Syssovites, and so on. (Greece)

The Woman of Patras, with Eleni Kokkidou (Greece)

Story without a Name, directed by Costas Gakis with Tasos Nousias and Betty Livanou (Greece)

Panic Hits the Ministry, directed by Agis Paikkos with Elena Efstathiou, Fani Petsa, and so on. (Cyprus)

Aristophanes and Menander corner, directed by Magdalena Zira, music by Michalis Christodoulides (Cyprus)

Music

From Cyprus with Jazz, with Giorgos Krassides and Jazzologia Cyprus Big Band. (Cyprus)

Watersong, with the acclaimed performer Savvina Yannatou and Primavera in Salonico, featuring Lamia Bedioui. (Greece-Tunisia)

Erotikos Logos, composed by Christos Pittas. (Greece)

For children / For the whole family

The Tsar with the Long Beard, directed by Carmen Rouggeri. (Greece)

Opera

La Serva Padrona, directed by Lev Pugliese; conductor: Jens Georg Bachmann. (Cyprus, Italy, Germany)

1.8 CINEMA

1.8.1 Objectives

The Cultural Services, fully aware of the power of the cinematic art, its importance in shaping and constructing modern societies, its enormous cultural and intercultural value, but also the multifaceted benefits it could mean for a country's economy and market, have been engaged in significant activities in various aspects of the cinema (e.g. film production, film education, vocational training and the provision of incentives for foreign productions).

1.8.2 Film Production

The pandemic and the strict measures imposed have had a negative impact on the development of Cypriot productions that were scheduled to start or even complete shooting in the course of 2020.

Shooting has been completed for Yiannis Economides' minority co-production feature film (Cyprus, Greece, Germany) *Ballad for a Pierced Heart*, just as for Marinos Kartikkis full-length film *Senior Citizen* (Independent Productions Programme).

Six full-length films are now in the script development stage:

- 1) *Σμαράγδα* [Smaragda] by Emiliios Avraam
- 2) *Γκιζέμ* [Guzem] by Stelana Kliris
- 3) *Δωδεκάμερο* [Twelve Days] by Nikolas Kouroumtzis and Minos Papas
- 4) *Νύχτα των Ταύρων* [Night of the Bulls] by Andreas Pantzis
- 5) *Η απαγωγή της Θείας Αναστασίας* [The Abduction of Aunt Anastasia] by Christos Georgiou
- 6) *Ανατολική Μεσόγειος* [Eastern Mediterranean] by Aliki Danezi Knutsen

Under the given circumstances, but also due to the limited annual fund for film production, the Cultural Services did not announce a call for the submission of New Film Proposals.

At the same time, in order to support Cypriot directors who, just like the rest of the art world, are faced with serious survival problems due to the repercussions of the pandemic, the Minister of Education, Culture, Sport and Youth has announced a series of measures to support affected productions as well as artists. The measures involve:

- An invitation to submit proposals in support of Short Digital Audiovisual Projects (One - Three minutes long) on life in lockdown conditions amidst a global crisis. Of the 84 submitted films, the best 50 were selected and each director was paid €1000. The films were posted online on

youtube channel <https://www.youtube.com/channel/UCS8VnnzvpmlkWEZ-I5Bz6A/featured> and screened by CYBC 2.

- Support of Cinemas: Due to the long interruption of the operation of Cinemas because of the pandemic crisis, beneficiaries (cinemas with 60% screening of Cypriot and European films) were paid 60% of their average damage or €1.500 per month, any of which was lower, for the period between March to June.
- Extension of contracts/agreements signed by the MOECSY as follows: six months for Short Films and 12 months for Feature Films.

1.8.3 Festival Awards

1.8.3.1 Awards

10th International Short Film Festival of Cyprus (ISFFC) 2019

During the 10th edition of the Short Film Festival, the First Prize for Best Cypriot Short Film was awarded to ***I don't want to forget anything*** by Vaggelio Soumeli. The Second Prize for Cypriot Short Film was awarded to ***The Hunt*** by Sholeh Zahraei and Kamil Saldun. The "Dinos Katsourides" best Director Award was presented to Tonia Mishiali for ***I don't like the air, I like the sun***. Best Cinematography was awarded to Nikolas Iordanous for his work in ***Amalgamation*** by Sylvia Nicolaidou and Nikolas Iordanous. Best Acting Award was presented to Romana Lobach for the film ***I don't want to forget anything*** by Vaggelio Soumeli. The Student Jury Award for Best Music Video in the Amaze Me Competition was presented to ***Someday*** by Weval, directed by Páraic Mc Gloughlin.

1.8.3.2 Participations

Due to the pandemic, several festivals **were postponed** and others were conducted online. As a result, Cypriot participations were limited.

The animated film ***The Parrot Lady*** by Michalis Kalopaidis, co-produced by Zedem Media and the MOECSY (SEKin – Cinema Advisory Committee), and ***Senior Citizen*** by Marinos Kartikkis (Independent Productions Folder) stood out this year.

The Parrot Lady by Michalis Kalopaidis participated in more than 28 International Festivals, for instance: International Short Film Festival of Drama (Greece), Raindance Film Festival (UK), VIFF - Vancouver International Film Festival (Canada), Shorts Mexico (Mexico), San Francisco Independent Film Festival (USA), Rome Independent Film Festival / RIFF (Italy), AniMate Australia Animation Film Festival (Australia), TiSFF, Thessaloniki International Shorts. It was awarded the First Prize in the *Humanitarian* category at the Los Angeles Animation Festival and received a Favourable Mention in Animasyros 2020.

Marinos Kartikkis' ***Senior Citizen*** participated in the 1st Lima Alterna Festival Internacional de Cine, the 61st Thessaloniki International Film Festival, the 14th Lublin Film Festival, and the 6th Festival Internacional de Cine de Bayamón. It garnered the following awards:

3rd Rome Prisma Independent Film Awards (*Best Feature Film, September award*),
6th Bangkok Thai International Film Festival (*Best Director award*),
33rd Panorama of European Cinema, Athens (*Best Film, 2nd prize*),
19th Dhaka International Film Festival (***Best Feature Film - Spiritual Film Section***).

1.8.4 Film Awards

Film Tributes organized by the Embassies of Cyprus across various countries of the world were limited this year due to the pandemic restriction measures that did not allow screening in the physical presence of the audience.

Simon Farmakas' ***Sunrise in Kimmeria*** launched the Francophonie Month in Cyprus and was screened in several Francophonie member-countries.

Additionally, due to the cancellation of most of the Festivals and Markets abroad, the Cypriot Pavilions in Thessaloniki, Cannes, Berlin, Clermont-Ferrante and Annecy, that promote Cypriot films and co-productions, but also Cyprus as a shooting site, did not operate. Cyprus' participation with a Pavilion

was only achieved for the Drama International Short Film Festival, which took place under strict hygiene measures.

1.8.5 International and Other Film Festivals

1.8.5.1 18th Cyprus Film Days International Festival – Cyprus 2020

The Cyprus Film Days International Festival is organized by the Cultural Services of the Ministry of Education, Culture, Sport and Youth and the Rialto Theatre for eighteen years now. Due to the pandemic, the 18th edition of the Festival, which would take place during April 2020, was cancelled. Two weeks before the Festival's opening, the first measures against the spread of Covid-19 were announced by the government. In spite of the cancellation of this year's edition, the following online actions were carried out:

First Edition of Market: Dot.on.the.map Industry Days

The first edition of Market Dot.on.the.map, due to the current circumstances, took place online and was very positively commented upon. Within this favourable context, it was decided to continue the event and have important guests to this year's online event as participants in next year's edition of the festival.

EFA YOUNG AUDIENCE AWARD

For the first time, Cyprus participated in the Young Audience Award, an official category of the European Film Academy. Thirty young individuals, aged 12 - 14, had the unique opportunity to watch the three candidate films online and vote for the winner as members of an international jury. Participating in this youthful, pan-European cinematic feast, were youths aged 12 to 14 from various European cities, putting a spotlight on the new generation of Europe's cinephiles. Due to the pandemic, the initiative took place online, having 32 countries as participants.

1.8.5.2 10th International Short Film Festival of Cyprus (ISFFC) 2020

The International Short Film Festival of Cyprus, Cyprus' official competition platform for short films, was conducted in the Rialto Theatre from 10 to 16 October 2020. This year, the festival celebrated its 10th edition as an international competition festival in difficult conditions, with the measures imposed against the spread of the pandemic. After a long period of uncertainty, the Festival was eventually unfolded under strict conditions, applying all necessary measures against the spread of Covid-19. Both during its preparation and during the actual presentation stage, the audience's health and safety had been its main priorities. The Festival's Programme featured 49 films in the International Competition Section, 11 films in the National Competition Section as well as seven parallel events. The five-member jury consisted of important personalities of international cinema:

- 1) Laurent Crouzeix, (Chairperson) member of the executive team of the Clermont-Ferrand Short Film Festival and Market (France)**
- 2) Emilia Mazik, Project Coordinator at Ad Arte Foundation of Cultural Education Director of the Short Waves International Festival (Poland)**
- 3) Rich Warren, Director of the Encounters Film Festival (UK)**
- 4) Birgitte Weinberger, Artistic Director of the Odense International Film Festival (Denmark)**
- 5) Antony Petrou, Director (Cyprus)**

The Festival's Artistic Committee, made up of the directors Alexia Roider and Joachim Mylonas, were responsible for the selection of the films featured in the international competition section, and for preparing screening and the parallel events programme.

Responsible for the selection of Cypriot films were the Pre-Selection Committee for Cypriot Films, made up of Adonis Florides, Marios Psaras and Nicolas Khabbaz.

The Programme included three fiction films, documentaries, experimental and animated films. The Festival, well disposed toward short filmmakers and the broader public that faithfully follows it every year, displayed a variety of quality films delving into the human condition through funny, imaginary or realistic narrations.

1.8.5.2.1 National Competition Section

The **First Prize for Best Cypriot Short Film**, accompanied by €4.000 and distribution services by Radiator Sales, was awarded to the unforgettable *I don't want to forget anything* by Vaggelio Soumeli.

The **Second Prize for Best Cypriot Short Film**, accompanied by €2.500 was awarded to *The Hunt* by Sholeh Zahraei and Kamil Saldun.

The “**Dinos Katsourides**” **Best Director Award**, accompanied by €2.500 and the provision of technical equipment for the director's next film courtesy of Tonikon, was presented to **Tonia Mishiali** for her film *I don't like the air, I like the sun*.

The **Award for Best Cinematography**, accompanied by post-production services, colour correction and DCP in HD, courtesy of STEFILM, was presented to **Nikolas Iordanous** for his work in *Amalgamation* by Sylvia Nikolaidou and Nikolas Iordanous.

The **Award for Best Acting**, accompanied by €500, courtesy of the Municipality of Lemesos, was presented to **Romana Lobach** for her starring role in *I don't want to forget anything* by Vaggelio Soumeli.

The **Student Jury Award for Best Music Video in the Amaze Me Competition**, accompanied by €500 was presented to the Student Jury of the Department of Multimedia and Graphic Arts of CUT (TEPAK), for the music video *Someday* by **Weval**, directed by **Páraic Mc Gloughlin**.

1.8.5.3 The Drama Festival Travels to Cyprus

For the past twenty-one years, the award-winning Greek films of the Drama Short Film Festival are screened in Cyprus. The event takes place in collaboration with the Drama Festival Organizing Authority, the Hellenic Ministry of Culture, Rialto Theatre, the Lefkosia Friends of Cinema Society, the Lemesos Cinema Club, the Larnaka Cinema Club and the Pafos Friends of Cinema Society. This is a three-day screening, devoted to Greek Short Films, highly favoured by young filmmakers.

1.8.5.4 13th European Short Film Festival “Short Matters!”

The Cultural Services, the European Film Academy and ARTos Foundation staged the Award-Winning European Short Film Festival for the thirteenth consecutive year. Screening took place at ARTos Foundation in Lefkosia and at the Lemesos Dance House on 10th and 11th September 2020.

The “EFA Shorts” Programme presents short films nominated by the Academy out of the twenty most significant short film festivals in Europe, including the Cyprus Festival.

1.8.5.5 Images and Views of Alternative Cinema Festival

With twenty years of experience, the Images and Views of Alternative Cinema Festival, an initiative of the MOECSY and the *Brave New Culture*, a non-for-profit organization, took place between 17 and 23 February at the Weaving Mill Book Club in Lefkosia. Each year, the initiative successfully meets the Cyprus public's demand for a contemporary event that fosters cinematography in its most multidimensional form.

Summer Movie Marathon 2020

In spite of this year's difficulties caused by the pandemic, the public's (both local and foreign) response to the Summer Movie Marathon had been significant. The Marathon's 22nd edition, organized by the Cultural Services and Theatro Ena in collaboration with the Friends of the Cinema Society between 22 July – 13 September 2020, was hosted in “Constantia”, the oldest functioning summer cinema in Lefkosia. The Summer Movie Marathon is one of the most significant initiatives of the CS, both in the area of cinema as well as within the broader effort to upgrade the island's social and cultural life.

1.8.6 Funding and Other Actions

In addition to the above, the Cultural Services of the MOECSY subsidize the following institutions and annual events:

1.8.6.1 Funding of Cinema Societies / Cultural Organizations

Cinema Societies and other cultural organizations focused mainly on fostering cinematic education are sponsored to organize tributes to national cinemas and screenings from classic and contemporary quality cinema. At the same time, cultural agencies that promote film education and film aesthetics are also subsidized.

1.8.6.2 Funding Activities of the Directors Guild of Cyprus aiming at Vocational Training

Due to measures imposed by the Cyprus Government to tackle the coronavirus pandemic, the Directors Guild of Cyprus had not been able to carry out any activity for the year 2020. The three activities scheduled for 2020 will unfold within 2021.

1.8.6.3 15th Lemesos International Documentary Festival

The 15th edition of the Lemesos International Documentary Festival took place between 16 and 23 September 2020 (instead of its usual dates in August) at the Lanitis Carob Mill (Ceronia Hill) next to the Lemesos Medieval Castle. Tapping into uncharted aspects of the human condition and its surrounding space, the Festival proposed compelling documentaries, inviting its faithful followers, along with new ones, to yet another journey into the cinema of reality. Award-winning documentaries, such as *Honeyland* and *For Sama*, nominated for Best Documentary Oscar in 2020, were screened.

The festival is organized by Brave New Culture and is supported and funded by the Cultural Services, with the support of the Evagoras and Kathleen Lanitis Foundation.

1.8.6.4. Cyprus Archaeological, Ethnographic and Historical Film Festival

The Cyprus Archaeological, Ethnographic and Historical Film Festival (AEI Film Festival) took place from 10 to 13 September 2020. The Festival was launched in 2018 with screenings of documentaries, supplemented by various entertaining and educational actions that make part of the Archaeology-Ethnography-History triptych, with an unwavering focus on Humans in Space and Time.

1.8.7 Development of Rural Cinema

In the context of cinema development in the countryside, the Cultural Services engage in the following activities:

1.8.7.1 Support of Rural Cinemas

Yearly support, through a special programme, of the operation of cinemas in rural areas.

1.8.7.2 Screening of Cypriot and European Films

Screening of Cypriot and European films in rural areas through subsidization of the region's Municipalities / communities.

1.8.7.3 19th International Countryside Animation Film Festival "Views of the World"

The non-for-profit organization "Views of the World", in partnership with the Hambis School / Museum of Engraving and ASIFA international organization presented the 19th edition of the International Animation Film Festival "Views of the World". Over the last two decades, the Festival has travelled to several cities and villages, aiming at cultural decentralization and contribution to the people of the Cypriot countryside.

This year, due to the pandemic restrictive measures, only two screenings were made with no workshops nor exhibitions as in previous years. The International Competition Section included a selection of short films by professionals and students from across the world, while the National Competition Section aimed, as every year, at supporting and promoting local talents, as well as at encouraging Cypriot Directors to network locally and internationally. The festival was attended by a wide audience, along with several Cypriot directors whose films were screened in the festival's Competition Programme.

1.8.7.4 Animation for Children and Young People

The "Animation for Children and Young People" development programme takes place every spring and travels across the free areas of Cyprus. This edition of the festival is aimed at children and young people, as well as teachers and parents who are interested in expanding their knowledge in the art of animation.

The activity is organized with partners from Primary and Secondary Education as well as from the Cyprus Pedagogical Institute and includes exhibitions, workshops and seminars in visual arts and animation 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-related topics. In this third edition, the most significant event is the establishment of collaboration between the "Movie Days for Children and Young People" International Festival and the International Animation Festival of Cyprus – "Views of the World" for the organisation of a cinema competition titled "Young Director Awards". The aim of the institution is to engage pupils aged 12 - 18 in critical problems facing our planet today in order to send their own messages using the art of cinema as a vehicle.

The main aim of the **Animation for Children and Young People** programme is to incorporate the art of animation in the Cypriot educational system, enable children to use educational strategies that are appropriate for their age and follow the animation production process. The workshops help children to interact by using a broad range of visual messages that add to their creativity.

1.8.8 Cooperation with Bodies and Networks of the European Union

In the course of 2020, the Cinema Section carried on a close collaboration with European Union institutions and networks of the audiovisual sector, for instance, the European Audiovisual Observatory and the European Film Agencies Research Network (EFARN) that are mostly focused on the collection of statistical data. More specifically, this year we responded to surveys about the participation of women in the audiovisual industry and we took part, using teleconferencing, in round table discussions about film education and labour equality in the cinema.

1.9 OPERATING EXPENSES – GRANTS TO AGENCIES AND INSTITUTIONS

The Department, through the Scheme to Fund the Operating Expenses of Cultural Agencies, funds cultural agencies in order to cover part of their annual operating costs. In the course of 2020, 17 cultural agencies were subsidized with an overall amount of €127.000.

1.10 PROMOTION, COMMUNICATION AND INTERNATIONAL NETWORKING NEEDS – GRANTS TO AGENCIES AND INSTITUTIONS

The Department, through the Scheme to Support Cultural Agencies in Covering Promotion, Communication and International Networking Needs, funds cultural agencies in order to cover part of their annual promotion, communication and international networking needs. For 2020, available credits amounted to €20.000.

1.11 REGIONAL AND CULTURAL DEVELOPMENT

1.11.1 Cultural Decentralization Programme

The Cultural Decentralization Programme for 2020 was successfully implemented for the fifth consecutive year in spite of the difficulties caused by the global pandemic. It aimed at promoting and carrying out quality cultural activities in communities across Cyprus. More specifically, the implementation of the Cultural Decentralization Programme aims at hosting activities to promote, cultivate and disseminate culture and provide opportunities for acquaintance, understanding, participation and creativity in the widest possible rural areas. It also aims at the mobility of artists and other culture professionals, at their artistic work and finally at the formulation of an artistic perception and sense both from the point of view of the artist and from the point of view of the spectator.

For 2020, the varied programme of Cultural Decentralization travelled to more than 50 communities in Cyprus rural areas, from 2nd July to 30th September with 13 productions that included theatre performances, concerts and music workshops, art exhibitions and lectures of Cyprological interest.

More specifically, approval was given to 15 productions but only 13 were realized due to pandemic restrictions.

“Cypriot Traditional Dance in Space and Time”; presentation of local records and entertainment show by the Lemesos Folklore Society.

1.12 Support Plan for Cultural Activities of Religious Groups

The Cultural Activities of Religious Groups Support Plan, implemented for the first time in the course of 2019, aims at the targeted financial support of cultural activities carried out by the religious groups of Armenians, Latins and Maronites. More specifically, the plan aims at the development and adoption of a solid, appropriately structured tool to provide financial support to notable activities, implemented by the offices of the representatives of the three religious groups. Therefore, its implementation is intended to establish a capable and effective means of providing, through transparent procedures, the financial resources required for the timely and effective subsidization of activities of substantial scope, effect and significance.

1.13 OPERATION OF CULTURAL CENTRES / OFFICES ABROAD

1.13.1 The House of Cyprus in Athens

The House of Cyprus, which is the Cultural Department of the Embassy of the Republic of Cyprus in Athens, carried out events until 6th March 2020. The events, around the axes of Letters, the Visual Arts, Cinema, Music, Dance and Folk Tradition, which were scheduled to take place by December 2020, were postponed due to the extraordinary strict measures imposed by the Greek Government in tackling the global coronavirus pandemic that hit the country.

1.13.1.1 Cultural Events and Activities Programme

Twenty two events were hosted by the House of Cyprus from 9th January to 6th March 2020 in the context of its cultural activities. More specifically:

- seven book presentations
- one tribute to an important intellectual personality of Greece
- one tribute to a Cyprus literary magazine
- two events on film
- six lectures (two were held in collaboration with the Society for Study and Research of Modern and Contemporary History EMENSI, two with the Open University of Cyprus and two with EPOK)
- Three One-Day Events
- One event in collaboration with EUNIC – European Union National Institutes for Culture
- One Secondary Education school visit

In addition to cultural events, other activities of the House of Cyprus include:

- 1) Provision of information to parents and candidates for Cyprus' Academic Institutions.
- 2) Assistance in research work undertaken by students, educators, scholars and, more broadly, all interested parties, by providing access to Cyprological bibliography.
- 3) Assistance to / resolution of problems facing Cypriot students of Secondary and Tertiary education in collaboration with the Education Ministries of Greece / Cyprus and the Educational Institutes of Greece.

1.13.1.1.1 Cinema

The House of Cyprus launched a tribute to “Silent Cinema Masterpieces” with the cinema theoretician, photographer Platon Rivellis and the films “Weary Death” by Fritz Lang (20/1/2020) and “Sunrise” by the German F.W. Murnau (1927) (10/2/2020).

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

1.13.2.1 General Action

As part of the vision of the Cultural Section for an extrovert and dynamic policy of cultural diplomacy and synergy, strategic partnerships with cultural and academic bodies and organizations have been maintained both in the United Kingdom and Cyprus. Examples include the British Museum, the Fitzwilliam Museum, the Ashmolean Museum, the Commonwealth Foundation, the

CCA Glasgow, the King's College London, the University of Greenwich, the University of Westminster, the Oxford Philharmonic Orchestra, the Hellenic Centre, the Open University of Cyprus, the University of Cyprus, the University of Nicosia, the Bank of Cyprus Cultural Foundation and the A.G. Leventis Foundation. It is worth noting that within 2020 the Cultural Section launched a collaboration with the Cyprus Theatre Organization, the Cyprus Symphonic Orchestra and the Hellenic-Cypriot Cultural Association. Additionally, contacts have been made to promote new partnerships with eminent institutions in the UK, Cyprus and Greece within 2021.

The Cultural Section is also an institutional member of EUNIC London. The Cultural Counsellor systematically participates in committees that supervise the co-organization of events but also the broader promotion of European artists and litterateurs amidst British institutes, cultural organizations and festivals.

Presence in the Mass Media and online

The extraordinary pandemic conditions have necessitated a complete update of the online presence of the High Commission's Cultural Section. The Section's webpage was redesigned and converted into a portal in order to meet increased needs for online events, such as virtual exhibitions, online festivals, live streaming of performances and films.

1.13.2.2 Cultural Events in 2020

1. Nora at the Fitz

Fitzwilliam Museum, Cambridge, 30 January 2020

Presentation of the literary work of Nora Nadjarian in collaboration with the Fitzwilliam Museum, featuring British and Cypriot researchers and artists as participants.

2. I, Cactus AND

Filet Gallery, London, 13 February 2020

Visual art installation – performance by Anastasia Mina and Helen Michael.

3. NEPOMAK-UK Visit to the Leventis Galleries

British Museum, London, 15 February 2020

Visit of NEPOMAK-UK youth to the British Museum and tour of the Cypriot collection of antiquities, led by the Curator, Dr Thomas Kiely.

4. Lily Michaelides's *HIM*

High Commission, London, 4 March 2020

Presentation of Lily Michaelides' *HIM/EKEINOS* by Alev Adil, John Michael Mouskos and Ronis Varlaam.

5. Together/Apart: Going New Places

Online, 8/5/20 – 30/6/20

<https://www.culturalchc.co.uk/single-post/2020/07/17/togetherapart-going-new-places>

Online exhibition of contemporary art, curated by Marina Hadjilouca, featuring Cypriot artists.

6. And Oh Those Eyes That Were Data-Saturated (D-S)

Online, 4 May 2020

www.data-saturated.com

Online art blog, curated by Leontios Toumpouris, featuring 26 contemporary Cypriot artists that showed their research work during the quarantine. The initiative was supported by the Cyprus Visual Artists Association (Fytorio).

7. Cyprus@60 Online Festival

Online, 1 – 6 October 2020

<https://www.culturalchc.co.uk/single-post/cyprus-60-online-festival-1-6-october-2020>

For the first time under the same "roof", tens of cultural and academic institutions in Cyprus and the United Kingdom, along with contemporary Cypriot artists, displayed their work in a unique portal that was created to celebrate the 60th anniversary of Cyprus' Independence and the establishment of the Republic of Cyprus. The festival's programme, curated by the Cultural Counsellor, Dr Marios Psarras, included tours of archaeological museums, performances, concerts, art exhibitions, conferences,

panel discussions, interviews and film screenings. The online festival was visited by more than 5.000 people from 48 countries, sharing the culture of Cyprus with the world.

8. MIXTAPE: Interdisciplinary Literature Online Festival

Online, 19 November – 19 December 2020

<https://www.culturalchc.co.uk/single-post/mixtape-online-interdisciplinary-literature-platform>

Online literary festival in partnership with SARDAM interdisciplinary festival of alternative literature, curated by Dr Maria A. Ioannou. The festival displayed a series of video poems made especially for the MIXTAPE platform by 11 Cypriot and international poets-performers, interviews-discussions and a creative writing workshop with award-winning British-Cypriot poet Anthony Anaxagorou.

1.14 EUROPEAN UNION AND INTERNATIONAL AFFAIRS

1.14.1 Institutional Participation in the Council on Culture

The Cultural Services, in direct and continuous collaboration with the MOECSY's Office of European Affairs, actively participated through their institutional role in the **Cultural Affairs Committee**, of which they held the presidency in 2012. At the same time, they developed synergies and/or joint initiatives both with the Parliament and the European Commission as well as with the Presidency of the Council.

A host of important topics were promoted in the course of 2020 both during the **Croatian and the German Presidency of the European Union**. The Cypriot side decisively engaged in shaping the topics discussed within the Cultural Affairs Committee. Among the topics discussed were: the Work Plan for Culture, the establishment of the new Regulation of the "Creative Europe" Programme for the period between 2021 - 2027, the cultural dimension of sustainable development, culture and social cohesion, national measures against the negative consequences of the pandemic within the sphere of culture, and measures within the EU member-states toward the recovery of the cultural and creative industries. The work performed by the Cypriot Presidency of the European Union (2012) laid the foundations for a new approach on issues of culture strategy and development at European level. On the same basis, several Presidencies had drawn from the conclusions of the Cypriot Presidency for Cultural Governance. The Work Plan for Culture itself (2019 - 2022) refers to the Conclusions of the Cypriot Presidency for Cultural Governance.

Additionally, the European and International Affairs Section of the Cultural Services handles all topics regarding **the work groups on culture** in close collaboration with the Office of European and International Affairs.

1.14.2 "Creative Europe" Programme

The European and International Affairs Section participates in the Management Committee of the "Creative Europe" Programme and through time has contributed to shaping its policies. Since 2014, the "Creative Europe" Programme has replaced the "Culture 2007 - 2013" Programme, the "MEDIA" Programme and the "MEDIA Mundus" Programme. The new Programme supports artists, professionals of the cultural sector and cultural organizations in sectors such as performing arts, fine arts, publications, cinema / audiovisual, television, music, multidisciplinary art, cultural heritage, and computer games in order to operate in other countries and develop skills required by the digital age. By increasing the visibility of the European cultural work in other countries, cultural and linguistic diversity is also promoted. Offices of the "Creative Europe" Programme (Culture and MEDIA strand) operate in Cyprus with the general objective of assisting cultural and creative actors through the "Creative Europe" Programme. The overall responsibility for the operation of the Offices is entrusted to a "Coordinating Body" for the "Creative Europe" Programme. The Programme Coordinator in Cyprus for 2020 was TALOS RTD Organization. In 2020, the European and International Affairs Unit participated actively with weekly contributions in the Cultural Affairs Committee and in the dialogue on the establishment of the new regulation of the "Creative Europe" Programme for 2021 - 2027. To tackle the negative impact of the pandemic upon the field of Culture, in 2020, extension was given for specific announcements of the Programme.

1.14.3 European Capital of Culture

The European Capital of Culture title for 2020 was held by Rijeka (Croatia) and Galway (Ireland). The impact of the pandemic was obvious upon the events and actions that pertain to this important

European institution. Cyprus (Pafos) and Denmark (Aarhus) held the title of the European Capital of Culture in 2017. The Managing Authority for the European Management of Culture contest for Cyprus was the Ministry of Education, Culture, Sport and Youth of the Republic of Cyprus. The European Capital of Culture is one of the most significant initiatives of the European Union within the sphere of culture, which fosters intercultural dialogue and promotes cultural collaboration. Each year, the cities named European Capitals of Culture have the opportunity to display the wealth and cultural diversity of European cultures. They are a living testimony that a city can be creative, unique, and special and, at the same time, have a European dimension.

1.14.4 Partial Agreement on the Cultural Routes of the Council of Europe

As of 1st January 2011, the Ministry of Education, Culture, Sport and Youth participates in the Cultural Routes Programme and in the Governing Board of the Enlarged Partial Agreement on Cultural Routes (EPA) of the Council of Europe, established in April 2011. The Cultural Routes Programme considers that cultural routes are significant tools for the development of intercultural dialogue, cultural rapprochement, sustainable cultural development, and the promotion of cultural tourism. Moreover, it facilitates European integration. The routes identified as “European Cultural Routes” obtain certification by the Council of Europe. The Programme aims at the promotion of moral and responsible tourism that respects local societies and their cultural identity and particularity.

1.14.6 EUROPEAN CULTURAL NETWORKS

During its two presidencies, both of the Council of the European Union and the Committee of Ministers of the Council of Europe, Cyprus developed important relations with various European networks, which have an active role in promoting European policies in the culture sector. Participation in these networks allows the utmost exploitation of the possibilities provided by European mechanisms for setting and promoting policies.

1.14.7 EUROPEAN PROGRAMMES AND CULTURAL RELATIONS ORGANIZATION

The European Programmes and Cultural Relations Organization was established by a decision of the Council of Ministers to effectively manage European programmes and empower people working in the cultural and creative sector by further exploiting the European programmes and creating the necessary infrastructure on issues of cultural management.

1.14.7 Agreements and Programmes of Cultural Collaboration

Cyprus, aiming to collaborate with other countries in the fields of education, culture and sciences, has so far signed several bilateral Agreements. To implement these Agreements, the contracting parties compose and sign Implementing Programmes of Educational, Cultural and Scientific Collaboration. The Agreements and Programmes, with the regulation they include, provide the necessary institutional framework within which Cyprus’ cultural and educational exchange with other countries can occur. The Cultural Services are assigned with putting together and implementing that part of the Programmes’ provisions that governs Cyprus’ cultural collaboration and cultural exchanges with each contracting country (excluding the provisions on collaboration vis-à-vis issues of cultural heritage). Within their competence, the Cultural Services ensure that events are organized abroad in order to promote the contemporary Cypriot culture, and other countries’ cultural events are organized in Cyprus. The Programmes also provide for exchanges of experts in order to share information and work together in the field of culture.

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

A systematic codification of the actions contributing to the implementation of the Convention is carried out.

1.16 MUSEUMS

1.16.1 Museum Recognition Legislation

The guidance and 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 may, 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, eligible for State sponsorship under the terms and conditions set out in the special financing instrument "Plan to Provide State Sponsorship to Recognized Museums in Support of Development Activities (Activities, Projects and Programmes)".

In 2020, funding was approved for twelve applications submitted by recognized Museums for development activities. More specifically, funding was approved for:

- 1) The Theatre Museum (three actions)
- 2) The Palaichori Museum of Byzantine Heritage (three actions)
- 3) The Costas and Rita Severis Foundation Museum – The Centre of Visual Arts and Research (CVAR) (six actions)

1.16.2 Houses of Letters and Arts

In 2020, the Cultural Services continued to rent buildings in Lefkosia, Lemesos, Larnaka and Pafos in order to provide housing to agencies devoted to Letters and Arts. The Houses of Letters and Arts are used to hosting meetings, sessions, art exhibitions, literary events, film screenings, theatre rehearsals, and so on. The Cultural Services continue to support the management, operation and cultural activity of the Houses of Letters and Arts in order to serve as important cultural fora in the urban centres of Cyprus.

1.16.3 The National Struggle Museum

Since 2001, the National Struggle Museum is housed in the premises of the Old Archbishopric Palace, next to the Holy Archbishopric of Cyprus. The museum's exhibition area includes a wealth of exhibits such as tokens of remembrance, brochures, orders, declarations, correspondence, photographs, articles from the press of the time and other items related to the 1955 -1959 EOKA Liberation Struggle. This year, complying with the measures against the spread of the pandemic, the museum did not hold any events for the public. Instead, it opened for a limited number of visitors.

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

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

1.16.3.1.1 Mission of the Council

- 1) Recognition of the contribution of the EOKA fighters by the State and establishment of a Members Archive.
- 2) Maintenance of the areas related to the Struggle, such as prisons, the "Imprisoned Graves", detention centres, battlefields, places of sacrifice, hideouts and more.
- 3) Collection and exhibition of the Struggle's tokens of remembrance.
- 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 heroes' memorials.
- 6) Announcement of competitions on topics drawn from the Struggle.
- 7) Publication of historical books and textbooks about the Struggle.
- 8) Organizing events and lectures in order to increase awareness of the Struggle among the youth.
- 9) Other matters related to the 1955 - 1959 Struggle that may be deemed necessary by the Council.

For more information and material about the Struggle, go to <http://library.ucy.ac.cy/en>> Library> Digital Collections> SIMAE

1.16.3.2 Monuments Committee

The Monuments Committee was established pursuant to Law 79 (I)/2006 and operates under the presidency of the Cultural Services of the Ministry of Education, Culture, Sport and Youth, which are also responsible for it. The Committee is composed of independent experts appointed by the Council of Ministers for a three-year term. It has exclusive jurisdiction over the provision of advisory opinions to the competent Town Planning Authority regarding the construction or installation of monuments in outdoor areas in order to ensure the necessary planning permission / approval.

During 2020, conforming to the measures against the spread of the pandemic, the Monuments Committee oversaw a limited number of cases regarding the construction of monuments for people fallen during the Greek Cypriot liberation or resistance struggles or for personalities of the intellect, the art and history of Cyprus. Based on the opinions of the Monuments Committee, the Cultural Services may subsidize the construction of monuments that meet the necessary specifications.

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 material, books, posters and digital material about the organization. It also maintains and promotes contacts with other National Commissions of the UNESCO Member States, in order to exchange views and broaden cooperation to achieve common goals.

1.17.1 Strategic Priorities (2020 - 2022)

- 1) Promoting lifelong learning, creativity and active citizen participation in the community.
- 2) Protecting, promoting and relaying the cultural heritage of Cyprus.
- 3) Fostering 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 the UNESCO cultural conventions ratified by Cyprus, particularly those related 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 Cultural Services of the MOECSY 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 the Intangible Cultural Heritage, both through its presence at regional and international UNESCO meetings, and 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 Convention for the Safeguarding of the Intangible Cultural Heritage

The Commission coordinated the procedure for the enrichment of the National List of Intangible Cultural Heritage in order to record and preserve traditional cultural expressions, which up today consist part of the life of the inhabitants of Cyprus. Involved in this democratic procedure were state services, local government, cultural organizations and other interested parties. The submitted applications were examined by the Special Committee for ICH, made up of experts on intangible

cultural heritage and representatives of the CS, the Department of Antiquities and the Cyprus National Commission for UNESCO.

1.17.3.2 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)

The Commission participated with one of its members in the 13th Meeting of the Intergovernmental Committee in the 2005 Convention that took place between 11 - 14 February 2020, in the Organization's Seat in Paris. In collaboration with the Contact Point for the Convention in Cyprus, the Commission contributed to the periodic reporting submitted to UNESCO in November 2020, by collecting data from governmental services, cultural agencies and representatives of the civil society.

1.17.4 Promoting UNESCO training programmes

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

1.17.5 The UNESCO Associated Schools Network (ASPnet)

The Network was established in 1953, aiming at encouraging communication and strengthening cooperation among the pupil communities of the Organization's Member States, in order to effectively promote UNESCO's goals for young people. The network has been active in Cyprus since the 1969 - 1970 school year, under the supervision of the Ministry of Education, Culture, Sport and Youth. ASPnet includes public and private primary and secondary schools, which engage in a variety of ways, such as by organizing conferences and participating in events hosted by other schools abroad.

1.17.5.1 CitiZEN! World active citizens and sustainable cities

For the 2019 - 2020 school year, the general topic explored by ASPnet schools in Cyprus was: «CitiZEN! World active citizens and sustainable cities». The main goal of the programme is to provide pupils with the necessary equipment for both their personal development and the cultivation 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 ponder over 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.

The implementation of the programme involved workshops of psychosocial empowerment, conscience shaping and initiation of action for sustainable development themes. In addition, pupils within the Network attended workshops for the identification and fight against fake news, which had risen during the pandemic. At the same time, the schools carried out their own activities and projects that were linked to the objectives of the programme.

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/Unit for Education for the Environment, and the NGO CARDET.

1.17.5.2 Student workshops for the production of short documentaries

The UNESCO Associated Schools Network worked with NGO AEI Audiovisual Festival to carry out a series of documentaries for Secondary Education pupils and teachers, for the production of short (10 minute-long) documentaries with a historical, archaeological or ethnographic content. The films created by the school groups were screened online in the context of the third International Festival of Archaeological, Ethnographic and Historical Film, Cyprus. Three awards were presented, sponsored by the Cyprus Radiotelevision Authority.

1.17.6 “Global Heritage and Citizenship: Past in Present” Publication

The Cyprus National Commission for UNESCO presents the publication “Cultural Heritage and Citizenship: Past in Present”, which cleverly combines education for culture and builds active citizenship. The publication was produced in the context of the UNESCO ASPnet “Global Citizenship and Heritage Education” (2018 - 2019), with the support of the Cultural Services of the MOECYS. By

tracing the core actions of the programme, the book sets forth concerns about the perception of the cultural heritage in the contemporary world, identity-building processes and the requirements for substantial participation of young people in public affairs. Suggestions for teaching practices are also made, through the experience of museum educators, artists, academics, teachers, culture professionals but also from the point of view of the youth themselves. The publication is available online at the website of the Cyprus National Commission for UNESCO (www.unesco.org.cy).

1.17.6 UNESCO / Unitwin Chairs

Since 1992, the UNESCO Chairs are UNESCO's most significant programme at university level. The Chairs aim to strengthen inter-university cooperation and encourage knowledge sharing within the academia. Beyond the research initiatives they take on, the UNESCO Chairs provide training opportunities to areas related to UNESCO's fields of competence and to the specific themes that each Chair has undertaken to promote. The Chairs organize and participate in conferences and activities of educational institutes of other states that host UNESCO Chairs. They are subject to evaluation and inspection of their work by the Organization itself.

Today, more than 700 organizations are active within the programme across 116 UNESCO member-states in the areas of Natural and Social Sciences, culture, education and information.

1.17.7 Other Activities

1.17.7.1 The Piano Tour in Choirokoitia

On the occasion of the International Music Day, the Commission supported "The Piano Tour" initiative that took place in the Neolithic Settlement of Choirokoitia (World Heritage Monument) on 21st June by the Avantgarde Cultural Foundation.

1.17.7.2 Philosophy in Education

To mark the circulation of the Greek edition of UNESCO's publication "Philosophy, a school of freedom: Teaching Philosophy and Learning to Philosophize – Status and Prospects", the UNESCO Chair for "Cultural Diversity and Intercultural Dialogue for a Culture of Peace", of the University of Nicosia, in collaboration with the Cyprus National Commission for UNESCO and Zitros Publications, organized an online presentation of the book on 15th December.

1.17.7.3 Library

A library with UNESCO publications has been set up in the offices that house the Commission. The Library is open to the public. The collection includes 1200 books and periodicals, their themes covering UNESCO's core actions in the fields of Education, Culture, Social and Human Sciences, Natural Sciences, and Communication and Information.

1.17.7.4 Internet

The Commission has its own website (www.unesco.org.cy) and maintains a social media presence (Facebook, YouTube: Cyprus National Commission for UNESCO), aiming at the public's prompt and effective information about topics related to the programmes of the Commission and of UNESCO in Cyprus.

1.17.8 International Relations

The Commission is represented in intergovernmental committees as well as in regional and international meetings and symposia aiming at creating awareness about UNESCO programmes, sharing good practices and enhancing international cooperation.

1) 5th Meeting of the Network of European National Commissions for UNESCO (Portugal)

The Commission was represented at the fifth Meeting of the Network of European National Commissions for UNESCO that took place in Portugal. Among the topics discussed was the active participation of National Commissions in UNESCO's Draft Medium-Term Strategy (2022 - 2029), the promotion of an ethics framework for artificial intelligence and the active engagement of youth in UNESCO programmes. At a workshop on the promotion of active global citizenship, the representative of the Commission presented the programmes of the UNESCO Network of Associated Schools in Cyprus: "Global Citizenship and Heritage Education" and "CitiZEN! Global citizens and sustainable cities".

2) 14th annual meeting of the South-East European Experts Network on Intangible Cultural Heritage

Cyprus was represented by the Commission Chairperson and a Commission Member in the meeting that was titled: “Intangible Cultural Heritage in emergencies: Responding to the COVID-19 pandemic and addressing questions of ICH and resilience in times of crisis”.

3) Yearly Intergovernmental Meeting of the Mediterranean Diet Network

In the framework of cooperation with the other six members that have inscribed Mediterranean Diet in UNESCO’s Representative List of Intangible Cultural Heritage, Cyprus was represented at the meeting by a Member of the Commission, an Officer of the Ministry of Health and a representative of the Agros community. The deliberations of the meeting took place online on 16th November, on the occasion of the 10th anniversary of the first inscription of the Mediterranean Diet in UNESCO’s equivalent list. Actions launched for the protection and promotion of the Mediterranean Diet in each country were presented during the meeting.

4) Regional Centre for the Safeguarding of Intangible Cultural Heritage in South-Eastern Europe (under the auspices of UNESCO, Sofia)

Cyprus was represented in the deliberations of the Centre’s Executive Board and in the yearly General Assembly by a Commission Member. Representatives of the Centre’s member states and of UNESCO who decided on the Centre’s Timetable of Actions for 2021 participated.

2.

THE CYPRUS RESEARCH CENTRE

2.1 OBJECTIVES AND MEANS TO REALIZE THEM

The Cyprus Research Centre (C.R.C.) was founded in 1964 with the aim of enabling Cypriot and overseas scholars to research the history and civilisation of Cyprus and have the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture 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, 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.

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 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 and the Oral Tradition Archive was accomplished with the long-term aim of creating a Unitary Data Base for Oral History. In 2020 the group of archivists hired last year completed the process of counting material in the Oral Tradition Archive and the Folklore Archive. This demanding task is expected to be brought to completion for all the archives in the course of 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 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.

2.4 ACTIVITIES FOR 2020

In the year 2020, the Cyprus Research Centre published the following three books:

1. Nicholas Coureas, *The Burgesses of the Lusignan Kingdom of Cyprus 1192-1474*
2. Stephanos Efthymiades, *The Cyprus Byzantine hagiology, the Saints, the Writers and the Scripts (4th – 13th century)*
3. Anna Neophytou, *Popular Worship in the traditional Cyprus society, the Easter celebrations from the Carnival to the Pentecost*

In addition, within the context of upgrading the facilities of the Cyprus Research Centre, major maintenance and repair works were carried out in 2020 on the central buildings and main warehouse of the Cyprus Research Centre as well as new purchases of electronic equipment and stationery.

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 cultivate a sense of artistic performance among the people, as well as 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. Its Board of Directors sets out the Organisation's policy.

The Cyprus State Theatre 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 organised for pupils and preschoolers.
- Theatre Apothikes: Experimentation is facilitated as well as the quest for new creative ways of expression. This is the venue where young talented artists and theatre people with fresh ideas can find a medium for expression. For the theatre season 2019 - 2020 all artistic endeavours were exclusively for youth theatre.
- Mobile theatre unit "Out of Bounds" which tours to remote areas giving theatre performances.

Over the past years, changes have brought THOC into the heart of the European theatre. It has clearly prompted a change of attitude to the audience in Cyprus and has carried on with the same enthusiasm and awareness of the set target: to make theatre for the people of Cyprus with openings to and influences from the international stage.

Bringing theatre closer to the people with a carefully selected repertoire of regular productions, including subtitled productions in English and Turkish for non-Greek speaking audience as well as touring to urban and rural centers, summer productions in dozens of remote places in the countryside, productions at schools, site-specific theatre, taking into consideration the needs of the people of Cyprus – these are only some of the targets achieved.

THOC has been established in the collective consciousness of the Cypriots as a creative, prolific, prestigious Organisation that has earned the trust of theatre professionals in Greece, and other countries that have collaborated on occasion with the theatre of Cyprus. All this has contributed to positive responses by the audience and to the Organisation's international acclaim.

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 during its fifty 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.

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 establishments 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 then 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.
- Support and development of playwriting.
- 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 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 their 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 based on 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,e1>

In an effort to make 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 of at least 200,000 spectators of all ages. Cost: €1.138.000 per year is distributed to theatre entities through the THYMELI Plan.

Pandemic: From the very first moment of the pandemic's outbreak, the Cyprus Theatre Organisation (THOC) stood by the theatre professionals, by actively developing a series of initiatives. The first being an open dialogue of the Theatre Development Department with theatre groups that had scheduled their premieres and were directly affected in an attempt to gather an initial response, to the new challenges arising, while at the same time recording their thoughts and problems caused by the pandemic. For the recording of the consequences of the COVID-19 pandemic, a questionnaire was drawn up and circulated through a special platform. The material collected helped the identification and structural recording of the different views held by theatre professionals in Cyprus as to how they experienced the consequences caused by the coronavirus pandemic and how they believe different issues should be dealt with. The results of this questionnaire were a valuable source of information for a better insight into the experiences caused by the pandemic of the artists themselves. By March 17, the Board of Directors of THOC had already prepared an active support, based on immediate decisions.

Based on these decisions, THOC subsidised the beneficiaries, irrespective of whether premieres and performances were cancelled, aiming to provide the means to financial survival of the institutions and the support for the financial wellbeing of employees. Additionally, a series of relief measures were implemented for the period until the end of April. Furthermore, and in order to give theatre groups the opportunity to evaluate the situation and reschedule a deadline extension was granted to submit subsidy applications for the second half of the year. Among others, these measures had effectively provided support to the theatre domain of Cyprus, which is an ongoing endeavour and commitment in steering through the challenges of this difficult and unprecedented situation caused by the pandemic.

THOC continued to monitor the situation, preserving a constant communication with all directly involved and developing the sustained relief actions, implemented by the officials and the Board of Directors of the Organisation. Relevant briefing was provided to the Ministry of Education, Culture, Sport and Youth. At the same time, the Theatre Development Department was constantly informing the theatre professionals about the relevant decrees, and support programmes. THOC, as the relevant law provides, has responded positively in every way and is available to support the Ministry of Education, Culture, Sport and Youth on a consultation level, and suggest measures of action.

Theatre in schools: Consistent support and promotion of theatre in schools is offered either as a supplementary for drama games to various courses or as an independent course, as well as a means of self-improvement and learning. 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 Pancyprrian 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 the THOC's Department of Theatre Development, but the decisions are taken by the THOC-MEC Special Committee on Theatre in Education which consists of three members of THOC's Board of Directors and the Theatre Development Officer together with three members appointed by the Ministry of Education and Culture. The Ministry holds the presidency. (More on the games at: <https://www.thoc.org.cy/theatre-development/theatro-sta-scholeia,el-theatredev-02,el>)

Unfortunately, due to the pandemic the Theatre School Games 2020 were cancelled three days after their official opening. The measures resulted in the suspension of performances presented within the framework of the Games, as well as free visits, tours and workshops that were to take place at THOC building for organized groups of pupils. Scheduled visits to schools for presentations, lectures and other events were also cancelled.

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 participating in the Games, adult audiences of approximately 60 productions 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 the pupils of the participating schools. This specific organisation enriches the entire spectrum of the educational system and society, since parent involvement elevates each endeavour to a community event.

Pandemic: As mentioned above, all performances and educational programmes were cancelled in 2020 which included the programme Theatre Refuge which ran only in the Autumn of 2019.

Educational Programmes: On average 30 experiential workshops are 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.

Pandemic: The programmes were cancelled in 2020 due to the pandemic.

Amateur Theatre: THOC organizes an annual Amateur Theatre Festival whilst providing support to groups and offering, on occasion, training, workshops, and so on. The 32nd Pancyprian Festival of Amateur Theatre was organized in 2019. 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 based on 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 thousand 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.

Pandemic: The Pancyprian Amateur Theatre Festival was organized in the autumn of 2019.

Support of playwrighting: Implementation of policies to encourage and motivate the production of plays by Cypriot playwrights from theatre companies thus building strong ties between Cypriot playwrighting and the wider public.

THOC supports the Union of Cypriot Playwrights through 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 playwrighting in Cyprus. 'Play' aimed at fine-tuning and staging plays by Cypriot playwrights in order to encourage playwrights through constructive dialogue with theatre practitioners. The organization for the programme Play was organized for a period of time by the Cyprus Centre of the International Theatre Institute. THOC has, however, undertaken action as collaborator in order to further support and develop playwrighting within a new cycle of collaboration, Play Again! 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, inaugurated in 2010, 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:

- Participation in the Emergence programme, which due to the pandemic was not completed and as a result was continually rescheduled.
- 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, the Board of Directors of THOC through the years, recognises the importance of THOC grants offered to entities with significant theatre activity and has thus continued the financial support of organised groups such as the Cyprus Centre of the International Theatre Institute, the Cyprus Actors' Union, the 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.

**3.2 ARTISTIC ACTIVITY OF THE CYPRUS THEATRE ORGANISATION DURING THE PERIOD:
01. 10. 2019 – 30. 09. 2020**

MAIN STAGE

C/C	PLAY	Performances	Audience
1.	THE HOLIDAY TRILOGY by Carlo Goldoni Translation: Giorgos Depastas Direction: Takis Tzamargias Theatre Season: 8. 11. 2019 - 01. 02. 2020	37	4.532
2.	THE OGRESS by Demetris Bogris Direction: Lydia Koniordou Theatre Season: 14. 2. 2020 - 08. 03. 2020	12	1.835
3.	THE ACHARNIANS by Aristophanes Translation: Leonidas Zenakos Direction: Varnavas Kyriazis Theatre Season: 29. 07. 2020 -18. 09. 2020	10	6.255
	TOTAL OF MAIN STAGE	59	12.622
	COMPARATIVE FIGURES: 01.10. 2018 - 30. 09.2019	75	26.215
	COMPARATIVE FIGURES: 01.10.2017 - 30. 09. 2018	91	18.754

THOC OUT OF BOUNDS

C/C	Play	Performances	Audience
1.	OUR TOWN by Thornton Wilder Translation/Direction: Alexia Papalazarou Theatre Season: 18. 02. 2020 - 26. 06. 2020	17	3.294
	TOTAL OF THOC OUT OF BOUNDS	17	3.294

NEW STAGE

C/C	Play	Performances	Audience
1.	170 SQUARE METERS (MOONWALK) by Yiorghis Tsouris Direction: Yiorghis Tsouris Theatre Season: 25. 10. 2019 - 28. 12. 2019	32	3.657
2.	THINGS I KNOW TO BE TRUE by Andrew Bovell Translation: Vayos Liapis Direction: Maria Kyriakou Theatre Season: 17. 01. 2020 - 08. 03. 2020	22	2.395
3.	YOUNG MANON A DESERT ISLAND - APOTHIKES	43	4.373

	THEATRE Artistic Direction: Yiannis Karaoulis, Eleni Moleski Theatre Season: December 2019 - March 2020		
	TOTAL NEW STAGE	97	10.425
	COMPARATIVE FIGURES: 01.10.2018 - 30.09. 2019	146	8.501
	COMPARATIVE FIGURES: 01.10.17 - 30. 09. 2018	142	12.267

STAGE 018

A/A	Play	Performances	Audience
1.	THE GIRL WHO INSISTS by Tilemachos Tsardakas & Dionysis Bastas Direction: Marina Vrondi Theatre Season: 20.10.2019 - 10. 03. 2020	97	23.688
	TOTAL STAGE 018	97	23.688
	COMPARATIVE FIGURES: 01.10.2018 - 30.09.2019	100	25.833
	COMPARATIVE FIGURES: 01.10.2017 - 30.09.2018	143	24.449

NATIONAL THEATRE LIVE

1.	HAMLET	1	54
2.	ALL ABOUT EVE	1	100
3.	ALL MY SONS	1	164
	TOTAL	3	318

	GRAND TOTAL	273	50.347
	COMPARATIVE FIGURES: 01.10.2018 - 30.09.2019	332	63.334
	COMPARATIVE FIGURES: 01.10.2017 - 30.09.2018	386	56.401

PARTICIPATION OF THOC AT THE HELLENIC FESTIVAL DURING THE YEARS 2019 AND 2018

	Play	Performances	Audience
2019	'SUPPLIANTS' by Euripides Co-production: National Theatre of Greece – Cyprus Theatre Organisation	7	14.593
2018	'PERSIANS' by Aeschylus	2	8.800

COMPARATIVE CHART OF NUMBER OF PLAYS, PERFORMANCES AND AUDIENCES IN CYPRUS AND ABROAD

1.10.2019 - 30.9.20	Number of plays		Number of performances		Audience		Total Audience
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	3	-	59	-	12.622	-	12.622

Thoc Out of Bounds	1	-	17	-	3.294	-	3.294
New Stage	3	-	95	-	10.425	-	10.425
Stage 018	1	-	97	-	23.688	-	23.688
ΣΥΝΟΛΟ	8	-	270	-	50.029	-	50.029

1.10.18 - 30.9.2019	Number of plays		Number of 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 - 30.9.2018	Number of plays		Number of 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

* The data of this column include all performances of THOC' s stages given on tour abroad.

3.3 DEPARTMENT OF THEATRE DEVELOPMENT

SUBSIDISATION «THYMELI»

	2020 €	2019 €	2018 €
SATIRICO THEATRE	180.000	180.000	140.000
THEATRE ENA	100.000	130.000	165.250
ETHAL	110.000	120.000	180.000
THEATRE SKALA	150.000	100.000	110.000
THEATRE DIONYSOS	90.000	140.000	100.000
THEATRE ANEMONA	85.000	140.000	120.000
THEATRE VERSUS	85.000	80.000	70.000
THEATRE DENTRO LTD	80.000	20.000	80.000
CENTER OF PERFORMING ARTS «MITOS»	60.000	20.000	-
ALPHA SQUARE ORGANISATION LTD	45.000	30.000	30.000
ANTILOGOS THEATRE GROUP	25.000	20.000	17.500
THEATRICAL GROUP POINT 2	25.000	40.000	-
PERSONA THEATRE GROUP	20.000	-	20.000
OPEN ARTS	20.000	-	-
IMAGINARY THEATRE	15.000	-	10.000
FRESH TARGET THEATRE	10.000	-	5.000
POCKET THEATRE	10.000	10.000	10.000
ESTIA THEATRE CENTRE	-	30.000	-
YPOGEIA SKINI	-	10.000	-
ATYPI OMADA BRUTAL	-	10.000	-
PAN. BRATAKOS, CHR. KON/NOU, ALEX. ACHTAR	-	10.000	-
MARIA KAROLIDOU THEATRE GROUP	-	10.000	-
STILL THEATRE GROUP	-	10.000	-
THEATRE GROUP SOLO FOR THREE	-	-	40.000
PARAPLEVROS PRODUCTIONS	-	-	10.000
ENACT THEATRE	-	-	10.000
ANO THROSKO PRODUCTIONS	-	-	10.000
TOTAL	1.110.000	1.110.000	1.127.750

3.4 INFRASTRUTURE

INFRASTRUTURE CONSTRUCTION / RENOVATION FOR NEW AND EXISTING THEATRE BUILDINGS	2020 €	2019 €	2018 €
THOC NEW BUILDING	108.548	95.670	47.588
THEATRE APOTHIKES THOC	6.836	3.000	8.932
MAKARIOS III OPEN AMPHITHEATRE	8.498	4.006	1.299
TOTAL	123.882	102.676	57.819

3.5 OTHER SUBSIDIES AND ACTIVITY

AMATEUR THEATRE	2020 €	2019 €	2018 €
33° PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	20.324	-	-
32° PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	427	36.469	-
31° PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	1.036	26.892
30° PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	-	1.493
TOTAL	20.751	37.505	28.385

SCHOOL THEATRE	2020 €	2019 €	2018 €
PANCYPRIAN PUPIL THEATRE GAMES	19.643	34.015	29.592
TOTAL	19.643	34.015	29.592

SUBSIDISATION OF ORGANISATIONS	2020 €
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	40.000
CYPRUS THEATRE MUSEUM	15.000
ACTORS UNION OF CYPRUS	5.125
CYPRUS PLAYWRIGHTS COMPANY	4.000
TOTAL	64.125

OTHER ACTIVITY	2020 €
THEATRE AWARDS	15.308
SUBSIDISATION OF CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDISED THEATRES	9.600
WEBSITE	9.359
PODCAST «ODYSSEY»	7.200
WORKSHOPS OF THEATRE DEVELOPMENT DEPARTMENT	7.067

EUROPEAN THEATRE CONVENTION	6.178
PUBLICATION «THOC: 50 YEARS»	3.600
EXHIBITION «THE STAGE EXPOSED»	1.229
CYPRUS @ 60' – United Nations High Commissioner for Refugees	1.168
TOTAL	60.709

Part C'

Sports

1.

THE CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organisation is the Supreme Authority in the Republic of Cyprus and in accordance with the 69-96 Law on the Cyprus Sports Organisation is responsible for the development of the extracurricular sports activities and the «Sports-For-All» Programme. The C.S.O. functional organisational structure is set up in the following sectors:

- 1.1 Sports
- 1.2 Technical Services and Inspection of Private Gymnastics Schools
- 1.3 Management of C.S.O.-owned Sports Facilities
- 1.4 Maintenance of C.S.E.-owned Sports Facilities
- 1.5 Financial Management
- 1.6 General Administration Issues
- 1.7 National Projects
- 1.8 International Sports Relations, Transnational Agreements and European Issues
- 1.9 Staff Issues
- 1.10 Records Department / Secretariat
- 1.11 Sports Research Centre (SRC)
- 1.12 Athletes' Health Supreme Board (AHSB) – Athletes' Health Certificates

1.1 SPORTS SECTOR

The Sports Sector has two subject-areas: the one of the Competitive Sports and the other of Mass Sports. The Competitive Sports depend financially on the C.S.O.'s subsidy amounting to €10.322.000 compared to €10.020.500 in 2019. The above 2020 subsidy was distributed to the following:

C.S.O.'s Programmes: €1.926.500

Insurance, Violence and Fair Play, National Programme of Support to Developmental Sports, National Planning Framework for Talents, Planning Framework for High-performance Athletes, Research, Volunteering and European Sports Week. The C.S.O. programmes are, in fact, national programmes on a wide spectrum of activities.

SUBSIDIES TO SPORTS INSTITUTIONS: €8.315.898,01

The above sector is split into two subject-areas:

SUBJECT-AREA A - GRASSROOTS SPORTS: €2.546.769,01

Subsidies given to clubs, groups, associations, and so on. There are six (6) key planning frameworks running under this subject-area.

Coaching: €350.000,00

Covering part of the expenses incurred when coaches are employed by Clubs of individual sports, Gymnastics Associations and Nautical Clubs.

Rewarding Champions of Clubs of Team Sports: €200.000:

Financial support to clubs of team sports (basketball, volleyball, handball, table tennis, female football and futsal) for participating in the respective European events according to a specific plan.

Refugee Aid: €787.307,50

Financial assistance provided to our refugee clubs of all sports, which were active before 1974 and pursued their competitive activities even afterwards. The programme is running in three subject-areas:

- Supporting football clubs
- Supporting clubs of other team and individual sports apart from football
- Giving a lump sum to clubs, members of the Cyprus Confederation or Local Federations
- Paying the loan granted to refugee clubs of the Cyprus Football Association

Additional Subsidy

The House of Representatives approved additional subsidy to refugee clubs of all sports, amounting to €750.000, which was given to beneficiary clubs in the late 2020. Furthermore, it must be noted that the above subsidy has been institutionalised and from 2021, it will be included in the C.S.O.'s regular budget.

Subsidy to team sports: €368.867,76

For financial assistance to basketball, volleyball and handball, proportionally to their competitive activities with the involvement of all their athletes. The amount of €140,000 is available for semi-professionalism.

Member Clubs to the Cyprus Confederation of Local Federations: €330.000,00

Financial assistance to Federations and rural football clubs and support to Academies and developmental programmes of rural football clubs.

Subsidy to individual sports: €308.589.85

Financial assistance according to the evaluation of the competitive activities of the clubs involved in individual sports, Nautical Clubs and Gymnastics Associations. The aim is to give further financial support to clubs of individual sports, which possibly do not have any other proceeds (competitions / sports events tickets, and so on.).

Unpredictable subsidies: €202.030,90

It is deemed necessary that the amount of €202.030,90 is considered «Unpredictable» in order to meet unforeseen needs of our sports Institutions likely to come up during the year.

SUBJECT- AREA B - SPORTING EXCELLENCE: €5.769.102

Support given to our Federations and comprises eleven (11) key planning frameworks, which compared to fifteen (15) planning frameworks applicable in 2012, are set up following a decision by the Board of Administration dated 15/5/12 when planning frameworks merged, without being abolished but running as subsections. The aim of the merger is to ensure a smoother functioning of the Federations. The C.S.O.'s Board of Administration took a new decision at its meeting dated 13/1/2015, overriding its decision of the merger of the Planning Frameworks of Authorised Staff and Officers. Therefore, the above two sections are running as autonomous Planning Frameworks.

Planning of Proceeds of Authorised Staff: €933.737

To cover the payroll expenses of the Federations' staff.

Operating expenses: €362.232,50

Support given to the Federations in order to cover their Operating Expenses. It applies, precisely, to the Federations' staff and the remaining Operating Expenses like T.T.

Athletes' motivation: €537.750

Financial assistance given to the Federations' Champions according to their annual performance; the motivation amount covers the needs related to the Olympic sports athletes who are categorised as elite athletes according to their Federations requirements and they are also members of the national teams. These amounts are distributed according to a specific scoring system applied to the athletes considering their performance. The Incentive Plan is worked out by the Federations depending on the particularities of each sport and is communicated to the C.S.O. for approval.

Federations' Coaches: €794.200

Employment of coaches responsible for the national teams, through the Federations. Each Federation appoints, precisely, national coaches and assistant national coaches who are responsible for the implementation of the planning of the national teams. It is noted that the National Coaches are qualified / experts in each sports.

National Teams Planning €1.368.215:**International Sports Competitions held in Cyprus: €151.000**

Support provided to the Federations in order to organise international events in Cyprus. It is specified that the Federations enjoy membership in European and International Organisations and in this capacity, they have the obligation or the discretion to claim and undertake several European and/or international events. This helps the athletes to gain further sports experience and the organisers to learn more when it comes to organising international sports competitions, while at the same time global prominence is given to Cyprus. It is highlighted that the C.S.O. believes that international events held in Cyprus help significantly to enhance the development of tourism sports in our country.

Participation in international events: €864.425

Financial support is given to the Federations in order to participate in international sports competitions. The Federations enjoy membership of European and International Organisations and in the context of their obligations, they are responsible for taking part in international sports competitions, organised by such European and International Organisations. The C.S.O. intends to participate in international events efficiently, aiming eventually at giving the opportunity to our athletes to excel and to not simply participate in order to gain experience.

Special Physical Preparation of Athletes: €254.305

This applies mainly to programmes for the preparation of athletes enjoying international reputation who participate in specific international sports competitions. It is noted that our athletes need to go through special preparation in order to participate in big sports events, in order to be fit and come up winners. Therefore, they undergo training in the best possible places living in real sports competition conditions but also in places where they can train with athletes with the same skills from other countries, with a view to enhance their competitiveness.

Healthcare: €98.485

It covers any pharmaceutical treatment (vitamins, and so on) administered to the athletes of the Federations. This Planning gives also to our Federations, the possibility to provide more athletes with insurance coverage and not only the athletes who are already insured under the Insurance Contract provided by the C.S.O. At the same time, it enables them to support our athletes through rehabilitation programmes like massage, physiotherapy, hydrotherapy, and so on. It is stressed that the rapid development of sports goes with providing further scientific support to the athletes, which mainly reflects the healthcare and pharmaceutical care provided to them.

Planning of Developmental Programmes: €303.960 detailed as follows:**Development of Talents: €110.075**

Enhancing Federations' special programmes for the development of talents who will be champions in the future. The Federations work out special programmes through their Planning Frameworks in order to identify and develop new gifted athletes who will join the national teams of our country in the future. The Planning allows special camping in Cyprus and abroad with the involvement of qualified coaches who are trained in child education and psychology, in order to deal with the particular features of childhood and adolescence. The Planning for the development of talents is considered by the C.S.O. a future investment for the Federations in relation to the development of all sports.

Grassroots Sports Development and material: €193.885

Programmes launched by the Federations for the integration of young children / athletes in their respective sports. The Federations, along with the development of their competitive sports are responsible for recruiting new athletes, in order to encourage widening participation in their respective sports. The Planning helps equally the competitive aspirations of the Federations and sports massification. Part of the above amount is given to the Federations to meet their needs in terms of specialized sports material.

Professional Rehabilitation: €939.900

Integration and recruitment of elite athletes who achieved excellence at international level

Domestic Competitions: €306.700

Financial assistance to the Federations to smoothly conduct Pan Cyprian Championships. Therefore, huge organizing efforts must be made, and the Federations must undertake the financial burden, which is needed to conduct national championships. These expenses comprise the cost to prepare the spaces / facilities, the remuneration of the judges / referees / secretariat staff and observers. The pan Cyprian championships are always conducted in accordance with the international regulations applied in the case of each Federation, to ensure validity and reliability.

Conferences held abroad: €92.767,50

Ensuring the participation of the Federations in conferences organized by their respective European and International Federations. The members of the Federations' Boards of Administration, who are involved in the respective international Organisations have to attend the meetings of such respective international organisations to advocate for the C.S.O.'s opinions and interests.

Many of our members stand as candidates and are elected as members of the Boards of Administration of the international organisations, which raises the prestige of the C.S.O. and of the Republic of Cyprus in general.

Rewards (Partial Benefits): €0

The C.S.O. is running the Partial Benefits Scheme to subsidize athletes classified in good positions during big international events. The C.S.O. uses the «Partial Benefits Scheme» for high-performing able-bodied athletes but also for disabled athletes, according to which athletes and coaches are rewarded with considerable amounts of money for having excelled in their respective sports in major sports events.

High-performance Planning**Support Planning of Young Olympic Individual Sports Champions****Subscriptions: €100.645**

Until 2005, the Federations forwarded to the C.S.O. the relevant subscription invoicing received from their respective International and Pan European Federation and the C.S.O. settled payment. From 2006, these sums are given to the Federations, which settle themselves their subscription to be more flexible.

Unpredictable: €75.000

It is deemed necessary that the above sum is displayed as «Unpredictable» in order to meet any unforeseen needs of the sports institutions, likely to come up during the year.

During 2020, most of the Federations' planning frameworks were overturned because of the pandemic. Therefore, the C.S.O.'s Board of Administration decided to enable the Federations to transfer funds from the budget of one Planning Framework to another, in order to ensure their smoother functioning. The C.S.O. advised the Federations to consider a priority any support to the athletes, coaches and Clubs, in order to help a Club so as not to suspend its activities due to financial problems caused by the pandemic.

SPORTS FOR DISABLED PERSONS AND VULNERABLE GROUPS OF THE POPULATION: €380.000

Social Sports (Sports for Disabled Persons and Vulnerable Groups of the Population) depend on the financial aid given by the C.S.O., amounting to €380.000,00, increased by €20.000 compared to 2019. The following sectors were subsidized with the above amount in 2020:

- A regular annual subsidy is given to sport Institutions for paraplegics and disabled persons, persons with special needs, those who received a transplant, the deaf and blind. The total amount for 2020 was € 306,585.5, increased by €9,467.5 compared to 2019.
- Special planning frameworks according to criteria and requirements in order to provide support to several organized groups, encouraging targeted groups of the population to conduct physical activity. The total amount for 2020 was €60.000 increased by €5.000 compared to 2019.

The planning frameworks:

- Planning framework «Against Addiction to Legal and Illegal Substances», €5.000
- National Planning Framework for Religious Groups, €10.000
- Planning Framework to «Support Vulnerable Groups of the Population», €20.000
- Planning framework for «Institutions' Sports Events», €25.000

- Unpredictable «Social Sports» expenses for 2020, €13,414.5 increased by €5,532.5 compared to 2019

TOURISM SPORTS: €10.000

Tourism Sports were financially supported by the C.S.O. with the amount of €10.000 for 2020 as in 2019. The C.S.O. subsidizes its member Federations to organize international sports events in Cyprus, and the club sports to participate in international sports events held abroad and in Cyprus. It also subsidizes member Federations to participate in Pan European and World Conferences. The C.S.O. cooperates with Universities and the Deputy Ministry of Tourism in order to organize in Cyprus conferences and events on Tourism Sports. The C.S.O. provides training and supports sports Institutions with respect to tourism sports.

A joint Tourism Sports Committee in cooperation with the Deputy Ministry of Tourism is established. The cooperation is pursued to ensure both organisations' coordinated actions in order to attract tourism sports in Cyprus. Meetings are regularly held to make decisions on joint actions taken by the two Organisations.

SUBSIDIZING SCHOOL BOARDS: €245.000

The C.S.O. released for 2020, €245.000, equal amount as in 2019, and subsidized 47 School Boards (99 school classrooms – two more than in 2019) to provide school classrooms during afternoon hours, which are used by Clubs, Federations and C.S.O. National Programmes, according to eligibility criteria fixed jointly by the Ministry of Education, Culture, Sport and Youth and the School Boards.

SPORTS ACADEMY - €60.000

The Sports Academy has been designed and established by the C.S.O. in order to ensure the regular training & education of the staff, the athletes and, in general, all the management of the sport Organisations in sport science. In 2020, the Sports Academy was operational and met the needs of the sport federations by subsidizing training programmes (coaches, referees, and so on.) held in Cyprus and abroad.

In 2020, the Sports Academy focused on developing and applying best practices used by Sports Organisations, through a number of training seminars on Sports Governance addressing mainly sports federations' senior officers. The aim was to provide training to sports Institutions' officials held at schools of coaches / judges, and so on.

Subsidizing Training Programmes

The C.S.O. gave subsidies, through the Sports Academy Committee, amounting to more than €30.000,00 for training programmes in Cyprus and the travel expenses of experts going abroad. The above amount is much lower compared to last year's, because many seminars were cancelled due to the pandemic.

ATHLETES' INSURANCE - €267.690

The C.S.O. chooses through procurement process and decides the right type of collective insurance policy for the athletes of all the National Teams and the high-performance project athletes. The insurance policy covers the athletes against injury during training or competition in Cyprus or abroad. The amount of €237.690 is spent annually on insurance cover of 834 National Teams' athletes and approximately €30.000 for the high-performance athletes.

1.1.1 MASS SPORTS

SPORTS FOR ALL PROGRAMME

The Sports-For-All programme has been very successful during the 35 years it is running by offering various mass sporting programmes, aiming to improve the quality of life of each person and mostly of children, through physical activities and by offering benefits like recreation, enjoyment, improvement of social welfare, socialization, social reintegration, and so on.

The upgrading of the Programme is constantly pursued in order to provide qualitative sports services, which is achieved by adding new sports programmes, many sports events, continuous training and further training of qualified fitness instructors employed for the requirements of the Programme.

It is noteworthy that 35 Local Authorities cooperate under this Programme in order to elaborate sports programmes and organize sports events. The Local Authorities subsidize the participation in the Programme, by paying the full amount of participation fees or part of it, aiming eventually at providing their citizens with opportunities to become active in practising sports.

The Programme became well-reputed during the 35 years of being operational, which made it significantly known in the sport world, not only locally but also abroad, as the Programme is internationally recognized and rewarded.

The key objectives of the Programme are:

- Life-long physical activity and physical exercise as part of life.
- Improving the physical and mental health of a person.
- Forming a character and developing a personality in the spirit of fair play and sportsmanship.
- Sports education of people and mainly of children in order to eliminate eventually violence in sports.
- Encouraging young people to have a healthy hobby and avoid bad habits; reducing crime, eliminating the use of drugs and other social problems.
- Social cohesion, tolerance and understanding among citizens through physical activity programmes.

VIRTUAL COURSES DUE TO RESTRICTIONS

A video with physical exercises is available for the Sports-For-All programme to help members stay in touch and express care about them, keeping them close, in a structured and methodical way, enabling them to perform these exercises at home.

Our physical instructors created a video for each individual programme, which is on regularly on the C.S.O.'s web site and Facebook, the web channel of the Sports-For-All Programme on YouTube, on the Programme's web site, Facebook and Instagram. This is how the Programme's members have remained active, so that when the Programme is running again, to go back to their teams.

CREATION OF VIRTUAL PLATFORM FOR THE SPORTS-FOR-ALL PROGRAMME

This Platform became operational in early January, from morning until evening hours. Fitness programmes address more than 16.000 members. The Platform also hosts several other activities apart from the live and catch up Programmes available for all ages (Programmes for children, adults, third age, people with special needs, kindergarten, and so on). These activities comprise

presentations on mass sports and health. Experts may also provide information on the measures against COVID-19 promptly to members from the Platform.

USING OPEN SPACE FOR SPORTS PRACTISING

A new approach of running the Sports-For-All Programmes, by using open spaces e.g. parks, beaches, linear parks, squares as venue of the programmes and the events.

LAUNCHING E-REGISTRATION OF MEMBEERS FOR THE SPORTS-FOR-ALL PROGRAMME

The e-registration enables the citizens to choose on the web site the programme they are interested in to practice sports, to fill in the application form and proceed to e-payment in no time. Bureaucracy (the fitness instructors receiving application forms, collecting payment and depositing the money, clearance by the accounts department) is, therefore, minimized, eliminating the risk for the fitness instructors to lose money and modernizing the whole procedure.

SUMMER SPORTS ACTIVITIES

This year, the Summer Sports Activities Programme was running in all the Districts, starting on 1 July and ending on 7 August. It was running for the first time in Larnaka, Pafos and in Ammochostos after building the Paralimni Swimming Pool.

Covid-19 protection guidance was applied in all operating sites of the Programme as announced by the Ministry of Health and the Cyprus Sports Organisation.

EUROPEAN PROGRAMME: “EUROPE IN ACTION”

The Cyprus Sports Organisation and the Sports-For-All Programme are involved as shareholders in the TAFISA European Programme: «Europe in Action». The Head of the Mass Sports Department and a temporary partner represent the C.S.O. The aim of the programme is to identify the basic National and Regional grassroots sports policies, in order to upgrade them and create tools to be used in order to implement such policies. The key elements of the EU current policies will be identified through research and analysis; they will be elaborated and forwarded to the shareholders who are responsible for shaping and implementing the national and local grassroots sports policies. The procedure followed through the Programme in order to put theory into practice when it comes to the policies implementation, comprises:

- Collecting policies on grassroots sports.
- Coordinating actions to fix the key points of the grassroots sports policies and create tools to educate several partners on grassroots sports.
- Holding conferences to diffuse such key points and present good practices.

The Programme will last from January 2020 until December 2022 and is implemented in cooperation with eight different organisations from different sectors: the local government, sports, research and academia.

MEMBERS: EXPENSES - INCOME

During 2020, 14.700 persons of all ages participated in the programme, hoping that this number will increase, to achieve our vision, which is to provide more opportunities for participation in sports activities. The total expenses incurred from the Programme amounted to €2.413.817. Income of the Programme amounted to €809.453, which is considered a quite big amount due to pandemic conditions.

NATIONAL GUARD AND SECURITY CORPS PROGRAMMES

The contribution of the Physical Education Programme is considered significantly important for the soldiers and the permanent military staff; the aim is to upgrade physical education in the National Guard.

The sports practising programmes are prepared in order to create a modern army, a strong defense system in terms of physical fitness. They get better and are readjusted to the specific circumstances and needs of the National Guard.

26 fitness instructors are employed in the programme. Two male fitness instructors are appointed to act as facilitators and one female fitness instructor is appointed as Public Relations Officer in order to better monitor the programme. The facilitator is responsible for Larnaka, Lefkosia and Ammochostos district and the second one is responsible for Pafos and Lemesos district.

MEMBERS: EXPENSES - INCOME

Approximately 1200 soldiers / officers / contract soldiers practice sports daily on military camps, while this number is increasing to reach 3.500 during the recruitment periods. The fitness instructors use scientific, methodical and tactical planning during the physical activity, following new methods / trends of sports practising and achieving the best possible outcome. The total expenses of the Programme amount to €608.963. The income of the Programme amounts to €114.723.

Security Corps

The Sports Practising Programme for the Security Corps (Police, Fire Brigade, army permanent officers) aims at improving their physical fitness and appearance and at combining physical activity and leisure for the participants through sports. We enhance sport practising in the Security Corps, through this programme and we intend to help in our way to this end, so that our members may be in good condition and do their job as best as possible.

Prisons

- The C.S.O.'s innovative action is the seven gym centres in the Central Jail, which open to provide physical activity sessions to the inmates and the prison guards. Six male and female fitness instructors are recruited by the C.S.O. for the gym centres and they provide daily physical activity sessions to inmates.
- The Department contributes hugely towards drafting the technical specifications and providing new gym equipment placed in the gym centres of the Central Jail in summer, 2020.
- Organising successfully the "Be Active" week event in 2019 and 2020; the more successful and award-winning "Functional Relays" actions taking place on the football pitch of the Central Jail with the participation of more than 50 inmates. The event was broadcasted on TV channels.

PHYSICAL TRAINING OF INMATES AND PRISON GUARDS

Opening two more gym centres in the Central Jail to provide physical activity sessions to inmates and prison guards is also an innovative action of the C.S.O. Young male and female fitness instructors are recruited by the C.S.O. for the needs of the gym centres in the Central Jail, to provide physical activity sessions to inmates and prison guards.

1.2 TECHNICAL SERVICES AND INSPECTION OF PRIVATE GYMNASTICS SCHOOLS

The Sector of Technical Services and Inspection of the Private Gymnastics Schools has two main branches:

- Setting up C.S.O.-owned Sports Facilities and subsidizing non C.S.O.-owned Sports Facilities.
- Inspecting Private Gymnastics Schools.

Sector of Building Sports Facilities and Subsidizing Sports Facilities Non-owned by the C.S.O.

This sector deals with building new C.S.O.-owned Sports Facilities, upgrading the existing Sports Facilities and monitoring projects of non C.S.O.-owned Sports Facilities subsidized by the C.S.O.

The C.S.O.'s Technical Services cannot implement their projects directly with C.S.O.'s sources (because of their small size) and they cannot undertake by themselves their study or construction either. The Technical Services act as a task force, coordinating and monitoring unit. They buy services from external partners (study, construction, and so on) selected in accordance with the N73(I)/2016 Law on Public Procurement and the circulars and instructions issued by the Tenders Review Authority, the Audit Office and the Ministry of Education, Culture, Sports and Youth from time to time. Further to the above, internal procedures are followed pursuant to the Law on the C.S.O. and, in general, the Laws of the Republic of Cyprus for each case. The implementation of the projects through the purchase of services is the current practice followed by the wider Public Sector.

It is important to note that the C.S.O. pays also particular attention to the promotion and implementation of each sport's developmental programme considered inter alia by the C.S.O. to be subsidized, in accordance with its requirements. €9.000.000 have approximately been spent for the development of sports infrastructure in the projects sector during 2020.

1.2.1 Projects completed or under construction:

- Putting wooden floor in the "ATI" sports room
- Six stadiums for social sports in Pafos Municipality
- "DOXA –THOI" Katokopias Football Pitch (under construction)
- Three social sports stadiums in the Livadia Municipality
- Synthetic turf for the Oroklinis Football Pitch
- "AETOS" Football Pitch in Lemesos Municipality (under construction)
- Larnaka Tennis Club Courts & Facilities (under construction)
- Works on the "AEK - ARENA" Football Pitch
- Athletics Stadium (Social Sports) in Kato Mylos Community
- Sports room of the Trachoni school board
- Repair and improvement works for the "Ethnikos Achna" football pitch
- Several small projects improving sports infrastructure and social sports projects has also been subsidized

1.2.2 Maintenance / Reinforcement of Tsirio Stadium Terraces & Canopy

The public procurement is closed. Only one offer amounting to approximately €4.000.000 is submitted. Considering the amount is high according to the estimation of the consultant designers, the project is considered by negotiated procedure.

1.2.3 Reconstruction of GSP Athletics Field Synthetic Turf

The procurement is closed (approximately €1.500.000). One of the bidders applied to the Tenders Review Authority for reconsideration and the Authority's decision is expected to be issued.

1.2.4 Lemesos Football Field in Kolossi

The Project is under construction. The amount on the construction contract is €31.333.000 and the project duration according to the contract is 28 months. However, it is reported that upon commencement of the works shortcomings and deficiencies in the geological – geotechnical study provided by the consultants designers of the project were observed, which affected the static study of some parts of the project (like the shoring wall, part of the terrace and the basement), but also additional earthworks (spoil bank). Then, the engineer / designer of the project decided for his own reasons to be disengaged from the project and from September 2019, the Public Works Department assumed the supervision, following a recommendation by the General Auditor and a decision taken by the Council of Ministers.

A huge delay in the progress of the construction works is observed because of the problems mentioned and possibly other problems (like rainy weather, intervention by third Institutions, the contractor's bad organization of the works). The question of the delays / extensions and the financial claims of the contractor are considered by a three-member Ad hoc Committee, which was appointed by the Central Committee for Changes & Claims, also according to a recommendation by the General Auditor.

About €12.500.000 have so far been disbursed.

1.2.5 Opinion submission department for Sports Facilities Development

The Department expresses opinions submitted to the Competent Authorities and the Designers and/or Applicants, pursuant to the Law and the Regulations of the C.S.O., acting as inspection and monitoring authority for Sports Facilities development (Private Gymnastics Schools and other Sports Development Projects). This department is in charge of Sports Facilities development, according to the respective law and, therefore, it may ensure that these Sports Facilities operate in compliance with the law. In 2020, the C.S.O.'s Technical Services submitted 120 opinions in writing and many more verbally.

1.2.6 Inspection of Private Gymnastics Schools

The C.S.O. follows a standard procedure of monitoring, inspecting and licensing Private Gymnastics Schools in accordance with article 5 (2) (κ) of the Law on Cyprus Sports Organisation and its relevant Regulations. The enforcement of the Law and the Regulations is ensured according to the specific system used by the C.S.O.'s department, aiming mainly at accrediting the Schools offering services of gymnastics or learning how to practice sports.

A procedure is also established and institutionalized according to this system, considering the qualifications described in the Regulations on Private Gymnastics Schools about the approved fitness of instructors / trainers registered who are interested in being hired by Private Gymnastics Schools.

The year 2020 was marked by the burst of the Covid-19 pandemic outbreak, affecting dramatically the Private Gymnastics Schools. The lockdown orders coming in force in March 2020 forced the Private Gymnastics Schools to suspend their activities for long periods (March – June 2020 & November –

December 2020), with subsequent results. Detailed reference to the activities of the sector in 2020 is made below.

1.2.7 Monitoring Private Gymnastics Schools

The monitoring of the Private Gymnastics Schools is carried out with software. The 1074 Private Gymnastics Schools registered with the C.S.O. until 31/12/2020 are classified on the Table below:

Private Gymnastics Schools licensed in 2020.	149
Private Gymnastics Schools approved in the past but did not apply to have their licence reissued / renewed in 2020.	59
Private Gymnastics Schools approved in the past, which applied to have their licence reissued / renewed in 2020 and a compliance letter was sent to them.	13
Private Gymnastics Schools approved in the past but then terminated their operation.	22
Private Gymnastics Schools approved in the past but then their file was forwarded to the legal advisor to take legal action	7
Private Gymnastics Schools applying throughout time and a compliance letter was sent to them.	81
Private Gymnastics Schools, the file of which has been forwarded to the Legal Advisor to take legal action.	131
Private Gymnastics Schools, the file of which was sent back by the Legal Advisor for further investigation.	12
Private Gymnastics Schools, which are not operational.	284
Private Gymnastics Schools under consideration to find out whether they meet the requirements in accordance with the respective law.	97
Private Gymnastics Schools, which are operational and have not applied to the C.S.O. to be licensed.	219
TOTAL	1074

1.2.8 Inspection of Private Gymnastics Schools

The inspection visits to the Private Gymnastics Schools (licensed and non-licensed) are carried out by Inspectors of the C.S.O. who carry out inspection either scheduled or without notice. The inspection visits carried out in 2020, precisely until 31/12/2020 are reported on the Table below per region:

VISITS	LEFKOSIA	LEMESOS	LARNAKA	AMMOCHOSTOS	PAFOS	TOTAL
	177	120	42	8	71	418

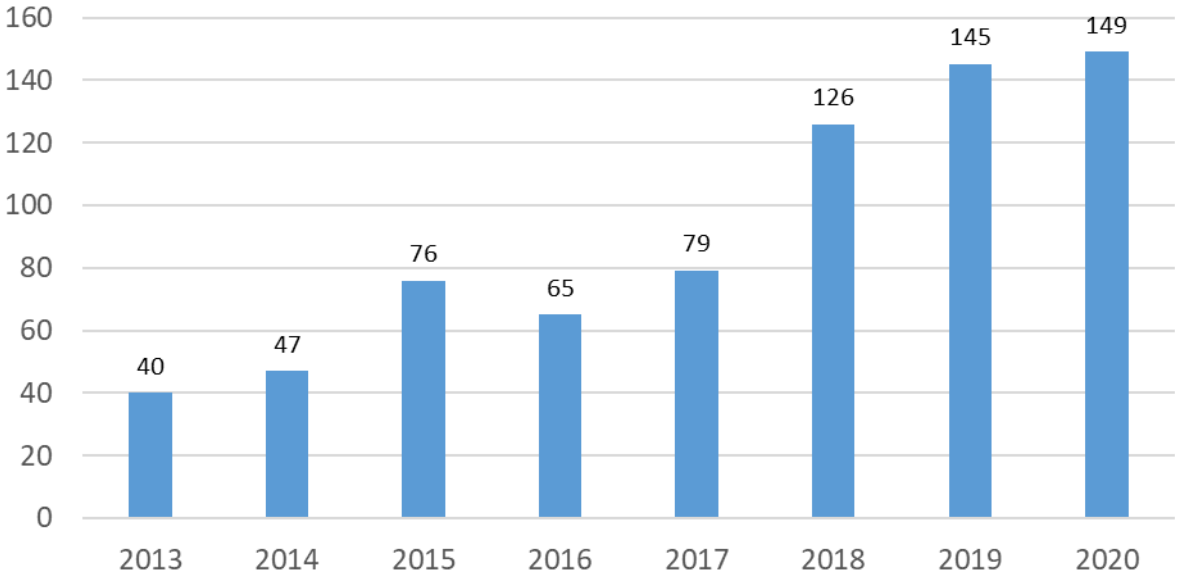
1.2.9 Licencing Private Gymnastics Schools

The inspection visits for licensing, are carried out after the owners of the Private Gymnastics Schools apply and provided that their application is submitted duly completed. The inspection visits focus on checking the school's sports equipment and the premises. Inspectors of Private Gymnastics Schools

carry out the inspection of the sports equipment and the fitness instructors / trainers. Officers of the C.S.O.'s Technical Services carry out the inspection of the premises. The operating licence is annual and expires on 31 December of the year it is issued; the licence is issued for the specific type of sports practised or gym training offered by the school. The licensed Private Gymnastics Schools are registered with the C.S.O., which keeps a respective register. In 2020, 149 Private Gymnastics Schools were licensed by the C.S.O.

The number of licensed Private Gymnastics Schools from 2013 until 2020 is displayed on the following chart:

NUMBER OF LICENSED PRIVATE GYMNASTICS SCHOOLS



1.2.10 Taking legal action

If a Private Gymnastics School does not fulfill its obligations, the C.S.O. takes legal action against the person (natural or legal) who has established and is running the Private Gymnastics School without Operating Licence. 574 cases were forwarded to the Legal Advisor until 31/12/2020, 205 of which were evaluated, 24 were sent back to the C.S.O. by the Legal Advisor asking for additional data, 119 go through the procedure of evaluation, eight received a writ and 218 were withdrawn for the following grounds:

- 99 obtained the said operating licence.
- 94 suspended their operation.
- 24 did not comply with the rules
- one has not so far complied

It is noted that in 2020, the C.S.O. won through its Legal Advisor the claim against Private Gymnastics Schools, which are operating without being licensed by the C.S.O., without meeting the requirements, and without complying with the standards for safe operation. As a consequence twenty seven (27) interim orders for suspension of activities were issued EX PARTE.

1.2.11 Physical instructors / educators register

Further to the register of operating licence kept, the Regulations provide for a register of fitness of instructors / trainers registered after applying to the C.S.O. who are interested in being hired by Private Gymnastics Schools. 1464 persons have so far applied for registration; 1225 applications have been approved, 52 have been rejected, while 187 are under consideration.

1.2.12 Modernisation of the Regulations on Private Gymnastics Schools

In 2020, the C.S.O. drafted the amendment of the Regulations 1995 – 2012 on Private Gymnastics Schools. The draft amendment was on Public Consultation on 6 July 2020. It was uploaded on the C.S.O.'s website and was also forwarded to the stakeholders for comments / suggestions until 9/9/2020. Forty four social partners (Institutions & Individuals) made eventually comments / suggestions to the C.S.O.

At its 44th meeting dated 8/9/2020, the C.S.O.'s Board of Administration appointed a Committee to consider the opinions and suggestions of the several stakeholders on the proposed amendment of the Regulatory Framework regarding the Private Gymnastics Schools. At its first meeting dated 21/10/2020, this Committee took, inter alia, a decision on the next steps regarding the evaluation of the comments / suggestions made by the social partners. The aim of the modernisation of the Regulations is to bridge the gap, deal with the deficiencies identified throughout time and ensure that safe sport practising services are provided to the citizens and that also stricter and individualized penalties are enforced in order to ensure compliance with the Law.

1.2.13 Digitalisation of the Private Gymnastics Schools Inspection Department

The Inspection Department of the Private Gymnastics Schools has since 2020 been developing a new information system. It is expected that upon completion of the project, the C.S.O. will achieve:

- Digitalization of the procedures and the reduction of bureaucracy.
- Two-way communication between the citizens and the C.S.O. e.g. e-Submission of applications.
- A more effective way of carrying out inspection and monitoring of Private Gymnastics Schools, while, at the same conclusions are drawn and suggestions are made.
- Effective enforcement of the General Data Protection Regulation.

1.2.14 Private Gymnastics Schools licensing fees for 2020

The C.S.O.'s Board of Administration took at its 3rd meeting dated 19/1/2021 the following decisions, because of the pandemic and its subsequent adverse economic consequences affecting negatively the Private Gymnastics Schools:

- (a) The Private Gymnastics Schools, which have their operating licence approved for 2020 but have not paid the fees, will not pay them. However, they will have their Operating Licence for 2020 issued.
- (b) Those Private Gymnastics Schools, which have already paid the 2020 fees. They will be reimbursed.

1.3 & 1.4 MANAGEMENT & MAINTENANCE DEPARTMENT OF C.S.O.-OWNED SPORTS BUILDINGS / FACILITIES

The Management & Maintenance Department of C.S.O.-owned Sports Facilities is vested with the following:

- It allows the use of the Sports Facilities by sports and non-sports Institutions as their events venue, either international, national, club sporting competitions, training sessions or social and cultural occasions, like, typically, stock market events, concerts, pre-election gatherings, ceremonies to proclaim elected presidents, performance of ritual by several religious groups. The requests by Institutions to use C.S.O.'s Sports Facilities are dealt with through a simple email. The Department deals also with all questions for consultation, with clients who send a request to use the Sports Facilities as events venue; it deals with staff management, purchase of provisions and consumable. Officers and the suitable workforce staff the Sports Facilities in order to serve the users. They are open almost seven days a week between 6:30 – 22:30.
- It is responsible for the daily maintenance of Sports Facilities in order to keep a high security level for the users (workers, athletes, coaches, visitors, and so on). The Maintenance is carried out according to a main contract lasting four years according to which the necessary maintenance is carried out, some repair and improving works in building, mechanical and electrical installations to keep the 18 C.S.O.-owned sports facilities in Lefkosia, Lemesos, Larnaka and Pafos safe for the users and properly operational according to their initial designing. The Department concludes also additional annual contracts for the maintenance of the grass carpets of Makarios Stadium (primarily the football pitch & 3 ancillary facilities) and of the Stelios Kyriakides Stadium for the maintenance of lifts, and so on.
- Both «branches» of the Maintenance & Management Department are actively involved in carrying out the necessary works for installations in order to comply with the requirements of the authorities, departments and laws. Thus, all the annual licences & certificates are issued by the Electrical and Mechanical Unit, the Fire Brigade, the Inspection Department of Labour.

The C.S.O.-owned Facilities:

The C.S.O.'s sports facilities' value is approximately €111.000.000,0 (*as per the valuation carried out in 2018*) and they comprise:

- Two football pitches with track and field:
«MAKARIOS SPORTING CENTRE» in Lefkosia and «STELIOS KYRIAKIDES» in Pafos
- Three indoor stadiums according to international standards:
«TASSOS PAPADOPOULOS - ELEFThERIA» in Lefkosia, «SPYROS KYPRIANOU» in Lemesos and «KITION» in Larnaka
- The multi-use training centre «EVANGELOS FLORAKIS» in Lefkosia
- Four indoor stadiums according to national standards:
«LEFKOTHEO» in Lefkosia, «GLAFKOS CLERIDES» in Agros, «APHRODITI» in Pafos
- Three training football pitches with natural grass turf in Makarios Sporting Centre
- Three swimming pools, 50m each, with training pools, 20m + 23m respectively:
LARNAKA OLYMPIC SWIMMING POOL, LEMESOS OLYMPIC SWIMMING POOL and the LEFKOSIA SWIMMING POOL, are run jointly by the Lefkosia Municipality, according to respective agreement

- Two indoor swimming pools, 25m each:
«GLAFKOS CLERIDES» in Agros and the LEMESOS INDOOR SWIMMING POOL
- Two sports parks:
The OLD GSO in Lemesos (*in December 2019 the Lemesos Municipality & the Cyprus University of Technology were assigned the task to run it*),
The OLD GSZ in Larnaka (*in August 2018 a private individual was awarded a five-year contract to run it through open public procurement*)
- The Sailing Centre in Lemesos

Works/Actions in 2020:

The Covid-19 pandemic still affecting the whole world brought about a reduction of the activities taking place in the sports facilities and a partial suspension of the maintenance works. Additionally, the pandemic affected negatively the events and big events were cancelled as expected (IFX, Karate World Cup, and so on); however, some important events and activities took place since the very first stage of lifting the restriction measures and upon commencement of the competitive period. Such activities, operations and actions taken place in 2020 are detailed below:

MAINTENANCE WORKS:

- Replacement / repairs of the “Evangelos Florakis” roof insulation; project cost: €445.000,00 plus VAT.
- Replacement / repairs of the “Spyros Kyprianou” roof insulation; project cost: €500.774,00 plus VAT. It is expected to start in early March and to be completed in late July.
- Partial upgrading of the mechanical installations of the Lemesos Olympic Swimming Pool; the cost of the project was about €150.000,00 plus VAT and its completion was expected early July 2021.
- Hiring a Project Team to carry out a Study of the works and of the upgrading cost for Makarios Stadium and highlight the upgrading cost in order to transform the Stadium into a modern stadium classified UEFA 3 League.
- Hiring a Project Team to carry out a Study on the Upgrading works at Stelios Kyriakides Stadium and highlight the upgrading cost in order to transform the Stadium into a modern stadium classified UEFA 3 League.
- The Department purchased the services of an Electrical Engineer through an open public procurement for the provision of services, which are considered basic needs for the C.S.O. as the suitability of sports facilities to host events requires the suitable electrical installation and precisely lighting level.
- An open public procurement was launched for the upgrading of the lighting level in Tassos Papadopoulos Eleftheria indoor stadium to meet the needs during Basket Ball Champions League 2000 Lux.
- Hiring designers to carry out visual controls in seven C.S.O.’s stadiums of League A so that that the Cyprus Licensing Authority may issue the annual Certificates of Suitability.
- The amount of €2.140.000 was paid to the Lefkosia Municipality in order to upgrade the Lefkosia Swimming Pool; the project will commence the second semester of 2021.
- Enhancing the effect of the temporary lighting in “Glafkos Clerides” Indoor Sporting Centre in Agros for the needs of evening sporting competitions taking place.
- Six workers were hired for the Sports Facilities.
- Partial contribution to the repair works performed at the Lefkosia Olympic Swimming Pools by the Lefkosia Municipality acting as the owner, in order to support the Lefkosia Municipality.

- Launch of a public procurement in order to purchase consultant services and upgrade “Glafkos Clerides” Sporting Centre.
- Management & Maintenance of the C.S.O.’s Swimming Pools by concluding a contract for provision of services with a private company selected after an open public procurement took place.
- Obtaining annual operating licence for sports facilities.
- Launching of new public procurements for the maintenance of the natural grass turfs of “Stelios Kyriakides” & “Makarios” stadium, including three ancillary grounds and awarding a contract to private companies through open procurement.

EVENTS:

- The Keravnos Basketball team qualified at the BCL and the sporting competition took place at the Tassos Papadopoulos Eleftheria Indoor Stadium.
- The sporting competitions between FUTSAL Parnassos Strovolos team / FUTSAL Omonia Volley took place successfully at the same stadium. The teams qualified for the next tournaments of the European events. Sporting competitions of the FUTSAL & Basketball national teams took also place there.
- The Sports-For-All National Programme with the participation of the Summer School took place successfully indeed, in almost all the C.S.O.’s Sports Facilities.
- The C.S.O. adapted immediately and implemented literally all the State protocols.
- The C.S.O. collaborated with the Federations as users and/or administrators of its facilities for the implementation of their protocols.
- In early 2020, new staff was hired in the sport facilities. Four workers and two cleaners were precisely hired for Lefkosia, Lemesos & Larnaka district, filling, eventually, job vacancies, because of staff retirement or resignation.
- A new Responsible Officer for Sports Halls in Pafos was appointed, after his predecessor accepted his appointment in schools. The Limassol Senior Officer for Sports Facilities also accepted an appointment in schools and during this period, replacement procedures are carried out.
- Contracts have been concluded with private individuals for the following canteens: Lemesos Indoor Swimming Pool, Lemesos Olympic Swimming Pool and Aphrodite Room, because of lack of interest in the procurement procedures and in order to provide better services to users and persons practising sports.
- An increase in the number of teams using Stelios Kyriakides (Karmiotissa and B league teams for cup competitions) as home has been observed.
- A paperless procedure has been launched for payments and the payroll of the workforce.
- The Board of Administration decided that users pay no charges for the period between March 2020 and August 2020 and 50% discount for the period between September and December, following the COVID-19 restrictions and the reduced sports activities.
- The surrounding rooms were given to Federations on two-year instead of one-year use license contract.
- The regulations and the Law on Swimming Pools were enforced in accordance with a protocol concluded with the State General Laboratory and microbiological analyses in each swimming pool were performed.
- The C.S.O.’s facilities are given free to contracting authorities of the Ministry of Health to perform COVID-19 tests.
- The Spyros Kyprianou Sporting Centre in Lemesos will be given to the Ministry of Health for vaccinations in February the current year.

The total expenses of maintenance works in the 19 C.S.O.-owned Sports Facilities amounted to €1.250.000,00 for maintenance works and to €2.270.000 for administrative expenses.

1.5 FINANCIAL MANAGEMENT SECTOR

SUMMARY INCOME TABLE

	<u>2020</u>	<u>2021</u>	<u>2022</u>
Income per Unit	Budget	Budget	€
	€	€	€
01 State Subsidy	42.453.600	41.403.600	36.904.000
02 Income from C.S.O.-owned premises and other Sports Facilities	1.023.050	1.050.050	1.050.050
04 Other Income	2.277.080	2.257.080	2.257.080
09 National Gambling Authority	2.500.000	2.500.000	2.500.000
011 Enforcement of the Law on Prevention and Suppression of Violence on the Sports Grounds	50	50	50
Total Income	48.253.780	47.210.780	42.711.180

SUMMARY EXPENSES TABLE

	<u>2020</u>	<u>2021</u>	<u>2022</u>
Expenditure per Unit	Budget	Budget	
	€	€	
01 Method-Administrative Expenses/Maintenance	14.035.938	14.372.628	14.687.648
02 Method – Subsidies	15.835.322	15.575.312	15.535.312
03 Developing-Creating & Improving Sports Facilities	15.857.490	14.787.810	10.138.190
04 Method-Paying off Loans & Other Liabilities	2.125.000	2.075.000	1.950.000
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 Expenses		48.253.780	47.210.780	42.711.180

1.6. ADMINISTRATION ISSUES

SPORTS SUPREME JUDICIAL COMMITTEE (SSJC)

The Sports Supreme Judicial Committee (SSJC) is a five-member Committee composed of the Chairperson, the Vice-Chairperson and three (3) members. The Board of Administration of the C.S.O. appoints the SSJC for a two-year term in accordance with the Law of the Cyprus Sports Organisation. The C.S.O.'s Board of Administration decided on 14.07.2020, to appoint the SSJC Committee for a new term, starting from 01.10.2020 and ending on 30.09.2022 with the following composition:

Giorgos Triantafyllides	- Chairperson
Frangiskos Hadjihannas	- Vice Chairperson
Panayiotis Kakkouras	- Member
Gaston Hadjianastasiou	- Member
Athos Dimitriou	- Member

The Law on Cyprus Sports Organisation defines the SSJC powers and composition. It is briefly noted that the Committee deals with:

- sports disputes, sports offences (at primary level).
- appeals challenging decisions by respective judicial committees (at secondary level).

The SSJC monitors its meetings and the procedure running before it, pursuant to the Law on the Committee.

LEASING AND SUBLEASING OF STATE LAND

The President of the C.S.O. co-signs with the Republic of Cyprus/Ministry of Interior **Leasing contracts for State land** and **sub-leasing contracts** with sports clubs, sports Federations, Municipalities and Communities, implementing the decisions taken by the Council of Ministers. The requests for leasing State land are submitted to the competent Lands and Surveys department by the C.S.O., after a written request has been submitted by the above Institutions. The decision about Leasing State land is taken by the Council of Ministers. The Leasing Contract is drafted by the Law Office of the Republic of Cyprus according to specific terms and conditions and is signed by the Permanent Secretary of the Ministry of Interior.

The Department monitoring the Leasing and Sub-leasing procedure of State land has a **special register**, while all the Leasing and Sub-leasing contracts are also kept in a special file called "leasing file". Copies of the leasing and sub-leasing contracts are communicated to the C.S.O.'s Accounts Department for a follow-up and settlement of the leasing by the Institutions, which are contracting parties under such leasing of State land.

REGISTER OF CONTRACTS / AGREEMENTS

The Chairperson of the C.S.O. co-signs with several Institutions, Contracts, Conventions, Agreements, Memoranda of Understanding, and so on. In 2020, **thirty one such contracts** were co-signed with several Institutions.

An officer responsible for the follow-up and/or a Monitoring Committee is/are appointed for the management, execution and follow-up of each agreement / contract signed on behalf of the C.S.O. by its Chairperson.

Public Contracts (offers, public procurements), agreements with private law entities, private Institutions, natural persons, Sports Institutions and so on may be called contracts.

The Administration is responsible for keeping a Register for Contracts, as well as keeping and filing the Original Contract Document (normally the original) in a suitable place for this purpose.

REGISTER OF JUDICIAL CASES – JUDICIAL CASES BEFORE THE COURT

The Department has a register of Judicial Cases filed before the District Courts, the Administrative Court and the Supreme Court. A separate Folder for Administrative Cases is kept for each case filed before the court, which is updated regularly about how the case has progressed.

INTERNATIONAL SPORTS RELATIONS / PROTOCOLS

The International Sports Relations is the Planning Framework of the C.S.O. for the promotion and enhancement of the cooperation between Cyprus and other countries, by subsidizing the accommodation and covering the expenses of a delegation:

- Athletes & National Teams for training, preparation and participation in sporting competitions / tournaments
- Experts & Technocrats to exchange information and knowledge on sports issues

All the Agreements and Memoranda are drafted according to the Law Office Manual of Guidelines how to Conclude International Agreements and Memoranda of Understanding; they are legally and technically revised at the Law Office of the Republic of Cyprus before they are signed. Mainly the Ministry of Foreign Affairs and the Ministry of Education, Culture, Sport and Youth sign these agreements.

The Sports Federations can join the Sports Exchange Programme related to Sports Partnerships concluded between the C.S.O. and other States, provided that they meet the requirements set up by the C.S.O. as described in detail in the Policy and Procedures Guide, which is uploaded on the C.S.O.'s web site.

1. Sports Partnerships with Sports Authorities of Other States

- Sports Partnership **Protocol** between the C.S.O. & G.S.S. [General Sports Secretariat] – Greece **2019 – 2021**
- **Declaration** for Sports Cooperation between C.S.O. & Israel Sports Authority **2018 – 2021**
- **Memorandum of Understanding** in Sports between the Ministry of Education, Culture, Sport and Youth and the Ministry of Youth and Sports of the Republic of Serbia **2018 – 2022**

- **Executive Cooperation Project** between the Government of the Republic of Cyprus and the Government of the People's Republic of China **2019 – 2022** (signed by the Minister of Education, Culture, Youth and Sports of CHINA on 25/4/2019)

Subsidizing Sports Federations

In 2020 about ten (10) sports federations received subsidies amounting approximately to €50.000,00 to participate in sports exchange programmes with the States, which are partners according to the sports cooperation agreement concluded by the C.S.O.

Legislation, Regulations & Procedures

The Policy and Procedures Guide and the documents of the International Sports Relations Planning Framework have been in line with the General Data Protection Regulation.

MEMORANDA OF UNDERSTANDING BETWEEN C.S.O. & OTHER INSTITUTIONS

The Chairperson of the C.S.O. co-signs with several State Institutions Memoranda of Understanding / Protocols. A Register of Memoranda of Understanding / Protocols is kept in our records, while a copy of all the Agreements concluded with other Institutions is forwarded to the Secretariat / Records Department and the responsible Officer to handle and carry out the obligations of the C.S.O. as they arise from the respective Agreement.

1.7 NATIONAL PLANNING FRAMEWORKS

A. HIGH-PERFORMANCE PLANNING

1. Summary of the programme

The aim of the Planning Framework is to ensure that Cyprus is represented by a delegation as numerous as possible and that our country can gain awards and win medals in big International sports events, leading to the Olympic Games.

The Planning Framework complies with a specific manual: the «Guidelines of the High-Performance Planning Framework» comprising the «Registration Competitive Requirements» according to which male and female athletes are registered in the 22 Olympic Individual Sports. All the procedures for the registration of athletes, the release of benefits and the obligations of all the stakeholders are detailed in these Guidelines. In 2020, 38 male and female athletes and 28 coaches in 4 categories were totally registered, according to this Planning Framework.

2. Cost of the Programme

The 2020 approved budget for the Programme was €498,500 and the final expenses amounted to €682,780. This amount was spent in the form of monthly allowances (January – November) and coaching training of the athletes.

In 2020 the additional amount of €300,000 was distributed in the form of subsidy, following the decision by the Council of Ministers, as a grant to athletes qualified for the «TOKIO 2020» Olympic Games and to athletes who were close to be qualified. The aim of the additional grant was to cover the athletes' needs, which could not be covered under the current planning framework.

B. INDIVIDUAL OLYMPIC SPORT TALENTS DEVELOPMENT PROJECT

1. Summary of the programme

The Planning Framework to provide Support to Young Champions in Individual Olympic Sports focuses on the support provided to young champions, which is scientific, technical, psychological and financial, in order to help them compete with athletes of the same age from other countries, with advanced sports expertise, by using all the means provided by sports in our times.

The Planning Framework complies with a specific manual, called the «Guidelines of the Talent Planning Framework», which contains the «Registration Competitive Requirements», according to which male and female athletes are registered in the 22 Olympic Individual Sports. All the procedures for the registration of athletes, the release of benefits and the obligations of all the stakeholders are detailed in these Guidelines. In 2020, 54 male and female athletes and 45 coaches in two categories were totally registered, according to this Planning Framework.

2. Cost of the Programme

The 2020 approved budget for the Planning Framework was €221,500 and the final expenses amounted to €231,500. This amount was spent in the form of monthly allowances (January – September) and coaching training of the athletes.

C. NATIONAL PROGRAMME OF SUPPORT OF DEVELOPMENTAL SPORTS – (NPSDS)

1. Summary of the programme

The National Programme of Support of Developmental Sports (N.P.S.D.S.) is a technocratic competitive planning framework covering two sectors: COMPETITIVE for children aged 16 and ADOLESCENTS aged 16 - 18. It also covers sub-sectors like training, ergonomic evaluation and scientific support to coaches and athletes.

Its aim is to support the grassroots sports and particularly the young athletes organised by age of development in sports through their federations, clubs, and coaches, by enhancing specific sectors. It is, in fact, a National Programme, which applies the concept of the C.S.O., aiming, eventually, at ensuring continuous development and improvement for the Cypriot athletes and the national teams going through scientific and modern procedures. From 2013 - 2014 the N.P.S.D.S. relies on a specific «Operations Manual». In 2020 more than 8500 male and female athletes from four teams (basketball, volleyball, handball and football) and from 23 individual sports participated. 441 male and female coaches from 237 clubs / associations / groups all over Cyprus were registered in this Planning Framework, covering most of the federations. Specific requirements as described in the «N.P.S.D.S. Manual» should be fulfilled for the registration of male and female coaches according to the N.P.S.D.S. Planning Framework. Registered coaches' activities in coaching and competitive sports are regularly inspected during the year to ensure compliance with the described requirements.

2. Budget of the Programme

The N.P.S.D.S. Planning Framework is operational from September until June. The highest subsidy granted to clubs and coaches – male and female – is for seven months per competitive period. In 2020, the budget for the N.P.S.D.S. Planning Framework was €1.252.910, which was distributed to sports (until December 2020) as follows:

SPORTS	NUMBER OF CLUBS	NUMBER OF COACHES	BUDGET (€)	
			TEENAGERS	N.P.S.D.S.
TEAM				
Basketball	26	87	72,000	178,000
Volleyball	26	72	79,000	128,000
Football	41	66		179,934
Handball	12	37	28,000	74,000
Individual	126	150	213,000	
Athletics	6	29	70,000	
Total	237	441	€1,021,000	
Administration			€231,910	
TOTAL			€1,252,910	

D. VIOLENCE IN SPORTS

1. Football Fan Card

Considering the efforts of the State to enforce the 2008 48(I)/2008 – 132(I)/2014 Law on Prevention and Suppression of Violence, the C.S.O. is responsible for the implementation process but also for the purchase and installation expenses of the systems stated below to enhance the register of football fan card:

- entry checks system
- audio-visual warning system
- closed circuit television system
- audio-visual processing system
- ticketing checks system
- register of football fan card
- football fan card issuing system
- prevention & intervention measures

In 2020, the C.S.O. continues to apply one of the measures stipulated by law by establishing, keeping and running the register of football fan card. The total number of cards issued was 109,500. We believe that several thousands of cards remain to be issued, the total number of which does not exceed 115,000, even after the pandemic is over and the football fans are back in stadiums.

2. Stewards

The C.S.O. participates in the Stewards Committee as it is defined in the Regulations, supporting steward system, in accordance with the Regulations on Stewards stipulated by the law in force, which provide for the involvement of the C.S.O. regarding the training cost for the stewards, the purchase of the necessary equipment and creating, keeping and running a Register of Stewards. The steward system, as it is introduced and enforced under the authority and contribution of the C.S.O. has helped to lighten the police workload in some cases, which is translated to fewer police officers in the

stadiums and subsequently lower policing cost during sports events. The Committee meets regularly to consider problems arising as long as the system is in force or consider cases of stewards who are reported and/or persons responsible for the security in the stadium or consider the organization of training seminars. In 2020, the Committee organized training classes for 63 young candidates.

3. Stadiums Licensing Authority

In 2020 the C.S.O. continued, according to the provisions of the 2008 48(I)/2008 – 132(I)/201 Law on Prevention and Suppression of Violence, to be actively involved in the Stadiums Licensing Authority, by recommending two persons from the C.S.O., itself, as provided in the Law in force. The Authority is primarily responsible for approving, at a first stage certificates of suitability and safety for stadiums where League A team sports championship competitions take place, following established procedures. The C.S.O. is responsible for making the Authority work, financially and logistically but also for providing offices.

4. Violence & Fair Play

This programme is monitored by the “Fair Play” Committee, which co-organizes debate meetings and other events with other sports Institutions and organized groups on topics related to the prevention of violence in the stadiums. It does so through its activities, cooperating with the once in a while FAIR PLAY Ambassador.

E. EUROPEAN ISSUES

1. European Union (Group of Experts) Skills & Human Resources Development in Sports

The group of experts deals with the role of sports when it comes to the basic skills like:

- Social and Political Skills
- The non-Formal Learning

In 2020, the group of experts completed its tasks.

2. Council of Europe

2.1 Treaty for the Reduction of Violence

The C.S.O. is actively involved in the Committee since 2004 with interventions, presentations of its actions taking place in Cyprus against violence during sports events and in particular during football matches. The annual meetings of the Committee have not been convened because of the pandemic except from a teleconference once.

The latest Convention signed by Cyprus in May 2017 was the “Convention on an Integrated Safety, Security and Service Approach at Football Matches and Other Sports Events” and it will replace the “Convention on the Manipulation of Sports Competitions” (Macolin Convention). This is why the C.S.O. informed the Ministry about the necessity to ratify the new Convention.

2.2 Match Fixing

The C.S.O. has since 2013 been participating in the Group of Experts of the European Union, which drafted the Convention on the Manipulation of Sports Events, signed by the Ministry of Education, Culture, Sport and Youth in May 2017 and then in projects of the Council of Europe on KCOOS and KCOOS+. The experience acquired from the participation in the Group of Experts enabled us to provide the Ministry of Justice & Public Order with regular information and expertise. Thus, it helped to draft the bill of law on the Manipulation of Sports Events, voted into law in December 2017, providing

for the creation of a Code of Ethics Committee for which the C.S.O. already offered offices and logistics.

2.3 KCOOS+

The C.S.O. participated in the KCOOS+ projects launched in 2016 as KCOOS, initially by answering a specialized questionnaire on the Manipulation of Sports Events, enabling the participation in a regional seminar held in Athens for the Balkan countries. The active involvement of the C.S.O. made it possible for Cyprus to be selected with Latvia to participate in a pilot programme including:

- Two-day meeting with the French National Platform in Paris
- Visit of the Group of Experts of KCOOS in Cyprus to discuss with:
 - The Committee of Education of the Parliament
 - The Ministry of Justice
 - The Police
 - The National Gambling Authority
 - The Cyprus Football Association

The stakeholders dealing with the Manipulation of Sports Events received important information by the C.S.O., which was actively involved in the above Institutions, which helped to work out the Law on the Manipulation of Sports Events and consider the way the National Platform works. The project was extended by one year because of the pandemic, which means that it expires in March 2022.

2.4 National Platforms

The meetings of the Council of Europe based on the “Convention on the Manipulation of Sports Competitions” (Macolin Convention), aim at providing a follow-up of the National Platforms and their functioning, doing so per country, against the Manipulation of Sports Events, by exchanging information and cooperating. They concluded the establishment of the Group of Copenhagen for a smoother functioning free from requirements and bureaucratic conditions, as in the case of the Council of Europe.

2.5 Group of Copenhagen

Cyprus has since 2017 been participating in the Group of Copenhagen of the Council of Europe, established in 2016 with the aim to act as a group providing coordination and information and as additional mechanism to the National Platform, as provided by the Convention on the Manipulation of Sports Events and by the respective Law. The group has representatives of National Platforms that are already operational in Europe but also in countries where National Platforms are about to be established, like Cyprus. The Group of Copenhagen is also acting as an advisory body for the counties having a National Platform, which should perform based on three components as determined by the Group of Copenhagen:

- Group of recycling, promoting and exchanging information.
- Group of speeding up procedures.
- Group providing for an innovated way of working of the National Platforms.

In 2020, the C.S.O. participated in the GFAAW (Global Football Alert Analysis Workshop) of the Council of Europe intending to analyse alerts and therefore, enhance cooperation among National Platforms and other involved stakeholders against the manipulation of sports events. A member of the

Committee of the Code of Ethics participated too in the GFAAW, further to the National coordinator on the manipulation of sports events.

1.8 INTERNATIONAL SPORTS RELATIONS, TRANSNATIONAL AGREEMENTS AND EUROPEAN ISSUES

EUROPEAN AND INTERNATIONAL ISSUES

The C.S.O. is constantly updated and is actively involved in the European and international sports life, cooperating and coordinating its efforts with the Office of European and International Affairs of the Ministry of Education, Culture, Sport and Youth. In 2020, the following activities took place:

A. Participation in the European Council

The C.S.O. participated with national representatives in the Council's preparatory body on sports (Sports Working Group) with the Advisor of the Ministry of Education, Culture, Sport and Youth in the Permanent Representation in Brussels. It helps shaping the European policies at the time and taking decisions adopted by the Ministers Responsible for Sports at the Council. In addition, the C.S.O. carried out the preparatory work for the Minister to participate in the Teleconferences held during the presidency of Croatia and Germany.

B. Participation in Groups of Experts for Sports

The C.S.O. participated in Groups of Experts for Sports set up according to the 2017 - 2020 Labour Project for Sports. C.S.O.'s Experts Officers participated in the following groups:

- Integrity in sports
- Skills and human resources development in sports

In addition, the C.S.O. has appointed an Expert Officer to act as a Liaison between the C.S.O. and the HEPA Focal Points, who follows up with his colleague, the Officer of the Ministry of Education, Culture, Sport and Youth the use of the indexes as advised in the Council Recommendation, in order to promote the physical exercise for better health.

C. Conference of the European Directors of Sports

The C.S.O. was represented at the Teleconference of the European Directors of Sports held by the Presidency of Germany.

1.9 STAFF ISSUES

The C.S.O. employs: one General Director on a five year contract, twenty six permanent employees, fifty two fixed-term hourly paid (workers, groundsmen & cleaning ladies), thirty three temporarily hired (officers, clerks, and so on), twenty three fitness instructors in the Programme «Sports Practising in the Security Corps / National Guard»; ninety six Fitness instructors in the Programme «Sports-For-All»; eleven NPSDS coordinators (responsible for sports & external inspectors), nine partners (one in the Anti-doping Authority, four external inspectors of the Private Gymnastics Schools, three CCMSR scientific partners & one external partner in the National Guard).

The C.S.O.'s Board of Administration and the C.S.O.'s General Director prepare to forward requests to the competent Authorities (Ministry of Education, Culture, Sport and Youth, Ministry of Finance & House of Representatives) to unfreeze recruitment and go for a notice of vacancies, which are already approved according to the budget and the chart of the C.S.O.

Additionally, in 2020, the C.S.O. updated the current studies on its Structure and decisions will be taken in consultation with the staff trade unions. The C.S.O.'s restructuring is necessary in order to achieve a better and more efficient functioning and is considered a priority for the C.S.O.

1.10 RECORDS DEPARTMENT / SECRETARIAT

The Secretariat's main tasks for the Records are the following:

Incoming mail by post, e-mail, fax and hand

Mail is received through e-mail and forwarded to each officer who deals with the respective topic. The e-records are an innovation and were introduced in 2009 with excellent results. Each officer can find any file and any document from his office and he does not have to go to the records and/or the storeroom (as in the past) to look for files and documents. The C.S.O. is one of the few Organisations having introduced this innovation in this sector. The aim was to be effective in carrying out the filing of documents, and the system used to this end was simplified, ensuring a more efficient functioning of the records department. Therefore, staff is served faster.

Outgoing mail

Documents can be sent in several ways, by post, hand, fax and taxi. Outgoing mail is kept and reference details are kept accordingly.

Filing of decisions / minutes of the Board of Administration meetings

It is done by e-mail. The index and the minutes are processed for bookbinding.

Public procurement procedure (purchase of services / supplies for consumables, printing supplies, stationery, minutes' bookbinding, and so on):

The same procedure is followed as in the Civil Service through the General Accounts; for any other order, if needed, it is processed in accordance with the N.73(I)/2016 Law on tendering.

Using a practice for the Records Management according to the practice used for the public sector's records:

The above programme is used by the C.S.O. since 2017. Files are registered, put back, brought to the C.S.O.'s storeroom and sent to the State Records of the Civil Service. The same procedure is followed by the wider public sector. It is time consuming but the aim is to save space, eventually, in the C.S.O.'s storeroom. Free space will be used for any other purpose and not to store files.

Use of timecard

The e-timecard (any type of leave, staff movement) is used for many years and is an important innovation introduced by the C.S.O., as it can be seen how much time is saved compared to the past; and this is not all, as in the past at least two persons were employed by the C.S.O. to calculate each employee's working hours. With this innovative system, keeping records for each employee is not necessary. However, the most important thing is that inspection is carried out automatically with the use of a timecard.

A new programme has been introduced since 2/1/2019 for time off / compensation in free time and time is saved; the employee does not have to calculate his/her working hours in the afternoon when he/she is working. The officer does not have to check either. The objective is to simplify the entire procedure and save time.

Some topics related to the Secretariat are recorded, in general, and not in detail.

1.11 CYPRUS CENTRE FOR MEDICAL SPORTS RESEARCH (CCMSR)

The establishment of the CCMSR is based on the resolution (73) 27 of the European Council following the decision taken by the European Ministers of Sports dated 26/10/1973, which **forces the Member States to have at least one National Centre of Sports and Medical Research.**

The CCMSR aspires to improve the Athletes' Competitive Performance based on Scientific Knowledge and Research. It also improves the Biological Capacity of the Population through Preventive Sports and Medical Checks. These take place in the CCMSR's Occupational Physiology Laboratory through Scientific Updating, Information and Training, with Lectures, Publications and so on. These are additionally done through the Suitable Coaching Guidance provided to Coaches and High Competitive Performance Athletes but also through the suitable Prescription of the Physical Exercise. Everything is addressing all those who practise sports and deal with Recreational Sports and in particular Persons with Chronic Diseases who use Physical Exercise as a Treatment.

In 2020, 310 ergonomic checks were carried out in athletes and persons practising almost all sports and categories, the Research Programmes and Sports Schools inclusive.

The number of athletes (male and female) who underwent checks during the above period is the lowest ever in the history of the Centre. This is due mainly to the Lockdown because of the COVID-19 pandemic. The number of athletes (male and female) who underwent laboratory checks during the above period is:

Male and Female Athletes of National Teams	(40)
Male and Female Club Athletes	(110)
Research Projects (Eurofit, and so on)	(65)
Sports Schools	(95)

The checks that people undergo in the context of the Centre's Research Programmes like the «Eurofit» refer to measurements of the General Population to evaluate their physical condition and health factors. Several groups of the population with different professional profile and motor activity, undergo, precisely, these checks, like for example, the State Security Forces (Police, Fire Brigade, Army Special Forces, sedentary professional activities, retired people practising sports or not, persons with chronic diseases, persons with motor difficulties and inspection groups).

The above information and the data reported on the physical activity of several groups of people, is a commitment undertaken by the C.S.O. towards the recommendations of the European Commission Sports Unit and those of the World Health Organisation, in the context of the Health Enhancement Physical Activity (HEPA) programme, which focuses on promoting Health through physical activity.

The scientific staff is currently composed of one permanent employee and three temporary scientific partners on contract of indefinite duration, with several scientific specialty and works to do in the Centre's departments and laboratories.

In 2020, one more European Research programme Erasmus called "GAME" was completed. It dealt with the creation of a virtual training game on the use of prohibited substances / doping by young athletes and persons practising sports at Gym Centres.

In 2021, some more running European Research Programmes will be completed. They deal with parameters related to physical activity, chronic diseases, cardiovascular diseases and the Public Health, in general.

1.12 SUPREME COUNCIL OF ATHLETE HEALTH (SCAH) – HEALTH CERTIFICATES FOR ATHLETES

Legislation & Regulations

In accordance with Article 5 (2) of the Law on the Cyprus Sports Organisation, the Board of Administration has, inter alia, the following functions in order to achieve its aim:

(k) It determines whatever is related to the issue of a Health Certificate for persons practising sports and decides for the procedure to be followed, in general, by each member of a sports federation or a sports club practising sports in order to undergo medical check».

In addition, *the above paragraph (k), section (2), article 5 of the fundamental law is amended pursuant to the 93 (I)/2019 Law, which is published in the Official Journal of the Republic of Cyprus no. 4715 dated 28.6.2019 and at the end of the phrase, the point at the colon is substituted and the following reserve is added immediately after it:*

«It is denoted that in no case a Health Certificate is issued, if the person practising sports is of military age and has been invited to enlist in the National Guard from 2019 onwards, in accordance with the provisions of the Law on the National Guard and is a holder of a preliminary certificate evidencing termination of secondary education by virtue of this Law, or if such a person is not eligible for enlistment (by l/5) or because he is granted suspension of enlistment to fulfill his military service due to a disease / condition related to mental health».

Health Certificates Department

The Health Certificates Department, which is included in the administration services offered by the C.S.O. to those practising sports and their recognised sports federations, is the responsible department of the C.S.O. to enforce the above Laws and comply with them.

Aim of the Health Certificates Department

The C.S.O.'s Health Certificate aims at preventing a Sudden Heart Death (SHD) of the athletes during physical activity as well as at the early diagnosis and prevention of pathological conditions because of which, total or partial abstinence from physical activity may not be excluded but anyway special precautions may be required.

Procedures followed for health checks before issuing a Health Certificate

The C.S.O. set the necessary procedure for medical checks (medical forms, clinical, paraclinical and supplementary results) and all the necessary certificates, which must be presented by athletes (male and female), members of accredited sports federations and clubs, before being given the Health Certificate.

Supreme Council of Athlete Health (SCAH) & Medical Committees for the Evaluation of Health Certificates

The C.S.O.'s Board of Administration has established the **SUPREME COUNCIL OF ATHLETE HEALTH (SCAH)**, in the power vested in it by the Law in order to enforce the provisions of the paragraph (κ), section (2), article 5.

The **SCAH** is C.S.O.'s responsible committee for guiding its Board of Administration to set the necessary procedure for medical checks anticipating the issue of the Health Certificate. The **SCAH** is the advisory committee composed of medical officers and has the expertise in performing medical checks for persons practising sports in order to issue a Health Certificate. It also has expertise for the prevention of a sudden death in athletes. The C.S.O.'s Board of Administration appoints the SCAH Committee's members and its term lasts three years.

Evaluation of Health Certificates & Medical Committees for the Evaluation of Health Certificates

The evaluation anticipating the issue of a Health Certificate is carried out by the «**Medical Evaluation Committees**», which perform a second evaluation of the medical documents and the medical checks presented by the athletes (male and female). The Medical Evaluation Committees are composed of two (2) medical officers with a specialty in cardiology, Pathology & General Medicine, one of whom is always cardiologist. The medical officers of the Medical Evaluation Committees are appointed by the C.S.O.'s Board of Administration after an invitation to declare their interest for the position and their term lasts three years.

Ad – Hoc SCAH Committee

The C.S.O.'s Board of Administration has set up an **Ad – hoc Committee** composed of members of the Board of Administration, considering the need for a non-stop follow up, inspection and monitoring of the procedure to issue a Health Certificate.

Part D'
THE CYPRUS
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. A Board of Directors of seven members, who are appointed by the Council of Ministers, governs the Organisation.

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 objectives of the CYB, which derives from the Law on the Youth Board, is to contribute creatively to policymaking on youth related-matters, focusing on current challenges for an optimal positive impact on young people.

Since 2017, the CYB has coordinated the implementation of the National Youth Strategy (2017 - 2022) – the first official youth policy document in Cyprus. Among the Strategy's main principles are to ensure youth participation in decision-making on youth-related matters, and close cooperation among all public and private institutions that run youth-related projects and activities.

In order to be able to submit youth empowerment policy proposals to the state, the CYB conducts specialised surveys on the needs of youth, consultations and open discussions with young people, utilising multiple methods and structures, such as Advisory Bodies, the Youth Summit and the National Group of the EU Youth Dialogue.

Moreover, the CYB participates in working groups on a national, European and international level, actively contributing to youth policymaking at all levels, going by good practices implemented around the world.

In 2020, the CYB Policy Department, which is responsible for implementing and coordinating the above, conducted the following:

Surveys

Surveys are a vital tool that enhance the Youth Board's work when it comes to youth policy-making, as they reveal the young people's real needs and views.

In 2020, the Youth Board, in cooperation with a research centre, conducted a quantitative study entitled “Youth-Barometer”, which investigated the needs, interests and views of young people aged 14 - 35 years old. The survey was conducted twice in 2020, with 1,000 participants each time. The participants were selected through random sampling.

The 1st Youth-Barometer was carried out in January and February 2020 and covered various topic areas, such as education, employment, active participation, health issues, faith and religion, immigration, international relations, the EU and future expectations.

The 2nd Youth-Barometer was conducted in November and December 2020, and apart from the topic areas covered in the first one, there were two additional units: Covid-19 pandemic and youth participation in democratic procedures in view of the upcoming parliamentary elections in 2021.

Following a Board decision, the Youth-Barometer survey will be conducted twice annually.

The CYB supports youth-related surveys conducted by researchers, academic institutions and other bodies and organisations.

In 2020, Alexander College, with the contribution of CYB and other relevant organisations, carried out the survey “Young people’s relationship with social media and the internet”. The aim of the survey was to detect the level of Cypriot youths’ addiction to social media and the potential problematic use of the internet. The results have been made available to the state and all stakeholders, and should be discussed, leading to a more comprehensive policy on research, prevention, awareness-raising and solution.

The findings of the above mentioned surveys are available on the Policy Department website: <http://www.youthpolicy.onek.org.cy/>.

National Youth Strategy (2017 - 2022):

Since the Council of Ministers decision on 18 May 2017, the Cyprus Youth Board has been the coordinating institution, responsible for the implementation of the National Youth Strategy (2017 - 2022).

On 22nd January 2020, the CYB held a meeting with members of the Cross-Sector Working Group for the Youth and the Monitoring Group, in order to be informed about the implementation process of the Strategy and coordinate the next steps.

In addition, the Youth Board drafted the following Strategy papers, which were submitted to the Council of Ministers by the Minister of Education, Culture, Sport and Youth:

1. The Second Action Plan of the National Youth Strategy, which consists of the youth-related actions and projects of public services that are under implementation or are expected to be put in action during the period 2020 - 2022.

As with the First Action plan 2017 - 2019, representatives from more than 20 public services that make up the Cross-Sector Working Group for Youth worked together in order to put

together the measures already implemented or that are in preparation, with the aim of achieving the goals set in each NYS topic area.

2. The Second Action Plan Analysis, which presents the key conclusions after the measures are studied. The report outlines the number of measures for each NYS priority / topic area, detects the Strategic priorities that have not been addressed, identifies potential weaknesses and overlaps, submits suggestions for improvement, investigates whether the measures apply to the NYS target age group or to the general population, and examines cross-sectoral cooperation requirements, budget adequacy, funding sources, and performance indicators.
3. The First Progress Report of the National Youth Strategy for the period 2017 - 2019, which is the interim assessment report on the Strategy. This document has been drafted with the Cross-Sector Working Group for Youth and outlines the implementation progress of the measures of the First Action Plan 2017 - 2019.

The above documents will enhance the dialogue on the next NYS 2030, aiming at establishing common strategic goals, which will be based on evidence and the true needs and opinions of young people.

Youth Consultation

Youth consultations are an integral part of the National Youth Strategy implementation process, and a vital requirement to achieve the NYS vision on youth empowerment, as they give a voice to young people on how to develop and improve policies that affect them.

Consultations with young people in rural areas

In 2020, two consultation meetings were organised with young people in rural areas, in cooperation with the Ministry of Agriculture, Rural Development and Environment.

These open meetings were attended by 60 young people from different areas, who exchanged ideas and submitted their suggestions on ways to improve their daily life, the entrepreneurial development of their areas and the support to young farmers.

The outcomes of the consultation meetings were presented by the participants themselves at a special event organised on 21st July 2020, which was attended by the Minister of Agriculture, Rural Development and Environment, Mr Kostas Kadis and the CYB Chairperson, Mr Prodromos Alambritis.

Online Consultation on “Next Generation EU” Recovery Plan

Following the adoption of the “Next Generation EU” Recovery Fund by the EU member state leaders on 21st July 2020, the CYB organised an online consultation with young people on 18th September 2020 in order to collect suggestions on reforms and actions that need to be taken, which the CYB will submit to decision-making bodies.

The online consultation was attended by 30 young people from across Cyprus, who had the opportunity to discuss and submit their proposals and suggestions for the creation of a national plan on the following four topic areas:

1. Job market, social policy, education and human capital.
2. A digital era of efficiency and productivity.
3. Acceleration in forming a green economy.
3. New development model and economic diversification.

The outcomes of the above consultations are available on the Policy Department website.

Covid-19 Working Group

In a prompt reaction to the new conditions imposed by the Covid-19 pandemic, the CYB formed an ad hoc Working Group that consists of representatives of youth organisations and CYB officers. The aim of the Working Group was to submit suggestions on addressing the impact of the pandemic on young people and youth organisations. The Group met online in May and June 2020.

The Group members were asked to assess the conditions for young people, record relevant good practices in Cyprus and abroad and submit post-pandemic suggestions and recommendations that will benefit young people and youth organisations.

The outcomes of the Working Group meetings have been submitted to the relevant public institutions and have been processed by the CYB, in order to plan certain projects within its field of action. The Working Group activity, recommendations and recorded good practices are described in detail on the Department's website.

Youth Work

As the main responsible body on youth related matters in Cyprus, the Youth Board is putting forward a series of actions and activities on youth work development in Cyprus.

Following the visit of the Council of Europe Experts to Cyprus in 2019 and their suggestions, the CYB formed a Youth Work Development Working Group in 2020. The Working Group will have a comprehensive approach to youth work-related matters and will coordinate the necessary actions to this end. The Working Group consists of CYB representatives and two coordinating youth organisations – Cyprus Youth Council and Cyprus Youth Clubs Organisation. The Working Group aims to draft a comprehensive road map for the application and development of high-quality youth work in Cyprus.

European and International Relations and Policies

Participation in Working Groups on Youth Related Issues

The CYB has continued its active participation in European Council Working Group meetings on youth-related issues. In 2020, the majority of the meetings were held online due to the pandemic. Hence, the Presidencies of Croatia and Germany, apart from the other priority areas set, focused on the pandemic as well. Special questionnaires were collected by all member states, investigating their views on the pandemic's effects on young people, as well as suggestions for solutions and the best ways to deal with the pandemic situation.

The priority areas of the Croatian Presidency in the first half of 2020 were: a) Enhancement of opportunities for young people from rural and remote areas, b) Awareness raising on youth-related matters through information and resources development, c) Development of the EU Youth Dialogue, d) Continuation of European Solidarity Corps and Erasmus+. During the Croatian Presidency, a discussion was organised on the results of the 7th Cycle of the EU Youth Dialogue, which concluded with a Resolution by the Council of Ministers.

The priority areas of the German Presidency were: a) Youth and Democracy in Europe, b) Employment for young people in Europe, c) Response to Covid-19 and its effects, d) Discussion on European Solidarity Corps and Erasmus+.

During the two Presidencies, the European Youth Summits were held, in Croatia with reduced physical presence and in Germany online. The outcomes of the Working Groups on youth related matters and of the discussions held during the European Youth Summits were submitted to the Council of Ministers for further discussion and approval.

The EU Youth Dialogue

In 2020, the EU Youth Dialogue process continued on a national and international level. The thematic priority of the 7th Cycle of the EU Youth Dialogue was decided by the Trio Presidency Romania-Finland-Croatia, and the final results were presented during the Croatian Presidency, followed by a resolution adopted by the Council of Ministers. In Cyprus, the Dialogue procedures were held by the National Working Group, which consists of representatives of the Ministry of Education, Culture, Sport and Youth, the Cyprus Youth Board and the Cyprus Youth Council, which holds the coordinating role. Ten consultation meetings took place in 2020 (one with physical presence and nine online), attended by 130 people in total. In addition, various events were organised, aiming to promote Dialogue, as well as meetings among the National Working Group members to plan actions and analyse the consultations' outcomes. It is worth noting that during the Dialogue process, the Youth Ambassadors participated in training events led by three trainers. The Youth Ambassadors groups consist of 16 members from different regions of Cyprus with active participation. 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 Cyprus Youth Council.

Youth Wiki

The EU online platform, Youth Wiki, which provides information on youth policies and activities in all member states, has reached its fifth year of operation. During its five years of operation, Youth Wiki has helped both the EU and its member states to take informed decisions that address the challenges faced by young people. Youth Wiki aims to offer reliable and accurate information and act as a valuable tool for youth workers.

In 2020, apart from the promotional and anniversary activities, the CYB, which acts as a national correspondent and as the institution responsible for youth policies in Cyprus, collected, renewed and published information related to the policies applied in Cyprus. To this end, the CYB was assisted by the Cross-Sector Working Group for the Youth.

Moreover, in 2020, the EU drafted comparative reports on the topic areas Education & Training, Employment and Entrepreneurship, and Youth Work, which are available on the Youth Wiki website.

Participation in the European Steering Committee for Youth (CDEJ)

In 2020, the CYB participated in two meetings of the Steering Committee for Youth of the Council of Europe, which were held online due to the pandemic, as well as the online meetings of the Presidency of the Committee, in which the CYB Executive Director is a member. The topic areas discussed in 2020 within the context of the Council of Europe were: 1) New Youth Strategy by the Youth Department of the Council of Europe, 2) Revitalising Democracy, 3) Human Rights Accessible to Youth, 4) Youth Work, 5) Youth and Climate Change, 6) Youth and AI, 7) Minority Rights.

European Knowledge Centre on Youth Policy - EKCYP of the Council of Europe

As the national correspondent of Cyprus to the Centre, the CYB contributed to the work of the European Knowledge Centre through collecting and disseminating data and exchanging good practices on youth-related policies.

In 2020, the CYB prepared a revised country sheet, which outlines the youth policies in Cyprus and can be found on the EKCYP website. Due to the pandemic, the EKCYP's work focused on data collection, study and analysis as regards the pandemic's effects on youth, youth organisations, and youth work development.

The United Nations

The UN youth policies and initiatives are taken into serious consideration by the CYB in its National Youth Strategy, as well as in other policies and projects. In 2020, no seminars or forums were organised by the UN, due to the pandemic.

Commonwealth

The CYB pays its annual financial contribution to the Commonwealth Programme for Youth, and participates in its various youth-related programmes. It also financially supports the participation of young Cypriots in the Commonwealth Youth Forum. In 2020, the pandemic had a significant impact on the Commonwealth Programme for Youth, and neither the Commonwealth Youth Forum nor other events were held. In 2020, the annual financial contribution to the Commonwealth was 31.735 BP. The contribution was determined by the organisers and the amount is usually fixed, with small fluctuations.

Memoranda of Cooperation

In 2020, 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, the CYB signed memoranda of cooperation with the following institutions: 1) Pancyprian Volunteerism Coordination Council, 2) Pancyprian 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 in decision-making processes within their communities. The CYB provides financial, technical and advisory support to the Municipal and Community Youth Councils. The total number of Municipal and Community Youth Councils in 2020 was 37.

In 2020, the CYB continued providing support to Municipal and Community Youth Councils through consultation and advice on their role, as well as by funding their activities through the Youth Initiatives Project. In 2020, the CYB received applications from 17 Municipal and Community Youth Councils, with a total budget of €50,785. Fourteen applications were approved and funded, for a total amount of €37,082. Additional financial support was granted through the CYB ReCOVer20 project.

Young Cities

In 2020, the Cyprus Youth Board and the National Betting Authority launched the Young Cities project, which aims at youth empowerment for a positive impact on local communities. Through the project, young people have the opportunity to develop modern skills and enhance active citizenship and self-development through active interventions in their communities / municipalities, which will bring positive change to their lives. The project has the potential to have a multiplying effect on the social environment of young people.

The method “think and do” has been applied for the development of the project in the following structure: a) development of a youth platform, where young people were called to identify the challenges they face in their cities, exchange ideas and submit suggestions, b) young people were called to “act” by putting their ideas in action, working together with other stakeholders.

Three municipalities that are located near the green line were selected for the pilot implementation of the project (Athienou, Aglantzia, Derynia). In each Municipality, a group of young people aged 14-30 was formed, who attended trainings on topics related to leadership and creativity by experienced trainers and youth facilitators. The total duration of trainings was 10 weeks.

In 2020, the project meetings were attended by 63 young people (37 female and 26 male participants). More specifically, in Deryneia there were 25 participants, in Athienou 21 and in Aglantzia 17. The age range of the participants was 19 - 35 with the average age being 27.5 years old. Three preparatory meetings were held by the three municipalities, followed by 23 meetings in total (9 in Deryneia, 9 in Athienou and 4 in Aglantzia).

The following goals were achieved through the project:

- Organisation of discussions to exchange ideas and workshops on awareness raising and training of young people on matters that are related to their local community.
- Awareness raising among local communities and municipalities on the positive impact of youth participation and creativity through information activities.
- Development of an action plan on applying the suggested actions in the municipality.
- Creation of mechanisms (technological tools) and methods (youth trainings) that will safeguard the sustainability of the project.

It is noted that the project is run by a contracting agent following a public procurement, and is expected to be completed during the first quarter of 2021.

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 2020, 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 2020, **500** applications were submitted for the Project, requesting the total amount of **€1,691,285**. Of those, **344** applications were approved with a budget of **€833.853**. 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 of **€350,000**. Meanwhile, the project usually supports Greek language courses and programmes that promote Cyprus history and culture for the Young Overseas Cypriots (NEPOMAK). This project was not implemented in 2020 due to the pandemic.

ReCOVer20 Project

In an attempt to address the effects from the Covid-19 pandemic, the CYB launched the ReCOVer20 funding project. The project aims to provide funding for activities, projects and events that aim to tackle the negative effects of the pandemic, while promoting solidarity and active support to affected individuals, groups and communities.

The main objective of the project is to mobilise young people and encourage them to take action, design and plan their own initiatives in the fields of culture, prevention, awareness raising and in tackling psychosocial and other problems that resulted from the pandemic.

There were two rounds of applications addressing the beneficiary categories of Youth Initiatives. 177 applications were submitted in total, requesting the amount of **€815,476**. **86** applications were approved, the total funding of which reached **€266,151**. The approved projects and activities were related to innovative activities, adjusted to the new conditions that have arisen since the pandemic.

European Programme Erasmus+ Youth

The European Programme Erasmus+ funds activities in the fields of education, youth training and sports for the period 2014 - 2020. The CYB is the National Agency responsible for allocating funds for youth and non-formal learning. All information about the European Programme Erasmus+ can be found at www.erasmusplus.cy.

All funds granted to the CYB for the Erasmus+ Youth Programme by the European Commission were fully absorbed in 2020. More specifically, 228 applications were submitted, in 2020. Sixty nine were approved, based on the available budget. From the approved submissions, 53 involved youth mobility projects (33 youth exchanges and 20 youth workers mobility projects), seven were strategic partnerships and three were Creativity partnership projects (under Action 2 which was supported by the EU during the third submission cycle, in 2020, as a response to the pandemic situation), while six projects related to Structural Dialogue (four national and two international activities).

As far as the 2020 Mobility Projects are concerned, participants reached 1,469, whereas the number of youth workers was 635. The 2020 beneficiaries were non-governmental / non-profit organisations from across Cyprus, youth organisations, informal youth groups, universities, private organisations, and so on.

It should be noted that the pandemic had a severe impact on the implementation of the approved projects, as well as on mobility. Therefore, the completion deadline for the majority of the projects was extended. Moreover, problems occurred with the projects that were running when the restrictions were imposed by the governments. Nevertheless, solutions were found by the National Agency, and in some cases, additional financial support was provided, in order for the running projects to be completed without further complications.

In 2020, the Agency organised or participated in various events of different topics, especially adjusted to the Covid-19 restrictive measures. Most of the events were online and enhanced interactivity, to encourage and facilitate active youth engagement. The main information and promotional event was the 4th annual “Erasmus Festival”, which was organised online in the context of #ErasmusDays2020 celebrations, in cooperation with the Foundation for the Management of European Lifelong Learning Programmes. The main slogan of the 2020 Erasmus Festival was “Erasmus+ Moving Forward”, which aimed to spread a positive message on the constant development and opportunities offered by Erasmus+, even during the pandemic.

The Erasmus+ Virtual Festival was held on 15 - 17 October. Its opening ceremony, which was attended by the heads of the Erasmus+ National Agencies in Cyprus and the head of the European Commission Representation in Cyprus, was broadcasted live by the state broadcaster CyBC. The events included online discussions and lectures on various topics related to the new Erasmus+ project that will run in the period 2021 – 2027. The closing ceremony, which was also broadcasted live by the CyBC, as well as a TV quiz show and a gig. In addition, video testimonials by the project beneficiaries were presented, two online contests were held, along with a broad information campaign on all social media, TV channels, radio stations, printed and electronic media. During the online discussion “Erasmus+ Time to Move Forward”, project beneficiaries and a National Agency officer talked about the past, the present and future of Erasmus+.

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 other year, the National Agency cooperated with other services and institutions, such as the Foundation for the Management of European Lifelong Learning Programmes, the European Commission Representation in Cyprus, Public and Private Universities, the Pancyprian Volunteerism Coordinative Council and other NGOs to organise various online events, information talks, education exhibitions, career expos, and events that promote good practices.

New Erasmus+ website

In 2020, the preparations began for the new website of the Erasmus+ National Agency. The website will present Erasmus+ for the period 2021 - 2027. Young people from across Cyprus are involved in preparing the website. The website is expected to be ready and launched in the first quarter of 2021.

Transnational Partnerships – Erasmus+

Transnational Partnerships are educational events or seminars that promote Erasmus+ priorities and objectives. Through these partnerships, Agencies and participants develop cooperation and exchange good practices, amplifying the social impact of the programme. These activities address people who are involved in the field of youth, members of a youth organisation or an informal group of young people, who organise activities (e.g. seminars, forums, trainings) addressing specific target-groups.

In 2020, 140 people participated in Erasmus+ training activities and seminars in Cyprus and abroad, which were held either online or with physical presence. Moreover, the Cyprus Youth Board, being the Erasmus+ Youth National Agency, organised the following three activities in Cyprus:

- T.O.T.E.E. II: It was hosted in Cyprus, at the beginning of March 2020, with the participation of 23 trainers from Youth@Work strategic partner countries. The event aimed at informing trainers on the Strategy objectives and developing relevant educational proposals and activities.
- Towards Collaborative Practice Forum: Social Innovation for Social Inclusion: It was organised online and was attended by 70 participants from 17 countries. The Forum's aim was to train participants on the basic principles of social innovation and its role in social inclusion, present the activities of Cypriot social enterprises and facilitate networking among attendants for future cooperation on common Erasmus+ projects.
- Leadership as a vehicle for youth participation: it was organised online, in December 2020, and was attended by 24 participants who explored the notions of leadership and participation, talked about how they can empower young people and encourage active social participation among youth.

In addition, the Agency had an active participation in the Strategic Partnership Youth@Work and New Waves of Youth Participation that promote youth employability, youth entrepreneurship and participation in decision-making bodies, provide training and skills upscaling of Erasmus+ beneficiaries, and facilitate the development of substantial cooperation and synergies with other institutions and stakeholders beyond the youth sector.

LifeStories

The #LifeStories initiative ran for a second time in 2020 under Erasmus+ Youth. Its aim was to promote real stories that would raise awareness, inspire and empower young people. Adjusting to the unprecedented pandemic conditions, #LifeStories focused on various instances of social solidarity, displaying examples of social solidarity actions that were expressed, in Cyprus, during the difficult conditions of the pandemic. Stories on a wide range of topics were presented, such as culture, technology, volunteerism, science and social responsibility. The shared stories gave the opportunity to young people to identify relevant issues in their communities and take similar initiatives to express social solidarity and support.

During the campaign, certain actions were organised, especially adjusted to the pandemic-related restrictions, which promoted new role models for young people, shared stories and inspiration. Among the organisations which shared their social solidarity video stories on social media were the Fairy tale Museum, Ypsonas Municipality, RISE Centre of Excellence, Save Our Food Project, Rescue Team 1, Science Hoaxes, SKE Avgorou, Cyprus Refugee Council, COVID 19 Response Team, Association of Filipino Organisations in Cyprus, Ormideia Cultural Group RODI and Cyprus Girl Guides Youth Council. The scheduled presentations at schools, universities, organisations and other venues could not be held with physical presence, but were instead held online. Moreover, CYB organised an online workshop for young people dealing with the pandemic's impact. The campaign was promoted widely through press releases, online posts, interviews on YBC TV programme Up To You(th) and all social media channels of the YBC and Erasmus+ Youth National Agency.

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 its “Ask a Question” service, or on the telephone numbers 22402613/641. Eurodesk is co-funded by the European Commission, operates in 36 European countries, and in Cyprus it is run by the CYB.

- **Information on Mobility Opportunities**

In 2020, Eurodesk Cyprus participated in online festivals, information events of Erasmus+ National Agencies, various events organised by youth organisations, universities and other institutions, where it provided 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 organisations.

Eurodesk normally provides information on the new EU initiative “Discover EU” which addresses 18-year-old people. However, due to the pandemic, this initiative was inactive in 2020. It also provides information on the new EU programme “European Solidarity Corps”, which is open to people aged 18 - 30.

- **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 2020, Eurodesk continued its cooperation with the five NGOs that operate as info points on European youth mobility matters, together with the CYB.

- **National Website**

The Network continued to upgrade its national website, eurodesk.onek.org.cy, where one can find all kinds of information on mobility opportunities and the Network’s events, as well as stories and personal accounts of people who have participated in European projects.

- **European Campaign: “Time to Move”**

“Time to Move” is the largest European campaign organised by the 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. In 2020, Eurodesk Cyprus, CYB Youth Information Centres and the youth organisations, which operate as Eurodesk multipliers, adjusted the campaign to the new conditions. Both online and physical events were organised, such as tree planting, workshops on recycling, life skills workshops, treasure hunt, quizzes, online presentations and information activities at universities, preparation of video testimonials, dissemination on social media, and an interview on the Up To You(th) TV programme. The “Time to Move” campaign also participated in the Erasmus Festival, which was organised by the two Erasmus+ Agencies in Cyprus: CYB and the Foundation for the Management of European Lifelong Learning Programmes. At the Festival, the Campaign presented the photo competition “From your Neighbourhood to Europe”.

All the events can be found on the website: <https://eurodesk.onek.org.cy/timetomove2020/>

- **Photo Competition “From your Neighbourhood to Europe”**

In the context of the “Time to Move” Campaign, the Youth Information Centres (YICs) organised the national photo competition “From your Neighbourhood to Europe”. The competition aimed at

encouraging young people aged 15 - 30 who live in Cyprus but also Europe to capture various aspects of their daily life, trips, explorations, challenges, issues of concern, or any other matter 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. In 2020, the website was redesigned and its content was upgraded and updated completely, with the contribution of all Eurodesk Network users.

European Programme “European Solidarity Corps”

The ‘European Solidarity Corps’ is a EU funding programme which offers young European citizens aged 18 - 30 opportunities for volunteerism, work or internship in their country or abroad, or even implement their own solidarity projects on a local level. It is a special programme by which young people *Gain through Giving*, expressing their love to people and the environment.

The Corps supports 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 to manage the European Solidarity Corps in Cyprus. All relevant information can be found on the website: <http://eusolidaritycorps.onek.org.cy/>.

In 2020, 34 applications were submitted, out of which 20 were Volunteering Project applications, 11 concerned Solidarity projects, two were related to Volunteering Partnerships and one was for a traineeship. Thirty applications were approved, as three Volunteering Projects did not achieve the required score during the qualitative evaluation, while one Solidarity Project was rejected during the eligibility check.

Due to travel restrictions imposed because of the pandemic, the National Agency put extra effort into promoting the Solidarity Projects, in 2020, which funds young people’s projects on a local level. The need for Solidarity Projects becomes all the more important in the light of the pandemic’s effects. Solidarity Projects require the participation of a group of at least five people who commit to act as a source of positive change in their local community. Therefore, there was a targeted promotional campaign on social media, along with six, two-day online seminars with more than 100 participants from Youth Clubs, local authorities, youth organisations and other NGOs that work with young people with limited opportunities. Because of this effort, the applications increased from one in 2019 to 11 in 2020.

Based on the data from the approved projects for 2020, 271 young volunteers are expected to participate in projects in Cyprus or abroad. Among the 2020 applicants there are informal groups of young people, local authorities, NGOs and youth organisations from various areas of Cyprus.

So far, 819 young Cypriots have expressed interest in participating in the Programme through the European Youth Portal, while in 2020 there were 194 new registrations. Based on the data provided, 30.9% of the registered people are men and 69.1% are women. Sixty five per cent are aged 17 - 25,

while 35% are over 25 years old. As far as their interests are concerned, 10.3% are interested in volunteerism, 9% in internships and traineeships and 78.9% in both.

Moreover, in 2020, the number of accredited Cypriot organisations reached 31, with six new organisations receiving the Quality Label (which corresponds to the Erasmus+ accreditation), one organisation applying for it and two applying organisations being rejected. The Quality Label is a requirement for every organisation that wishes to participate in the programme, and it 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 European Solidarity Corps projects.

In the context of the Corps Training and Evaluation Cycle (TEC), the National Agency organised 10 trainings in 2020 (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 roles and responsibilities of every organisation and the participants in the projects, technical and practical knowledge on development, implementation and management of their projects.

On 16 - 18 December 2020, the annual meeting of the Quality Labelled organisations and the Cypriot volunteers who participated in Volunteering Projects in 2018 - 2020 was held online. The aim of the meeting was to review the year and the first implementation period of the programme. There was a discussion and feedback, while the attendants had the chance to have a direct dialogue with the National Agency. The National Agency informed attendants on the new period and promoted the creation of a pool of mutual support that would offer exchange of information and good practices. The meeting with the volunteers also aimed at informing them on new useful opportunities, helping them evaluate their experience from participating in the programme and provide feedback to the National Agency, while exploring and capitalising on the skills and knowledge they have acquired.

During the pandemic and the restrictive measures, the National Agency supported the organisations and the volunteers in Cyprus in every possible way. The meetings and trainings were adjusted accordingly, the majority of them being moved online. There was daily communication through various channels, while personal and group meetings were regularly held on matters that concerned the beneficiaries, the volunteers, as well as potential applicants. During the Christmas period, a National Agency officer visited the young volunteers who were in Cyprus, gave them presents and showed direct support.

The European Solidarity Corps also participated in all Erasmus+ events, offering information on the opportunities it provides.

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 2020, these events were attended by 32 people in Cyprus and abroad.

Since 2020, the Cyprus National Agency has been participating in Strategic Partnerships on: 1) social inclusion, 2) youth workers' training. The Strategic Partnerships are international projects that aim at developing, exchanging and applying innovative practices, as well as implementing common initiatives that promote cooperation, cooperative learning and experience exchange on a European level.

As the National Agency for the European Solidarity Corps, the CYB organised nine **Inspiring Mentors** online meetings, which gave the opportunity to 25 people to become volunteer mentors on ESC projects, enhancing their skills to this end. During the annual meeting, which was held online at the end of 2020, eight people had the opportunity to contact representatives of Quality Labelled organisations and talk about potential cooperation. Through online activities, they had the chance to get to know each other. Hence, most mentors accepted cooperation with the organisations, leading to an increase in the number of mentors in Cyprus.

Entrepreneurship

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, by providing information on the Scheme and support for application submission to young people aged 20 - 40. The Scheme's objectives are to develop, support and promote entrepreneurship, and create new and sustainable businesses through funding and training seminars. The Evaluation Committee had a meeting, in December 2020, and reviewed the applications that were referred by the Ministry's Objections Committee.

Information

Youth Information Centres (YIC)

Youth Information Centres (YIC) are a CYB project which aims at providing comprehensive information services on matters related to the interests of young people in a modern, safe and friendly environment. All YICs operate in line with the standards of the European Youth Information Centres and the information provided is aligned to the European Youth Information Charter of the European Youth Information and Counselling Agency (ERYICA). In addition, YICs operate as Eurodesk Cyprus contact points.

Further objectives of YICs are to provide young people with general information on topics of their interest, facilitating their social inclusion as independent individuals, and helping them tackle life challenges. These objectives are achieved through information and counselling services.

In 2020, YICs organised 84 events, 56 were held physically at YIC venues, and 35 were held online. YICs were quick to adjust to the new conditions imposed by the restrictions. The topics of the events / workshops were promptly adjusted and the necessary planning and technical arrangements were made accordingly.

In 2020, the YICs organised skill development workshops, talks and discussions on education and studies, workshops on studies, social and psychological development. Furthermore, the YICs 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 and Education. The events, which were held either online or at YIC premises, were attended by 2,734 participants (1,472 with physical presence and 1,262 online).

Student Empowerment Summer Schools

The Youth Information Centres in Lefkosa, Larnaka, Lemesos and Pafos organise annual Pupil Empowerment Summer Schools for Secondary Education pupils, which have become a successful and anticipated annual event.

Due to the Covid-19 restrictions, and keeping participants' safety as a high priority, the YICs held the Pupil Empowerment Summer School online. The programme was versatile and interesting, as it offered workshops on emotions management, photography, creation of an online game and other exciting topics. The online school's duration was 10 days and participants acquired valuable experience and skills, enhanced their interpersonal skills and had the opportunity to become acquainted with new fields. The online event was a challenge for both the YICs and participants, but it turned out to be a great success, as it enriched participants with additional digital skills that might be helpful in their future.

Counselling Services

Career Counselling Services

Career Counselling Services is a CYB project, which offers services and guidance to young people of various ages and needs on matters related to academic studies, career and personal development. It addresses school and university students, young job seekers and young professionals. The services provided are offered free of charge and revolve around the following four action pillars:

1) Personalised meetings with Career Counsellors

The personalised meetings are arranged between CYB career counsellors and school pupils, university students and young people. The personal meetings assist young people on various matters, such as school subject selection, public university applications, information on studies in Cyprus and abroad, CV drafting, educational and professional choices, and so on. The meetings are held at the Youth Information Centres.

In 2020, 1,663 personal meetings between CYB counsellors and young people were held. Due to the new Covid-19 restrictions, the majority of the services were offered online, hence, 343 of the above-mentioned personal meetings were held online.

2) Career Test

Career Test is a valuable supportive tool for counsellors, which facilitates their individualised approach to the needs of young people based on their interests and skills. School pupils, university students, as well as other young people can take it. The test helps young people improve their self-awareness, by identifying their interests, personality traits, skills and talents, enabling them to take 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 soft skills development workshops for young people who are in search for work, as well as for young professionals. 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). They also provide professional development skills (e.g. leadership and decision-making, emotional intelligence, presentation and communication, and so on).

The skills development workshops “Stay on Target” which were organised, in March 2020, during the lockdown were eventually held online with a large number of participants.

4) Career Academies

CYB Career Academies are one or two-day events that offer comprehensive training on career-related topics by leading trainers and keynote speakers. Participants have the opportunity to attend intensive trainings and inspirational speeches by young professionals or other speakers from the business environment. They also participate actively in experiential workshops. Through their active participation, they get the chance to learn about, exchange ideas on best practices, network, and develop on personal and professional level.

Virtual Career Academy

Due to the March 2020 lockdown, Career Academy that was supposed to be held on 22 - 23 March had to be cancelled a couple of days before the event. Nevertheless, the Career Counselling Services adjusted to the new circumstances, organised the Virtual Career Academy on 9 - 12 December 2020, with more than 300 attendants. The event consisted of CV-drafting workshops, a panel discussion by professional experts on successful job interviews, information on the future digital needs, and more workshops, lectures and discussions that helped participants prepare for the job market.

Psychological and Social Empowerment Programmes

Help Line 1410 & E-Counselling

The Help Line 1410 is contacted by young people in search of responsible answers to daily life matters, but also 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 never ask for personal details. The line operates all year round, Monday to Sunday and the calls are free of charge.

The 1410 website can be found at www.onek.org.cy. It deals with the same issues and follows the same principles and ethics as the Help Line. The conversation with the consultant is conducted through a software that supports confidentiality; hence, no one has access to it, apart from the caller and the counsellor.

The two services received more than 2,018 calls in 2020 (1,985 by phone and 33 online). During the pandemic, a special line was introduced for students who studied abroad, which received 41 calls. The majority of the callers were women, yet with a mere 0.6% difference. As far as age is concerned, most of the callers were adults aged over 35 years old, followed by young people aged 26 - 35. The main topics raised by callers were related to stress, negative emotions (depression, disappointment, and so on), Covid-19, relationship problems, mental health issues, self-confidence and self-awareness. Additionally, as in previous years, some issues that required further consideration had to do with 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, sex relationships or marriages), (b) substance addiction problems, (c) domestic violence, (d) antisocial / delinquent behaviour, (e) any other issue of concern.

In 2020, PROTASI CS served 180 people in 2020, 77.8% of whom were women and 1,092 meetings were conducted. One hundred and ninety interventions were held face to face, and 56 were held online. More specifically, the meetings in 2020 were as follows: 90.5% personal, 2.7% couple and 1.6% family meetings (with both parents and children). As far as the cases' development is concerned, 35 cases were interrupted (19.4%), 74 cases completed the process (41.1%) while 57 cases are in progress and expected to be completed in 2021 (31.7%). How to manage stress and negative feelings was the main issue, relating to 74 cases. The second most popular issue was personal empowerment, which was raised in 53 cases. Relationship problems (sexual, love) came next with 48 cases, followed by other negative feelings (depression, disappointment) raised in 43 cases. When it comes to demographic details, 60% of the people contacted the Lefkosia – Larnaka - Ammochostos complex, whereas the remaining 40% contacted the Lemesos - Pafos complex. 22.7% were teenagers (26 - 30 years old) and 21.6% were adults (31 - 35 years old), whereas 26.1% were over 36 years old. 53.8% of the callers stated that they were not in a long-term relationship during counselling. As far as their educational background is concerned, a significant proportion (41.1%) were college graduates (3 years+) and 40% had a full-time job, while 26.1% stated that they were unemployed.

“Mikri Arktos” Psychosocial Empowerment Programme

The aim of the “Mikri Arktos” Psychosocial Empowerment Programme is personality development, improvement of social skills, confidence boosting and personal empowerment that will enable individuals to deal with 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 58 Group Psychological and Social Empowerment Trainings in 2020, which were attended by 479 people. Moreover, 73 fragmented activities were organised and were attended by 1,356 people. The topics that were discussed mostly related to human rights, communication skills, self-confidence and self-esteem, stress management and addressing negative feelings caused by the pandemic.

Creative Activities

The STEAMers

In 2020, the STEAMers programme tackled a large number of challenges brought on by Covid-19 and its impact on education. In many cases, the programmes were forced to cease operation, following the protocols issued by the Ministry of Health. Hence, the Cyprus Youth Board decided to implement them online, through distant learning, as a way of adjusting to the participants' expectations and needs.

Distant online learning was implemented in all districts. In Pafos, 67 workshops were running, at the beginning of 2020, with 392 participants. Out of these, 35 were transferred to online platforms, including all dance, drama, piano, creative writing and art workshops. In Lemesos, 10 out of the initial 16 workshops were transferred online, with 75 participants, among them, drama, robotics, piano, guitar and creative writing workshops. In Lefkosia, there were 24 online workshops, with 90 pupils.

The steadfast aim of the programme is to provide further opportunities to all participants, offering online learning to as many young people as possible, until we are able to return to face to face learning. Online learning was provided through the ZOOM and TEAMS platforms. Children had the chance to keep on track with their learning through the digital tools. The main objective of the online

workshops was for pupils to enhance their skills and talents, preventing potential boredom and depression caused by the lockdown.

Apart from online learning, during the lockdown the CYB intensified the online promotion of STEAMers with targeted posts and campaigns. For instance, in April 2020, when restrictions were at their peak, the CYB endorsed 15 Tips & Suggestions on Creative Activities at Home. Moreover, the new STEAMers website was promoted online, encouraging people to find out more information about the online workshops and apply for them.

Undoubtedly, online learning opens up new opportunities in the fields of education and training, stretching beyond physical and distant barriers. At times like these, online learning is a valuable tool, not an enemy, despite all the challenges that may arise. The CYB intensified its efforts towards providing equal opportunities for all young people in this new reality.

Youth Makerspace Larnaka

Youth Makerspace Larnaka is an innovative project and is unique in Cyprus. It was launched by the Cyprus Youth Board, on 10th March 2018. It provides young people with access to high-quality and state-of-the-art equipment to develop prototypes and implement their business ideas.

Youth Makerspace Larnaka is hosted in a renovated emblematic building, which was once the residence of the British Commander during the colonial era. The building was 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 a creative process, share knowledge and skills and put them in practice. The equipment includes 3D printers, laser cutters, drones, virtual reality, robots, Arduino, and raspberry pi, among others.

Youth Makerspace Larnaka is open for children and young people aged 6 to 35, as well as groups of young people, educational institutions, schools and more. All the events, equipment and activities of the Youth Makerspace are offered free of charge to all young people.

In 2020, the Youth Makerspace organised numerous educational activities and workshops. The venue was visited by 276 people and 14 groups.

Following the Covid-19-related restrictions on physical presence, in 2020, the Youth Makerspace organised 26 online workshops for makers, which provided training on how to use the available equipment. Additionally, Makerspace participated in nine online innovation and technology exhibitions and events. Eleven events on new technologies were organised at the Makerspace venue, following all the health protocols. Furthermore, the venue was used by youth NGOs, universities and other youth-related institutions for their own events.

It is worth mentioning that in 2020, Youth Makerspace Larnaka created its own educational material, aiming at youth empowerment. The material addresses pupils of primary and secondary education, encouraging them to engage with STEAM-related creative activities. The curriculum is based on problem-solving and design-thinking methodologies, while it enhances 21st century skills. Through the workshop, pupils develop their critical thinking, problem-solving skills, creative thinking, communication, cooperation skills, and so on.

Mobile Makerspace

Following the success and popularity of Youth Makerspace Larnaka since it was established in 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 limited 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 curricula, which were specially prepared and designed by the CYB. Through Mobile Makerspace, the CYB aims at sharing these technologies, making them accessible to a larger audience, in order to inspire young people and encourage their further engagement with new technologies.

In 2020, the Mobile Makerspace unit paid 15 visits to elementary schools around Cyprus, reaching out to 1,238 pupils, who had the chance to see and use the equipment through technology workshops.

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 and 40 European countries. Following the Covid-19 outbreak, the CYB intensified its efforts to increase the benefits for young people, many of which were offered online. Hence, the benefits rose to 170 in 2020. A large number of cardholders participated in surveys on the new needs and suggestions related to the pandemic, seminars, and so on. In 2020, a new mobile App was created, which allowed young people to apply for a European Youth Card, get informed on the benefits and redeem them directly.

In addition, the CYB, in cooperation with the Ministry of Education, Culture, Sport and Youth, issued a free Student Card, which is connected with the European Youth Card and was distributed to all the students of recognised and accredited tertiary education institutions in Cyprus and to Cypriot students who study abroad. In 2020, efforts were made to cooperate with the Cyprus University of Technology and the University of Cyprus on issuing Student Cards connected with the European Youth Card. Moreover, a co-branded card was issued in cooperation with the City Unity College.

In recent years, the card has also been issued to all soldiers, distributed to them on their induction day, in cooperation with the Ministry of Defence. In 2020, 4,000 cards were issued for new soldiers.

A new cooperation was formed with the Cyprus Sports Organisation that will lead to the connection of the European Youth Card to the Fan Card. The talks and procedures are expected to be concluded in 2021.

In 2020, the number of European Youth Card – Student Card holders reached 55,000.

In an attempt to provide cardholders with more benefits, the CYB distributed useful gifts, tickets to cultural events (concerts, theatre performances, and so on) and free participation in educational seminars through online contests.

In 2020, all cardholders and partners received our newsletters on a regular basis. Moreover, a promotional video on the card has been prepared and is currently available. In addition, the card was presented at various events and info-days at universities and festivals where youth cards were issued on the spot.

Finally, in 2020 the Cyprus Youth Board attended the 35th General Assembly of the European Youth Card Association (EYCA), which was held online in June.

Open Air Youth Event Venue & CYB Equipment

Festival Venue – Ammochostos Gate Moat

The CYB has signed an agreement with Lefkosia Municipality that makes Ammochostos Gate Moat available to organisations and youth groups to host events. The venue is equipped with electricity and water supply systems and can host festivals and other cultural events. Lefkosia Municipality is responsible to allow the use of the venue, giving priority to youth organisations and youth groups.

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. The 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 limited opportunities, after submitting their application to the CYB.

Priority on equipment borrowing is based on the request form submission date, except during the peak period June - October. If request forms are submitted on the same date, priority will be given to youth organisations that participate in the General Advisory Body, Municipal, Community Youth Councils, and Youth Clubs.

Equipment requests for the peak period June - October must be submitted by the 5th May of the same year. If 5th May is a non-working day, the submission deadline extends to the next working day. In 2020, the equipment was borrowed by five youth groups, since the majority of physical events were cancelled due to the pandemic.

WearYourMaskCy

Distribution of masks designed by five young artists.

At a time when social awareness raising is more imperative than ever, the CYB promoted the use of masks, especially among young people. To this end, the CYB cooperated with young artists who designed five masks that carry a message for protection in an artistic way. There were five artistic approaches with a common message – the need to wear a mask in order to protect ourselves and the people around us. Among the selected artists were: the street artist Twenty-Three, whose art is found on walls in Lefkosia, Madrid, Mexico City, Palermo, La Coruna and Rome; Ermina Emmanuel, a graphic designer with experience in advertising and animation; Antria Alambriti, who has worked at Smiley Company in London; Philippos Vasiliades, a founding member of Graphic Designers Association with exhibitions in Cyprus and abroad; and Annie Damianou, who was been an associate of advertising and creative studios. The masks were launched and distributed at a special event at the Mall of Cyprus in Lefkosia on 14th November.

