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REPUBLIC 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 2020 - 2021, the provision of in-service training to teachers and the development of new teaching materials continued. Furthermore, the following actions were also pursued:

- Provision of intensive and differentiated programmes for Greek as a second language targeted at 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 131 Primary Schools, in seven Special Schools as well as in 60 Pre-primary Schools.

The 2020 - 2021 school year was defined by the COVID-19 Coronavirus pandemic. Due to the pandemic, the implementation of educational programmes (Environmental Education, Health Education, Museum Education, Visual Arts, Physical Education, S.T.E.M. and so on) was suspended. In addition, due to the outbreak of the pandemic, during the period 07.01.2021 - 05.02.2021 all Primary Schools remained closed, while during the period 16.03.2021 - 31.03.2021 the Primary Schools of Lemesos district remained closed again. While schools were closed, distance learning was offered. Moreover, distance learning was offered to pupils who had to stay at home either because they were positive cases or because they were close contacts of positive cases COVID-19.

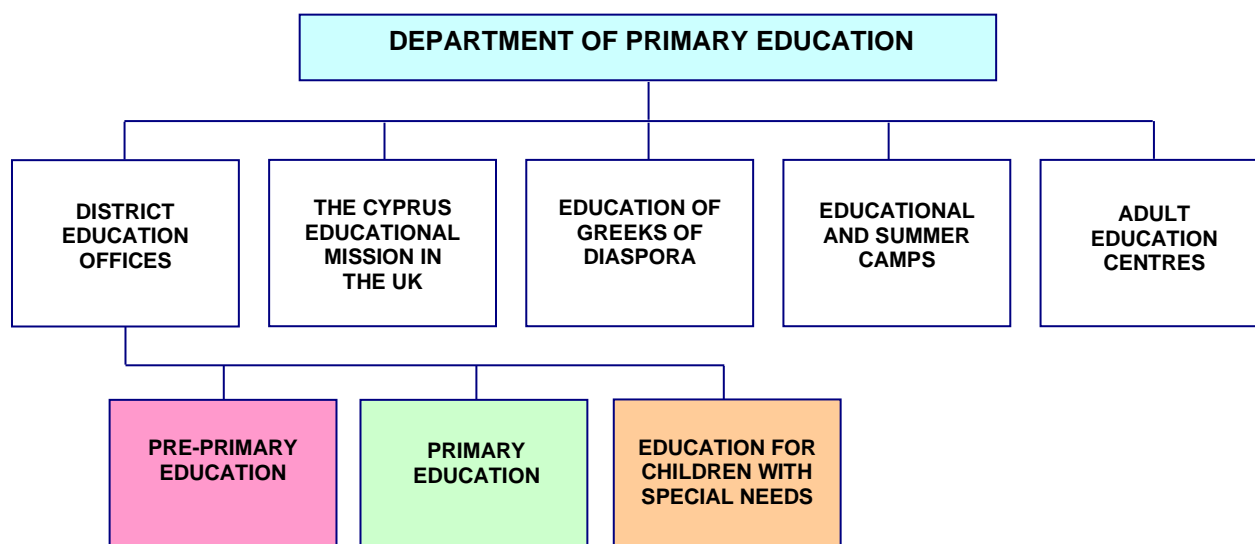
Pre-primary Schools managed to remain open throughout the school year. This had a positive impact on teachers as well as on children and their parents in all areas: cognitive, emotional and psychomotor. In cases children had to stay at home, due to the detection of positive cases or close contacts of positive cases at school, the interaction continued remotely through the school's website as well as applications, which allowed the continuation of each child's learning process from home.

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 Pre-Primary and Primary Schools (Education for Children with Special Needs),

- The Cyprus Educational Mission in the United Kingdom (U.K.),
- Education of the Greeks of Diaspora,
- Educational and Summer Camps, and
- Adult Education Centres.



1.1.1 PRE-PRIMARY EDUCATION

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

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

Bearing all the above facts in mind, the Ministry of Education, Culture, Sport and Youth, over the last few years, 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 4⁸/₁₂-5⁸/₁₂ 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 4⁸/₁₂ 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^{10/12} 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 enhance their self-image.

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

1.1.2 PRIMARY EDUCATION

Primary Education, which lasts for six years, is responsible for the education of children 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, the school year 2020 – 2021, the age of enrolment in primary school was set at 5^{10/12} years old, (before September 1st of the school year they will attend school), instead of 5^{8/12} years that was in force until 2019 – 2020. From the school year 2021 - 2022 onwards, children will attend primary school at the age of six years old (before September 1st of the school year they will attend school).

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

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

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

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

Despite the restrictions imposed by the Turkish occupying regime, three primary schools had initially managed to operate in the occupied areas – one in Rizokarpaso, one in Agia Triada and one in Kormakitis. However, two of them 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 schoolteacher 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 5^{8/12} years old were offered 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 2020 - 2021, thirteen children attended the Rizokarpaso Pre-primary School and sixteen children attended the Rizokarpaso Primary School, the only Greek-Cypriot School that has been in continuous operation since the Turkish Occupation in 1974. Three Primary Education teachers and two Pre-primary Education teachers worked at the respective Rizokarpaso schools during 2020 - 2021.

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 one Primary Education teacher.

A number of difficulties were faced during the school year 2020 - 2021 due to the 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.

Due to the pandemic from the new COVID-19 Coronavirus, the occupied schools remained closed from November 20, 2020 until the end of the school year. The lessons were held online.

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As of September 2001, the Ministry of Education, Culture, Sport and Youth has put into effect the Education and Training of Children with Special Needs Laws of 1999 to 2020 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 (6836) are educated within mainstream classrooms. Special Education is also provided in 116 Special

Units within mainstream schools. Children attending Special Units (657) are also assigned to a mainstream class, where they can attend integrated lessons and participate in school events.

Children with severe difficulties (498) are educated in the nine Special Schools, which are staffed with appropriate personnel (teachers for learning, intellectual, functional and adjustment difficulties, speech therapists, nurses, physiotherapists and other specialists, as well as auxiliary staff), in order to provide high quality therapy, education and support.

The educational and other needs of children in Pre-primary Schools, in Primary Schools, in Special Units and in Special Schools are met through individualised programmes of Special Education. Nine hundred and sixty-one (961) special educators encompassing a wide variety of specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf and the blind, teachers for special physical education, music therapists, occupational therapists, speech and language therapists, audiologists and physiotherapists) work to support and meet the educational needs of children with special needs. Moreover, 79 educators from secondary technical and vocational education and training sectors are seconded to provide education and pre-vocational training to pupils attending Special Schools.

The budget of the Ministry of Education, Culture, Sport and Youth provides for the employment of teaching, therapeutic and ancillary personnel, training and professional development of staff, the provision of specialised equipment for classrooms and individual children, the modification of buildings to provide accessibility, the transportation of children with special needs to and from school and to out-of-school activities, the running expenses of Special Schools and the economic support of Parents Associations of Special Schools.

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

1.1.5 THE CYPRUS EDUCATIONAL MISSION IN THE UNITED KINGDOM (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 UK, a Special Committee was tasked to evaluate the current Curriculum and submit a proposal for a revised Curriculum. The

revised version was submitted to the Minister of Education, Culture, Sport and Youth, and was approved in July 2019. 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. Due to issues related to the COVID-19 pandemic, the full implementation of the new Curriculum is currently estimated to be completed in 2023. During the school year 2020 - 2021, both hourly-paid and full-time teachers were trained in various aspects regarding the philosophy of the revised curriculum, as well as other areas of education. Educational material was also prepared for the implementation of the Curriculum in the Pre-primary school and the first Grade of Primary School.

1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

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

1.1.7 EDUCATIONAL AND SUMMER CAMPS

The aim of the Educational and Summer Camp Programme is to offer children, of the 5th and 6th grades of Primary Schools in Cyprus and other countries, the opportunity to get to know and love the natural environment of the countryside, develop positive attitudes and behaviours towards the environment, make friends with children of their own age, and learn about the culture and history of Cyprus and 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 Programme 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 2020 - 2021, it was not possible to implement the programmes of the Educational and Summer Camps due to the pandemic caused by the new coronavirus COVID-19. The Ministry of Education, Culture, Sport and Youth was forced to cancel all Camp Service programmes:

- The Autumn and Spring Educational Camps.
- The Summer Camps in Prodromos.
- The Hospitality Camp Programme for children from abroad.
- The Children's Abroad Programme.

1.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme, which offers general adult education, in Cyprus, within the framework of providing lifelong learning opportunities. The main objective of the Adult Education Centres is the general development of each adult's personality as well as the social, financial and cultural development of citizens and society, in general. The objectives of this programme express the State's developmental policy and the wider aims of the Ministry of Education, Culture, Sport and Youth regarding the provision of "Lifelong Learning" opportunities for all the citizens of the Republic of Cyprus 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 the teaching of professional and vocational skills.

Furthermore, every year the Adult Education Centres organise free 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 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. The success of the institution is proven through the massive participation of citizens who every year exceed 20.000. During the school year 2020 - 2021, the Adult Education Centres, within the framework of taking additional measures to limit the spread of the coronavirus pandemic, suspended their operation. However, distance learning language courses were offered to adults, free, for languages: the Greek language, for repatriated and immigrants, Armenian, Cypriot Maronite, Arabic and Turkish language, which were very successful. In addition, 25 groups of multiple courses, free, were offered at the Prison School.

1.1.9 SCHOOLS - TEACHERS - PUPILS

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

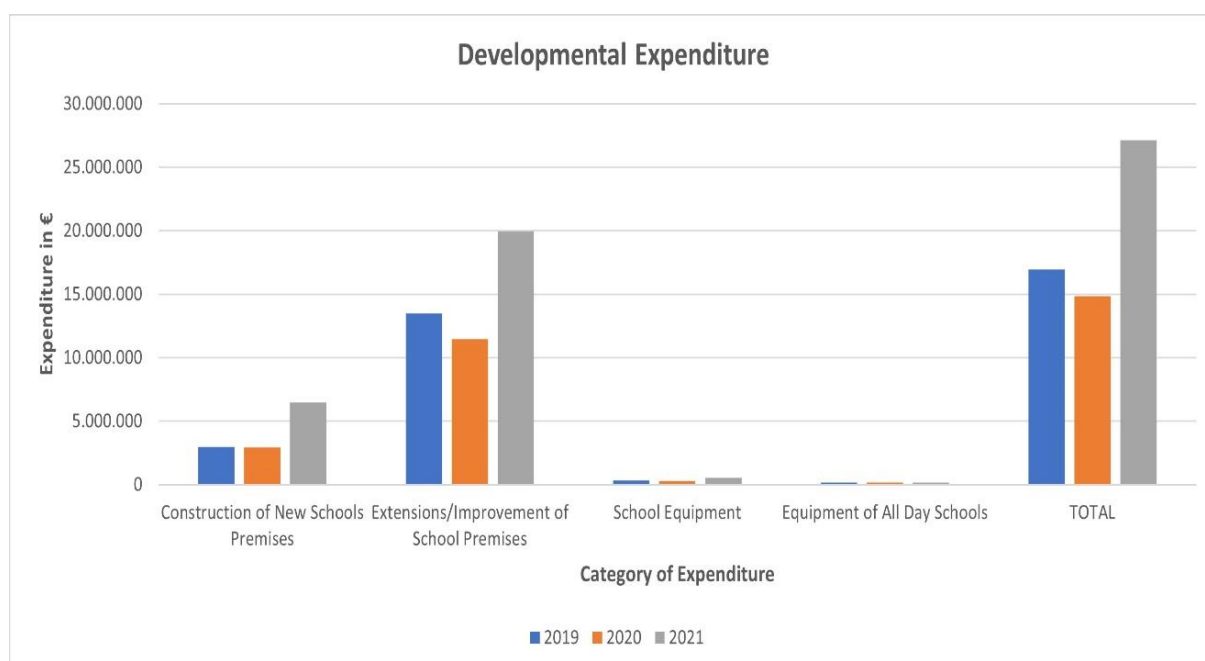
SCHOOLS	2018 - 2019	2019 - 2020	2020 - 2021
PRE-PRIMARY SCHOOLS			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	272	273	273
b) Number of Pupils (*)	11892	11883	12146
c) Number of Teachers (*)	783	801	814
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	76	74	78
b) Number of Pupils	1893	1969	2077
c) Number of Teachers	107	108	114
PRIMARY SCHOOLS			
a) Number of Schools (*)	331	331	331
b) Number of Pupils (*)	52042	52768	51541
c) Number of Teachers (*)	4283	4339	4367
PRE-PRIMARY & PRIMARY SCHOOLS			
Number of Special Teachers	604	664	703
SPECIAL SCHOOLS			
a) Number of Schools	9	9	9
b) Number of Pupils (3 -21 years old)	439	465	498
c) Number of Teachers (Special Teachers)	209	232	258
GREEK COMMUNITY SCHOOLS AT UK			
a) Number of Schools	72	66	62
b) Number of Pupils	6071	5995	5020
c) Number of Teachers: permanent	24	25	25
part time	117	126	119
ADULT EDUCATION CENTRES			
a) Number of Centres	399	393	The Adult Education Centres courses were suspended due to the pandemic COVID-19.
b) Number of Members	21631	21342	
c) Number of Instructors	659	643	

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

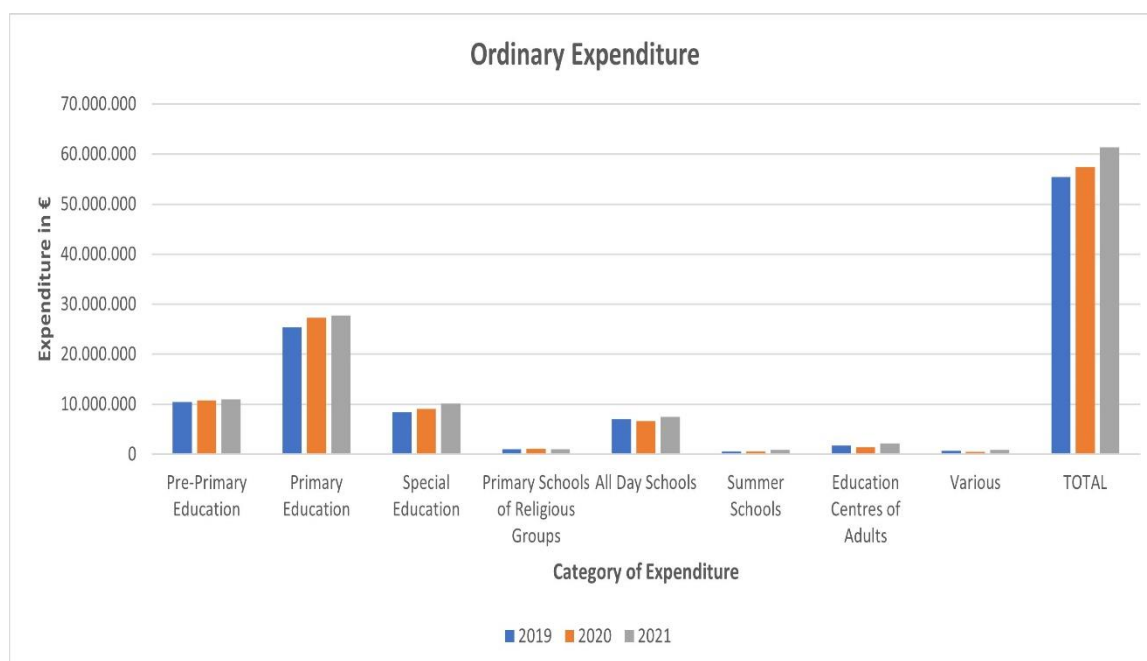
SCHOOLS IN OCCUPIED AREAS	2018 - 2019	2019 - 2020	2020 - 2021
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	16	14	13
c) Number of Teachers	1	1	2
PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	13	14	16
c) Number of Teachers	3	3	3

1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2019, 2020 and 2021 in Primary Education are shown on the graph below:



The ordinary expenditure for the financial years 2019, 2020 and 2021 in Primary Education are shown on the graph below:



During the school year 2020 - 2021, the approved funds for the Education Centres of Adults, due to the suspension of their operation, were used to grant allowances to the trainers (60% of their salary), following a relevant decision of the Council of Ministers, to offer free distance learning lessons, and cover other needs that arose due to the pandemic.

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 were carried out in several Pre-primary and Primary School premises.

1.2 DEPARTMENT OF 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 (DSGE) has a wide range of responsibilities in areas such as the supervision and evaluation of public and private schools, and institutes, the State Institutes for Further Education, and the Counseling and Career Guidance Services. Furthermore, the DSGE is responsible for monitoring the implementation of school regulations, 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 Gymnasias 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

Since the school year 2015 - 2016, the DSGE has put into effect a new school curriculum, which introduced a new distribution of learning periods taught per subject in the Gymnasium and Lyceum.

The implementation of the New Curriculum aims at strengthening the validity of the School Leaving Certificate (Apolyterion) 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 must 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.

In 2020 - 2021 pupils in 1st and 2nd Class of upper secondary education take evaluating exams at the end of every semester, that is in January for the 1st semester and in May for the 2nd semester. The grade for the written assessment (semester exams), for the four advanced level subjects and the subject of Greek language and literature, at the end of each semester, accounts for 40% of the subject's grade for each semester. The other 60% is derived from other forms of assessment such as class or lab participation and contribution, quizzes, short tests and projects during the semester. The grades of each semester account for 50% of the final grade for each school year.

1.2.3 THE EUROPEAN DIMENSION

Throughout the years, one of the main goals of the Educational System of Cyprus has been, the cultivation and promotion of the European Dimension in Education, as it is considered an integral part of the education of the European Citizens. More specifically, the European Dimension is promoted interdisciplinary, through the curricula of various courses, as well as through a variety of other school activities, which aim, both to provide information, cultivate and foster the "European identity" while simultaneously reinforce and promote positive attitudes towards the European community. In their quest to respond and promote the goal of the European Dimension, the Gymnasias and Lycea of Cyprus, have developed comprehensive initiatives and overall activities, such as the celebration of the 'Europe Day', the European Day of Languages, the participation in the European Language Label, the provision of European Clubs within the school community, the implementation of European related school projects, the active involvement and participation in the EU programmes, such as the Erasmus+ Programme and so on, that promote and enhance the exchange of good practices and ideas, the organization of learning mobility activities for pupils and staff, the overall participation in school partnerships and the cooperation with other EU institutions. Furthermore, the European Dimension is also reinforced through the participation of Lyceum and Technical School pupils in the European Competition, where key issues of the European policy are raised for reflection and discussion.

However, knowledge and experience are a lifelong process that does not end at graduation. Following the European context, the Department of Secondary General Education seeks to redefine itself in order to successfully meet the emerging challenges of a changing world and further ensure that all pupils will have the opportunity to successfully evolve and meet the complex challenges of tomorrow. This redefinition is not limited only to the inclusion of the need for technological literacy, and the development of soft skills that pupils/citizens will need in the future world of work, but also to the promotion and dissemination of the humanitarian education in order to empower young people to become future leaders and agents of change. Young people will have the knowledge to interpret situations from a humanitarian point of view, embrace their EU identity and build safe, peaceful, communities that will embrace and respect diversity and social inclusion.

Lastly but not least, the European Dimension seeks to go beyond the knowledge/information gained through the classroom to include, promote and foster pupils' creativity and critical thinking skills, the acquisition of innovation techniques that are considered key elements and skills for the globalized and increasingly digitalized economies and societies.

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 in Cyprus. The Private Secondary Schools are registered by the Ministry of Education, Culture, Sport, and Youth (MoECSY) and operate according to the Law on Private Schools of 2019 and the Amendment of 2020. Depending on the detailed and timetable programme they apply, they are classified into three types of schools:
 - Same type: Private Schools that follow without any deviation the current curricula and timetables of the public schools.
 - Similar type: 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 MoECSY, operate in accordance with the Laws on the Establishment and Operation of Private Tutoring and other related issues of 2018 and the Amendment of 2021. There are three lists of approved I.F./I.E.K.:
 - EXISTING LIST: includes 242 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 MoECSY, or I.F./I.E.K. whose files are very old and come from the state archive.
 - REGISTER A: includes 338 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 I.F./I.E.K., which will be gradually transferred from the EXISTING LIST and REGISTER B, after their control, based on the file of the MoECSY, and their approval by the Responsible Authority.
 - REGISTER B includes 40 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 25/07/2022, 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 around:
 - 4500 files for the members of the teaching staff of I.F. / I.E.K.
 - 200 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 (SIFFE) function under the auspices of the DSGE. Through their courses, they offer equal opportunities for education to pupils of all ages, as well as to adults, both in urban and rural areas. In this way, the SIFFE promote lifelong learning according to the educational aims of the European Union.

In addition, the SIFFE actively promote social justice, through the offering of allowances and scholarships, approved by the Council of Ministers, based on socioeconomic vulnerability and academic achievement.

1.2.6 THE CAREER COUNSELLING AND EDUCATIONAL SERVICE (CCES)

The Counselling and Career Educational Service (CCES) legally belongs to the DSGE of the MoECSY. School counsellors are placed:

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

For the school year 2020 - 2021:

- 162 school counsellors were placed in Lycea, Gymnasia, Technical and Vocational Education and Training schools and in Evening Schools (some of them are placed in two or three schools).
- Seven school counsellors were fully employed at the Central CCES offices, three at the district offices and two in other services and departments of the MoECSY.

1.2.6.1 AIMS AND ACTIVITIES OF THE CCES

The main objective of the CCES is to assist pupils and other young people to meet the general goals of the MoECSY, which include the:

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

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

- Self- knowledge
- Self- approval and self-confidence
- Self-actualization
- Decision-making and problem-solving skills
- Healthy adjustment to the school and social environment

- Critical thinking and effective use of appropriate information

In practice, the school counsellors spend much of their time working with individuals or small groups of pupils (normally two to four), both through timetabled sessions during class periods (usually around 45 minutes) or by being available for shorter sessions during breaks; sometimes pupils may be accompanied by their parents/guardians.

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

- guidance on educational and career choices (sometimes with the use of psychometric tests),
- disciplinary and relationship issues, helping pupils to mediate conflicts with their peers, teachers, or parents,
- substance abuse; smoking, drugs, alcohol,
- identifying and reporting possible cases of negligence or abuse (sexual and/or psychological abuse)
- helping special needs pupils to integrate into classrooms and assisting in the overall school programmes that address requirements for pupils with special needs or learning difficulties.

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

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

Furthermore, they deliver the following prevention programmes to pupils:

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

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

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

1.2.6.2 ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books and leaflets about career guidance, the CCES offers library services at the MoECSY Central Offices where the pupils and the public may have access to up-to-date information.

Furthermore, all counselling offices at schools are equipped with internet facilities, thus, pupils have access to online career guidance information. Online information on career guidance is also available at the Service's official website www.moec.gov.cy/ysea.

The following table indicates the total number of pupils from Secondary General and Technical and Vocational Education and Training Schools that have attended at least one career and/or counselling session with a school counsellor during the school year 2020 - 2021.

PUPILS OF PUBLIC SECONDARY GENERAL EDUCATION, TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AND EVENING SCHOOLS WHO HAD ADVISORY INTERVENTION BY THE SCHOOL COUNSELLOR BY TYPE OF SCHOOL DURING THE SCHOOL YEAR 2020 - 2021.

SCHOOL	* PUPILS WHO HAD ADVISORY INTERVENTION	TOTAL NUMBER OF PUPILS	PERCENTAGE (%) THAT HAS BEEN HELPED
GYMNASIUM	16193	23086	70%
LYCEUM	12093	17022	71%
TECHNICAL SCHOOLS	3189	4469	71%
SIX GRADE SCHOOLS	1115	1283	87%
EVENING SCHOOLS	309	396	78%
TOTAL	32899	46256	71%

* who had at least one advisory intervention.

1.2.7 NUMBER OF EDUCATORS

The number of educators in Secondary Education during the school year 2020 - 2021 was 6252.

	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NUMBER OF EDUCATORS	INSPEC	C.E.O.
THEOLOGIANs	7	9	30	181	25	252	2	
PHILOLOGISTS	45	53	242	1263	141	1744	8	2
MATHEMATICIANS	10	25	108	541	100	784	4	3
PHYSICISTS	9	11	51	268	40	379	2	
BIOLOGISTS	5	4	32	154	21	216	1	1
CHEMISTS	3	4	23	133	13	176	1	
GEOGRAPHERS	0	1	3	25	6	35		
ENGLISH	4	9	44	262	94	413	3	
FRENCH	5	8	24	113	23	173	1	
ITALIAN	0	0	0	22	0	22		
SPANISH	0	0	0	10	5	15		
GERMAN	0	0	0	3	0	3		
RUSSIAN	0	0	0	16	14	30		
TURKISH	0	0	0	7	0	7		
ECONOMICS	0	7	22	109	58	196	1	
PHYSICAL EDUCATION	2	9	42	289	45	387	2	
MUSIC	7	4	24	145	22	202	1	
ART	6	5	19	124	15	169	1	
PHOTOGRAPH	0	0	0	5	0	5		
HOME ECONOMICS	0	7	14	134	24	179	1	
INFORMATION TECHNOLOGY	7	13	54	335	44	453	2	1
TECHNOLOGY	5	4	26	167	24	226	1	
COUNCELORS	1	4	22	122	17	166	1	
THEATRE	0	0	0	11	9	20		
TOTAL	116	177	780	4439	740	6252	32	7

1.2.8

SCHOOLS IN OPERATION

During the school year 2020 - 2021 the following schools operated:

Gymnasia	63
Lycea	38
Gymnasium and Lyceum joined	8
Evening Schools	5
Total	114

1.2.9 EXPENDITURE

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 school year 2020 – 2021, among other things, aimed at:

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

During the year 2020-2021, 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

1.2.10 ESTABLISHMENT OF NEW SCHOOLS

The MoECSY considers, the qualitative upgrading of the infra structure of Gymnasias and Lycea and the decrease of the number of pupils in each class, as of great importance.

Expansions and improvements of Gymnasias and Lycea

In the annual budget for the year 2021, 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 pathways to eligible gymnasium leavers and adults:

- Upper 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
- Post Secondary Institutes of Vocational Education and Training (Public School of Higher VET).

1.3.1 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

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

The programmes are offered at thirteen public Technical and Vocational Schools of Education and Training. There are three Schools in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of Ammochostos district, and three in Pafos district. There is also a Hotel and Catering Department operating at Apeitio Gymnasium in Agros, and a Viticulture – Oenology Department operating at Omodos School.

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

1.3.2 EVENING SCHOOLS OF TECHNICAL AND VOCATIONAL EDUCATION

The Department of Secondary Technical and Vocational Education and Training also offers formal secondary education programmes through the five Evening Schools of Technical and Vocational Education operating in Lefkosia, Lemesos, Larnaka, Pafos and free area of Ammochostos district. The objective of the Evening Schools of Technical and Vocational Education is to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society, in general.

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

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

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

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

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

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

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

- **Afternoon and Evening Preparatory Classes**

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

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

1.3.4 THE APPRENTICESHIP SYSTEM OF VOCATIONAL EDUCATION AND TRAINING

The Apprenticeship System of Vocational Education and Training 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. It 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 Apprenticeship System of Vocational Education and Training 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 in 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, if all other requirements of the relevant legislation are observed.

The operation of the Apprenticeship System is co-funded by the European Social Fund and the Government of Cyprus.

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

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

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

The programmes have been especially designed to be relevant to labour market needs. During the academic year 2020 - 2021, 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
9. Culinary Arts.

1.3.6 TECHNICAL AND VOCATIONAL SCHOOLS OF EDUCATION AND TRAINING IN OPERATION

There are thirteen mainstream Technical and Vocational Schools of Education and Training. There are three Technical and Vocational Schools of Education and Training in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of Ammochostos district, and three in Pafos district. In addition, there is a Hotel and Catering Department operating at 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 district.

About 4849 pupils attended Secondary Technical and Vocational Education (including Evening Schools of Technical and Vocational Education), during the school year 2020 – 2021, distributed as shown in the Table below:

School	Number of Pupils
A' Technical and Vocational School of Education and Training in Lefkosia	418
B' Technical and Vocational School of Education and Training in Lefkosia	154
Technical and Vocational School of Education and Training Makarios C' in Lefkosia	705
Evening School of Technical and Vocational Education in Lefkosia	164
A' Technical and Vocational School of Education and Training in Lemesos	354
B' Technical and Vocational School of Education and Training in Lemesos	333
C' Technical and Vocational School of Education and Training in Lemesos	386
Evening School of Technical and Vocational Education in Lemesos	85
Hotel and Catering Department of Apeitio Gymnasium at Agros	30
Viticulture – Oenology Department at Omodos School	10
Technical and Vocational School of Education and Training in Larnaka	492
Technical and Vocational School of Education and Training Ayios Lazaros in Larnaka	226
Evening School of Technical and Vocational Education in Larnaka	62
Technical and Vocational School of Education and Training in Paralimni	251
Peripheral Agricultural, Technical and Vocational School of Education and Training in Ammochostos/Avgorou	328
Evening School of Technical and Vocational Education in Ammochostos	26
Technical and Vocational School of Education and Training in Pafos	624
Technical and Vocational School of Education and Training at Polis Chrysochous	91
Technical and Vocational School of Education and Training at Emba	67
Evening School of Technical and Vocational Education in Pafos	43
TOTAL NUMBER OF PUPILS	4849

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 2020 - 2021 was 615.

1.3.8 NUMBER OF PUPILS/STUDENTS

During the school year 2020 - 2021, the number of pupils/students studying in the various pathways offered by the Department of Secondary Technical and Vocational Education and Training was as follows:

Programme	Number of Pupils
Upper Secondary Technical and Vocational Education	4469
Evening Schools of Technical and Vocational Education	380
Apprenticeship System (core apprenticeship)	124
Special Units	67
Lifelong Learning Programmes of Vocational Education and Training (Afternoon and Evening Classes)	695
Post Secondary Institutes of VET (MIEEK)	414
TOTAL	6149

1.3.9 EXPENDITURE

During the fiscal year of 2021, the foreseen development expenditure for Secondary Technical and Vocational Education and Training was €376.180, while the foreseen current expenditure was €3.465.117.

1.4 DEPARTMENT OF HIGHER EDUCATION

The '**Department of Higher and Tertiary Education**' was established in 1984 by the Ministry of Education of the Republic of Cyprus primarily to promote the quality of Higher Education. At these early stages, the Pedagogical Academy of Cyprus, the Examinations Service, the Student Welfare 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 Examinations Service and the Student Welfare 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. 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 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 specialising solely in 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. 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 has increased with the operation of **the Neapolis University Pafos** (Pafos) in 2010, the University of **UCLan Cyprus** (Pyla) in 2012, the **Philips University** (Lefkosia) in 2020 and the **American University of Cyprus** (Larnaka) in 2021.

The operation of seven (7) Private Universities contributed to the qualitative development of Higher Education in Cyprus since the number and variety of programmes of studies offered, especially in English, was significantly increased, therefore, promoting Cyprus as an attractive Higher Education destination for international students and 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, three years or more), along with Bachelor's and Master's 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 subjected 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 in the number of domestic, European and international students.

In 2015, the **Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA)** was established based on 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, to comply with the European Standards and Guidelines of Quality Assurance in Higher Education (ESGs) 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 Associate Member of the European Organization for Nuclear Research (**CERN**) whereas the DHE was assigned the coordination of the Cyprus – CERN National Committee. In 2019, the DHE initiated the necessary procedures for Cyprus to become a full member of CERN. Since 2020, the competent authority for the implementation of the Cyprus-CERN Agreement is the Deputy Ministry for Research, Innovation and Digital Policy, whereas the procedure for Cyprus becoming a full Member of CERN is still pending.

The DHE is 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 two main goals: (a) Quality Assurance in Higher Education and Ensure Access to Higher Education for All, and (b) the establishment of Cyprus as a Regional and International Educational and Research Center. To fulfil these targets the DHE is actively engaged in several Forums and Organizations, both in Europe and internationally. Such organizations are the:

- European Committee Working Group on Higher Education,
- Bologna Process Working Groups and Thematic Peer Groups,

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

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 Study in other languages, other than the official languages of the State, such as English. This has already been achieved for Master's 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 organization 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 Industrialists Federation and the European Office of Cyprus.

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 Department of Higher Education, 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.

In 2021, the DHE received funding from the Recovery and Resilience Facility (RRF) for the implementation of an ambitious project entitled "Development of a National Graduate Tracking Mechanism and Design and Implementation of an Employers' Skills Survey". This project is part of a bigger project entitled "Addressing Skills Mismatch between Education and the Labour Market" (number 152), which is included in the Cyprus Recovery and Resilience Plan (2021 - 2026). The project has two main objectives: a) the design, development and implementation of a comprehensive National Graduate Tracking Mechanism that will generate high quality and comparable data on a longitudinal basis from graduates of all Higher Education Institutions (HEIs) in Cyprus, as well as data from administrative data sources (e.g. social insurance and tax data), and b) the design, development and implementation of a National Employers' Skills Survey on a longitudinal basis regarding the current and anticipated needs in terms of knowledge and skills needed by the labour market. Both surveys will provide high quality national data on a longitudinal basis regarding the current and future knowledge and skills' needs of the labour market, the professional path of graduates after obtaining their qualifications in Higher Education and training, in order to identify and address skills gaps and mismatches, monitor and improve graduates' employability as well as social inclusion, mobility and accessibility.

In the context of this project, the DHE will participate in Eurograduate (2022 and 2025). Eurograduate is a European graduate tracking survey that will collect data on graduates that are comparable at a EU level. This data will enable cross-country comparisons but also the identification of a range of policy-relevant issues such as the relevance of education for employment and lifelong learning, skills mismatches and their drivers, social mobility in education and the impact of learning mobility.

Findings from all three surveys will provide the evidence base to policy makers, HEIs, researchers, employers and other stakeholders in order to make informed decisions that will ultimately contribute to the increasing of the responsiveness of Cyprus education and training system to the labour market needs.

Mapping of the Educational field for Higher Education in Cyprus for the academic year 2020 - 2021

The Department of Higher Education (DAE) of the Ministry of Education, Culture, Sport and Youth (MOECSY) has proceeded with the Mapping of the educational field for Higher Education in Cyprus for the academic year 2020 - 2021. A total of ten (10) Universities (three (3) Public and seven (7) Private) and 50 Institutions of Tertiary Education (5 five Public and 45 (forty-five) Private) were in operation during the academic year 2020 - 2021. The collection of data has been done through standardized Excel files, which were completed by all Higher Education Institutions (HEI) of Cyprus. In the framework of the mapping of the academic year 2020 - 2021, the data collected were related to: a) students (personal variables) like sex, country of origin, and disability and b) their attendance at HEI (educational variables) like the category of the HEI they attend (University or Tertiary Education Institution, Public or Private), the field of study that their programme of study belongs to according to International Standard Classification of Education ISCED 2013, the level of study according to the National Qualifications Framework of Cyprus (CyQF), the type of attendance (full time or part time), study mode (face-to-face/in person, distance/online learning or blended/hybrid learning) and the year of studies. The presentation of results of the mapping is based on four thematic areas: a) Demographic characteristics of students attending HEI in Cyprus, b) Variables in relation to the attendance at HEI, c) Access to Higher Education by under-represented students and d) Newcomer students in programmes of study in Higher Education.

According to the results of the mapping, the total number of students attending HEI in Cyprus, during the academic year 2020 - 2021, was 54 235, out of which 42 519 (78%) attended Universities and 11 716 (22%) attended Institutions of Tertiary Education. Chart One presents the total number of students attending HEI in Cyprus in the last eight academic years, specifically from 2013 - 2014 up to 2020 - 2021. There is an apparent increasing trend in the total number of students in the last eight academic years. This trend seems to be slowing down with a small increase (2%) in the total number of students compared to the previous year (2019 - 2020).

Chart One: Total number of students of Higher Education Institutions in Cyprus from the academic year 2013 - 2014 up to the academic year 2020 - 2021

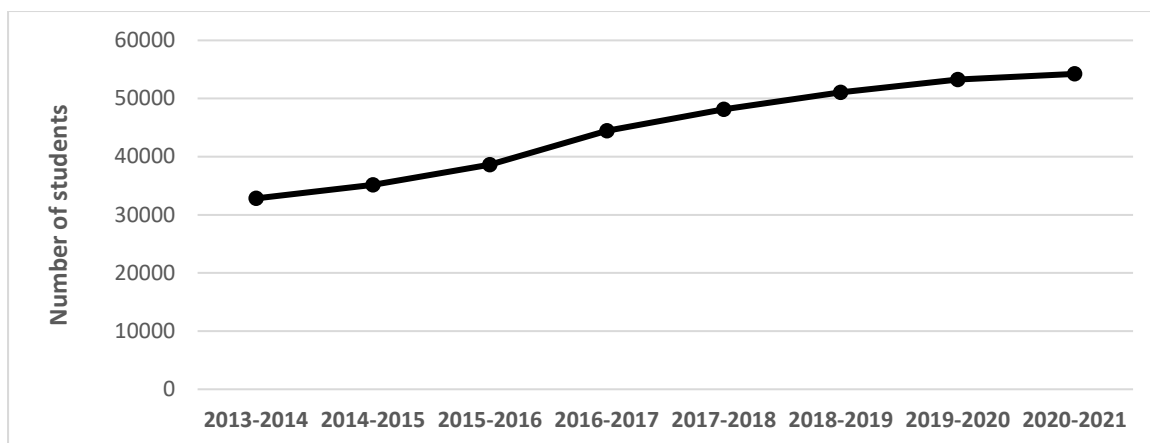
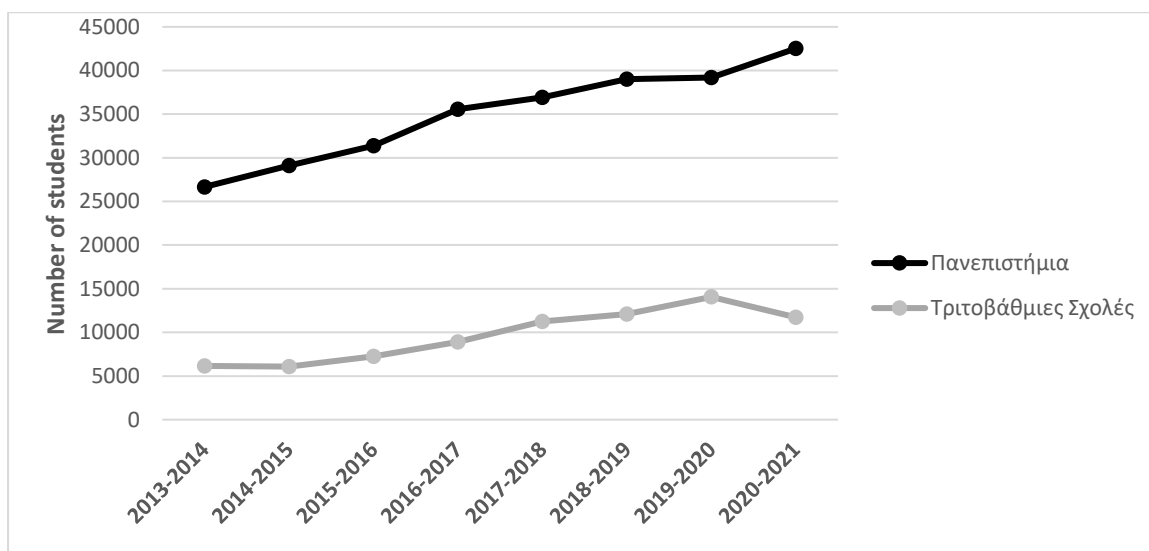


Chart Two presents the results from the academic year 2013 - 2014 up to the academic year 2020 - 2021, in relation to the total number of students attending Universities and Institutions of Tertiary Education. Chart Two indicates that the total number of students at Universities has an increasing trend in the last eight academic years. The same pattern appears with the Institutions of Tertiary Education with the only exception of the academic year 2020 - 2021 during which, for the first time, there is a decrease in relation to the previous year (2019 - 2020). This decrease may be due to the pandemic of COVID-19 and the difficulties the non-EU students had in travelling for study purposes at the Higher Education Institutions in Cyprus.

Chart Two: Total number of students at Universities of Cyprus and Institutions of Tertiary Education from the academic year 2013 - 2014 up to the academic year 2020 - 2021



In relation to the first thematic area, the demographic characteristics of students attending HEI, 46% were men and 54% were women. The countries where the students came from were divided in three categories: Cyprus, EU countries and non-EU countries. Based on collected data for the academic year 2020 - 2021, 44% were Cyprus citizens, 405 were EU citizens and 16% were non-EU citizens.

In relation to the variables of the second thematic unit regarding the attendance at the HEI in Cyprus, the majority of students at the Universities and the Institutions of Tertiary Education attended Private HEI. In relation to the level of study, the majority (49%) attended programmes of study (71% and 92%

respectively) at level six of CyQF (University degrees). A significant percentage (41%) attended programmes of study at level seven (postgraduate) of CyQF. More specifically at Universities, the majority of students attended programmes of study at level six (49%) and level seven (48%) while the majority of students at the Institutions of Tertiary Education attended programmes of study at level six (48%) and level five (35%). As far as the field of study is concerned, the majority of University students attended programmes of study that belong to the fields of Business Administration and Law (28%), Education (24%) and Medical Studies (15%). At the Institutions of Tertiary Education the majority of students attended programmes of study that belong to the fields of Business Administration and Law (64%), Services (19%), and Engineering (6%). For the variables of type of attendance and study mode, data were collected only from Universities. In relation to the type of attendance, the majority of students attended Universities on a full time basis (76%). The percentage of full-time students at the Universities was 67% of the students, while the equivalent percentage in Private Universities was 80%. In relation to the study mode, the majority of students at Public Universities (76%) attended programmes of study in person, while at the Private Universities the majority of students (52%) attended programmes of study online.

In relation to the third thematic area Access to Higher Education by under-represented students at present the data collected were only for students with disabilities at Universities. In the academic year 2020 - 2021, the students with disabilities at the Universities of Cyprus were 776 (2%). In relation to the demographic variables, a percentage of 53% were men and 47% were women. In relation to the country of origin, the big percentage (68%) of students with disabilities were from Cyprus and a big percentage were from EU countries (30%). In relation to the educational variables, the majority of students with disabilities attended Private Universities (63%) on a full time basis (79%) in programmes of study at level six (86%) and in programmes of study in person (88%). In relation to the field of study, the big percentage of students with disabilities was in the fields of study of Business Administration and Law (23%) and Medical Studies (21%) while a lower percentage of students with disabilities was in the fields of study of Sciences, Mathematics, Statistics and Services (3%).

As far as the fourth thematic area of Newcomer students in programmes of study in Higher Education, data were collected regarding only students of Universities. In total, 22 369 students (53%) started their studies in the academic year 2020 - 2021. In relation with the demographic characteristics, 355 were men and 65% were women, while in relation to the country of origin, the majority (61%) were from EU countries and a big percentage (31%) were from Cyprus. In relation to the variables regarding their attendance, the majority (80%) started their studies at Private Universities and only 20% at the Public Universities. Additionally, a big percentage of Newcomer students chose programmes of study on a full time basis (77%) and online programmes of study (60%). In relation to the level of studies, the majority of students (65%) started their programmes of study at level seven, a percentage of 33% started their programmes of study at level six and a small percentage of 2% started their programmes of study at level eight. The choices of Newcomer students in relation to the field of study were in the fields of Education (31%), Business Administration and Law (28%) and Medical Studies (11%).

1.4.1 PUBLIC UNIVERSITIES

Public Universities were 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 based on 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 based on other criteria similar to those used by Academic Institutions in Europe and the United States.

European and International students who are graduates of secondary 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 The University of Cyprus

Proving its adjustability under difficult circumstances due to the COVID-19 management challenge, the University of Cyprus (UCY) provides quality education and produces innovative research.

As regards its reputation and worldwide rank and as a proof of its pursuit of excellence, the University of Cyprus is the only Cypriot university which is listed in the global ranking of the Academic Ranking of World Universities (ARWU), known as the Shanghai Ranking list and in particular amongst the top 601-700 academic institutions. Moreover, the UCY is ranked amongst the best 501 - 600 universities according to the TIMES ranking for 2021 and amongst the top 477 global universities according to the QS ranking for the same year.

With almost 7,000 students, 290 laboratories and approximately 820 members of academic and administrative staff, the University of Cyprus is a young academic institution focused on the pillars of knowledge, research with impact, interaction with the society and innovation. It is worth mentioning that the alumni of the institution have gained the trust of employers, while the UCY remains a major employer in Cyprus for young researchers. It currently employs almost 510 young scientists in research projects with external funding.

With 8 Faculties and 22 Departments, the University of Cyprus offers 40 bachelor degrees, 58 postgraduate programmes, of which 25 are offered in English, and 43 doctorates (10 in English).

Aiming at excellence and at producing high impact research, the UCY community actively participates in the European Research Area. In 2021, it participated in 483 research projects and secured funding of €26.9 million for research purposes (229 European, 182 from the Research & Innovation Foundation and the rest from other international and local institutions).

Specifically, the University of Cyprus:

- is ranked 135th out of 40.000 different organisations that participated in funded programmes of the Horizon 2020 (H2020), with funding > 75 million since its beginning,
- secured more than 214 research projects and funding of €35 million from the "Restart 2016 - 2020" Programme

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

- . WATER FUTURES - European Programme, European Research Council (ERC-2020-SYG), with funding of €9.9 million for the UCY.
- a. MUTE – European Programme, European Research Council (ERC-2020-COG), with funding of €1.9 million for the UCY.

- b. COMPAS - European Programme, European Research Council (ERC-2020-STG), with funding of €1.2 million for the UCY.

Amongst the research success of the UCY and as a token of recognition of its research activity, Triantafyllos Stylianopoulos, Associate Professor in the Department of Mechanical and Manufacturing Engineering and Head of the Cancer Biophysics Laboratory was awarded with the "Cyprus Research Award - Distinguished Researcher 2021" of the Foundation for Research and Innovation (IDEK) in the area of "Natural Sciences and Engineering".

Moreover, Despo Fatta-Kasinos, Professor in the Department of Civil and Environmental Engineering and Director of the International Water Research Center Nireas-IWRC, and Ioannis Krikidis, Associate Professor in the Department of Electrical and Computer Engineering, were included, for the fourth and fifth time respectively, in the annual list of Highly Cited Researchers TM 2021 by Clarivate· a list which showcase the true pioneers in their scientific fields worldwide over the last decade.

Having internationalisation as a strategic priority the University of Cyprus invests in international collaboration and synergies. Its participation as a main partner in the Alliance of 10 Young European Universities for the Future of Europe - YUFE paves the way for international outreach with the objective of creating a truly European University. The University of Cyprus has also become the first and only university in Cyprus whose undergraduate and postgraduate degrees have been recognised by the relevant authority in Saudi Arabia. This development provides the opportunity to attract students from this specific geographic area and proves once again the power and value of academic diplomacy.

Realising the importance of infrastructure (building, information, technology and communication) for benefiting the community and the society, the University proceeded with signing the contract of assignment with the Contractor for the construction of the new building facilities of the Medical School and Health Sciences "Nikos K. Siakolas" on the university campus. Undoubtedly, the building development plan of the UCY will further assist the community to achieve its multiple purposes.

The University of Cyprus continued to promote culture and organise activities with social impact in 2021. These were achieved through organising lectures, conferences and events, while adhering to all health protocols but also granting easy access to all (in person/online). Through challenging times, the UCY worked tirelessly to ensure the a) quality of the educational process b) unhindered conduct of research and the timely completion of its research obligations as well as c) coherence of the academic community.

The University of Cyprus remains dedicated to its creative mission.

More information: www.ucy.ac.cy



/UniversityOfCyprus



/UCYOfficial



/UniversityOfCyprus



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/ UniversityOfCyprus

1.4.1.2 THE OPEN UNIVERSITY OF CYPRUS

Mission and Objectives

The [Open University of Cyprus](#) (OUC) is a public Higher Education Institution, specialised in open and distance education, providing unrestricted and flexible access to a variety of high-quality distance learning programmes and accredited degrees. The University's mission is to provide equal opportunities to all in accessing tertiary education irrespective of age, place and pace of study, and promote science, knowledge, education, research and lifelong learning with the method of open and distance education.

Established in 2002, the OUC welcomed its first students back in 2006. It has since grown in academic stature and has achieved recognition in the higher education area. The University's near-exponential growth is demonstrated by its c.8.000 graduates/alumni and c.3.000 students from over 50+ countries, as well as by the increasing recognition of the research work of its renowned academics. The OUC aspires to be recognised as a modern, pioneering, people-centered and exemplary University, which based on its institutional values – i.e. the quality of education and research, extroversion and diverse cultural and social contribution - will contribute effectively towards achieving the country's objective to transform Cyprus into a regional hub for education, research and innovation.

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, and 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 open and distance education 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 2022

Strategic Plan 2021-2024

In 2021, the Open University of Cyprus announced its Strategic Plan for the 2021 - 2024 period. The University Strategic Plan sets out a framework of priorities for the OUC, its Faculties and Programmes of Study and administrative departments, and sets strategic goals and actions in relation to the strive for excellence in education, research, learning and innovation as well as the University's contribution to society.

New Postgraduate Programmes

Education is key to ensure society's sustainable development and the Open University of Cyprus is keen to provide skills and knowledge to better prepare the educational leaders of tomorrow. The New

Postgraduate Programme in “Educational Leadership and Policy” to be offered as of the academic year 2022 - 2023 is designed by renowned academics based on current and emerging trends in educational policies and practice. The Programme confers 90 ECTS, and was accredited in 2021 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

New research projects

The OUC aims to maximize opportunities to support high-quality research with an increased emphasis on European and international collaboration. The OUC academics and researchers managed to secure external funding and during 2021 participated in **36 research projects, the following six (6) of which kicked-off in 2021:**

- CYberSafety III (Programme: Connecting Europe Facility).
- Drone Eye: Drone Early Warning and Jamming System (Athina Action, Ministry of Defence, Republic of Cyprus).
- CyCLOPS: Cypriot youth and online Content: Looking beyond the single Perspective in Information access Systems (funding secured through the CYENS Centre of Excellence).
- Culturally responsive schooling (funding secured through the Australian Research Council).
- ConCitizen: Contested Narratives and Controversial Issues in Citizenship Education (Erasmus+ Programme).
- Pact4Skills: Tackling the challenges of the European Education Area by building resilient, inclusive and forward-looking training to upskill HED students face the transformations in digital culture with new e-skills, intercultural and entrepreneurial competences (Erasmus+ Programme).

Local and International Relations

During 2021, the OUC expanded its network of collaborators and signed bilateral agreements with the Office of the Commissioner for Volunteerism and Non-Governmental Organizations, the Game and Fauna Service of the Cypriot Ministry of the Interior, the Cyprus Academy for Sciences, Letters and Arts, and the Pancyprian Volunteerism Coordinative Council. The OUC seeks to engage in such collaborations and joint projects and enhance further its active presence in the country's academic and research work and interference in society. Moreover, in 2021, the OUC became member of four (4) new research networks and university associations: United Nations Academic Impact (UNAI), European Society for the Research in the Education of Adults (ESREA), Cyprus CSR Network).

Distinctions and Awards

In 2021, the OUC and its academic community members received the following distinctions and recognition for academic and research achievements:

- Gold Award at the Cyprus Education Leaders Awards 2021

The OUC won a gold award at the Cyprus Education Leaders Awards 2021 for innovative applications of digital technology in education for a third consecutive year. This important distinction in the category "Digital Education" was awarded for an interactive digital application for the Ancient Theater of Philippi, and highlights the OUC's know-how and specialization in open and distance education, in a period that because of the covid-19 pandemic the educational landscape has changed dramatically. Specifically, the project is a 3D virtual tour of the Ancient Theatre of Philippi and an interactive learning application for students to learn and experience the ancient Greek theater. The application will be used by students

of the Undergraduate Programme "Studies in Hellenic Culture" and the Postgraduate Programme "Theatre Studies".

- BalkanROAD among the winners of the 2021 edition of the annual REGIOSTARS awards

The research project BalkanROAD: "Towards Farms with Zero carbon-, waste- and water- footprint. Roadmap for Sustainable Management Strategies for Balkan Agriculture" was among the five finalists for REGIOSTARS 2021 Awards in the category "SMART EUROPE - Increasing the competitiveness of local businesses in a digital world". Following the announcement of the results, BalkanROAD is proud to be one of the two winners of the Public Choice Awards among all projects. BalkanROAD was implemented by the following consortium: the Benaki Phytopathological Institute (coordinator), the Open University of Cyprus (the OUC team leader was Associate Professor Antonis Zorpas), the Institute for Mediterranean Studies, the American Farm School Post-Secondary Educational and Training Association, the Association of Agri-Environmental Farmers, the Agricultural University of Tirana and Macedonian Organic Producers Federation.

- The Mediterranean Experts on Climate and Environmental Change network, of which the OUC Professor Ioannis Vogiatzakis is a member and one of the lead authors, was awarded the North-South Prize 2020 of the Council of Europe

The Mediterranean Experts on Climate and Environmental Change (MedECC) network, member and one of the lead authors of which is Ioannis Vogiatzakis, Professor of Environmental Conservation and Management and Director of the Terrestrial Ecosystems Management Lab of the Open University of Cyprus, was awarded in December 2021 the North-South Prize 2020 of the Council of Europe. This prize highlights the importance of partnership and cooperation in addressing global challenges, and acknowledges the work of the MedECC. This distinction came timely with MedECC's First Assessment Report on Climate Change in the Mediterranean Basin. The report, co-authored by about 190 environmental scientists from 25 countries, including Professor Vogiatzakis as one of the lead authors, contains an assessment of available scientific knowledge on climate and environmental change and associated risks in the Mediterranean, and serves as a useful tool for policymakers, stakeholders and citizens.

- Three OUC academics among the top highly cited scientists in the world in their respective scientific fields

Three (3) Faculty members of the Open University of Cyprus have been recognized among the world's top scientists in their respective scientific fields in the updated (August 2021) study entitled "Updated science-wide author databases of standardized citation indicators" published by a research team of the Elsevier publishing house and the Stanford University (USA). The updated ranking list, published in October 2021, includes - for the second consecutive year - the following three (3) academics of the Open University of Cyprus: a) Professor Michalinos Zembylas, Educational Theory and Curriculum Studies, 17th in 2020, 30th among 70.063 scientists in the field of education throughout his career, b) Professor Yannis Manolopoulos, Data Management, the OUC Vice-Rector, 3066th among 253.359 scientists in the field of Artificial Intelligence referring to all years analysed, and c) Associate Professor Antonis Zorpas, Chemical Engineering / Environmental Engineering, 357th based on the 2020 publications, 699th among 77.304 scientists in the field of Environmental Sciences throughout his career.

Quality Assurance

In the context of the University Strategic Plan aiming to excel in education and offer high quality programmes to prospective students, the OUC secured accreditation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for seven (7) existing programmes of study. In 2021, the OUC also initiated the design of new Programmes of Study, which are expected to be submitted to the CYQAA for external evaluation and accreditation in 2022.

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 2021, the Open University of Cyprus (co)organized the following international conferences: a) International conference on "Constructing Gender in the Comic Mode" (09/2021), International online conference on "Informed Consent" on October 19, 2021 (World Bioethics Day), the 7th biennial meeting and international conference of the Research Network for Adult Educators, Trainers and their Professionalization (ReNADET) of ESREA (European Society for Research on the Education of Adults) on the topic of "Adult Educators in Time of Crisis: Well-Being, Changes in Identity and Professional Practice in European Adult Education" (10/2021). In the course of 2021, the OUC and its Programmes of Study organised various other scientific and cultural events, including Lecture Series.

XIV Graduation Ceremony (academic year 2020 - 2021)

The XIV Graduation Ceremony of the Open University of Cyprus for the academic year 2020 - 2021 was held on December 17-18, 2021. Six hundred and thirteen graduates from 26 undergraduate and postgraduate programmes of study received their degrees, while six (6) doctoral candidates were awarded their PhD. The ceremony of the Faculty of Economics and Management held on December 17, 2021 was addressed on behalf of the President of the Republic of Cyprus by Prodromos Prodromou, Minister of Education, Culture, Sport and Youth, while the ceremony of the Faculty of Humanities and Social Sciences and the Faculty of Pure and Applied Sciences was addressed on behalf of the President of the Cyprus House of Representatives by the member of the House Mr. Christos Christophides. Both events were addressed by the Rector of the Open University of Cyprus, Professor Petros Pashiardis, and the University's Council Chairman, Mr. Charalambos Prountzos.

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 Lemesos. The CUT 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 has 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.

Main Actions in 2021

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.

1. Student Housing Hostels

A. Student Housing Hostels “Apollonia”

The initiative of Holy Archbishopric of Cyprus, that derives from the personal initiative of the Archbishop to build a housing hostel to accommodate only students, was of determinant importance to solve the students' housing needs. This initiative not only offered quality-housing solutions to students but also provided them a housing solution in an affordable price. The immediate actions taken by the Holy Archbishopric of Cyprus and the rapid development and fulfilment of the project, allowed our University the increase of the number of available dorms, relieving in that way the vulnerable students who face serious socio-economic problems. Around 200 students of our University, are currently accommodated in a modern housing hostel enjoying high quality services, on subsidized prices, approximately half the prices that exist in the free market. This cooperation between the Holy Archbishopric of Cyprus and Cyprus University of Technology, secures that the allocation of the available dorms is done based on the socioeconomic criteria policy that the University applies, reassuring that all vulnerable students continue their studies.

B. Development of owned housing hostels at the Berengaria area, Lemesos

The development of owned by the University, housing hostels in Lemesos, and specifically at the Berengaria area, is under process. This project is the biggest construction project that the University has committed to carry out until now, and it is certain that it will contribute to cover the ever-growing housing needs of students. At the same time, with the addition of 485 student dorms as well as other common and athletic infrastructure that will be developed within this project, it will certainly contribute to the improvement of the quality of student experience and student life, in general.

2. Foundation of new Faculties and Departments

The Cyprus Government agreed that the Cyprus University of Technology will proceed with the foundation of the new Faculty of Tourism Management, Hospitality and Entrepreneurship, which will include the Department of Tourism Management and Hospitality, a new Department of Management, Entrepreneurship and Digital Business and an Institute that will be able to offer job trainings for hotel and tourism management and other relevant professions. It is also agreed, that the Cyprus University of Technology will proceed with the foundation of a new Department of Shipping, at the Faculty of Management and Economics.

3. New Programmes of Studies

The procedures to offer the following two undergraduate programmes: i) BA in Design of the Department of Multimedia and Graphic Arts and ii) BSc in Occupational Therapy of the Department of Rehabilitation Sciences, are now on a progressive stage.

4. Learning Development Network

The Learning Development Network was founded to provide support to the academic staff, the students and the research personnel and detect the optimal educational practices, which will promote the active learning. Final aim of the Network is the creation of a teaching and evaluation centre, which will operate in alternative ways. The actions of the Learning Development Network as they are being developed up to the moment, work for the enhancement of the student's research experience as well as the promotion of innovating teaching and learning methods. In parallel, all efforts of the Network are being done to get align with the 17 Objectives of Sustainable Development of United Nations.

5. Action Plan based on the 17 United Nations Sustainable Development Goals

The Strategic Plan 2020 - 2024 of the University has set as priority the design of an action plan, giving an emphasis on the 17 United Nations Sustainable Development Goals. The 17 Goals refer to the most crucial challenges of our times indicating clearly the world that we aspire to be. These Goals deal with the fields of finance, society, environment, and other aspects that relate with the Governance and so on. On that direction, a team from the University has been constituted with members from the academic community, the administrative community and students, members that are able to take over initiatives for the improvement of the quality of life in the University and in society, in general. An important acknowledgement proving the above is the inclusion of the Cyprus University of Technology for the second continuous year, at the 301 - 400 ranking place of the "Times Higher Education (THE) Impact University Ranking 2021". This list constitutes a ranking assessment of all Universities worldwide, based on their financial and social effect that derive from the 17 United Nations Sustainable Development Goals.

6. Institutionalization of a Student Award based on Ethics and Social Offer

This new institution aims firstly to recognize the students who offer to society and then reward those students who become activated in fields not directly related with their academic performance. In other words, this institution aims to reward those students who become an activated part of the society. The candidate applications are submitted and evaluated by an independent committee of three members.

7. Research reinforcement via the enhancement of Internal Programme Funding

The announcement of new internal programme funding (Pump priming and Post-Doctoral) aims to reinforce the research activity of the academic staff, boost new academic members who are at the beginning of their careers attracting in that way the best new researchers.

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

The Cyprus University of Technology (CUT) participates in a consortium with seven other Universities as part of an 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 European University of Technology (EUT+) is a platform for the exchange of knowledge and good practices in research and innovation between the eight Universities participating in the alliance, which

offers the opportunity to develop partnerships and skills, while contributing to the promotion of mobility, internationalization, extroversion, culture and enhancement of the competitiveness of the European Union higher education.

EUt+ creates the opportunities for the development of collaborations, fruitful interaction and mobility in an institutional way, all necessary components, for the strengthening of the competitiveness of both Cyprus and Europe on the world education stage. At the same time, it promotes further interconnection of the universities involved in industry and businesses, aiming to benefit society. The CUT's involvement in EUt+ launches significant changes and paves the way for international extroversion and many collaborations.

9. Digital transformation and e-Government

Digital transformation of its services and the promotion of e-government are at the heart of the reforms being promoted at the University. From April 2021, the University fully implemented the electronic signature in all its internal procedures, being the first public organization in Cyprus to proceed with such large-scale implementation.

At the same time, with a number of other initiatives that have been implemented, main procedures have been computerized, such as the payment management process, which is fully automated and 100% electronic, since it has integrated the electronic signature for approvals required at various stages.

10. Quality Assurance

Continuous improvement of the quality of the educational and research work of the CUT as well as the effective operation and efficiency of its process and services are important strategic goals, as they are key conditions for the University to be able to offer high quality education, learning and research and, therefore, can be competitive nationally and internationally.

Within the framework of achieving the above objectives, and in line with the instructions of the Agency for Quality Assurance and Certification of Higher Education (DIPAE) and international practices, the University in the years 2020 and 2021 proceeded with the implementation of main actions regarding the development and implementation of mechanisms, policies and procedures that promote and assist in upgrading the total quality of the organization.

11. Internal Quality System - Quality Manual and KPI's

In the context of the development of an internal quality system, the University is in the process of designing an internal quality manual. The main objective of this handbook is to be aligned with European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and the provisions and instructions of the DIPAE Body.

In addition, it aims to upgrade the quality of education provided and achieve uniformity between the Departments in terms of how they operate in relation to policies, procedures and important quality assurance mechanisms. At the same time, based on defining key performance indicators, the University proceeded to revise the existing course evaluation questionnaire, which is an important performance indicator.

The purpose of the course / teaching evaluation is the evaluation of the quality and the effective execution of the teaching work by the academic teachers. At the same time, course evaluations are an important mechanism in order to receive feedback from students regarding the learning experience and

the degree of achievement of the desired learning outcomes so that the courses are constantly improved. This feedback is also useful and necessary in the context of continuous improvement of the learning process.

12. Outstanding Academic Teaching Award

In the context of promoting the excellence and quality of academic teaching, the University introduced in 2021 the Outstanding Academic Teaching Award. The purpose of this award is to recognize and reward academic faculty members who serve quality teaching with special dedication and ability in a way that inspires and guides the students. At the same time, it aims to encourage the development of original, quality and effective teaching methods and upgrade the quality of teaching in the wider university community.

13. Framework for the operation and offer of Master's Degree Programmes

The University proceeded with the preparation of a framework that sets guidelines for the operation and offer of postgraduate master's degree programmes. Under this framework, postgraduate programmes must be distinguished for their interdisciplinary nature, combining theoretical and applied knowledge and considering socio-economic developments, labour market requirements and student needs. They must also be characterized by continuous quality upgrade, ensuring their viability.

14. Scholarships of Academic Excellence to newly admitted PhD Students

In an effort to create opportunities for further engagement and deepening in student / three-level doctoral research, the University has for the first time introduced a policy for academic excellence scholarships aiming to attract high-level doctoral students.

Under the new policy, the University grants a number of scholarships of academic excellence to newly admitted students in full-time doctoral programmes, providing the necessary financial support. In addition to the development and implementation of the above internal mechanisms, policies and procedures that promote and assist in upgrading the quality of the University (Internal Quality Assurance), important actions have also been implemented in the context of external evaluations by DIPAE (External Quality Assurance).

15. External Evaluations - Institutional, Departmental and Programmatic

In March 2020, the University completed the submission of applications to the DIPAE for evaluation and certification of the CUT, and all its Departments and study programmes. During the years 2020 - 2021, the evaluations were carried out remotely by the External Evaluation Committees of the DIPAE Body, of the following Departments and their study programmes with success:

Rehabilitation Sciences, Integrated Marketing Communications, Hotel and Tourism Management, Commerce Finance and Shipping, Civil Engineering and Geomatics, Fine Arts, Multimedia and Graphic Arts, Agricultural Sciences, Biotechnology and Food Science.

1.4.2 PRIVATE UNIVERSITIES

The following seven (7) 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/>)
- American University of Cyprus (AUCY) (<https://aucy.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 to ensure the quality of Higher Education in Cyprus.

Admissions

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

1.4.3 PUBLIC INSTITUTIONS OF TERTIARY 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 Tertiary Education, which currently operate in Cyprus, are the following:

1. The Higher Hotel Institute of Cyprus (www.hhic.ac.cy)
2. The Cyprus Police Academy (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: 22-691252)

1.4.4 PRIVATE INSTITUTIONS OF TERTIARY EDUCATION

The Private Institutions of Tertiary Education (PITE) were established during the last 25 years. They offer 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's Degree (Four Years)
- Master's Degree (One to Two Years)
- PhD Degree (Three to Eight Years) – offered only by two Institutions of Tertiary Education which focus mainly on research but at the same time they are evaluated and accredited to offer graduate study programmes as well.

Private Institutions of Tertiary 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 PITE for most of the programmes of study offered is English. The establishment and operation of PITE 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 Tertiary Education Institution does not imply immediate recognition of the degrees awarded. All the Tertiary 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 Universities are evaluated depending on the level of the programmes offered.

The Law regulating the establishment and operation of Tertiary 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 EU member state Higher Education Institutions and/or they can allow EU member state Higher Education Institutions to award their qualifications within the Republic of Cyprus if they follow a number of predefined criteria. Students registered in accredited programmes of study of all Higher Education Institutions of Cyprus are entitled to the students' state subsidy provided they meet certain socio-economic criteria set by the MoECSY.

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

Forty-five (45) Private Institutions of Tertiary Education operate in Cyprus, which are listed below according to alphabetical order.

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.atlanticcollege.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 (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)
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 under the DHE which is responsible for offering grants and allowances to eligible students based on the provisions of the State Student Welfare Law of 2015 to 2020. During 2021, the Student Welfare Service has proceeded with the payment of the following grants / allowances, with a total amount of €37.749.339,83.

1. Student Grant

According to the provisions of the State Student Welfare Law of 2015 to 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 socio-economic and other criteria set by the related law. The beneficiary of the student grant could be the student themselves, provided they have created their own family, or they are widowers/widows, or they are divorced or they are orphans or abandoned. During the year 2021, the Student Welfare Service granted student grants of €37.749.339,83 to 17.787 families.

2. Student Allowances

Based on the provisions of the article Five of the State Student Welfare Law of 2015 to 2020, student allowances are granted to subsidize specific needs, after taking into account socio-economic and other criteria. The beneficiaries of the student allowances, arise after the evaluation of all applications, which

is based on a points system that takes into account socio-economic 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, decides on 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 as well as the amount of each allowance.

During 2021, the Student Welfare Service provided student grants to 5.757 students amounting to €8.214.522,86. Specifically, the following allowances were granted:

- (a) **A living allowance:** €1800 (€150 per month X 12), for which the beneficiaries were students who accumulated 28 points and more.
- (b) **A food allowance:** €1092 (€7 per day x 156 days / year), for which the beneficiaries were students who accumulated 18 points and more.
- (c) **Allowance to support first-year students:** €500, for which the beneficiaries were first-year students who accumulated 15 points and more.
- (d) **Allowance for flight tickets:** €200, for which the beneficiaries were students who are studying abroad and accumulated 18 points and more.

The table below shows all the beneficiaries who benefited from the above allowances and the amount of money allocated per category. Some students have benefited from more than one allowance.

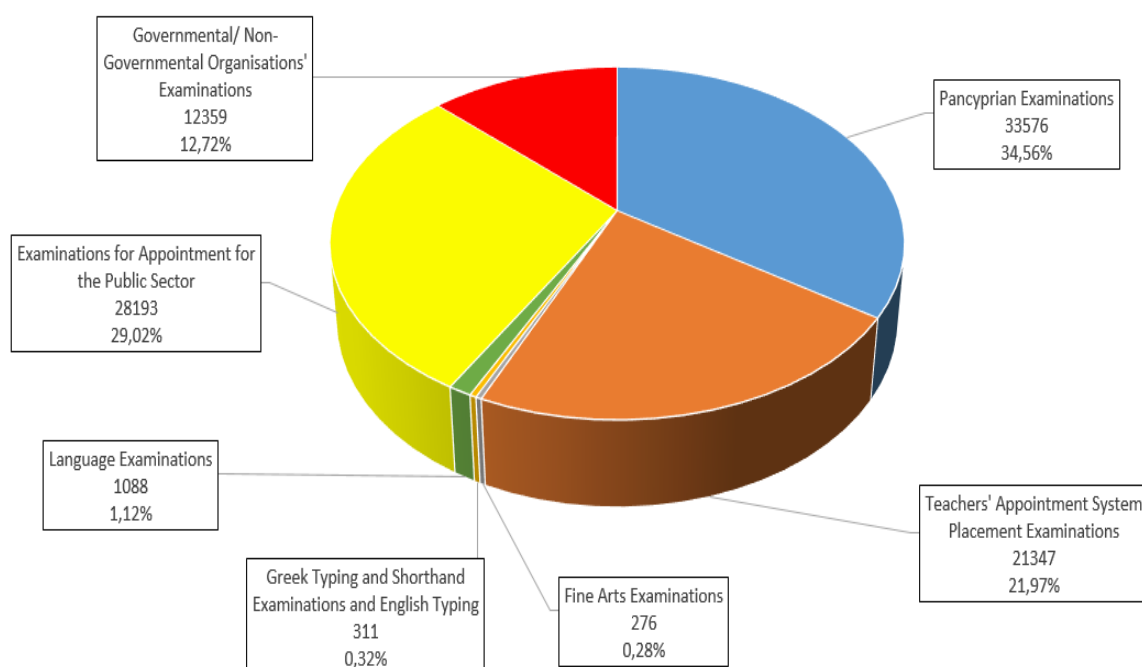
ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE 2021 (€)
LIVING ALLOWANCE	737	1.300.306,67
FOOD ALLOWANCE	5.270	5.609.328,96
ALLOWANCE TO SUPPORT FIRST-YEAR STUDENTS	1.823	900.613,89
ALLOWANCE FOR FLIGHT TICKETS	2.034	404.273,34
TOTAL		8.214.522,86

3. Student allowances to families of Greek students and 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 are studying in academic institutions of Higher Education in the Republic of Cyprus and to repatriated families of Cypriot students who are studying in academic institutions of the Republic of Cyprus or abroad. The two previously-mentioned categories of students were not eligible for student allowances due to the fact that they did not meet the criterion of permanent residence, as it is defined in the State Student Welfare Law of 2015 to 2020. After the evaluation of the applications and based on a system of grading their economic and social criteria, a list of beneficiaries arose until the budget allocated for this purpose was exhausted. In 2021, 465 students benefited and the amount allocated for this purpose was equal to €1.004.594,58. The table below shows in detail the total number of beneficiaries and the amount allocated per category. Some students have benefited from more than one allowance.

ALLOWANCES	APPROVED BENEFICIARIES	TOTAL EXPENDITURE 2021 (€)
LIVING ALLOWANCE	278	483.716,67
FOOD ALLOWANCE	357	374.246,60
ALLOWANCE TO SUPPORT FIRST-YEAR STUDENTS	114	56.491,67
ALLOWANCE FOR FLIGHT TICKETS	465	90.139,64
TOTAL		1.004.594,58

Number of papers processed by the Examinations Service
during January 2021 - December 2021



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

KY.S.A.T.S. is the competent authority of the Republic of Cyprus for the recognition of Higher Education qualifications, awarded by recognized Higher Education Institutions in Cyprus or abroad or qualifications awarded by accredited programmes of study. KY.S.A.T.S. also acts as a Centre of

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

During the period January - December 2021, KY.S.A.T.S. received 1350 applications for recognition of qualifications and 2000 written inquiries. During the same period, the Council held eight (8) meetings.

In July 2021, a new Council was appointed by the Council of Ministers. The Council consists of seven (7) members and its term of office is three years.

In 2021, KY.S.A.T.S. proceeded with the digitalisation of all its applications for recognition, which until then existed only in hard copy.

KY.S.A.T.S. has been a member of the following networks: European National Information Centres - National Academic Recognition Information Centres (ENIC – NARIC) and MERIC (Mediterranean Recognition Information Centres) since the beginning of its operation in 2000.

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

The DHE evaluates applications for financial support from 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 2021, the Ministry of Education, Culture, Sport and Youth subsidized with €120.000 sixteen (16) Departments of Greek and Cypriot Studies from ten (10) 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 to enable Cypriot and overseas scholars to research the history and civilisation of Cyprus and have the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture in Cyprus, namely its history, folklore, language, literature, ethnography and social sciences are initiated and implemented at the C.R.C. as well as those concerning related disciplines, according to the country's requirements at any given time and within a broader regional context.

In order to realise the above aims the C.R.C. employs a permanent research staff as well as outside collaborators on a contractual basis, both within Cyprus and abroad. It promotes co-operation in the field of scholarship with universities, research centres and other academic institutions both within and outside Cyprus, and members of its permanent research staff take part in academic conferences related to their field of specialisation, as well as undertaking research missions overseas. The C.R.C. also organises conferences in Cyprus and abroad in co-operation with other academic institutions.

1.6.2 LIBRARY AND ARCHIVES

The C.R.C. has a specialised library for the furtherance of its various research programmes, containing over 20,000 volumes, chiefly specialised encyclopaedias, academic journals, monographs, publications of archival material and other reference works, covering the history and civilisation not only of Cyprus but also that of Greece, Europe and the Middle East, in general. The classification on computer of the volumes in this library is presently nearing completion. The C.R.C. also houses important archival collections of primary source material, consisting of manuscripts, photocopies and photographic copies (offsets) of historical source material and documents, microfilms and cassettes. These have been placed in various archives, such as the Historical Archive, the War Veterans' Archive, the Folklore Archive and the Oral Tradition Archive. The updating of materials in the last three archival collections was undertaken by the Cyprus Research Centre in co-operation with the Library of the University of Cyprus. The transcription of the oral testimonies of the cassettes to digital CDs for the Folklore Archive, the Oral Tradition Archive and the Folklore Archive was accomplished with the long-term aim of creating a Unitary Data Base for Oral History. In 2021, a programme began for the transfer of the digital archives of the CRC from the obsolescent ABEKT Programme to a more up to date programme, following the signing of a contract between the University of Western Attica and the CRC.

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 nearly 200 scholarly works, including 39 Annual Reviews, eight Conference Proceedings, 4 Collected Studies volumes and a digital CD containing traditional Cypriot music. The above publications consist of works undertaken by the permanent research staff and the outside collaborators of the C.R.C. in Greek and in the major European languages (English, French, German, Italian and Spanish).

These works are placed in the following series:

- i) Texts and Studies in the History of Cyprus

- ii) Publications of the C.R.C.
- iii) *Epeteris* (Annual Journal) of the C.R.C.
- iv) Conference Proceedings of the C.R.C.
- v) Publications of the Social Research Centre
- vi) Digital Disks (CDs)
- vii) Collected studies

These publications are available for sale from the C.R.C. offices as well as from booksellers in Cyprus and overseas.

1.6.4 ACTIVITIES FOR 2021

In the year 2021, the Cyprus Research Centre published the following five books:

1. George Kazamias, *Η Τουρκική Εισβολή και ο ξεριζωμός των Κερυνειωτών μέσα από τις Μαρτυρίες στο Αρχείο Προφορικής Παράδοσης Κατεχομένων Περιοχών*. (The Turkish invasion and the uprooting of the Kyrenian people through Testimonies of the Occupied Areas Oral Tradition Archive.)
2. Kyprianos D. Louis, *Επιχειρηματικότητα και Οικονομική Στρατηγική στην Κύπρο κατά το πρώτο μισό του 14^{ου} αιώνα: Η Περίπτωση του Γεωργάκη Μαρκαντωνίδη*. (Entrepreneurship and Economic Strategy in Cyprus during the first half of the 14th century: The Georgakis Markandonides Case.)
3. Kyprianos D. Louis, *Αρχαϊκά και Ιστορικά Ανάλεκτα Προφορικής Παράδοσης και Νεότερης Ιστορίας της Κύπρου*. (Archaically and historically Analects of Cyprus Oral Tradition and Newer History.)
4. *Οθωμανικά Έγγραφα της εν Κύπρω Μονής Κύκκου*, (Ottoman Documents of the Kykkos Monastery in Cyprus.) edited by Pavlos Khidioglou, Lefkosia 1973 (reprint).
5. Constantine Spyridakis, *Άπαντα Κωνσταντίνου Σπυριδάκι, Μελέται, Διαλέξεις, Λόγοι, Άρθρα*, (Constantine Spyridakis Collected Works, Studies, Lectures, Speeches, Articles.) Second Edition, 6-volume Work.

In addition, within the context of upgrading the facilities of the Cyprus Research Centre, major maintenance and repair works were continued in 2021 on the central buildings and main warehouse of the Cyprus Research Centre and major new purchases of electronic equipment and stationery were inaugurated.

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 TIMETABLES IN PRIMARY AND PRE-PRIMARY EDUCATION

During the school year, 2020 - 2021 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. Online teaching and online seminars were used, when needed, to adapt to conditions caused by the ongoing pandemic.

As regards Pre-primary education, emphasis was focused on the implementation of the Curriculum for Pre-primary Education (three years old - Pre-primary) and to the in-service training of Pre-primary schoolteachers on issues pertaining to the Curriculum, in relation to the change in the age that children leave pre-primary education.

2.1.1.1 Modern Greek Language Teaching

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

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

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

Language is currently conceptualized as a:

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

- product of and medium for social reality construction (language as a system of ideas and values).

The various dimensions of language may function concurrently, via literacy practices that build upon text use in different communicative and sociocultural contexts, aiming at personal, communicative and social targets.

To support teaching practice, relevant teaching material was developed continuously for all grades, regarding the use of the Adequacy and Attainment Targets, in relation to the school textbooks.

An important aspect of language instruction is Literature, which is directed towards literature literacy (as a facet of literacy), that contributes to the broader language education of children, including (and not limited to) the skill of critically evaluating texts.

The teaching of Greek in this context both covers the longitudinal and cross-sectional dimensions of the Greek Language.

2.1.1.2 Mathematics

The focus of the Mathematics Curriculum is to prepare pupils for acquiring 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, and problem solving skills, procedural knowledge and positive attitudes towards Mathematics. 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 ensure the coherence and connection among the different mathematical concepts within each grade and between the grades.

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

During the school year 2020 - 2021:

- The instructional material for Grade 6 was revised. The revision was based on the feedback that was received from teachers that used the material the previous years (2017 - 2019). Furthermore, the material was enriched through digital activities, which were constructed by the Mathematics Group using open digital platforms for teaching and learning mathematics, like Graspable, GeoGebra και Desmos.

- The mathematics writing team prepared additional instructional material that was used as complementary to the units of the mathematics textbooks, as well as modified programmes for Grades 2 to six for the school year 2020 - 2021. The material and the new programmes aimed to assist teachers in revisiting basic mathematical concepts and procedures that pupils were taught by distance learning during the previous year due to the COVID-19 pandemic and the schools closing during the Spring of 2020.
- From October 2020 to June 2021, the Mathematics Group prepared 78 lessons for Grades 1 to three, which were videotaped by the CyBC – RIK. The lessons were projected by RIK during the school closing and were used by the teachers throughout the school year for the purposes of distance learning.
- The Mathematics Advisors visited some schools during the Autumn of 2020 and then offered consultancy to teachers mainly by distance using the TEAMS platform.
- The Academics Advisors of the Mathematics Group (University of Cyprus) and the members of the writing team offered training sessions to the teachers of two private schools in Greece (Athens-Greece) that buy and use the Cypriot Mathematics Textbooks.
- In collaboration with the Inspector team for Mathematics of the Secondary General Education Department, a test was prepared for all pupils of Gymnasium – Class A', with the aim to diagnose pupils that were at risk for becoming mathematical illiterate.
- Five tests were prepared for the pupils of Grades 2 to six, with the aim to diagnose pupils that were at risk for becoming mathematical illiterate.
- In collaboration with the Curriculum Development Unit of the Cyprus Pedagogical Institute, there were accomplished orders for mathematics tools through the online platform of the Cyprus Pedagogical Institute by the Pre-primary and Primary Schools of Lefkosia District.

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 - 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 more easily and more effectively.

During the period where pupils' attendance at school was suspended due to COVID-19, various actions were carried out in order to support the teachers and the 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. In addition, educational TV scripts based on the curriculum were written and presented on two different national TV channels. The programmes targeted pupils of Grades 1, Two, Three and Four. In addition, English Advisors provided ongoing support to teachers, both for online teaching and updating their school website with useful educational material.

During the school year 2020 - 2021, four online training meetings were held, for all districts, for teachers who teach English. The meetings were intended to support teachers, both in their face-to-face teaching under COVID conditions and in their online lessons. Suggestions were also prepared for the differentiation of the English lesson under COVID conditions and were made available to the teachers.

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 2020 - 2021, materials were developed and trainings were conducted regarding the Pandemic. Specifically, a new pupil textbook was created titled “Akeso and Iasso: A journey to promote health during pandemic” and pedagogical material for teachers “Let's play with distances”. The Health Education Team carried out the training activities mainly regarding the role of health education lessons during the pandemic (school visits, staff meetings and workshops, online meetings). Moreover, online meetings were conducted in collaboration with POED (Primary Educators' Union) on the subject of “Sexual Education at Primary school”. About 350 teachers were trained.

2.1.1.5 Geography

During the school year 2020 - 2021, the revised/reconstructed Curriculum of Geography was implemented all over public primary schools. Teachers had available teaching material that was based on modern learning approaches, Adequate, and Attainment Targets for Grades One - Three and for part of Grade 4 and Grade 5.

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 at a continuous support of teachers' efforts to distance education. At the same time, television geography courses were produced and screened in support of educational television.

Additionally, in collaboration of the Ministry of Education, Culture, Sport and Youth and the Deputy Ministry of Tourism, an annual competition about tourism in Cyprus was designed and announced. The competition titled “Kopiaste stin Koinotita mas”, (Welcome to our Community) which will be annually announced among the pupils of Grades 3 and Four, aims at getting to know Cyprus and promoting sustainable touristic consciousness. On behalf of the Ministry of Education, Culture, Sport and Youth, the competition is supported and coordinated by the Primary Geography Curriculum team.

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

- a) equip pupils with a sufficient body of knowledge that
 - includes useful knowledge necessary for critically evaluating the real world in order to form the basis for pupils, as future citizens, to live in quality and happiness and successfully participate in the new globalised political-social and economic environment,
 - is a prerequisite for creative and efficient design of their living space so that as future citizens live in harmony with it,

- b) help pupils develop the appropriate spatial analysis skills in combination with geographic tools and sufficient knowledge, so as future citizens to be able to think and make well informed and rational decisions at a personal level and through active community participation at a collective level, and
- 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 means to human, social and environmental harmony.

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

2.1.1.6 Religious Education

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

In 2020 - 2021, 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.

Additionally, several TV programmes on religious education issues were produced and broadcasted, in co-operation with the CyBC.

2.1.1.7 History

According to the History Curriculum for Primary Education, the main purpose of the subject is the development of historical thinking and historical consciousness in order to contribute to the education of critically thinking and active democratic citizens. This is pursued through the development of historical literacy; the parallel development of substantive knowledge and disciplinary understanding in history. In this context, emphasis is given on both the development of factual knowledge of the past and the

process of fostering conceptual understanding and abilities related to historical inquiry (disciplinary understanding).

During the school year 2020 - 2021, the Attainment and Adequacy 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 also the limits of historical knowledge).

In the case of substantive knowledge, Targets describe the knowledge that should be held by pupils in order to be able to orientate in time (adequate body of knowledge). Emphasis is also given on the identification of connections between historical eras and the development of big pictures of the past that describe historical development over long periods of time (coherent body of knowledge). Targets for disciplinary understanding describe different levels of disciplinary understanding in history and are based on progression models suggested by international literature in the field of history education.

Teachers are supported in their efforts to implement the above through the introduction of a constructivist inquiry-based approach to the teaching of History. This support takes place both in terms of in-service training and the development of teaching materials.

During the school year 2020 - 2021, the Primary Education History Group developed teaching materials for the teaching of Cyprus History topics, offered in-service training seminars at school level and authored scenarios (about Mythology) for the Educational Television programme. Teachers were also supported, at school level, through advisory work with schools and educators. Due to the measures against the COVID-19 pandemic, the provision of centralised in-service training was not possible.

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 practice 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 2020 - 2021, music educational material for the Fourth Grade continued to be created and posted for teachers to implement it. The new units include guidelines for teachers, PowerPoint presentations with listening activities and music material.

Due to the COVID-19 pandemic Music Education faced many difficulties, so during this year the Music Inspector and her team of Music Advisors offered systematic support and training for teachers and schools in the form of counselling, production of teaching material according to health and safety protocols and televised music lessons in cooperation with the Cyprus Broadcasting Corporation. In 2020, a music video was also produced called "Digital Carols". In this video, pupils from schools all over Cyprus played and sang Cyprus traditional Christmas carols and was shown on TV and posted on the Ministry's social media.

During the school year 2020 – 2021, the programme concerning the teaching of string, wind and percussion instruments that was offered in 2018 - 2019 continued in the All-Day Compulsory Schools to encourage pupils 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.

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.) are both an important innovation in Cyprus Primary Education because, on the one hand, they were introduced officially in school practice through the newly established curriculum for E.E.-E.S.D., and on the other hand, each school is required to plan and implement its Sustainable Environmental Education Policy, so that each school, gradually and on a long-term basis becomes sustainable.

Despite the pandemic and the challenges that the education system faces as a whole, the creation of a sustainable school through the Curriculum of E.E.-E.S.D. was pursued more intensively the year 2020 - 2021. The aim is for a school to operate as a model of organization, which promotes sustainability and adopts it in school life through its three levels of functioning: The

- pedagogical (learning and teaching process),
- social / organizational (cultural, social, environmental and educational policy), and
- 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. It is worth mentioning that during the period the EECs programmes were postponed because of the COVID-19 health measures, the Unit of Education for Environment and Sustainable Development organized a series of innovative courses entitled “The EECs are travelling to schools”. More particularly, the staff of the EECs, following all the health protocols visited schools and were integrated within the schools’ programmes on various issues of sustainability.

Taking into consideration that the year 2020 - 2021 was a very challenging year, because of the pandemic, special emphasis given on distance learning. Synchronous and asynchronous training courses were organized for teachers on E.S.D. with an emphasis on familiarizing teachers to use digital education on 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 on

Sustainable Cities and Communities, Good Health and Well-being and Climate Change. The seminars were conducted online and on a school basis.

2.1.1.10 Design and Technology - Digital Technologies

During 2020 - 2021, despite the difficult conditions that the pandemic COVID-19 created, Design and Technology - Digital Technologies subject continued to be implemented in the laboratories of each school, according to the health protocols issued and the special instructions for safety. Moreover, distance learning was effectively implemented, supported by specially designed educational material, which was published on the official website of the course (e.g., presentations, films, worksheets, simple construction ideas, links for free software and applications, and so on.).

The main purpose of “Design and Technology - Digital Technologies” course, is the Technological Literacy of pupils, through their experiential involvement in a creative problem-solving process. To achieve this goal, two new pupils’ books (5th and 6th Grade), were published. The books rely entirely on a problem-solving process, which is also the central teaching methodology of the course. Through reflection and exploration, pupils have opportunities to acquire knowledge, improve practical skills and cultivate attitudes and values regarding the relationship of technology with society, and the economy and the environment. In addition, these new publications include activities for the development of computational-algorithmic thinking and programming skills, aiming to harmonize education with modern world of knowledge and information.

In order to implement the subject’s objectives, primary schools have been equipped with modern teaching and robotic tools (control devices, floor robots Pro-Bots, software, and so on.). During the school year 2020 - 2021, additional floor robots, InO-Bots, were purchased, which were delivered during the school year 2021 - 2022 to schools along with relevant teachers in service training.

Finally, the course website was fully updated to respond to the rapid developments in the field of technology education and modern society.

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 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.

The school year 2020 - 2021 was unusual due to the pandemic. In order to promote and support the implementation of the Visual Arts Curriculum during the difficult conditions created by the pandemic, the Inspectors and Art Advisors focused on the following areas of action:

- Development and implementation of visual art units based on the Health Protocol for the operation of Public Schools. The units were uploaded on the Ministry of Education, Culture, Sport and Youth website.

- Development and implementation of distance learning visual arts units appropriate for the MS Teams platform. The units were uploaded on the Ministry of Education, Culture, Sport and Youth website.
- Collaboration with the academic partner for the organization of online teacher training in March 2021. Four online seminars were held for educators from all towns, using the MS Teams platform. The seminar was entitled “Interaction with works of modern art”.
- Guidance and support of educators through e-mail and telephone communication during school closures in the period January - February 2021 and throughout the school year.
- Development of supporting materials regarding various aspects of the Visual Arts Curriculum.
- Uploading on the Ministry of Education website, of new units based on the context of the Art Education Programmes that were organised in museums and galleries in order to assist the teachers to plan their work for distance learning both at school and at home.
- 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 had the opportunity to communicate with their peers and exchange information, lesson plans, photographic material and videos, in order 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 2020. The “Visual Diary” is used by pupils during the visual arts lesson, but also for homework visual exercises.

2.1.1.12 Science

During the school year 2020 - 2021, the working teams continued their effort to produce supporting materials with special emphasis on the development of a bank of assessment tasks, which correspond to the Attainment Targets of the units included in the curriculum of the subjects “Science and Technology” (Grades One to Four) and “Science” (Grades Five to Six). In addition, the production of teaching materials for distance learning in science (synchronous and asynchronous) was continued.

Due to the pandemic COVID-19, massive training sessions for science teachers were not organized in the different districts. As far as school-level training is concerned, Science Advisors visited schools in order to provide support in science teaching.

2.1.1.13 Physical Education

“Physical Education during pandemic COVID-19” was in the center of all trainings during the school year 2020 - 2021. The first online training meeting was held very early at the beginning of the school year. The participants, head teachers and teachers who teach physical education, had the opportunity to be informed on issues related to the management of Physical Education content, equipment, methodology approaches as well as health and safety issues during pandemic COVID-19. Emphasis was given on the empowerment of all children through their involvement in exercise during the difficult period of the pandemic and its restrictions.

An online training on good practices based on health protocol for primary school followed, during the forced closure of schools due to pandemic COVID-19. A variety of tools (videos, photographs, diagrams, and electronic means) were used to show good practices regarding quality Physical Education learning at school and at home. The training took place in the afternoon, two different days for 2 ½ hours. About six hundred teachers participated in it.

During the school year, special emphasis was given on school-based support and training. Online support was given too. 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 in the framework of the health protocol for pandemic COVID-19.

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. The annual Physical Education planning was modified according to health protocol about pandemic COVID-19. Based on modifications, more material was developed emphasizing on good practices in each thematic area of Physical Education. Furthermore, indicative lesson plans were developed on the thematic area of Gymnastics for Grade 3.

2.1.1.14 Pre-primary Education

In September 2020:

- A two-hour online training was conducted for Pre-primary School teachers. The training was entitled “Practices of organizing the learning process in Pre-primary Schools based on Health Protocols”. In this training four topics were presented: Play, Mathematics, Personal Social Awareness - Emotional Empowerment and Theatrical Play. The online meetings were recorded and posted for future reference by Pre-primary School teachers.
- A five-page document entitled “Suggestions for practices of organizing the learning process in Pre-primary schools during the school year 2020 - 2021” was prepared and sent to schools. The document presents practical suggestions for classroom organization according to the health protocols on the one hand but also the National Curriculum for Pre-primary Education on the other.

In October 2020, online provincial networks were formed with the participation of head teachers, assistant head teachers and pre-primary schoolteachers of single teacher Pre-primary schools. The networks dealt with administrative issues, management issues arising from the pandemic as well as good practices of organizing the pre-primary school programme according to health protocols and the National Curriculum for Pre-primary Education.

In November 2020, the annual in-depth professional development-training programme of Pre-primary schoolteachers concerning the National Curriculum began. The programme covered the areas of Mathematics, Language Education, Natural Sciences, CLIL, Play and Personal Social Awareness-Emotional Empowerment. The training was conducted online with audience from all over Cyprus. For the first year, the topic of Mathematics was offered entirely for teachers working at single teacher Pre-primary schools.

During the year, the Pre-primary Education website of the Ministry of Education, Culture, Sport and Youth was enriched with supporting material for Pre-primary teachers. Suggestions of good practices were posted both for the subject of Mathematics as well as for the developmental area of Mental Empowerment.

The second cycle of educational television episodes for Pre-primary education pupils began in December. The cycle consists of 35 episodes on the topics of Mathematics, Language Education, Natural Sciences, Social Studies, and Visual Arts. The episodes address not only children and their parents but also Pre-primary schoolteachers as suggestions of good practices. The episodes were prepared and carried out by Pre-primary schoolteachers and the technical preparation and processing

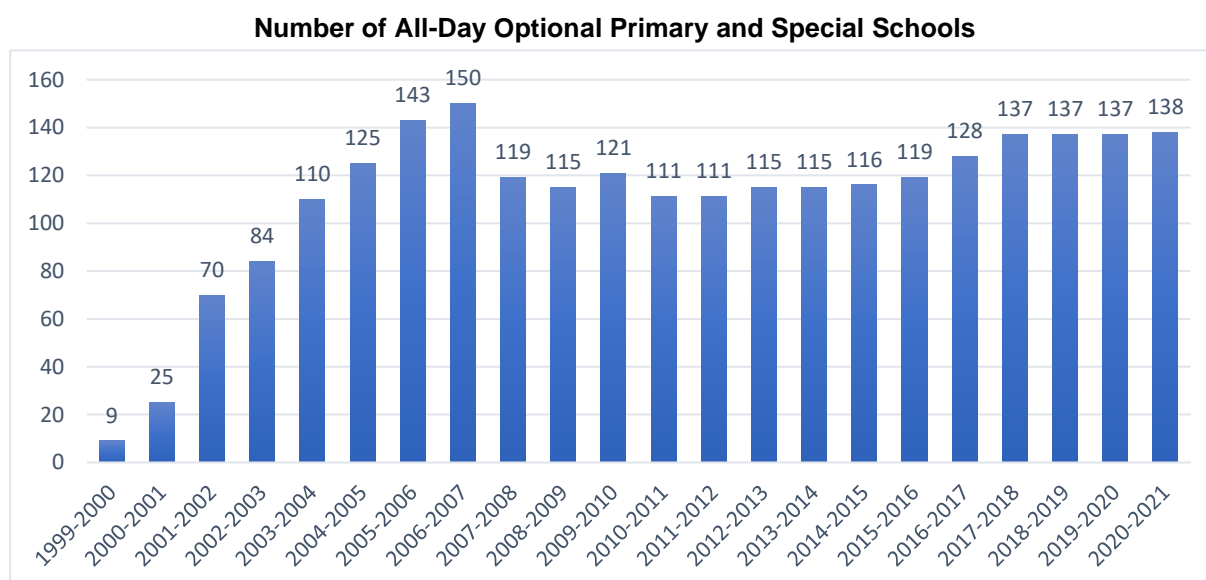
was done by the University of Cyprus. All episodes are posted on the website of the Ministry of Education, Culture, Sport and Youth.

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 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:



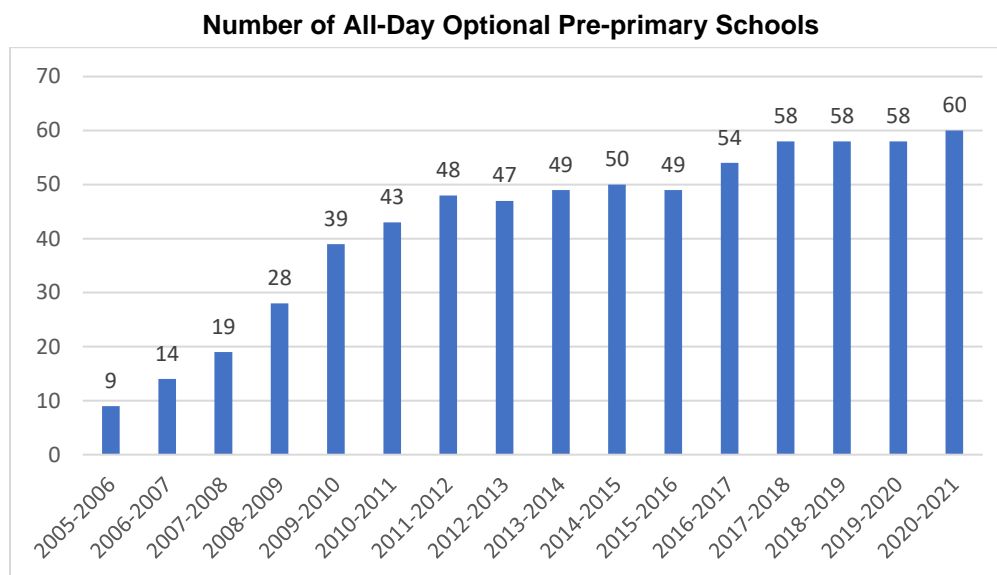
The number of pupils per class ranges from eight to 25, according to the subject and the needs of each school unit. During school year 2020 - 2021, due to the pandemic COVID-19 measures, the maximum number of pupils per class was 20 instead of 25. The formation of classes and groups is done according 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 pupils in need.

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 School was extended – and implemented as follows:



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

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

The afternoon programme includes lunch at school, five teaching periods per week for sleeping or resting and ten teaching periods for creative activities on the following subjects: Language, Maths, Information Technology, Drama, Music, Dance, Art, Physical Education and Group Games. The maximum number of pupils per class is 25. During school year 2020 - 2021, due to the pandemic COVID-19 measures, the maximum number of pupils per class was 20 instead of 25.

The Ministry of Education, Culture, Sport and Youth provides, 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 pupils in need.

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 in order 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 Schools that was approved by the Council of Ministers on 16th February 2011, the All-Day Compulsory School is officially considered a type of Public School.

The All-Day Compulsory Schools' educational programme and mode of operation is very different from the All-Day Optional Schools. The All-Day Compulsory Schools operate with a unified Curriculum, unified school management and staff and with 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 for the introduction of elective subjects which the pupils choose based on their interests (e.g., dancing, swimming, ballet, drama, and so on). For the teaching of English and the elective subjects there is a special arrangement for hiring specialised teaching staff (i.e., dance teachers, drama teachers, and so on.).

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

An All-Day Compulsory School head teachers' 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 head teacher network, a proposal was submitted for the review of the All-Day Compulsory Schools' Timetable.

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 to 22 primary schools. During the summer of 2021, the programme was implemented in 35 primary schools and 14 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, and
- offers unemployed educators the chance to work.

All 49 Summer Schools (35 primary schools and 14 pre-primary), which functioned during the summer of 2021, worked for five weeks, from June 22nd to July 23rd 2021. Both experienced and novice or unemployed teachers were employed to work at the Summer Schools. During 2021, 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 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 it is currently the case. At the same time, it was decided to gradually increase the school starting age for:

- (a) Pre-primary class from the 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 was gradually applied from the school year 2019 - 2020 and concluded the school year 2020 - 2021, while for the First Grade of Primary School the increase gradually applied from the school year 2020 - 2021 and will conclude the school year 2021 - 2022.

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 pre-primary as well as in primary school, with greater learning and emotional readiness and maturity. This change is also one of the preventive measures that can be adopted so that the percentages of pupils at risk of remaining linguistically and mathematically illiterate are reduced and school success is promoted for as many pupils as possible.

The change will be gradually implemented so as to give all stakeholders the chance to prepare and for the transition to take place as smoothly as possible. This provides adequate preparation time for all parents.

The Curriculum of Pre-primary Education has been redesigned and enriched in order 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 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 organization 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 based on the current reality are required, 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 must be considered as well as pedagogical measures for the development of social behaviour, confrontation of incidents of domestic violence or sexual abuse of children, and the issue of unjustified absences, in order to address gaps which have occasionally been observed and incorporate changes according to Ministry's policies, which have been developed/adopted in recent years.

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

At the same time, however, and in the face of the pandemic caused by the new 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 2nd 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 was formed towards this aim and 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 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**

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

In the school year 2020 - 2021, the provisions concerning the School Progress Report were successfully implemented in both semesters in the context of the pupil's assessment. The feedback received by the Directorate of Primary Education, both for the implementation of School Progress Report and, in general, of the new policy for pupil's assessment that was valid in the last two school years (2019 - 2020 and 2020 - 2021) in both Pre-primary and Primary Education is particularly encouraging in relation to the continuation of the implementation of the new policy.

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 2020 - 2021, is shown in the following table:

	Primary schools (%)	Pre-Primary (%)
Greek-Cypriots	80,71	78,04
Turkish-Cypriots	0,17	0,26
Maronites	0,17	0,14
Armenians	0,03	0,03
Latins	0,01	0,00
Foreigners	18,92	21,53
TOTAL	100,00	100,00

The five countries, where most pupils with migrant background in Primary Schools come from are: Syria, Greece, Romania, Bulgaria and Georgia. In Pre-primary schools the five countries, where most foreign pupils come from are Syria, Greece, Georgia, Romania 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 (%)
2016 - 2017	7029	13,8
2017 - 2018	7452	14,5

School year	Number of pupils	Percentage (%)
2018 - 2019	8476	16,2
2019 - 2020	8923	16,8
2020 - 2021	8291	15,9

The Ministry of Education, Culture, Sport and Youth's policy regarding the education of pupils with migrant background aims at their smooth integration into the Cyprus Educational System. In response to the demands of contemporary society and the changing social environment, the Ministry is promoting the implementation of differentiated educational measures and policies to assist 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 unique educational needs in a more effective way.

Multicultural education is currently being practised through various support measures. These measures can be categorised as measures for language support, which refer to the learning of Greek as a second language, and measures to facilitate the smooth integration of groups with multicultural and multilingual identities. The model that is currently being used is the mainstreaming programme in which pupils with migrant background participate in classes along with the native Greek-speaking pupils. There is also a flexible system of intervention within the regular school timetable. This involves placing pupils with migrant background in different classes for a specific number of teaching periods per week. These classes focus on the intensive learning of Greek and offer specialised assistance according to the pupils' specific needs.

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

The Ministry 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 2020 - 2021 to public school pupils from 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 those children from disadvantaged families a nutritious breakfast to minimize the possibility of detrimental consequences from possible malnutrition, which can affect not

only the pupils' school performance but also their overall physical and mental health and can potentially lead to social exclusion and increase the risk of early school leaving.

The children eligible to participate in the programme 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 three children), and
- 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 2020 - 2021 school year.

Despite the special conditions that prevailed, during the school year 2020 – 2021, 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 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. It is particularly important to support pupils with increased risk for functional literacy in primary education.

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 2020 - 2021, these children were in the Fourth Grade (research results 2019 - 2020), in the Fifth Grade (research results 2018 - 2019) and in the Sixth Grade (research results 2017 - 2018).

At the beginning of each school year, the school's head teacher 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, for utilization by the teachers to support the children with increased chances of functional illiteracy.

In addition to the above, in the school year 2020 - 2021, 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 First Grade, during the Greek and Mathematics lessons, as a preventive action. These teachers also provided remedial teaching to the children of the Third, Fourth, Fifth and Sixth Grades (out of class) who had been identified with a risk of illiteracy, through the tests of 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 a class of First Grade (12 periods Greek and seven periods Mathematics) and also undertook 10 periods of remedial teaching to children, at risk of illiteracy, of the Third, Fourth, Fifth and Sixth Grades (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 for cultivating a reading culture and as readers' communities and should create people who see reading books as a basic need.

In recent years, 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 2020 - 2021, due to the measures to deal with the pandemic and the implementation of the Health Protocol, limited actions were taken, which mainly concerned the professional development of teachers. In particular:

- Teacher training to promote reading for pleasure at school and teaching methodologies for Literature, in collaboration with the Cyprus Pedagogical Institute and online workshops concerning the writing of pupil's and youth literature, in collaboration with Frederick University.
- A series of online 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.

In order to implement the goal of fostering reading, schools developed activities, taking into account the Health Protocol, such as the following:

- Lending library and its continuous renewal of books.
- An online book exhibition, in cooperation with the Parents' Association.
- Online meetings with writers and book illustrators.
- Conferences on relevant themes.
- Book presentations by pupils.
- Creative activities with books.
- Creative reading of a whole book.
- Ten-minute independent reading, daily.
- Creation of magazines and newspapers to promote love for reading.
- Carrying out relevant research.
- Organization and/or participation in relevant competitions.

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 5 and Six.

The curriculum for French is based on the Common European Framework of Reference for Languages (CEFR) and aims primarily at 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.

After the positive feedback, which was received as regards the teaching of French during 2019 -2020, pupils were taught a second level / second year of French for the first time and a new curriculum for the second year of French was implemented.

The teachers were supported through on-site visits and meetings with the subject advisor. Furthermore, two online seminars took place. The seminars were taught by Professor Aliette Laugnie of the University of Grenoble.

2.1.7.6 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 uploaded on the web portal of the Ministry of Education, Culture, Sport and Youth, about visual arts:

<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 art educational programmes were suspended during the school year 2020 - 2021. However, other actions were taken in the context of distance learning, such as posting on the website of visual arts on the link:

<https://eikad.schools.ac.cy/index.php/el/yliko/enotites-deigmatika-mathimata/23-enotites/196-enotites-vathmida> modules based on the programmes, in order to assist the teacher in planning his/her work for distance learning both at school and at home.

In addition, an online educational programme was implemented for the exhibition “Rebirth” in collaboration with the Cultural Services of the Ministry of Education, Culture, Sports and Youth for children of the Fourth, Fifth and Sixth Grade. The programme was conducted through the Microsoft Teams application every Friday from February 12 until April 16, 2021, 9:25 - 10:45 am and 10:55am - 12:15pm at the State Gallery of Contemporary Art-SPEL. Nine hundred ninety one children, of the Fourth, Fifth and Sixth Grade, from 33 schools in the District of Lefkosia participated. The purpose of the programme was to get the pupils in contact with authentic works of Cypriot artists: Pol. Georgiou, Stelios Votsis, Michalis Hatzidimitriou, to work creatively based on the visual elements of their works, to get to know cultural sites of Ammochostos, such as the Municipal Gallery, the house and workshop of Pol. Georgiou and develop positive attitudes towards the liberation and reunification of our country.

2.1.7.7 Museum Education Programmes

The Ministry of Education, Culture, Sport and Youth has been promoting the goals of Museum Education through the implementation of Educational Programmes since 1996. The programmes are offered in the museums of the non-occupied areas of Cyprus. The design of the Museum Education Programmes is

developed through the cooperation of qualified seconded educators/advisors and the Art Inspectors of Primary Education. The programmes are addressed to Primary Education pupils. These educational programmes offer teachers the opportunity to develop creative and educational activities through structured theme units and rich supporting material, which is uploaded 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 during the school year 2020 - 2021, as well as all activities to celebrate World Museum Day - May 18.

However, other actions were taken in the context of distance learning, such as posting on the Museum Education website, at the link: <http://mousagd.schools.ac.cy/index.php/en/yliko/enotites-ex-apostaseos> modules based on the programmes, in order to assist teachers in planning their work for distance learning both at school and at home.

2.1.7.8 Environmental Programmes

The following Environmental Education Programmes were implemented, during the school year 2020 - 2021, through the Curriculum for E.E. - E.S.D., on an optional basis:

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

2.1.7.9 Physical Education Programmes

Due to pandemic, none of the following programmes ran during the school year 2020 - 2021:

- “Olympic Programme - Sports Days / Events of summer and winter sports”
- “Athlete’s role models”
- “Swimming Pilot Programme”
- “Olympic Education Programme”
- “Active School Breaks”
- “European Sports Week”

2.1.7.10 Cyprus CLIL Coordinating Centre - Content and Language Integrated Learning

The Cyprus CLIL Coordinating Centre was established in 2015 with the main goal of promoting and implementing 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 2020 - 2021, 59 Primary Schools (90 teachers / 3853 Primary School pupils) and 103 Pre-primary schools (189 Pre-primary School teachers / 4725 Pre-primary School pupils) applied the CLIL approach.

The CLIL Coordinating Centre carried out the following activities during 2020-2021:

- Training and supporting teachers

- Intensive online training of a group of 40 Pre-primary teachers. The training was carried out remotely and had a total duration of ten hours. Learning outcomes were maximized by the combined use of synchronous and asynchronous communication.
 - Continuous support offered to schools implementing CLIL. Due to the pandemic, on-site school visits were replaced by synchronous communication either by phone or teleconferences, co-organized with schools.
 - Three online meetings were organized for the network of CLIL Pre-primary teachers. The participants had the chance to find out the latest developments in CLIL research, share experiences and materials and ask questions.
 - A 10-hour online course was offered in collaboration with the Cyprus Pedagogical Institute. The course was attended by 33 Primary school teachers.
 - Two-hour online workshops were organized to support Primary schoolteachers. The workshops were offered to groups of teachers organized according to the subject taught.
 - On 25 May 2021, an online seminar titled "Scaffolding academic language in Young Learner CLIL" was held with great success. The seminar was attended by 100 Pre-primary and Primary Education teachers. The seminar's keynote speaker was Keith Kelly, an internationally acclaimed CLIL specialist, educator, trainer and author.
 - In October 2020, the CLIL Coordinating Centre applied to become an Erasmus+ accredited organization. In February 2021 the approval of the application was announced by IDEP Cyprus within the context of Erasmus+, Key Action 1. The accreditation is valid from March 1 2021 until December 31 2027.
 - The CLIL Coordinating Centre applied for a new project that was funded with the amount of €17.430.
- Coordinating European projects
In October 2020, the Cyprus CLIL Coordinating Centre submitted an application for accreditation for the new Erasmus+ programme period. In February 2021, the CLIL Centre was approved as an accredited organization for Erasmus+ KA1 actions.
 - Cooperating with similar Centres and Institutions abroad
Within the framework of cooperation with similar centres and institutions abroad, the CLIL Centre offered two online seminars for Pre-primary and Primary school teachers from Italy. The participants were informed about how CLIL is implemented in Cyprus and about the role and activities of the CLIL Centre. The seminars took place on the 5th and 20th of January 2021.
 - Informing teachers, parents and the general public
The Cyprus CLIL Coordinating Centre continued to inform parents and the public through the:
 - renewal and updating of the Centre's website <http://clil.schools.ac.cy>,
 - social media applications, and
 - informative brochures which were given to the families of children involved in the implementation of CLIL.

2.2 SECONDARY GENERAL EDUCATION

2.2.1 HOME ECONOMICS

The content of the subject is based on the Health Education Curriculum (HEC) (Ministry of Education, Culture, Sport and Youth 2010), which aims to “protect and promote the mental and physical health of pupils, as well as their social well-being, both by developing their social skills and critical thinking, and upgrading their social and natural environment” (HEC, 2010).

The HEC promotes a process based on scientific principles. It employs planned learning opportunities that enable pupils, whether acting as individuals or as a whole, to make informed decisions and take conscious action to address issues affecting their health.

The teachers of Home Economics provide a variety of interrelated educational activities based on the pupils' pre-existing knowledge and skills, thus adapting and adjusting the content of their teaching, according to the diversity and differentiated needs of the pupils.

The general aims of Home Economics are analysed based on the grouping of classes into three levels in order to achieve unification from primary education up to the third class of Secondary Education. The education provided in Secondary General Education aims to promote the all-round development of pupils based on their potential at this age and the demands they are facing in life. In particular, through Home Economics, pupils are given the opportunity to broaden their value system, complement and combine the acquisition of knowledge with the relevant social issues and challenges, adopt healthy behaviours and habits in their daily lives and better understand their potential, aptitudes, skills, and interests.

The main teaching approaches applied in Home Economics are: Action-oriented research work, Investigation, Problem solving, Case study of real or imaginary cases, Review through interviews or questionnaires, Educational visits, Discussion - Debate, Discussion, Educational games, Role playing, Simulation, Improvisation, Utilisation of Home Economics workshop (development of active learning skills), Use of audio-visual multimedia.

The ultimate goal of Home Economics is to develop and improve healthy lifestyle changes. Within the framework of Home Economics, several actions are implemented. Some of them are the following:

- Use of recyclable materials
- Participation in pupil competitions
- Organisation of experiential workshops on nutrition education
- Organisation of experiential workshops on sex education
- Bullying-prevention and intervention classroom activities
- Implementation of traffic education and road safety programmes
- Cooperation of the Ministry of Education, Culture, Sport, and Youth (MoECSY), and in particular the Home Economics Inspection Office, and Lidl in order to promote healthy cooking and improve healthy eating habits
- Participation in a digital project implemented through the Erasmus+ European programme on the topic of healthy eating - physical activity - leisure.

Additionally, the Home Economics Inspectorate coordinates, participates, and implements the following actions:

- School feeding programme

- Monitoring Committee for the implementation of the Strategy for Sexual and Reproductive Health of Young People in Cyprus
- Vaccination and Breastfeeding Committees
- Committee on School Canteens
- Health Education and Citizenship Committee (HECC)
- Committee for the Prevention and Treatment of Child Sexual Abuse
- Committee for the Traffic Education Programme
- Karaiskakio Foundation

2.2.1.1 NUTRITION EDUCATION PROGRAMME

The topic of nutrition aims to instil healthy nutrition habits in Secondary Education, so that pupils will adopt a healthy, adequate, and well-balanced nutrition habits through their lifestyle.

2.2.1.2 TRAFFIC EDUCATION PROGRAMME

This programme aims at developing positive attitudes and skills, raising road safety awareness, and fostering pupils' desirable behaviour necessary for safe traffic participation as pedestrians, bicyclists, motorcyclists and drivers.

2.2.1.3 SEX EDUCATION PROGRAMME

The topics of Family Planning, Sexual and Reproductive Health, are taught in all classes of Lyceum (compulsory) and in the second and third class of gymnasium (orientation module) in Home Economics/Health Education. A comprehensive approach to sex education in order to achieve a balance between the acquisition of attitudes, skills, and knowledge.

In Home Economics/Health Education, the topic of sex education is not limited to the physical consequences of certain behaviours, but sexuality is addressed through its physical, biological, psycho-emotional, and social dimensions, taking into account culture, social gender, as well as the rights of the individual related to his/her sexual and reproductive health.

2.2.2 COMPUTER SCIENCE

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, 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 2020 - 2021 is the fifth 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 2020 – 2021

The following actions were held during the 2020 - 2021 school year, in cooperation with various organizations such as the University of Cyprus (UCY), 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.
- Competition for the creation and development of Electronic Games (LOGIPAIGNION)
- Computing and algorithmic thinking competition (BEBRAS)
- Cyprus Cyber Security Challenge (CCSC)

2.2.3 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 classes, offered as afternoon classes. All Music Schools are hosted in selected Gymnasias and Lycea and are provided with music specific facilities and equipment.

B. MUSIC EDUCATIONAL PROGRAMMES AND ACTIVITIES

Due to the restrictions and limitations brought on by the COVID virus pandemic the following educational activities and programs were temporarily cancelled or postponed:

- **«Zypriotishes Galakonzert» in collaboration with the Cyprus Cultural Center in Vienna and the Cyprus Youth Symphony Orchestra**

This annual event is organized by the Cyprus Cultural Center in Vienna in collaboration with the MoECSY and the Cyprus Youth Symphony Orchestra (CyYSO) under the artistic direction of the renowned Cypriot soloist Kyros Patsalidis (baritone). The concert takes place at the Wiener Musikverein in Vienna, Austria.

- **One-day Choir Conference organised by the MoECSY with the support of the Strovolos Municipality**

This one-day choir conference is organized by the Department of Secondary General Education and the Cyprus Pedagogical Institute with the support of the Strovolos Municipality. The conference, which includes a workshop for Music School pupils and secondary school Music teachers, is concluded with an evening concert open to a wider audience.

- **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.

- **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.

- **Annual Pupil Song Composition Festival “Marios Tokas–Kostas Montis” in collaboration with “Photos Photiades” Foundation**

This festival, which is co-organised by the Department of Secondary Education and the non-profit “Photos Photiades” Foundation, features three categories: Gymnasium, Lyceum, and Music School, and is open to participation for secondary education pupils from all over Cyprus. This action, which aims at promoting cultural heritage awareness and enhancing pupil creativity and new cultural production, is dedicated to two renowned Cypriot artists, the songwriter Marios Tokas and the poet Kostas Montis.

- **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.

Complying with Covid-19 safety regulations, the following educational activities and programmes took place:

- **Wind Ensemble Programme**

In 2020 - 2021, the instrumental community music programme was implemented for the fifth 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. During the isolation phase, the lessons were offered online.

- **MusEdX2021**

In April 2021, the MusEdX event was organized for the first time, inspired by modern successful international events, such as TEDx, Ignite, IdeaCity, and so on. Young people from 12 to 23 years old are invited to present live on stage an original and very interesting idea, directly or indirectly connected with music, aiming to move charm and sensitize the public. The action aims to offer the younger generation a step to have their voice heard, the opportunity to show off their imagination and creativity, but also the opportunity to develop 21st century skills, such as personal development, communication, and entrepreneurial skills.

2.2.4 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 (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 MoECSY, has started, in the school year 2008 - 2009, 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 2020 - 2021, four different "Programmes for the teaching of Greek as a second language" were running at 38 schools and six State Institutes for Further Education. Overall, 37 children and 1379 adults 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. For the school year 2020 - 2021, although the Educational Programme for Unaccompanied Minors / Applicants of International Protection was available at the State Institutes for Further Education, no children were enrolled.

As far as the operation of the transitional classes in concerned, during the school year 2020 - 2021, the specific programme was remodeled for the benefit of pupils and the smooth operation of school units. This programme was implemented in schools with a large number of pupils with immigrant biographies.

Within the framework of the programme, children with immigrant biographies were offered intensive lessons of learning Greek as a second language with elements of History and Culture (fourteen periods per week), in pure classes in which Mathematics, Biology and Physics were also taught (only for Class B'), Chemistry (only for Class B'), English, and Music. During the non-examined subjects such as Computers, Home Economics, and Arts, pupils, for example from Class A1 with immigration biographies and pupils of Class A2 were joined and divided equally into three or four groups (depending on the total number of pupils), attending the above subjects per group. In Physical Education (Lyceum) pupils of Class A1 were united with the pupils of Class A2 and were divided into boys and girls. In addition, the children were supported in terms of terminology and basic knowledge in the other examined subjects (Mathematics, Physics, and Biology). In a small number of schools, the old programme remained the same.

In schools where the number of pupils with immigrant biographies was small, these pupils were included in a "normal" section of the A' or B' class and attended intensive lessons of learning Greek as a second language with elements of History and Culture (fourteen periods per week). Pupils with immigrant biographies who were at level E1 were part of class A', while students at level E2 were part of either the A' or B' class. In addition, children were reinforced in terms of terminology and basic knowledge in the other subjects examined (Mathematics, Physics, Chemistry and Biology). Pupils with immigrant biographies were not taught the following subjects: Modern Greek, History, Ancient Greek, French, Geography, Religious Education, and Design and Technology.

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 pupils that participated in this programme had the opportunity to be exempted from Ancient Greek, Religious Studies, French, and Core Course History in the Lyceum.

In addition, the "Educational Programme for Unaccompanied Minors/Applicants of International Protection" operated for a seventh consecutive year in three 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 Lemesos – Saint Nicholas 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.

For the schedule of children with immigrant biographies for the Gymnasias and Lycea in the Transitional Classes, you can see the annex in Greek language.

2.2.5 SPECIAL NEEDS EDUCATION

The inclusion of children with special needs is a matter of major policy for the MoECSY, which 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 to 2020, the Regulations for 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 MoECSY has been working for three years 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 draft of the new legislation and regulations is under study by the competent authority and will be sent to the Legal Service for approval. 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 the Special Education Laws 113(I)/1999 to 2020 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, 2020 - 2021 the supporting teaching periods were up to 8082.

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. Four thousand eight hundred and forty eight pupils of Gymnasium, Lyceum, and Technical School were enrolled in Special Education Programmes during the school year 2020 - 2021.

As far as the Literacy Programme is concerned, it operates for all the Gymnasium classes. It consists of the Morning and the Afternoon Programmes. 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, which operates under the auspices of the Department of Secondary General Education of the MoECSY. 526 pupils were enrolled in the morning Literacy Programme during the school year 2020 - 2021, being taught for a total of up to 260 periods. In addition, 59 pupils were enrolled in the afternoon Literacy Programme (30 pupils for mathematics and 29 pupils for Greek) in 16 classes run by the State Institutes for Further Education.

2.2.6 ACTIVITIES IN PHYSICS

A research paper competition for the Science of Meteorology

The MoECSY in collaboration with the Cyprus Meteorological Association had announced the annual writing research paper competition on a voluntary basis. 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 2020 – 2021 was "Climate Change: research for documentation, causes, consequences, and how 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 the 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 quality in life. After critical exploration of the problem in a spirit of cooperation and mutual assistance, the pupils gained a thorough understanding of the meteorological parameters and meteorological phenomena.

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

22 groups of Gymnasium, Lyceum, and Technical School pupils participated in the competition. The research went through an evaluation and the two best in each category: (a) Gymnasium, (b) Lyceum/Technical School) were awarded cash prizes, while the third-place teams received an honorable award. Honorary certificates were given to all the groups that were distinguished, to the

supervised teachers and to the 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 Inspectorate of the Directorate of Secondary General Education of the MoECSY in collaboration with the Cyprus Pedagogical Institute organized training seminars for teachers on issues related to the final assessment in Physics and the use of smartphones in Physics.

For the dissemination of good practices and ideas for matters concerning the final assessment in physics but also the use of smart phones, remarkable scientific staff of the Cyprus Pedagogical Institute were selected as lecturers, as well as teachers, whose suggestions were also based on their teaching experience.

The seminars were conducted in five online meetings and the participants were over sixty teachers, from public or private secondary schools. The participants had the opportunity to discuss with the lecturers and exchange ideas.

2.2.7 CHEMISTRY

The philosophy of the Chemistry Curricula is humanitarian, focusing on the comprehensive development of pupils. Specialization starts the 11th year, with course selection groups. Curriculum analysis was based on the theory and international experience of curriculum development, according to which the curriculum should not only refer to general and vague mathematical results of each level of education, but also to the results during a school year, in a hierarchical and continuous manner. The content of the curriculum emphasizes all types of learning: information with an innate ability to produce new knowledge, cognitive and practical skills, strategies and ways of thinking, attitudes, and values. These also include horizontal skills, such as critical thinking, metacognition, collaboration skills and the cultivation of the Greek language, as well as the basic attitudes and skills - choices proposed in all European education systems, with particular emphasis on the development of healthy citizens.

As the role of the teacher is catalytic for the success of any educational endeavour and, in particular, for the quality of school life and the effectiveness of the teacher, the goal and priority is the training and professional development of teachers through flexible learning opportunities in school as well as distance learning opportunities.

Another priority is the continuous improvement and enrichment of the teaching material of Chemistry, the digital upgrade of the course and the control and upgrading of the material and technical infrastructure of the chemistry laboratories. In all Gymnasia and Lycea of Cyprus there is at least one fully equipped chemistry laboratory, which operates in accordance with the instructions and rules of the current legislation on Safety and Health at Work.

Actions of the school year 2020 - 2021

1. Supply of Equipment for Secondary Education Chemistry Laboratories

Preparation of a list with the requirements for all the necessary instruments and reagents, and monitoring the implementation of the contracts resulting from the conduct of tenders. Communication with schools, management, and approval of the final distribution of equipment sent to schools.

2. Licenses of the ChemDraw software

Providing for teachers, who teach in Lycea, licenses for the use of the ChemDraw software programme and systematic training in its operation and utilization

3. Pupil Competition, both for Gymnasium and Lyceum, on "Chemistry for Man and the Environment"

The competition aims to bring in contact and familiarize pupils with the scientific/research processes and, at the same time, promote the consolidation of environmental awareness. At the same time, the competition highlights the important role of Chemistry in human daily life.

4. Chemistry Olympiads

The Pancyprian Union of Chemists (PUC) with the support of the Directorate of Secondary General Education (DSGE) organizes separately, Chemistry Olympiad for Gymnasium and Lyceum pupils. Pupils who are distinguished through the competition have the opportunity to participate in International Olympiads and in Pan-European Chemistry and Science Competitions.

5. Teacher Training

Chemistry Conference in Education

The DSGE, the Cyprus Pedagogical Institute, the Department of Communication and Internet Studies of the Cyprus University of Technology (CUT), the Department of Chemistry of the University of Cyprus (UCY), the Pancyprian Union of Chemists (PUC), and the Association of Chemistry Teachers (ACT) come together to organize the Annual Chemistry Conference in Education. This year the conference was held online through the MS Teams, due to the pandemic, and it was attended by more than 90 participants, the vast majority of whom were teachers of public Secondary Schools.

Seminars through MS Teams

The integration and systematic use of digital technology in the educational process is particularly important for the current school year. For better preparation of teachers who teach Chemistry, in addition to the training organized by the Cyprus Pedagogical Institute, a series of seminars/meetings were held under the coordination of the Inspectorate. Several seminars were prepared and presented by teacher peers. Collaboration, exchange, and peer learning have been greatly improved through the use of technology.

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 pathways 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
- the 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 have been implemented / are being 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.

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 district. The objective was to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society, in general.

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

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

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

The Post-Secondary Institutes of Vocational Education and Training (MIEEK in the Greek language) were set up in November 2012. They operate at existing Technical and Vocational Schools of

Education and Training, under the supervision of the Department of Secondary Technical and Vocational Education and Training of the Ministry of Education, Culture, Sport and Youth. They provide an alternative learning pathway to secondary education graduates, thus enhancing the image of VET in Cyprus. By attending these Institutes, students, especially those who wish to access the labour market immediately, have the opportunity to acquire or complete their technical and vocational education, since the Institutes provide opportunities to citizens, and especially young people, to acquire, improve, or upgrade their qualifications and skills in order to become better prepared for participation in the labour market.

In April 2017, the Cyprus Agency of Quality Assurance and Accreditation of Higher Education accredited the Post-Secondary Institutes of Vocational Education and Training as a Public School of Higher Vocational Education and Training and classified their programmes at Level 5 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 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 participate 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 2020 - 2021, 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)
9. Culinary Arts (Lemesos).

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

During the academic year 2020 - 2021, 414 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, display and promote methods of good practice in adult education. Individuals involved in organising and delivering adult education can access an online adult learning platform to share the latest developments and learn from each other. EPALE also includes a library of resources, a calendar of courses and events of interest for adult education professionals, as well as a partner-search tool.

EPALE supports the following goals:

- make lifelong learning and exchange of experience a reality,
- improve the quality and efficiency of adult learning, 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 Post-Secondary Institutes of Vocational Education and Training and so on.

2.4.1 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.

2.4.2 DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation, in 2021, published The Cyprus Pedagogical Institute Bulletin, Issue 23.

2.4.2.1 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 54.158 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2021, the Library was enriched with 1.786 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 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 P.I. 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 cooperation 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 a priority and 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 2020 - 2021, forty-four (44) schools participated in the CPI Professional Development Support Programme; four (4) pre-primary schools, twenty-six (26) primary schools, thirteen (13) secondary schools and one (1) technical-vocational education school.

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 three hours online meetings (10.00 - 13.00) via MS TEAMS due to the pandemic of COVID 19, in order to meet the needs of the specific Programme.

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

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

Deputy Head teachers throughout the academic year attended 23, three hours, online meetings (10.00 - 13.00) via MS TEAMS due to the pandemic of COVID 19, in order to meet the needs of the specific Programme.

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 2021, eighty four (84) Newly Promoted Head teachers of Primary, Secondary and Technical Schools successfully completed the Programme. Additionally, in May 2021, one hundred and fifteen (115) Deputy Head teachers successfully completed the Programme.

2.4.3.3 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

In the school year 2020 - 2021, the Pedagogical Institute continued to organize and run school-based seminars and seminars for parents in schools across Cyprus.

School-Based Seminars aim to provide information and support concerning the specific issue chosen by each school. These seminars take place within school hours; either integrated within the weekly staff briefings or as a separate activity for those who have expressed interest. During the seminars, particular emphasis is given on teaching techniques and methods, covering a vast range of the curriculum. Additionally, the seminars address the immediate needs of the school, whilst combining theory and practice.

Seminars for Parents aim to support parents/guardians' needs within an educational setting and play a vital role in the home-school collaboration. Seminars take place post school hours and after agreement with the relevant school authorities.

The seminars are conducted by Pedagogical Institute officers and external collaborators, selected via an evaluation process and then included in the CPI's official record of collaborators. Seminars conducted in 2021 - 2022 covered different areas of interest and thoroughly addressed the issues confronted by parents and educators. Three hundred and twenty-one (321) applications were submitted for school-based seminars and fourteen (14) applications for seminars for parents.

2.4.3.4 OPTIONAL SERIES OF TRAINING SEMINARS

The 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. Optional Training Seminars include

seminars for teachers of each level of education separately and seminars which are addressed to teachers of all levels of Education. They are offered in the non-working hours and utilize both the methodologies of distance education as well the physical participation. They aim to promote the coherence, continuity and consistency of knowledge and methodology at each level of education and between the different educational levels. Therefore, they encourage communication and cooperation between teachers of different educational levels. Additionally, they seek to connect theory with practical application in schools, and therefore enhance teachers' professional learning and development in general. The topics of the seminars were established on the basis of teachers' educational needs and arose through an investigation process implemented by the Cyprus Pedagogical Institute, as well as based on the proposals submitted by the Directorates of the different levels of Education.

During the school year 2020 - 2021, seventy-nine (79) optional seminars were offered, of which fifty-two (52) were addressed to teachers of all levels of education. Seven (7) seminars were organized for pre-school teachers, nine (9) seminars for primary school teachers, nine (9) seminars for teachers of Secondary General Education and two (2) seminars were offered for teachers of Secondary Technical and Vocational Education. Due to the Coronavirus pandemic (COVID-19), seventy-seven (77) seminars were offered online. A total of one thousand three hundred and thirty four (1334) teachers from all levels of education participated in the optional seminars, as follows (Table One): Teachers had access to information and enrollment in the optional seminars through the electronic platform www.pi-eggrafes.ac.cy.

Table One: Participations in the Optional Seminars per level of education

Level of Education	Number of participants
Pre-primary	351
Primary	540
Special Education	27
Secondary General Education	376
Secondary Technical & Vocational Education	40
Total	1334

2.4.3.5 TRAINING DAYS FOR TEACHERS

During the school year 2020 - 2021, the "Teacher's Day" of Secondary General and Secondary Technical and Vocational Education and Training, aimed at encouraging school training that would meet training needs of teachers. Due to the pandemic COVID-19, it was deemed necessary to postpone "Teacher's Day", which would have been held in December 2020 and March 2021.

Primary teachers' two-day training seminars

The Cyprus Pedagogical Institute in cooperation with the Department of Primary Education organized two-day training seminars from seven to eight September, 2021. The aim of the first day training seminars was teachers' professional development based on their current needs, including online teaching and online tools and approaches, due to the pandemic COVID-19. 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.

Thirteen (13) seminars were offered for kindergarten teachers, seven (7) seminars for Special Education teachers and eighty-two (82) seminars for Primary Education teachers. Furthermore, Seven (7) of the seminars were organized for teachers of all educational levels. Each Primary or Special Education teacher attended two different seminar topics, while kindergarten teachers participated in one, eight-hour seminar that was split in the two-day training period. The seminars were attended by 4958 teachers, of which 742 were kindergarten teachers, 647 Special Education teachers and 3569 Primary Education teachers.

2.4.3.6 TRAINING OF PROSPECT DESIGN AND TECHNOLOGY TEACHERS

According to the Service scheme for teachers of Design and Technology, candidates have to attend an Educational Programme, which is offered by the 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), as well as understanding and implementing the design process for their teaching.

The Educational Programme took place between November 2020 and March 2021 and was addressed to twenty-five (25) candidate teachers who had been invited by the Educational Service Committee to attend.

2.4.3.7 SEMINARS ENTITLED “TEACHERS PRESENT THEIR WORK”

During 2021, the Cyprus Pedagogical Institute (CPI) offered, for the fifth time, the opportunity for teachers to present their work within 1.5 hour seminars. These seminars aimed to disseminate teachers' knowledge and experience on pedagogical issues and on effective teaching approaches that were applied in their classroom. The Seminars covered seven (7) broader thematic sections: Teaching/Learning Evaluation, Educational Sociology, Educational Psychology, the use of digital Technology in the learning process, Educational Research, Pre-school education, Prevention of Violence. Altogether, sixteen (16) seminars were offered by eleven (11) teachers from pre-school, primary and secondary education. In total, four hundred and fifty-three (453) teachers attended these seminars. The seminars took place during February - May 2021, via on-line learning.

2.4.3.8 TRAINING PROGRAMME FOR SUBSTITUTE SCHOOL TEACHERS

During the school year 2020 - 2021, the Cyprus Pedagogical Institute, in collaboration with the Departments of Primary and Secondary Education, offered a Training Programme for substitute teachers of all levels of education. The purpose of the 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 organization and preparation, as well as classroom organization and administration. Moreover, the Programme aimed at informing the participants about everyday school life and supporting them in organizing an effective substitute period in schools they are called to serve. The Programme took place between November 2020 and January 2021 and consisted of five (5) two-hour afternoon sessions, 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

A total of one hundred and four (104) substitute teachers participated in the Programme, of which thirty (30) were pre-school teachers, thirty eight (38) primary school teachers and thirty six (36) secondary teachers (serving in both General Secondary Education as well as Secondary Technical & Vocational Education).

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 physics teachers on effective physics teaching approaches that had already been applied in the classroom. In the Seminar, teachers presented teaching practices on specific issues of physics. During the 2020 – 2021 school year, eleven (11) Seminar meetings were held, all of them via teleconference. Several teaching approaches were presented by active Physics teachers and academics. During the meetings, special emphasis was placed on the distance teaching of Physics and the utilization of new technologies. 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:

https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=646&Itemid=356&lang=el

2.4.3.10 CONFERENCES - SEMINARS - TRAINING WORKSHOPS

During the school year 2020 - 2021, the CPI organized one hundred and twenty three (123) seminars, conferences and workshops in collaboration with the Departments of the Ministry of Education, Culture, Sport and Youth and/or other partners. Most of them took place online, due to the special circumstances arising from the COVID-19 pandemic. The seminars and conferences included a theoretical part, followed by workshops offered by CPI or Ministry of Education, Culture, Sport and Youth trainers and in some cases in collaboration with teachers and / or university associates. Thirty-six (36) of the seminars were related to the training of teachers of all levels of education about the Microsoft Teams, due to the special educational needs that arose within the COVID-19 pandemic period for organizing online courses / teaching. In total, seven thousand five hundred fourteen (7514) participants registered for the seminars and conferences. All the above actions were uploaded on the websites of the Ministry of Education, Culture, Sport and Youth and the Pedagogical Institute as well as on the CPI Facebook page.

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

During the school year, 2020 - 2021, all schools, at all levels of education, were required to implement the anti-racist policy of the Ministry of the Education, Culture, Youth and Sport *"Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents"*. The policy conceptualizes racism in a broad manner, including all sorts of discrimination. It includes definitions of basic concepts which form the theoretical background (e.g. racism, racist incident, discrimination, stereotypes, diversity, and so on), outline the responsibilities and commitments expected by each member of the school community, and provide the steps to be followed by schools in order to deal with racist incidents in a practical manner. It supplies schools and teachers with a detailed plan on how to deal with and prevent racist incidents. Since antiracists view diversity as a multidimensional phenomenon, involving various aspects of people's identities, it is expected to contribute towards the decrease of bullying and discrimination based on any form of diversity in schools (religion, ethnicity, language, appearance, disability, gender, sexual orientation, and so on).

The Pedagogical Institute has conducted several actions during the school year 2020 - 2021 in order to support teachers and schools implementing the antiracist policy. At the same time, the antiracist

policy website is continually updated with information on the implementation, supporting material and answers to frequently asked questions¹. A support line (email and telephone) was operating throughout the year (kodikas@cyearn.pi.ac.cy).

For the evaluation of the implementation of the policy for the school year 2020 - 2021, the Pedagogical Institute collected 124 reports from schools with details about the racist incidents they recorded. Out of these, 86 schools reported no incidents, while 38 recorded a total of 124 racist 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, Sports 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 2020 for schools of secondary education. Fifty eight (58) teachers participated in the networking of pre-primary schools, a hundred and fourteen (114) for the networking of primary schools and eighty three (83) for secondary schools networking. The design of the meetings was based on a blended learning approach, which included a 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 SUPPORT SCHOOLS PARTICIPATING IN THE DRA.S.E. + PROGRAMME

Since October 2021 the Pedagogical Institute has provided support to schools participating in the DRA.S.E. + Programme through the organization of training meetings for teachers and teacher assistants employed through the DRA.S.E. + Programme.

For Pre-School education, two online seminars were organized, each of which was offered twice, during a staff meeting and in the afternoon. The seminars concerned: a) the cooperation of the kindergarten teacher and the teacher assistant in the context of differentiated teaching and b) the tools/materials that can be used in teaching Greek as a second language in the kindergarten. About three hundred (300) kindergarten teachers and teacher assistants attended the seminars.

For Primary education, similar online training activities were organized concerning: a) the reinforced teaching for groups of pupils in and/or outside the classroom and b) the reinforced teaching for pupils with immigrant background. The first training activity took place in nine meetings / groups and focused on the coexistence and cooperation of the teacher with the DRA.S.E. + Teacher assistant in the context of differentiated teaching. About six hundred (600) class teachers and teacher assistants attended the particular training. The second training activity related to the programme of teaching Greek as a second language took place in three meetings/groups and was attended by about 500 teacher assistants and teachers who were appointed in DRA.S.E. + Primary schools in November 2021.

2.4.3.14 IN-SERVICE TRAINING FOR ENTREPRENEURIAL EDUCATION

The Cyprus Pedagogical Institute (CPI) implements programmes of continuing professional development in the areas of Entrepreneurial education. Following the guidelines set by the European Parliament and the Council of the European Union (2006), entrepreneurial education, is named as one

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

of the eight key competences for lifelong learning, which is defined as 'an individual's ability to plan and translate ideas into action', towards the achievement of objectives.

Programmes are also implemented 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 new strategic framework for European cooperation in education and training (ET 2020). The aim is to foster entrepreneurial mindset and culture in Cypriot education, by providing training on essential knowledge, skills, and attitude related to this competence; which are integrated in order to support different aspects of life. Unfortunately, during 2020 - 2021, due to the COVID-19 pandemic and the ensuing quarantine many programmes were discontinued.

2.4.3.15 TRAINING ACTIVITIES FOR DISABILITY ISSUES

The Pedagogical Institute implemented specialized training activities for teachers of all levels as regard the teaching and support of pupils with visual disabilities in October 2021. The training programme was implemented in collaboration with the Center for Education and Rehabilitation of the Blind in Greece, which offers training programmes for trainers in mobility / orientation and daily living skills for people with visual disabilities. Academics dealing with issues of special education in Cyprus also participated in the programme. The training programme was delivered online and lasted for about 20 hours. Topics such as kinesiology, teaching approaches for the education of visually impaired children, accessibility and integration issues were covered.

In addition, the Pedagogical Institute, on the basis of a relevant request from 2017 by the Scientific Committee for the promotion of measures for the implementation of the legislation on the Recognition of the Cypriot Sign Language (Law on the Recognition of the Cypriot Sign Language Law 66 (I) / 2006) organized a relevant programme which started in 2021. The planning and organization of the training programme in the Cypriot Sign Language for interpreters and teachers (duration, hours, speakers and content) was based on the suggestions of the Deaf Federation of Cyprus and the School for the Deaf Management. Each training programme was implemented in two parts, a theoretical and a practical part through distance education. Both training programmes last for about 100 hours divided into a theoretical and a practical part (52 + 48 hours respectively for interpreters and 56 + 42 hours respectively for teachers). Both training programmes cover topics such as sign language interpretation, sign language linguistics, community, language and culture of the deaf, interpretation of special purposes, interpretation assessment, teaching approaches and the curriculum, and pupils' assessment.

2.4.3.16 THE LOVE OF READING "FILANAGNOSIA" SCHOOL NETWORK (PRESCHOOL AND PRIMARY EDUCATION)

The Love of Reading School Network was established in September 2021, involving schools from Preschool and Primary Education. The Network was designed in order to educate teachers in matters concerning the love of reading, children's literature, and teaching methodology. The Network also aimed to create reading and writing communities between children and teachers, and strengthen collaboration between schools and teachers with relevant interests, offering training, opportunities for reflection, and exchange of good practices. More specifically, the teachers of the Network:

- participated in training seminars, focusing on literary genres, on lesson design, and on action and activity planning,
- prepared an action plan aiming at promoting the love of reading (the action plan was in tune with the School Professional Learning Plan and the School Improvement Plan),
- collaborated with other schools and organizations, e.g., the Cyprus IBBY (Cyprus Association on Books for Young People) and specialists, such as authors, academics, and so on,
- exchanged good practices, and

- uploaded material, such as action plans and examples of good practices in an online learning environment, contributing thus to the creation of an interactive space for the Network's members and a depository of useful learning material.

The Network operates in 16 schools, 12 primary and two preschools (261 teachers and 2481 children).

2.4.3.17 ON LINE TRAINING PROGRAMME FOR EXPATRIATE TEACHERS OF THE GREEK LANGUAGE

The Pedagogical Institute, in order to disseminate the Greek language, History and Civilization in countries with Greek Diaspora, offers the training programme "Greek Language and Greek Civilization", which is of interest to teachers of Greek abroad. After the Cabinet of Ministers' decision (NO. 81.738 dated 2/12/2016) since 2017-2018 the Pedagogical Institute offers teachers' training extending to a period of three months to teachers of Greek as a second/foreign language.

In 2021 the programme was offered online due to the pandemic COVID-19. Twelve teachers residing in six countries (Azerbaijan, Armenia, Germany, Spain, Ukraine and Russia) attended the sessions from April to June 2021.

2.4.3.18 ON LINE EDUCATION PROGRAMME TO SUPPORT TEACHING GREEK AS A SECOND LANGUAGE - CYPRUS EDUCATIONAL MISSION IN THE UNITED KINGDOM

During the school year 2020 - 2021, the Pedagogical Institute, in collaboration with the Department of Primary Education, offered special online training courses on the Teaching of Greek as a second language for the teachers of the Cyprus Educational Mission in the United Kingdom. Due to the different needs of the two groups (Hourly-appointed Teachers in KEA and Teachers on secondment in KEA), two separate Programmes were offered in February - March 2021. The courses were attended by eighty-one (81) Hourly-appointed Teachers and twenty-two (22) Teachers on secondment.

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 (Diagram One).

Using digital technologies for effective teaching and learning

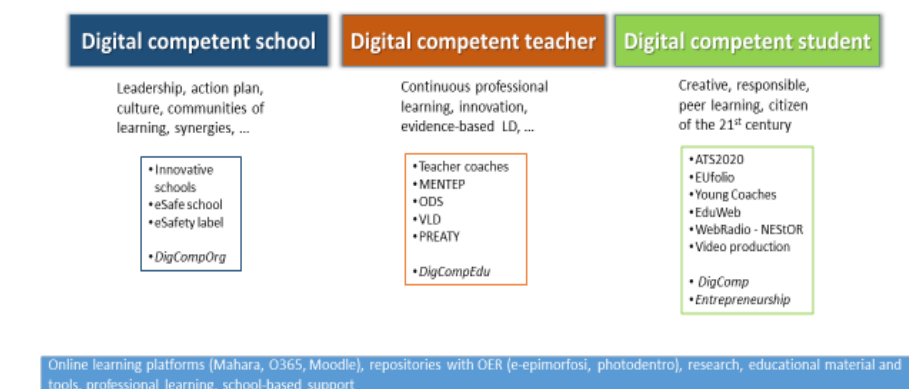


Diagram One: Using digital technologies for effective teaching and learning

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		
18/02/2019 -31/01/2022	ATS STEM: Assessment of Transversal Skills in STEM	Erasmus+ Programme Key Action 3 - Support for policy reform - initiatives for policy innovation, European policy experimentations in the fields of Education and Training led by high-level public authorities
01/01/2020 -31/12/2021	SELFIE Helper and Pedagogical Innovation Assistant – SHERPA	ERASMUS + Programme KA3 – Forward-Looking cooperation Projects in the Field of Education and Training
01/12/2020-31/11/2022	Social Radio 2.0: The European School Radio and Podcasting Community for Active Citizenship Education	Erasmus+ KA2-Cooperation for innovation and the exchange of good practices KA201 - Strategic Partnerships for school Education
01/01/2021-31/03/2022	Safer Internet (CyberSafety III)	Connecting Europe facility in the field of trans-European telecommunication networks, CEF-TC-2020-1-Safer Internet
Period	Project	Co-funding
Education for the Environment and Sustainable Development		
2020 - 2025	PEDIA: Promoting Energy efficiency & Developing Innovative Approaches in schools	HORIZON 2020
01/05/2020-01/05/2022	Open Eco museum Network for the Prominence and mild boost of areas of environmental historicity	Cooperation Programme INTERREG V-A Greece - Cyprus 2014 - 2020
Teaching methodology		

1/11/2019 - 31/10/2021	Guidelines for Developing and Implementing STEAME Schools	ERASMUS+ KA2, Cooperation for innovation and the exchange of good practice
31/12/2020-30/12/2022	Using digital tools for formative assessment in mathematics classroom (Dig_ForMath)	Erasmus+ Programme Key Action 1 - Learning Mobility of Individuals, KA101 - School education staff mobility, Call 2020, Round 1
01/09/2020-31/08/2023	Lesson Study as a vehicle for improving achievement in mathematics (LESSAM)	Erasmus+ KA2: Cooperation for innovation and the exchange of good practices KA201 - Strategic Partnerships for school education
Emotional enhancement		
01/12/2020-30/11/2022	RESILIENCE -Resilience and Wellbeing in preschool education to prevent emotional, social and behavioral problems	Erasmus + KA2- Cooperation for innovation and the exchange of good practices KA201 - Strategic Partnerships for school education
28/02/2021-28/02/2024	Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education-ProWell	Erasmus + KA3 - Support for policy reform Initiatives for policy innovation- European Policy Experimentations
Period	Project	Co-funding
Safe and friendly school environment		
01/11/2019-31/10/2022	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 for preventing 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
15/1/2021-14/01/2023	PASSAGE - Pedagogies of Passing from Reception to Education	Erasmus+ KA3: Social inclusion and common values: The contribution in the field of education and training (LOT1)
01/11/202-31/10/2023	Assessing Newly Arrived Migrants' Knowledge in Science and Math using Augmented Teaching Material - Augmented Assessment	Erasmus KA3- Support for policy reform - Social inclusion through education, training and youth, EACEA-34-2019
School leadership		
27/07/2020 -26/07/2021	EEPN: The European Education Policy Network	European Commission (Education, Youth, Sport and Culture)

2.4.6. EUROPEAN PROGRAMMES

In 2021 the CPI Department of training participated in a series of European projects related to different aspects and priorities of the CPI.

EMCI “European MediaCoach Initiative”, Erasmus Plus, Key Action 3 (01/12/2017 - 30/05/2021)

The EMCI Project aimed to promote Media Literacy in the participating countries by preparing teachers to be able to empower pupils and youth in addressing the multiple challenges of digital society. This empowerment involves critical thinking skills around issues related to Media, printed or digital, including Social Media.

In the framework of the EMCI Project, a series of Seminars entitled "MediaCoach: Supporting Media Education", were offered by the European University of Cyprus, in collaboration with the Pedagogical Institute. In total, ninety-four (94) participants/teachers attended the Seminars, and they had the opportunity to acquire Media Literacy knowledge and skills, to engage in a variety of activities related to the empowerment of critical thinking, and develop and share educational material. Moreover, within the framework of the Project, two Online National Workshops were organized; The First National Workshop was held on December 4, 2020, entitled "Media Education: Challenges and Prospects in the post-COVID era", and the Second National Workshop was organized on March 22nd, 2021, entitled "Media Literacy, Critical Thinking and Freedom of Expression: Perspectives and Dilemmas". The final conference of the Project, entitled "MediaCoach Europe", was also held online on May 27, 2021.

LESSAM “Lesson Study as a vehicle to improve achievement in mathematics” (01/09/2020-31/08/2023)

This project is funded by the Erasmus+ Programme, Key Action 2 (Cooperation for innovation and the exchange of good practices), of the European Commission. It is a three-year project (2020 - 2023) and involves five organizations from four European countries: Belgium, Cyprus, Greece, and the Netherlands. The project aims to investigate the impact of a collaborative teacher professional development model, called Lesson Study, on teacher learning and subsequently on pupil learning outcomes. Using an experimental design, mathematics teachers in participating secondary schools will form small Lesson Study groups in order to: a) plan lessons, b) teach/observe those lessons; and c) reflect on lessons. The effects of providing support to teachers through an advisory and research team during Lesson Study meetings will be investigated as well. The impact of the Lesson Study process will be examined through teacher dialogues during these meetings, as well as through their pupils' performance on mathematical reasoning tests (pre- and post-tests); a central mathematical competence involving exploring, conjecturing and justifying. The findings are expected to contribute to our understanding of how Lesson Study supports teacher learning and, subsequently, pupil learning. The study will also consider possibilities to expand the use of the dynamic approach to teacher improvement and will take place in the four partner countries.

PASSAGE “Pedagogies of Passing from Reception to Education”, Erasmus Plus – Key Action 3, (15/1/2021 -14/01/2023)

PASSAGE aims to develop innovative and urgently needed solutions to ensure that newly-arrived children of third-country national background receive sufficient support in entering school life. The PASSAGE project seeks to foster inclusive learning and quality education for newly-arrived students from the early stages of the integration process by adopting a two-fold approach that focuses on: providing teachers with the much-needed tools and resources that will empower them to deal more effectively with systematic pedagogical challenges, and designing and promoting a “role-model” programme through which current or former students of local schools can support the successful integration of newly-arrived students.

ProW “Promoting Teachers Well-being through Positive Behaviour Support in Early Childhood Education (ProW), Key Action 3 - Support for policy reform”, (28/02/2021-28/02/2024)

The project ProW is a three-year project that focuses on the enhancement of the pre-primary schoolteachers' well-being, job satisfaction and prevention of burnout, through a number of Positive Psychology interventions based on the PERMA model. Cyprus, Greece, Romania and Portugal are the four participating countries of the project. The first phase of the project that includes selection of participating pre-primary school and training of teachers regarding the PERMA model and the SWPBS (effective management techniques of children's challenging social behaviours) programme, as well as the first implementation phase have been completed. Further information can be found on the site of the project prowproject.eu

RESILIENCE “Resilience and Wellbeing in preschool education to prevent emotional, social and behavioral problems Resilient Preschools” (01/12/2020 – 31/11/2022)

The Cyprus Pedagogical Institute coordinates the project «Resilience and Wellbeing in preschool education to prevent emotional, social and behavioral problems (Resilient Preschools)». Resilience Preschool is an Erasmus+ KA2 project focusing on building the capacity of preschool teachers in order to foster pre-school children psychological resilience and their overall wellbeing. The importance of fostering these capacities as early as preschooler's age is pivotal, since the earlier children start to become aware and build on their own capacities and character strengths, the greater will be the results in the long-run. To achieve that the Resilient Preschools project has developed a multifaceted toolkit and training package that address several psychological characteristics that derive from Positive Psychology core principles, Positive Education approach and Seligman's (2011) PERMA model. RESILIENT PRESCHOOLS. The consortium is constituted by six (6) partners (P1: The Cyprus

Pedagogical Institute – leader, P2: Institute of Development CY, P3: Motion Digital s.r.o, P4: International Hellenic University, P5: Universitatea Din Pitesti, & P6: Municipio De Lousada) from five (5) different countries (Cyprus, Czech Republic, Greece, Romania, & Portugal). The Project duration is 24 months. Further information can be found on the site of the project www.resilientpreschools.eu

STEAME “Guidelines to Develop and Implement STEAME Schools”, Erasmus Plus – Key Action 2 (1/10/2019 -30/12/2021)

STEAME project aims to contribute to the transformation of the European educational system and the transition from Education 2.0 to Education 4.0. It extends and expands the STEM educational model with the inclusion of Arts (A) and Entrepreneurship (E). Focusing, particularly, on the last E for Entrepreneurship, it emphasizes the development of entrepreneurial skills required in a changing world and, therefore, seeks to connect the school with industry and the market, in general. The deliverables of the project include Guidelines for the development of STEAME schools, as the schools of the future, aiming at the transformation of knowledge into skills and abilities through new structures, infrastructures and learning activities. STEAME Schools utilize ‘Project Based Learning’ and meet the requirements of Education 3.0 and 4.0 and the requirements of Industry 4.0 and employees. The STEAME Project Repository (www.steame.eu) additionally contains guidelines for a dynamic curriculum, a package of Learning and Creativity Plans for two age groups of pupils, as well as assessment rubrics. The main pedagogies that were utilized for the development of the above were the Inquiry Based Learning, the Problem Based Learning and the Context Based Learning. Further on, a teacher training programme was developed to train teachers on how they can work effectively and productively in a STEAME school. As part of the project, activities, conferences, symposiums, webinars, an online training day, as well as other training and informational actions were organized. Further information about the project can be found on the website <https://steame.eu/>.

SWPBS, «Building School-Wide Inclusive, Positive and Equitable Learning Environments through a Systems - Change Approach (SWPBS) » (duration 1.1.2019 – 31.12.2021)

«Building School-Wide Inclusive, Positive and Equitable Learning Environments Through A Systems-Change Approach (SWPBS)» is an ERASMUS Key Action 3 Policy Experimentation. School-wide Positive Behaviour Supports (SWPBS) refer to “an implementation framework to maximize the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioural competence of all pupils” (U.S. Office of Special Education Programmes [OSEP], Technical Assistance Center on Positive Behavioral Interventions and Supports, 2018, p.1). SWPBS across four countries (Cyprus, Greece, Romania and Finland) aims to establish an inclusive non-discriminatory social culture and necessary socio-emotional and behavioural support for all children in a school. It is a systems-change approach and NOT a packaged programme or a social skill curriculum; it enhances the capacity of schools, families and communities to design effective and efficient learning environments that (a) address pupil needs by providing a continuum of support; (b) monitor regularly the implementation of evidence-based practices (EBPs) and outcomes, and (c) follow data-based decision making through a continuous data-collection process (Horner, Sugai, & Lewis, 2015). More information can be found on the programme’s webpage <http://www.swpbs.kmaked.eu/>

T4E “Teachers4Europe: Setting an Agora for Democratic Culture” (31/12/2018-31/08/2022)

The KA3 project “Teachers4Europe: setting an Agora for Democratic Culture” (T4E), 2018-2022, is targeting a lot of challenges in an equal way: using education as the vehicle for the promotion of principles and values comprising the EU democratic culture, which can contribute to better appreciation of the EU as an entity that works at many different levels in favour of all people, irrespective of their identity; the Teachers 4 Europe (T4E) will act as an inspiring social and cultural agent that will spread the European values to colleagues, young people and the society. Moreover, the project will foster a dialogue with and among relevant stakeholders on social and policy level and will contribute towards

realising synergies and improving the quality of training and learning through knowledge about Europe and its values, especially in the field of Democratic Culture. T4E 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. As the education systems become increasingly complex due to globalisation, decentralisation and digitalisation, "T4E" upgraded network will become a tool for better connectivity between all relevant education and community stakeholders within and between different levels of the system so that to achieve better results, more defined educational goals and greater efficiency and quality. The coordinator of the project is the University of Piraeus through the Jean Monnet Chair in Education, Training, Research and Innovation Policies of the European Union, Department of International and European Studies. The participating countries in the project are Cyprus, France, Germany, Malta, and Romania. Further information can be found on the site of the project <https://www.teachers4europe.eu/en/>

2.4.7 THE CURRICULUM DEVELOPMENT UNIT (CTU)

The work of the Curriculum Development Unit is:

- Coordination of procedures for the issuance of curricula.
- Processing of writing, editing and updating teaching textbooks and the production of educational materials for teachers and pupils, at all levels of education.
- Purchasing of teaching textbooks published by publishing organisations (Computer Technology Institute and Press "Diophantus") in Greece and the process of transporting them from Greece to Cyprus.
- Issuance of educational materials (booklets, posters, cover art, flyers and so on.) for the purposes of the:
 - Ministry of Education, Culture, Sport and Youth (MoECSY),
 - Cyprus Pedagogical Institute (CPI),
 - Centre of Educational Research and Evaluation (CERE), and
 - other services of MoECSY.
- Preparing documents for opening tenders and the procedure that follows (publication, evaluation and awarding of tenders) and the supervision of publication during the process of printing.
- Cooperation with the Departments of Primary, Secondary General and Technical and Vocational Education and the Ministry of Education, Culture, Sport and Youth Store, for the creation of an electronic database to facilitate ordering textbooks electronically.

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

2.4.7.1 BOOKS USED IN THE CYPRUS EDUCATIONAL SYSTEM

The Curriculum Development Unit (CDU) has been actively involved in the adoption of the curricula and the production of teaching material for the Educational Reform. The books used in the Cyprus Education System include publications by MoECSY, the Computer Technology Institute and the Press

"Diophantus" (CTIP "Diophantus") and from other sources. The table below shows in detail the number of books used at each educational level.

LEVEL OF EDUCATION	NUMBER OF BOOK TITLES			
	CDU	Computer Technology Institute and Press "Diophantus"	Other Sources	Total
Preprimary / Primary	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 CURRICULUM DEVELOPMENT UNIT BUDGET

The following table shows the expenditure for the financial year 2021:

	COST
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.400.000,00
Purchase of textbooks from the CTIP "Diophantus", books sent abroad/books received from abroad.	€1.300.000,00
Purchase of foreign language books (English, French, etc.) for Secondary General and Secondary Technical Education.	€1.600.000,00
Total cost	€4.300.000,00

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 2021, in accordance with its annual action plan, the CERE engaged in various actions, 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 studies:

- **Programme for the International Pupil Assessment (PISA)** – The study aims to develop reliable indicators for the learning outcomes of educational systems (knowledge and skills of 15-year-olds in Reading, Mathematics and Science) towards or upon the completion of compulsory education. The study is implemented every three years. More information is provided at: <http://keea-pisa.pi.ac.cy/pisa>.
 - **PISA 2022:** This is the fourth participation of our country in the study with the focus being placed on Mathematics. During 2021, the Field Test of the research was repeated for most countries since they were not able to collect data due to the COVID-19 pandemic. Cyprus managed to collect sufficient data and implemented all the procedures required by the organizers within the set deadlines and, hence, did not participate in the 2021 Field Test. The Main Study has been postponed for the spring of 2022. The Main Study will involve about 6000 pupils from Cyprus. In 2021 the CERE implemented all the required sampling procedures. Additionally, the data collection instruments that will be used have been finalized (both in Greek and in English) and the necessary forms for conducting the Main Study have been prepared (e.g. School Coordinator Manual, Test Administrator Manual, and Coding Manual). The CERE also prepared dissemination material for the PISA 2022 study (leaflets, posters) and regularly updates the local PISA website (<http://keea-pisa.pi.ac.cy/pisa>).
- **Trends in International Mathematics and Science Study (TIMSS)** – The study aims to assess the performance of fourth and eighth graders in Science and Mathematics, at an international level. In addition, TIMSS is intended to collect information about the implementation of the National Curriculum, the teaching practices and school resources. The study is implemented every four years. More information is provided at: <http://keea-timss.pi.ac.cy/timss>.
 - **TIMSS 2023:** This is the seventh participation of Cyprus in TIMSS. Since the last TIMSS cycle (2019) participating countries have started transitioning to electronic administration of the data collection instruments (eTIMSS). In this cycle, Cyprus will make this transition in the case of Grade 8, whereas Grade 4 will be using paper-based data collection. The Field Study will take place in spring 2022 with the participation of only the pupil population (Grade 8) that will transit to the electronic version. All pupil populations, regardless of data collection mode will participate in the Main Study (spring 2023). The Field Study is expected to involve about 550 eighth graders whereas the Main Study will engage about 4000 fourth graders and 4000 eighth graders. During 2021 the CERE has engaged in various tasks pertinent to the preparation of participation in the Field Study (for Grade 8). In particular, the CERE has (a) provided feedback on various matters (assessment framework, development of new digital assessment tasks), (b) translated the testing material, (c) prepared the sampling frame used by the organizers for the selection of the participating school units, and (d) organized meetings to coordinate with the Directorates of Primary and Secondary Education of the MoECSY.
- **Teaching and Learning International Study (TALIS)** – The study focuses on the learning environment and working conditions of teachers in schools. It offers an opportunity for teachers and

school principals to provide data for education analyses and policy development. The study collects information from principals and teachers in lower secondary schools (gymnasium) at an international level, with respect to aspects, such as professional development, evaluation, teaching and students' learning. The study is implemented every five years. More information is provided at: <http://keea-talis.pi.ac.cy/talis>.

- **TALIS 2024:** The fourth cycle of TALIS 2024 began in 2021 with an online briefing of National Project Managers regarding the requirements and processes of the 2024 cycle. This cycle has an increased number of participants (around 55 countries) and offers more options for participation. Cyprus participates in TALIS for the third time. Participation of our country in the study is co-funded by the European Commission. The Pilot Study of TALIS 2024 will take place in February - March 2022. The use of focus groups with teachers and school principals in lower secondary education will allow testing of the reliability and validity of the Main Study research instruments. The Field Study will take place in 2023, whereas the Main Study will take place in 2024. The Field Study will involve about 200 teachers from ten schools, whereas the Main Study will engage all schools, private or public, and will involve about 3600 teachers.
- **Progress in International Reading Literacy Study (PIRLS)** – This international study provides data on trends in comparative reading achievement for fourth graders, across participating countries. PIRLS collects considerable background information on how educational 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:** This is the second participation of Cyprus in this study (previous participation was in 2001). The Main Study was completed in spring 2021 and involved 4602 pupils from a total of 162 public or private schools. The data that were collected have been processed locally (data coding and data entry). The database that emerged was submitted to the organizers (autumn 2021) and will be processed, at a collective level, together with the corresponding databases of the remaining participating countries. The international results will be announced in December 2022.
- **International Civic and Citizenship Education Study (ICCS):** This study investigates the ways in which young people are prepared to undertake their role as citizens in a world where contexts of democracy and civic participation continue to change. It focuses on Grade 8 students' knowledge, understanding and attitudes towards citizenship and seeks to explore factors that may come to influence their behavioral intentions with respect to participating in activities related to civics and citizenship.
 - **ICCS 2022:** Cyprus will be participating in this study for the second time (previous participation was in 2009). During 2021, the CERE coordinated the process of conducting final adaptations on the data collection instruments (test and questionnaires) and manuals (School Coordinator's, Test Administrator's, Coder's) for the Main Study. Promotional material (posters and leaflets) was prepared and the local ICCS website was set up. The Main Study is expected to take place in the spring of 2022, with the participation of about 3500 students.
- **Health Behaviour in School-aged Children (HBSC)** – This international study of World Health Organization (WHO) collects data on pupils' (11-, 13- and 15-year-olds) 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:** During 2021, the CERE implemented all the necessary procedures concerning the sampling for the main research. The data collection Instruments (Pupil Questionnaire 11 & 13-year-olds, Pupil Questionnaire 15-year-olds and School Questionnaire) were finalized both in Greek and English. The CERE also prepared promotional material for the HBSC study (posters, incentives) and updated the local HBSC website (<http://keea-hbsc.pi.ac.cy/hbsc>). The main phase of the research successfully took place in November - December 2021 with about 4700 pupils from 214 schools.

2.4.8.1.2 NATIONAL RESEARCH

In addition to the above, the CERE implements two longitudinal large-scale national studies as follows:

Programme for Functional Literacy for Third and Sixth Graders – At a local level, the CERE conducts the longitudinal ‘Programme for Functional Literacy’ (PFL) on a national scale for all primary school pupils of the third and sixth grade. The study aims at the identification of pupils ‘at risk’ for functional illiteracy. The results of the study are forwarded to schools and Directorates of Education of the MoECYS, so that these pupils receive the necessary support. The CERE also implements 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 2021, the tests were administered on the 2nd of December (Greek Language) and the 3rd of December (Mathematics). In sum, 8377 pupils participated in the Greek language test and 8455 students participated in the Mathematics test for the third grade. Additionally, 8321 pupils participated in the Greek language test and 8350 students participated in the Mathematics test for the sixth grade. More information is provided at: <http://keea-literacy.pi.ac.cy/literacy>.

- **Learning Greek as an Additional Language** – This programme intends to diagnose the level of competence in Greek as an additional language for children with immigrant background, in public primary schools of Cyprus, so that they can receive targeted remedial instruction. Participants are pupils across the primary school grades (Year 1 – Year 6), who currently attend (or will attend in the following school year) remedial instruction for learning Greek as an additional language. The programme has been running at a national level since 2017 - 2018. During the school year 2020 - 2021, 2133 pupils (initial assessment) and 3230 (final assessment) should have participated in the programme. These numbers include the pupils who did not complete their initial or final assessment for the programme in the school year 2019 - 2020 due to the pandemic. In sum, 2007 pupils out of 2133 (94,1%) participated in the initial assessment and 2830 pupils out of 3230 (87,6%) participated in the final assessment. More information is provided at: <http://keea-ellinomatheia.pi.ac.cy/ellinomatheia/>

In addition, at a local level, for the first time during the school year 2021 - 2022, the CERE will run the “Programme Greek Language Test for First Year Graders” on a national scale for all primary school pupils attending the first year grade. In sum, approximately 8000 pupils are expected to participate in the Programme. More information is provided on the CERE website.

2.4.8.2 PROMOTION OF RESEARCH CULTURE WITHIN SCHOOLS

The CERE assures that all individuals conducting research in Cyprus public schools use appropriate instruments and followed proper methodological approaches/ethical protocols. It reviews more than 200

research plans submitted by individual researchers per year. In addition, since 2016 the CERE employs 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 C.O.S.V. is the implementation of a safe and friendly school environment for all members of the school community.

The goals of C.O.S.V. are:

- Conducting scientific research to measure the phenomenon of violence at school and the parameters associated with it.
- Developing specific recommendations to define a policy for the prevention and management of violence as a result of scientific research
- Informing teachers and social partners about the phenomenon of bullying in Cyprus and internationally.
- Empowering parents, pupils, teachers and other professionals involved.
- Promoting the active involvement of children in the prevention and treatment of violence at school.

In order to achieve its goals, in 2021, C.O.S.V. has been active in many areas of prevention and response to school violence. More specifically, C.O.S.V.:

- Implemented actions that arise from The National Strategy for the Prevention and Treatment of Violence at School, 2018-2022. The National Strategy that was approved by the Council of Ministers on 17/01/2018, employs legal, administrative, social and educational measures at all levels of prevention (primary, secondary and tertiary).
- Provided support to school units for the implementation of actions and programmes aiming at improving the school climate, with the ultimate goal to reduce violence in schools. These programmes, which are school-based and have a two-year duration, are the “Conflict Resolution - School Mediation” and the “Recognition and Management of School Bullying”. The COSV supports schools in the implementation of anti-bullying programmes, which deal with recognizing, preventing and combating bullying. With the “Conflict Resolution - School Mediation” schools are encouraged to find effective ways to resolve pupil conflicts as well as an alternative way to manage conflict situations at school. Moreover, C.O.S.V. launched a school network and conducted seminars and workshops to support teachers, parents and pupils in order to be able to prevent and respond to school violence. In 2021, 102 schools were supported and 4138 teachers and 300 parents were trained by C.O.S.V.
- Monitored a national-level research that investigates the phenomenon of violence at schools. The research aims to collect data about violence in education, from all schools of all levels in Cyprus, for three consecutive years, with the participation of teachers, parents and pupils (10years+).
- 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 the Citizen and other Non-Governmental Organizations, a competition, for schools of 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 synergy with the European Anti-bullying Network (EAN), and cooperated with other European partners in the implementation of European projects under Erasmus+ funding.
- Mapped, through an electronic platform, the existing programmes that are implemented or can be implemented in the schools, related to the Prevention and Management of Violence at School.
- Renewed its Website in order to enrich it with material and useful links, but also provide information on issues related to School Violence and Delinquency.
- Requested from schools to record bullying incidents online in a specific platform that has been created for this purpose.

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, Sports 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 provided to pupils and teachers of all levels of education, the State Network of Environmental Education Centers (EEC) is perhaps the only comprehensive non-formal education structure on environmental issues and Sustainable Development in Cyprus. Created 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 of all educational levels, but also to the civil society, operating, at the same time, complementary and supportively for the more effective integration of environmental and sustainable development issues in schools. The State Network of 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 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 with 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 over 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 of all educational levels were conducted, as well as for professional groups of special interest, and the local populations. 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 for 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 necessary arrangements regarding the provision of sterilization for materials and for all equipment, 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 Education for the Environment and Sustainable Development for the school year 2021 were:

A) Provision of education and training programs in the subject of 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 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 physical presence and on-line.

B) Organization and participation of the EESD Unit in regional meetings for ESD.

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

- UNECE regional meeting in Azerbaijan entitled "Learning for Sustainability in the context of Vocational Education and Training" (April 2021, online).
- Workshop for teachers of Primary Education organized by the Environmental Education Centre of Edessa entitled "Climate Change and Climate Action". (April 2021 online).
- UNESCO regional meeting on SDG2030 (May 2021, online).
- International workshop on Global Education "GENE@20 to Maastricht+20 Process: Towards a

long-term vision for Global Education to 2050" (June 2021, Brussels, online).

- 6th ISEKI World Conference "Sustainable Development Goals in Food Systems: challenges and opportunities for the future" (June 2021, Italy, online).
- World Conference on "Climate Change and Youth", organized by UNESCO in cooperation with the Italian Government in the framework of COP26 (September 2022, Milan, Italy).
- 2nd International Conference on Climate Change in the Mediterranean and the Middle East (October 2021, Pafos).
- Hybrid university ASTEROUSIA-UNESCO and Mediterranean Environment Office (October 2021, Crete, Greece).
- 27th meeting of the UNECE Commission on Environmental Policy (November 2021, Geneva).
- E-twinning conference "climate change and misinformation", (December 2021. University of Nicosia).

C) Production of material for the strengthening of the Curriculum of EE/ESD

In the year 2021, the following educational materials and tools were promoted and completed:

- The publication of the book "Myths and Truths about the Animals of Cyprus": this publication is the result of the cooperation between the Ministry of Education, Sports, Culture and Youth and the Ministry of Agriculture, Rural Development and Environment (MAFE). Through simple texts, vivid illustrations, creative educational activities and games, the book examines six "misunderstood" species of animals living in Cyprus. The human bird, the spider, the fox, the bat, the snake and the hedgehog. It attempts to help young and adults alike to dispel distortions and misconceptions that prevail in relation to them and help them to reduce the risks of their extinction. It is addressed to pupils in the 2nd, 3rd and 4th grade of primary school and can be used in a variety of ways at school, at home, in the field, and so on, providing unique experiences of creative learning and awareness-raising for young and adults, related to the protection of biodiversity in our country.

- Preparation of online lessons on Food Waste for pupils of primary school (5th and 6th grade) and Gymnasium (1st grade). The Unit of EESD, in the framework of the European Life FoodPrint project, has designed fourteen online lessons. The courses aim to inform, raise awareness and, above all, educate pupils on issues related to food production and waste, food safety, reduction of food waste, composting, responsible consumption and adoption of sustainable practices to reduce food waste. The lessons provide unique pedagogical learning experiences through games, quizzes, learning scenarios and can be used by both teachers and pupils both at school and home. The design of the lessons provides opportunities for immediate feedback in relation to the topics each lesson addresses and through interactive applications contributes to reflective learning and the development of critical thinking. The online courses are of one (1) and two (2) teaching periods and for their implementation, the Unit's staff conducts workshops in schools to familiarize pupils with them. All lessons are available on the website <https://mepaa.moec.gov.cy/index.php/el/epimorfosi/imerides-seminaria-sinedria>

- In 2020 - 2021, the EESD Unit has started, in collaboration with the Commissioner of Citizen and volunteering, 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 in all schools in Cyprus, in communities, organizations and businesses with the aim of awakening all pupils and every citizen of our country, for the responsibility and role that everyone has for the formation of sustainable societies. The material will be released in 2022.

D) Participation in the preparation of policy texts for bilateral, tripartite and international cooperation on 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, Cyprus-Austria, Cyprus-Italy, Cyprus-France.
- The national reports on ESD such as the preparation of the Cypriot National Implementation Report on ESD for 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 Evaluation of Cyprus for the Implementation of 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 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.

E) Participation in committees of experts for EE/ESD such as:

- o Chairs the UNECE (United Nations Economic Commission for Europe) Commission on Education Strategy for Sustainable Development.
- o Chairs the Mediterranean Committee for the implementation of the Strategic Plan for ESD.
- o the National Commission of UNESCO for ESD.
- o the National Committee ETHEGNOKA for the preparation of the Integrated Maritime Policy.
- o the National Committee for Marine Scientific Research.
- o the National Committee on Climate Change.
- o the Committee for the preparation of the Cyprus Museum of Natural History.
- o the working groups for the Troodos Strategic Development Plan.
- o the 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.

F) 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 EESD. The programme will generate 7.5 million investments from the public and private sector, 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, RSPII, ICTeEFS, PUAT, RefTeCP.
 - o 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.

G) Other activities and actions of the Unit of Education for the Environment and Sustainable Development

o 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 do it Cyprus".

o 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.

o Counseling support of schools and conducting Seminars for Environmental Education and Education for Sustainable Development on a school basis.

o 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.

o 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 2021 and was part of the German Presidency. The action aimed to inform and raise the awareness of European citizens, and in particular young people, on the issues of promoting Sustainable Development Goals. The purpose of this action is for pupils to develop environmental critical literacy through alternative learning processes, capturing, 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 Education and Secondary General Education and the first prizes will become the covers of the books of the educational material "The Goals of Sustainable Development Travel".

o Continuation of the programme "Which "P" do you adopt? The Plastic or the Planet?" aiming to provide each pupil with a special bag, 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 2021, the action covered the pupils of Secondary Education (Gymnasium).

Note: Details of all the activities of the Unit for Education for the Environment and Sustainable Development are available on the revised website <https://mepaa.moec.gov.cy/index.php/el/>

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 the 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, achieving the European Education Area by 2025, the European Universities Alliances initiative, the Eurograduate pilot survey, the Recovery and Resilience Facility), HE of Cyprus aims to promote excellence in teaching, encourage quality assurance, address the skills mismatch between qualifications provided from Higher Education Institutions and skills and qualifications required by the labour market 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, MoECSY aspires to further promote lifelong learning and upskilling and reskilling to help students and current workers to stay academically and professionally relevant with the upcoming demands.

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 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 toolbox 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 by HE. At the same time, HEIs in Cyprus open channels for 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.

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

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

The House of Representatives has voted law amendments in order to facilitate the offer of postgraduate programmes of study, by Public Universities, in languages other than the official languages of the Republic, such as English, after the suggestion of the MoECSY. The Open University of Cyprus can offer undergraduate and postgraduate programmes of study in foreign languages.

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

One of the primary objectives of the Lisbon Strategy and the Bologna Process is the promotion of the European Higher Education Systems as the most attractive to European and International students. 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) material information on Higher Education in Cyprus, in various languages such as Arabic, Chinese, English, Greek and Russian, and
- b) various activities for the promotion of Cyprus HE (i.e. Higher Educational Fairs) in Europe, 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 2021, the DHE participated in the following Educational Fairs, (in some of them virtually due to the COVID-19 pandemic):

Virtual Fair «Edutrex 2021», Muscat, Sultanate of Oman, 23 - 24 February 2021

Virtual Fair “Education Abroad”, Ukraine, 2 - 3 March 2021

Virtual Fair “Online Education Fair Gulf Region”, 3 March 2021

Virtual Educational Fair of Cypriot 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, 14 April 2021

Virtual Fair «17th Higher Education and Scholarship Fair», Croatia, 13 October 2021

Virtual Exhibition EduTraC Oman 2021, Oman, 25 - 27 October 2021

«Najah Dubai Expo 2021», Dubai, UAE, 31 October – 1 November 2021

Educational Fair of Cypriot 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, 20 - 21 November 2021

Virtual Exhibition “6th European Higher Education Virtual Fair (EHEVEF 2021, India), India, 24 - 26 November 2021

Exhibition “Study in Hungary”, Cypriot-Hungarian Higher Education Institution Day (CHHEF), Nicosia, 7 December 2021

«Dubai Expo 2020», Dubai, UAE, 15 - 16 December 2021

- **Scholarships**

Opportunities for European and international students to study in Cyprus have been broadened. EU students can spend certain periods 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 be further prepared 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 full member in 2001. In March 2010, the European Higher Education Area (EHEA) was launched.

During these last twenty-two 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.

- **Qualifications Framework**

In September 2018, the BFUG formally established this **Thematic Peer Group A on Qualifications Framework (TPG A on QF)** to work on Key Commitment 1: a three-cycle system compatible with the overarching frameworks of the EHEA and first and second cycle degrees scaled by ECTS – based on the interests and needs indicated by the BFUG members and Consultative members in a survey conducted during the summer of 2018.

Specific thematic indications include topics such as:

- complete implementation of the ECTS User's Guide,
- short cycle higher education,
- multiple purposes and use of the qualification frameworks by the stakeholders,
- study programmes outside of the Bologna three-cycle structure, and
- relationship between the qualification frameworks and quality assurance.

- **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.

- **Social Dimension**

The overarching aim of Working Groups on Social Dimension is to develop proposed instruments and policies to fulfil the objective in the Paris Communiqué 2018 and support national plans and strategies aiming at strengthening social dimension of higher education, as well as improve access and completion by under-represented and vulnerable groups.

- **Lisbon Convention**

The DHE participates in the Thematic Peer Group B (TPG B) on Lisbon Recognition Convention. TPG B is one of the three thematic groups established to facilitate the implementation of the Bologna key commitments. TPG B is responsible for the implementation of the Key Commitment 2, namely the national legislation and procedures compliant with the Lisbon Recognition Convention (LRC), through the establishment of the legal framework to allow the implementation of the LRC, achievement of automatic recognition, recognition of alternative pathways and optimization of digital technology for the recognition agenda and Diploma Supplement. The TPG provides a space for sharing the experience and expertise in this field, offering the possibility to offer and receive peer support on the topics of interest. Some thematic orientations of the group include the following:

- Establishing the legal framework to allow the implementation of the LRC;
- establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures;
- achieving automatic recognition;
- recognition of alternative pathways;
- qualifications held by refugees; and
- optimising the potential of digital technology for the recognition agenda and the Diploma Supplement.

3.

PARTICIPATION IN EUROPEAN PROGRAMMES

3.1 EURYDICE NETWORK

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 37 countries and by producing studies on issues common to European education systems. It consists of:

- 40 national units based in 37 countries participating in the Erasmus+ programme (27 Member States, Albania, Bosnia and Herzegovina, The Republic of North Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey), and
- a coordinating unit based in 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, display 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. **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 an 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: Cooperation among organisations and institutions
- Key Action 3: Support to Policy Development and Cooperation

The 2021 - 2027 Erasmus+ programme brings over €26.2 billion to support mobility and cooperation. For Cyprus, specifically, for the Call of 2021, a total budget of €5.208.130 was awarded on mobility. As far as Higher Education is concerned a total of €3.195.510 were awarded on mobility to other Programme Countries. For 2022, an even higher number of mobility is expected to be approved, which, according to the already published Call, will concern both intra-European mobility as well as international mobility with a total of €4.680.352 and €859.663 respectively.

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 world-class 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.

3.3.2 REGIONAL CO-OPERATION PROGRAMMES

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

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

Asia - Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the European Union Member States and the European Commission with a number of Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, 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 and Research and Innovation. Cyprus is actively involved in the partnership and, therefore, participates in most of the activities, as well as in the operation of the Euromediterranean University Institute (EMUNI). The Rector of the Technological University of Cyprus is a member of the committee of EMUNI.

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

The Union for the Mediterranean (UfM) is a multilateral partnership of countries from Europe and the Mediterranean Basin: the member states of the European Union and a number of Mediterranean partner countries from North Africa, the Middle East and the Balkans. It was created in July 2008 as a relaunched Euro-Mediterranean Partnership (the Barcelona Process), when a plan to create an autonomous Mediterranean Union was dropped. The UfM aims to promote cooperation of non-European Mediterranean countries with European Union Countries in a wide area of subjects such as environment, energy, maritime, pollution of the Mediterranean, Education, and Telecommunications. 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 European Union's institutions and Member States, neighbouring and third countries, as well as collaboration with international organisations. It develops an extrovert approach and aims to maximize benefits in all areas of its responsibilities, namely Education, Culture, Youth and Sport. The ongoing crisis of the COVID-19 pandemic in 2021 and despite the limitations it caused, the Office of European and International Affairs of the Ministry of Education, Culture, Sport and Youth has significantly contributed to the development and coordination of the Ministry's cooperation policies and international relations as well as the implementation of beneficial policies with European and international dimension.

4.1.1 European and international policy coordination

The Office undertook the coordination of MoECSY's presence in the EU institutions, the competent bodies of the Council of Europe and 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 (YBC) and other governmental Departments, it coordinated 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 to 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 an 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 Council of the EU Ministers and 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 2021, like 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 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 Portuguese Presidency (January - June 2021) and the Slovenian Presidency (July - December 2021), 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 of highest level was the participation of the Minister in the Council of 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 Portuguese and Slovenian Presidency of the EC Council. In the framework of the Portuguese Presidency, the Minister participated in the Informal Ministerial Councils held online on the 22 January and 19 February 2021 and in the Council of Ministers of Education, Youth, Culture and Sports with a physical presence on 17 and 18 May and 29 and 30 November 2021.

On 9 December 2021, the Minister participated in the fourth EU Education Summit online-entitled 'The Next Decade of European Education' held online on December 9, 2021. Participants in the fourth EU Education Summit included Ministers, Members of the European Parliament, high-level representatives and representatives of governments, who contributed to the shaping of the vision for European education for the next decade. The conference tackled new trends in education in Europe with an emphasis on the implementation of the two flagship initiatives, the European Education Area and the Digital Action Plan. The conference hosted eight high-level panel discussions on a variety of topics. The Minister participated as a speaker in the panel entitled "Strategies for a Successful Digital Education Transformation".

4.1.1.2 Official missions abroad

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

- Official visit to Brussels, for participation in the European Council of Ministers for Education, Youth, Culture and Sport, held under the Portuguese Presidency, May 17 - 18, 2021.
- Official visit to Athens for meetings with the Minister of Education, the Deputy Minister for Primary, Secondary Education and Special Education, and the Minister for Higher Education, September 8 - 10, 2021.
- Official visit to Paris for participation in the 41st session of the UNESCO's General Conference. Participation in the "European Alliance for Ancient Languages" conference. Meeting with the Minister of National Education, Youth and Sport Mr Jean-Michel Blanquer for discussions related to the bilateral cooperation and co-signing of the Memorandum of Understanding for the years 2021 – 2025. Meetings with the Secretary of State to the Minister for Europe and Foreign Affairs, Mr Jean-Baptiste Lemoyne, the Secretary of State for Youth and Engagement Ms Sarah El Haïry, the Rector of the Academy of Paris Mr Christophe Kerrero and the Greek Foundation Director Ms Maria Gravaris-Barbas, November 13 - 18, 2021.
- Official visit to Brussels to attend the Council of Ministers of Education, Youth, Culture and Sport, held under the Slovenian Presidency, November 29 - 30, 2021.
- Official visit to Cairo, for the first Egypt - Cyprus Intergovernmental Meeting with the Minister of Higher Education and Research of Egypt, during which, acceleration of the procedures for signing the Memorandum of Understanding in the fields of Higher Education and Scientific Research, prepared by the two Ministries, was agreed, September 4, 2021

4.1.1.3 Official visits of delegations from foreign countries - Meetings with foreign officials

During 2021, the Minister met the Ambassador of China (August), the Chargé d' Affaires of the Embassy of Hungary in Cyprus (November), the Ambassador of France (January), the new Ambassador of Israel (October), the Consul of Japan (May), the Ambassadors of Nepal and Romania (September), the new Ambassador of Greece (October), the Ambassadors of Germany and Lebanon (November), as well as the Ambassador of France responsible for international cooperation in the field of Cultural Heritage and the Executive Director of the International Alliance for the Protection of Heritage in Conflict Areas (ALIPH) (November).

On 16 December 2021, an informative event took place for the Ambassadors and Heads of Diplomatic Missions of foreign countries in Cyprus. The event was organised on a preparatory visit to Cyprus of a high-level United Nations delegation in view of the ninth UNECE Ministerial Conference on Sustainable Development, Circular Economy and Sustainable Tourism, which will be held in Cyprus on 5 - 7 October 2022. The Minister of Education, Culture, Sport and Youth, the Minister of Agriculture, Rural Development and the Environment as well as the Minister of Foreign Affairs delivered a short speech at the event, which was attended by more than 35 official representatives from embassies and consulates of foreign countries to Cyprus.

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 MoECSY to promote the above-mentioned issues.

- On 28 September 2021, a Memorandum of Understanding was signed between the MoECSY and the French Embassy / French Institute of Cyprus on the pilot implementation of the DELF SCOLAIRE-2022 examinations.
- On 7 October 2021, in the framework of the official visit of the President of the Republic of Poland to Cyprus, a Cooperation Programme was signed between Cyprus and Poland in the fields of Science, Education, Culture, Sports and Youth for the years 2021 - 2025.
- On 16 November 2021, a Memorandum of Understanding was signed between France and Cyprus in the field of educational, linguistic and cultural cooperation for the years 2021 - 2025.

4.1.1.5 Coordination of the European Commission Expert Committees

The office coordinated the representation of Cyprus in the Working Groups of the European Commission for the first cycle of the Strategic Framework for European Cooperation in Education and Training towards the European Area and beyond for the years 2021 - 2025. Specifically, representatives from all Directorates of the Ministry participated in the following Working Groups: A) Early Childhood Education and Care (ECEC), B) Schools formed in subgroups (a) Pathways to School Success, and (b) Education for environmental sustainability, C) Higher Education (HE), D) Vocational Education and Training, E) Green Transition - VET, F) Adult Learning - Opening Up Opportunities for All, G) Digital Education: Learning, Training and Assessment (DELTA) and H) Equality and Values in Education and Training. In this context, meetings were held with the representatives of the Working Groups and information was shared on issues related to the operation and the content of the Groups. Finally, the Office represents the Ministry in the ERASMUS+ Programme Committee and European Solidarity Corps.

The Office represented the MoECSY to the High Level Group Meeting on Education, which was held online on June 22, 2021. The meeting was coordinated by the counsellors of Germany, Portugal and Slovenia in the framework of the Trio Presidency. It also represented the MoECSY to the High Level Group Meeting on Education, which was also held online on 16 - 17 December 2021, within the framework of the French Presidency. During the meeting, issues on the new governance mechanism of the Strategic framework for European cooperation in education and training towards European Education Area and beyond (2021 - 2030) were discussed.

Finally, the Office coordinated the Working Group on European and International Affairs of the MoECSY, which is usually convened twice a year, at the beginning of the six-month Presidency of the Council of Europe from the respective Member State. It is noted that the Presidencies held in 2021 were by Portugal (first half of 2021) and Slovenia (second half of 2021).

4.1.1.6 Youth Issues

The Office represented the Ministry of Education, Culture, Sport and Youth to the National Working Group for the EU Youth Dialogue. The National Working Group consists of the Cyprus Youth Board and the Cyprus Youth Council, which was chairing the Working Group. The topic of the consultations for 2021 was the ninth goal for the Youth entitled 'Space and Participation for all'. The Office, in collaboration with the respective officials of the Cyprus Youth Board, has contributed to the best possible representation of the youth sector in the EU, the Commonwealth, the United Nations, and so on. In addition, the Office was represented in the Steering Group for the National Youth Strategy, aiming to utilise European and international good practices in this field.

The EU declared 2022 the European Year of Youth as a recognition of the sacrifices that young people have made during the pandemic. National coordinator for Cyprus for the European Year of Youth is the Commissioner for the Citizen Panagiotis Sentonas.

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 Sport for Development and Peace (SOMSDP) held on eight and nine November 2021. In addition, the Office contributed to the preparation and representation of a senior official to join the Commonwealth Expert Working Group on Developing a Position of Trust Legislation and participated in three virtual meetings.

At the same time, the Office coordinates and cooperates with the Cyprus Sports Organization (CSO), the Cyprus Olympic Committee (NOC), the Cyprus National Paralympic Committee, the Ethics and Sports Protection Committee and the Cyprus Anti-Doping Authority (CyADA) in order to enhance cooperation and coordination of the competent organizations and bodies dealing with European and international issues in the field of Sport.

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

An important responsibility of the Office is the monitoring and studying of European and international policies in Adult Education, to utilize the best practices and tools. The Office studied European and international Lifelong Learning and Adult Education policies in order to utilize best practices, tools and research (e.g. Education and Training Monitor, EPALE Platform, PIAAC Survey, mechanisms for the validation of non-formal and informal learning, ET 2020 Adult Learning Working Group, Cedefop Reports and UNESCO Institute for Lifelong Learning) aiming to strengthen and improve existing policies and, at the same time, contribute to the development of new ones, based on national priorities and needs.

In this context, the development of collaborations and networks with national, European and international organizations, in areas of common competence, is sought. Furthermore, the Office seeks to develop partnerships and networks with national, European and international organizations in areas of common competence, e.g. European Basic Skills Network, in which MoECSY is a member.

4.1.1.9 Participation in initiatives of the Council of Europe (CoE)

An important responsibility of the Office is the participation in initiatives of the Council of Europe. In particular, the Office participates in the Steering Committee Meetings for Educational Policy and Practice of the Council of Europe and also coordinates and participates in various other educational initiatives of the CoE. In 2021, the Office promoted Cyprus' participation in the Council of Europe Enlarged Partial Agreement of the Observatory for the Teaching of History in Europe.

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

Many Member States and International organisations utilise the implementation of programmes, the exchange of policy experiences and good practices and peer learning as well to improve their performance. In this context, the Office contributes to the implementation of such Programmes arising from International and European collaborations and coordinates or participates in relevant interdepartmental committees. The participation in such projects and actions aims to enhance and improve national policies, strategic goals and needs.

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 utilise 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 MoECSY. In this context, it has set up an Interdepartmental Working Group for the utilisation of European and other resources for 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 fulfilment 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. In this context, the Contractor is in the process of preparing four deliverables (1) Development of the qualifications’ validation framework for the needs of the pilot study in the fields of Youth, Volunteerism and Adult Education, (2) Establishment of an electronic Registry for all the involved parties and individuals (such as individuals who want to validate their knowledge and institutions that offer programmes), (3) Development of counselling and diagnostic mechanisms to validate Non-Formal and Informal Learning and (4) Organization of a consultation system. The actions are expected to be completed in August 2022.

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 2021, 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 2021 the main actions were:

- Participation in the Round Table Meetings of the European Network for Global Education (April and November 2021) and preparation of relevant reports,
- Regional online meeting of experts from the countries of Southeast Europe and Mediterranean on Global Education (April and November 2021)
- Realization of the International Education Week (15 to 21 November 2021).
- In this context, ‘IMAGINE’, an educational programme, was implemented in Cyprus with the support of the MoECSY and received the GENE Global Education Award 2020 - 2021 for “Quality and Good Practice in World Education in Europe”.

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 Organization of Francophonie, of which Cyprus has been an associate member since 2006. In this context, the Office actively participates in the organization of actions and events, while also coordinating the participation of the MoECSY in the celebrations of the International Francophonie Month.

As regards the participation of the MoECSY in the celebrations of the Month of Francophonie, due to special conditions that prevailed due to the COVID-19 pandemic, all actions and events were extended until September 2021, while the ‘Month of Francophonie’ was renamed “Epoch of French Language”. The Office has organized, like every year, the Minister’s Press conference on March 16, 2021, which, due to COVID-19 restrictions, was virtual.

The Ministry of Education, Culture, Sport and Youth (MoECSY) has also participated in the celebrations of ‘Epoch of French Language’ with the screening of the film “Pause”, by Tonia Misiali. The film was televised through CyBC, but also in cinemas in Larnaka, Lemesos and Pafos. In addition, the MoECSY, through the French Inspectorate, participated in the organization of the Pancyprian Inter-School French Competition, in collaboration with the French Institute of Cyprus.

In the context of Cyprus's participation in the International Organization of Francophonie, all the procedures for Cyprus's registration in the ninth Francophone Games, in Congo, were carried out. The Games were initially planned for 2021 and then were postponed for the summer of 2023 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 to the European Parliament in Brussels and Strasbourg were organized. Due to the pandemic, the visits did not take place in 2021. For the academic year 2020 - 2021, the Office had undertaken a coordinating role between the two offices to inform the schools about the following programmes: « Euro-knowledge » activities, the Programme "European Parliament Ambassador School (EPAS)", and the European Charlemagne Prize for Youth 2021. The Office has also collaborated with the above bodies to conduct the fifth European Competition for the Production of Written Speech for the Second Grade of 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 in cooperation with the inspectors of Primary and Secondary Education who have under their responsibility all teachers on secondment to the European Schools. Specifically, one of the main responsibilities of the Office is the participation in all the meetings of both the Board of Governors and the Budget Committee. These Bodies of the European Schools handle, among others, financial and budget issues, curricula and personnel issues as well. In 2021, the Office participated in three online/hybrid meetings of the Board of Governors and the Budgetary Committee held in August, October, and December 2021.

In addition to the above, the Office participated in the process of conducting interviews and selecting both the Secretary-General and the Deputy Secretary-General, as well as the Principals of the European Schools. Another main responsibility is the general coordination of the secondment of teachers to the European Schools, in close collaboration with the Directorates of Primary and Secondary General Education.

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 project for the promotion of the European Agenda for Adult Learning was approved by the EACEA of the EU in October 2019 and covered the years 2020 and 2021, with a total budget of €166 326. The project aimed to enhance the basic digital skills of the adult educators and the adult learners of the Adult Education Centres, 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>. The new Project, covering the period January 2022 - December 2023, has been submitted and approved by EACEA.

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/>) has also been completed in December 2021. The total budget of the project for the years 2020 - 2021 was € 18 684. The project aimed to support adult

education providers and adult educators with new tools and resources in order 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 a mean to target significant benchmarks, such as adult participation in lifelong learning and 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 the 10th of July 2020 and was attended by a representative of the European Commission Directorate-General for Structural Reform Support, as well as the European Association for Education of Adults, which coordinates the implementation of the Project. In 2021, interviews were conducted with representatives of organizations and other bodies and the findings were presented in an online workshop in February for determination of the main aspirations and goals of the Strategy. A round of consultations with organizations and other collaborating bodies followed, during which the first draft of the Strategy was formulated together with the Action Plan for its implementation. The Strategy and the National Action Plan will be finalized in 2022.

4.1.4 Adults Digital Skills Upgrade

The Ministry launched the project ADULTDIGITALUP in November 2021, which aims to promote digital literacy for adults with special emphasis on adults with low skills and adult educators. The project is supported by the Directorate-General for Structural Reform Support of the European Commission (DG REFORM) and coordinated by CARDET (Centre for the Advancement of Research & Development in Educational Technology). It is in line with the EU Digital Strategy, the Recommendation for Upskilling Pathways, the European Skills Agenda and the EU Council Resolution on a new European Agenda for Adult Learning 2021. In addition, it is in full alignment with the commitment and strategic plans of the Ministry to enhance and develop the digital skills of adult educators in Cyprus. The work of the ADULTDIGITALUP project is based on three main pillars:

- In-depth needs analysis research to identify the learning gaps of adult educators in the field of digital skills in Cyprus.
- Development of integrated educational material and tools, based on the principles of adult education, using methodologies and mixed learning strategies, to support and strengthen the target groups of the project.
- Design and implementation of mixed learning educational activities with the participation of more than 120 adult educators and adult education providers in Cyprus.

The ADULTDIGITALUP project is a great opportunity for cooperation between local educational organizations, the Ministry as well as other local and European bodies, to fulfil the European vision for digital transformation.

4.1.5 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 lifelong learning and adult education programmes organised, operated and implemented by the relevant Departments and Services under 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 pupils and adult learners to improve coordination and synergies among them, introduce common procedures, and improve their operational framework in general.

Specifically, the Office, along with all relevant offices and departments within and outside the Ministry, has prepared common tender documents and procedures, common scoring and a common electronic Platform for more than 10 of the Afternoon and Evening Programmes. Future steps, include among others, to follow the same practice and procedures for the rest of these Programmes and the improvement of their operation framework as well, in collaboration with all the responsible officers of the Afternoon and Evening Programmes.

In 2021, several meetings with both the Afternoon and Evening Programmes Working Group and all the involved stakeholders have been held, aiming to develop joint tender documents for all the Afternoon and Evening Programmes, joint scoring with minor differences adapted to the specific characteristics of each Programme and the development of a common electronic platform for both the submission of applications and scoring of the applicants in an attempt to further modernize them.

4.1.6 Compilation of reports / documents

Cyprus's participation 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, entails certain obligations for the submission of periodic or extraordinary reports by the Republic of Cyprus.

The most important reports prepared in 2021 were the following:

- Contribution to the Report on the National Reform Programme.
- Report on the implementation progress of the Council Recommendation on the validation of non-formal and informal learning.
- Report on the Implementation of the 1974 Recommendation on Education for International Understanding, Cooperation and Peace and Education on Human Rights and Fundamental Freedoms.
- Report on the implementation progress of the UN Resolution "Combating intolerance, negative stereotyping, stigmatisation, and 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".
- ReferNet report on Policies for vocational education and training.
- Eurydice report on 'Adult Education and Training in Europe'.

- Contribution to the ReferNet Cyprus Consortium on Vocational Education and Training Policies 2021 and to the Questionnaire entitled 'Micro-credentials for labour market education and training'.

4.1.7 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, and Lifelong Learning Platform) further promotes lifelong learning and adult education. It is worth noting that the exchange of good practices and the networking and collaboration with European and International organizations such as the European Observatory on Infringements of Intellectual Property Rights is a means to promote the protection of copyright and related rights in the field of education benefiting culture, economy and society, in general. In addition, through the development of collaborations, the participation of the Republic of Cyprus in the International Holocaust Remembrance Alliance (IHRA) was also promoted.

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, Sport 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 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 technology infrastructure and tools needed to support teaching and learning and school administration.

The ICT Unit is composed of four (4) Sectors:

1. Web Services and Communication
2. Automation and Administrative Procedures Management
3. Technology Infrastructure and Equipment
4. Contracts, Tenders and Financial Management

4.2.1 The Sector of Administrative Procedures Management

4.2.1.1 The Sector of Web Services and Communication

The Sector of Web Services and Communication is responsible for the organisation and presentation on the web of all information related to the directorates, services, units, departments and programmes of the MoECSY, as well of all the educational material for Primary and Secondary General Education. Specifically, it maintains and updates on a daily basis the 80 websites of the Ministry (www.moec.gov.cy), the websites of educational material (www.schools.ac.cy, 46 websites) and the websites of independent services (i.e. www.kypros1821.gov.cy, www.kysats.ac.cy, www.geonoma.gov.cy, etc. - 10 websites). The total website views, according to Google Analytics, reached 80.000.000 in 2021.

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

Facebook: <https://www.facebook.com/ypourgeiopaideias> (33.000 followers)

YouTube: <https://www.youtube.com/user/cymoec> (930.000 views)

Twitter: <https://twitter.com/cymoec> (6.300 followers)

Moreover, the Sector 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 Sector is responsible for the management of all email accounts under the domain www.schools.ac.cy (3.400 accounts).

During the year 2021, the following projects were completed:

- Design and development of eight (8) new responsive template websites (accessible on mobile devices) using the Get Simple (CMS), to be used as public schools' websites.
- 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 new websites (i.e. Cyprus 1821: www.kypros1821.gov.cy)

- Design, development and management of Educational TV: Organization and presentation of audiovisual material (800 videos) to support Distance Learning during 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 for the web application for the presentation of announcements and circulars of the MoECSY (mobile responsive)
 - Design, development, maintenance and support for the web platform for the creation and management of Office365 accounts of all public school students
 - Support for the web application to upload and distribute Internal Circulars (General Archive) of the MoECSY
 - Upgrade, maintenance and support for the web application to recruit examiners and assessors for the Pancyprian Exams
 - Upgrade, maintenance and support for the web application for data management and presentation of examination marks and results for the Pancyprian Exams (mobile responsive)
 - Upgrade, maintenance and support for the web platform for data management of applications, payments through JCC, candidate participation reports and presentation of reports for the Exams for Public Sector Recruitment
 - Upgrade, maintenance and support for the web application to recruit examiners and assessors for the Exams for Public Sector Recruitment
 - Upgrade, maintenance and support for the web application for the management of applications to recruit the Exams Centers for the Exams for Public Sector Recruitment
 - Upgrade, maintenance and support for the web platform for data management of applications, payments through JCC, candidate participation reports and presentation of reports for the Exams of Prospective Candidate Teachers
 - Upgrade, maintenance and support for the web application to recruit examiners and assessors for the Exams of Prospective Candidate Teachers
 - Upgrade, maintenance and support for the web application for the management of applications to recruit the Exams Centres for the Exams of Prospective Candidate Teachers
 - Upgrade, maintenance and support for 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 Adult Education Centres and integration of online payment through JCC Smart
 - Analysis, design and development of two (2) web platforms:
 - Platform for teaching applications for the programme of Buying Services
 - Platform for the evaluation and management of applications for the programme of Buying Services
 - Update, maintenance and support of the web application for submission of online applications for students at the Post-Secondary Institutes of Vocational Education and Training)
 - 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 to submit online applications for participation in the ECDL exams
- Upgrade, maintenance and support of the web application used by the Sector for the purposes of organization and management of MoECSY files
- Upgrade, maintenance and support of a web application to view and download the Curricula, Scheme of Work, Scheme of Curricula for Secondary Technical and Vocational Education
- Upgrade, maintenance and support of a web platform for safe sending of files to specified recipients

4.2.1.2 Educational Management System (SEP)

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

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 2020 - 2021 school year, the functions of the system were upgraded and expanded to meet the needs of the Ministry. In addition, during the school year 2020 - 2021, the system played an important role in the organization and management of distant education.

4.2.1.3 School Management System (SMS)

The SMS is a modern computerized system designed to standardize and accelerate the bureaucratic administrative 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.

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.

During 2021, the Tender was published and the Evaluation of all submitted tenders was performed. The budget for the implementation of the project 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 The Sector of Technology Infrastructure and Equipment

During the school year 2020 - 2021, the national educational system implemented 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 aimed at creating digital classes, funded by national resources and sponsorships.

Specifically, The ICT Unit, through Framework Agreement of eProcurement, purchased 4000 mini PCs to be delivered in 2022 for classroom use. This equipment is additional to 2200 mini PCs και 1557 laptops delivered to public schools in the year 2021. The aim is to supply all classrooms and labs with up-to-date digital equipment and tools. Additionally, in the framework of supporting digital education, the ICT Unit purchased 800 video projectors to cover the needs of public schools.

Furthermore, through a Subsidies' Fund/Scheme, teachers received €200 to purchase a laptop to be used for teaching, creating learning material and implementing distance learning (when necessary). Two thousand and sixty public teachers benefited from the aforementioned Fund/Scheme in 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 infrastructure in the Data Center remained in operation with the existing equipment and at 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 and Wi-Fi

The contract for structured cabling with fiber optic and internet connection for each school classroom (administration offices, classrooms and workshops) is in progress for 14 schools of Secondary General and Secondary Technical and Vocational Education and Training. The installed fiber optic provides high-speed local area network for fast transfer of large amount of data.

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

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

4.2.3 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 Secondary Technical and Vocational Education and Training, in cooperation with the European Funding Management Unit and the University of Cyprus.

Current Contracts:

- Contract EKT 32/20 for the implementation of the structured cabling in fourteen (14) schools of Secondary General and Secondary Technical and Vocational Education and Training, in cooperation with the European Funding Management Unit.
- Framework Agreement for the Video projectors.
- Purchase of internet access services to meet the needs of the MoECSY and its buildings in Latsia (Cyprus Pedagogical Institute and Data Center) and digital wildcards certificate services for their servers for all domains and subdomains managed by MoECSY.

Software:

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

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, 2020 - 2021 the structure of the Service was as follows:

- One Acting Principal EP
- Three Senior Educational Psychologists
- 44 Educational Psychologists

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

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
- (4) Participation in a number of permanent and ad-hoc interdisciplinary committees to design, implement and monitor policies and programmes
- (5) Supervision of Educational Psychologists in Training at the University of Cyprus during their placement at the Service.

Individual 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 assessment tools that include cognitive abilities testing, assessment of educational attainment, developmental history, clinical interviews with parents, teachers, children and other professionals, questionnaires, clinical observations, theories and procedures to support the wellbeing and learning of young people. They also provide consultation to

schools and families and recommend, develop and administer in collaboration with schools and families appropriate therapies and strategies.

Educational Psychologists also respond to referrals from the District Committees on Special Education and Training (according to Law 113(I)/1999 concerning the Education and Training of Children with Special Needs), for psychological evaluation and recommendations. During the school year 2020 - 2021, the EPS worked with 7789 children, an increase since 2019 - 2020.

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

During the school year 2020 - 2021, 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 discipline and setting boundaries to children, internet addiction, and transition from primary school to secondary school, management of difficult behaviour, friendship, diversity, anger management and conflict resolution, developing resilience.

Crisis Intervention

Educational Psychologists are trained to respond to crisis within the school and community by the International School Psychology Association (ISPA). Educational Psychologists had to deal with several crises including supporting the communities that were affected by the massive wildfire that broke out in July and killed four people in the process, suicide and severe violence in a school setting.

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

The EPS has participated in the District Committees of Special Education (E.E.E.A.E.). In addition, it has expanded its involvement with Educational Psychologists in several important Standing and Ad Hoc Committees, with the main objective to strengthen the planning, implementation and coordination of policies and programmes. Finally, they participate in various inter-ministerial and interdepartmental committees.

Supervision of Educational Psychologists in Training

As part of initial professional training, educational psychologists while trained at the University of Cyprus undertake substantial periods of practice placement, within which the role of supervision by the EPs within the Service is instrumental to their professional learning and effectiveness. The placement aims to provide EPs in training the opportunity to familiarise themselves with the educational system and receive training on dealing with individual caseworks 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 to plan, appoint and manage 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 443) 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.

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 the dispatching of scholastic needs to the public schools. In addition, the Store assists all the schools throughout the year. In 2021 the Store has attended approximately 1 000 schools.

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

The Store is responsible for the follow-up of the contracts and has to ensure that all the terms and conditions are fully met and works in close co-operation with the Accounts Department for the payments.

The preparation of dispatches is carried out by the Store in close co-operation with schools, school boards and community councils.

The Store prepares a timetable and undertakes the responsibility to serve the needs of all 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 C.D.U

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/uneggn/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/uneggn/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 AND STRUCTURE

Civil Defense, Health and Safety Office's mission is to create a safe and healthy environment for all pupils, teachers and employees in public schools, in all buildings of the Ministry of Education, Culture, Sport and Youth (YPPAN), which host educational departments and services. It ensures a prompt and effective response to school emergencies. The main task of the Office is to ensure safe working conditions that are in line with the European Directives and the respective legislation of the Republic of Cyprus. The Office reports directly to the Director General. It has a horizontal structure and is headed by the Director of Secondary Technical and Vocational Education.

4.7.2 ACTIONS

Civil Defence, Health and Safety Office's actions extend to a wide range such as receiving, surveying and updating all public schools' Action Plans in case of emergency, cooperating with the Department of Labour Inspection (TEE) to measure the long term effects of radon on the general population, measuring of harmful particles in the Ministry's central buildings, conducting training programmes for the newly promoted Principals and Assistant Principals in matters of Health and Safety, receiving the completed interactive OIRA tool from schools, updating the office's portal, and so on.

Among others, the Office organized and coordinated:

- Visits and inspections of schools and other services of the MoECSY: The office consults and provides advice on Civil Defense or Health and Safety issues, investigates accidents, identifies hazards and prepares reports on all the above mentioned.
- Public School's Security: The Office controls and coordinates the security services in high schools, six-grade schools and Schools of Secondary Technical and Vocational Education and Training. The security services in primary school are offered by purchasing services. It coordinates the security services of the central building of the MoECSY and carries out the inspections of the completion of the project for fencing of school premises and the installation of entrance phones.
- Competitions: A co-organization with the Department of Labor Inspection of the Ministry of Labor, of the Ministry of Welfare and Social Insurance, of a competition on "School Examples of Good Practice in Health and Safety issues in Cyprus' Education" and a poster competition.
- Actions to cope with the Covid-19 pandemic: In collaboration with the Ministry of Health, actively participates in the formulation, modification and updating of the Protocols to deal with the spread of the pandemic in schools, organizes and coordinates the conduct of rapid antigen tests within schools, through mobile units, for pupils, teachers and school staff as well as within the building of the Ministry of Education for the employees. Furthermore the Office of Civil Defense, Health and Safety controls and evaluates the work of the inspectors for the observance of the measures and protocols and all the issues that arise regarding their employment conditions, informs and provides clarifications and instructions to school principals, teachers and parents about government mandates, school protocols and so on.

4.8 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 C.O.S.V. is the implementation of a safe and friendly school environment for all members of the school community.

The goals of C.O.S.V. are:

- conducting scientific research to measure the phenomenon of violence at school and the parameters associated with it,
- developing specific recommendations to define a policy for the prevention and management of violence as a result of scientific research,
- informing teachers and social partners about the phenomenon of bullying in Cyprus and internationally,
- empowering parents, pupils, teachers and other professionals involved, and
- promoting the active involvement of children in the prevention and treatment of violence at school.

In order to achieve its goals, in 2021, C.O.S.V. has been active in many areas of prevention and response to school violence. More specifically, C.O.S.V.:

- Implemented actions that arise from The National Strategy for the Prevention and Treatment of Violence at School, 2018 - 2022. The National Strategy that was approved by the Council of Ministers on 17/01/2018 employs legal, administrative, social and educational measures at all levels of prevention (primary, secondary and tertiary).
- Provided support to school units for the implementation of actions and programmes aiming to improve the school climate, with the ultimate goal to reduce violence in schools. These programmes, which are school-based and have a two-year duration, are the "Conflict Resolution - School Mediation" and the "Recognition and Management of School Bullying". The COSV supports schools in the implementation of anti-bullying programmes, which deal with recognizing, preventing and combating bullying. With the "Conflict Resolution - School Mediation" schools are encouraged to find effective ways to resolve pupil conflicts as well as alternative ways to manage conflict situations at school. Moreover, C.O.S.V. launched a school network and conducted seminars and workshops to support teachers, parents and pupils in order to be able to prevent and respond to school violence. In 2021, 102 schools were supported and 4138 teachers and 300 parents were trained by C.O.S.V.

- Monitored a national-level research that investigates the phenomenon of violence at schools. The research aims to collect data about violence in education, from all schools of all levels in Cyprus, for three consecutive years, with the participation of teachers, parents and pupils (10years+).
- 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 the Citizen and other Non-Governmental Organizations, a competition, for schools of 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 synergy with the European Anti-bullying Network (EAN), and cooperated with other European partners for the implementation of European projects under Erasmus+ funding.
- Mapped, through an electronic platform, the existing programmes that are implemented or can be implemented in schools, related to the Prevention and Management of Violence at School.
- Renewed its Website in order to enrich it with material and useful links, but also provide information on issues related to School Violence and Delinquency.
- Requested from schools to record bullying incidents online in a specific platform that has been created for this purpose.

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 to implement the Health Education Curriculum and sexually educate 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 began in all Special Schools in Cyprus and was 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. The year 2021 - 2022 prevention gave emphasis to pre-school ages and young ages of elementary school, promoting awareness and self-protection with means that correspond to young ages.

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. During the school year 2021 - 2022, the fourth chapter was revised due to changes related to other ministries procedures.

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. Representatives from Educational Psychology Services participate in the multidisciplinary meetings that take place once a week in order to handle child sexual abuse cases.

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 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 Departments, the Cyprus Pedagogical Institute, the Educational Psychology Service, the Direct Intervention Team, the Violence Observatory, the DRASE Programme and other groups of the MoECSY, which deal with issues related to the physical, mental and social well-being of pupils,
- develops and promotes programmes related to the upgrading of 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,
- organises 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, and
- 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:

1. 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) to pupils belonging to vulnerable population groups. The potential risk faced by the action is social exclusion and the marginalization of pupils in specific categories from their possible inability to take part in leisure activities and display their particular potential / talents.

During the school year **2020 - 2021, eight hundred and sixty (860)** actions were funded to support pupils belonging to vulnerable population groups.

2. «School and Social Inclusion Actions+ (DRA.S.E. +)

General Information

- co-funded by the European Union Social Fund (ESF) and the Republic of Cyprus (€60 million for 2021 - 2027),
- considered the flagship project for the Cyprus 2021 - 2027 programming period,
- aims to promote social inclusion, mitigates the negative impact of the economic crisis on education, eliminates discrimination in education,
- effectively educates and supports pupils with immigrant background,
- expands to three educational stages (pre-primary, primary and secondary education),
- aims to cover 25% of the pupil population for the school year 2021 – 2022, and
- school selection is based on objectively measurable social and economic criteria.

Objectives

- Direct support for pupils (and their families) who are at risk of discrimination or have been particularly affected by the consequences of the financial crisis.
- Promote equality in opportunities.
- Secure social welfare and social integration of pupils at risk of exclusion (immigrants & low/no income population).
- Psychological support to vulnerable pupils and their families.
- Reduce early school leaving.
- Improve learning outcomes.
- Reduce school failure and delinquency.
- Enhance social cohesion, by preventing social marginalization and social exclusion of vulnerable groups of pupils.
- Improve employment prospects.

School Expansion

SCHOOL YEAR	NUMBER OF SCHOOLS	COVERAGE OF PUPILS POPULATION
2015 - 2016	42	7,5%
2016 - 2017	89	12,5%
2017 - 2019	96	14%
2019 - 2021	102	15,6%
2021 - 2022	170	≈25% (≈27550 students)

Programme Actions

- Provision of morning and afternoon programmes to reinforce learning and creativity of pupils and their families.
- Provision of organized education to pupils with an immigrant biography.
- Psychosocial support for pupils and their families through the establishment of “Information and Social-emotional Support Centres”.
- Supply technological school equipment and educational tools/material.
- Seminars and training for teachers.

Expected Outcomes/ Benefits

- Improvement of Learning Outcomes.

- Support to Socio-economic vulnerable pupils in order to ensure their integration into the wider community.
- Support to pupils who face the danger to remain functionally illiterate or graduate from school without the necessary skills.
- Prevention and treatment of delinquency issues, school failure and early abandonment.
- Support families with limited knowledge of Greek, in learning the language, improving their social skills so that they can integrate smoothly in the labour market.
- Approximately 850 new employment positions for young professionals every school year.

3. «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, and social). Once the individual issue has been identified, its possible causes should be recognised and an action plan 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 EDSPY 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, and
- create awareness among our young people of the existence of support structures and programmes that operate in the Cypriot state and provide support and assistance to young people with anxiety disorders.

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

4. "Preventive Nursing of the School System Mental Health"

The school year 2021 - 2022, in some secondary education schools that participate in the ENHPS programme, the preventive programme: "Preventive Nursing of the School System Mental Health" was piloted for a second 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 secondary schools will participate in the programme for 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.

Fortunately, for the school year 2021 - 2022, almost all the above activities have been carried out successfully.

5. "Well Being", Health Education Programme

In the "EY ZHN" programme – translated "Well-Being", 13 Gymnasias are given the opportunity to explore and specifically target issues and challenges related to health and well-being of their own pupil population. This action involves the pupils themselves and is implemented by a smaller coordinating team in cooperation with a nominated teacher-coordinator, and together they constitute the Coordinating Team. This team identifies the specific needs of the school population in the field of health education in line with the School Committee for Health Education and Prevention of Delinquency. It is mandatory that the teacher/coordinator participates actively in the aforementioned committee.

Based on these needs, the Coordinating Team prepares implements and monitors an Action Plan for a two-year period. The actions planned might target specific groups of pupils or the whole pupil population, are targeted towards the aims and objectives stated in the Action Plan and materialize in a two-year planning scope, in order to have the best possible results.

The planned actions must aim to improve the quality of life and health of pupils in the school and respond to prioritized issues / challenges faced by the school unit. These might include smoking, alcohol, or drug abuse, nutrition, and delinquency, emotional and social education. The "EY ZHN" Action Plan is included both in the School's Health Education Action Plan and in the School Improvement Action Plan. By the end of the two-year period, a report will be drawn up and communicated to schools aiming at exchanging good practices. The programme is supervised by the Biology Inspectorate.

6. «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 participate in these seminars. Two-day experiential seminars are 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 Gymnasias 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 pupil and teacher 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:

- (a) Developing of actions aiming at effective school mechanisms of deterrence
- (b) Supporting vulnerable pupils and channeling policy responses
- (c) Implementing 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 will organize lectures and experiential workshops for the community (parents). The programme is supervised by the inspectorate of Biology.

For the school year 2020 - 2021 due to the unexpected circumstances caused by the COVID-19 pandemic and the government measures, the series of Health Education Pupil Seminars was not possible to be organized in their 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 carried out at a hotel. The above proposal was approved by the Ministry of Education, Culture, Sport and Youth. However, due to the government measures the seminars were postponed. The above proposal became successful in the current school year 2021 - 2022. On November 25 and December nine, 2021, the one day Health Education Pupil Seminars were successfully held at the hotel SUN HALL in Larnaka. There was a contract with TAMASOS TOURS office, the continuation of which was approved for the current school year by the Ministry of Education, Culture, Sport and Youth. Three more one day Health Education Pupil Seminars are planned until the end of the school year 2021 - 2022.

7. "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 / 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.

8. Preventive Programme “Management of 50 difficult cases of pupils in Gymnasium and Lyceum”

The Programme aims to provide individualized multi-level support to pupils who face serious difficulties in their personal, family or school life and which may be related to the use of addictive substances. The provision of support is given in particular through healthy afternoon activities, psycho-education, learning support or other services depending on the needs assessment of each case, with the ultimate goal to strengthen their personality, highlight their skills, change their behavior and as well as prevent the use of addictive substances or other harmful behaviors by creating a deterrent environment. The support is provided by social workers to pupils who are referred by the school administration, through healthy afternoon activities. The implementation of the Programme is the responsibility of the Cyprus National Addictions Authority, which after an open tender procedure assigned the Programme to the University of Nicosia. The programme is fully funded by the Ministry of Education, Culture, Sport and Youth. The first year of the implementation of this Programme has been completed

9. «Hesperides» Preventive Programme”

The Programme concerns the provision of psychological, social and educational support to pupils attending Evening Schools and Evening Technical Schools. The target groups are twenty pupils of the Evening Gymnasium and Lyceum and the Evening Technical and Vocational Education School, members of the families of the pupils, as well as teachers of the schools. The implementation of the Programme is the responsibility of the Cyprus National Addictions Authority, which after an open tender procedure assigned the Programme to the Association for the Prevention and Combating of Domestic Violence (SPAVO). The programme is fully funded by the Ministry of Education, Culture, Sport and Youth. The Programme will be implemented until March 2022, with the possibility of renewal for up to three years.

10. Preventive Programme: “Supporting pupils and their families who attend Preparatory Apprenticeship of the Apprenticeship System”

Cyprus National Addictions Treatment Authority and the Ministry of Education, Culture, Sport and Youth, are running a Preventive Intervention Programme in the Preparatory Apprenticeship, in Lefkosia, Larnaka, Lemesos and Pafos through the Association for the Prevention and Handling of Domestic Violence in the Family (SPAVO). The project will be implemented during the school year 2021 - 2022.

The main goal of the programme is to integrate pupils of the Preparatory Apprenticeship in the school environment. Preparatory Apprenticeship is offered to young people between the ages of 14 and 16, who have not completed their compulsory education (Gymnasium). Through the preventive programme, pupils will be empowered in order to abstain from using illicit and other addictive substances and the harmful use of alcohol.

The target groups of the programme are: A) Pupils of the Preparatory Apprenticeship, B) Members of the families of the pupils, C) Teachers of the Preparatory Apprenticeship, D) Specialists of the Preparatory Apprenticeship. Each group will be trained accordingly.

During the Programme, different activities will be implemented such as teachers and specialists' training on how to approach and guide pupils, extra-curricular activities for pupils, activities and training for pupils' families and individual psychological support (counseling) for the pupils and their families.

Part B'

Culture

1.

CULTURAL SERVICES

1. THE DEPARTMENT OF CULTURAL SERVICES (CS)

The first Service in the Ministry of Education, Culture, Sport and Youth, with the exclusive responsibility for Culture, was established in 1965 under the name "Cultural Service", which in 1992, after its upgrading to a Department, was renamed to "Department of Cultural Services". The Department of Cultural Services (CS) is the main exponent of the cultural policy of the State, as far as modern culture is concerned. Being responsible for the development of Arts and Letters in Cyprus, the information and participation of the public in the cultural scene and the promotion of the achievements of our cultural activity abroad, plays a particularly important role in shaping the cultural physiognomy of the island. The total budget of the Department (including the Cyprus Library and SIMAE) amounted to €15,135,076 (Regular and Development Expenditure), excluding allowances given due to the pandemic.

1.1 LITERATURE - BOOK

1.1.1 Sending Cypriot Literature and Cyprological Studies Books abroad

The Department sent to cultural and university institutions, to libraries, as well as to embassies of the Republic of Cyprus abroad, a significant number of literary and other publications of general interest, aiming to promote Cyprus through the works of Cypriot authors.

1.1.2 Periodical Publications

The Department, through the measure entitled "Support of Periodical Publications of Cultural Content", aims to strengthen the publication of remarkable periodical publications that publish articles and studies, which highlight issues, forms and events from the field of Cypriot literary and artistic creation, the history and the cultural heritage of Cyprus. Financially supported periodicals include publications published in Cyprus by Cypriot publishers who have already completed at least one year of circulation.

During 2021, eleven (11) periodical publications were subsidized with a total amount of €39,056. Specifically, the following newspapers were subsidized: Diorama, Themata, Anev, Anemi, Akti, New Epochi, Microphilologika, Kypriaki Martyria (Cypriot Testimony), Kypriaki Estia, I Deltos, Stasinis, Scientific Yearbook of the Cyprus Society of Historical Studies and Anerada.

In addition, the Department, through the new measure entitled "Support of Periodical Publications of the Occupied Municipalities and Communities", aims to strengthen the publication of periodical publications or newspapers that publish articles and studies that highlight issues, forms and events related to the occupied Municipalities and Communities of Cyprus. The publications that are financially supported, include publications published by Occupied Municipalities, Communities and unions of occupied Municipalities and Communities which have already completed at least one year of circulation.

During 2021, six (6) issues were subsidized with a total amount of €5,227. Specifically, the following publications were subsidized: Profitis Ilias (Prophet Elias) (Marathovounos), Kontea Pollon Chariton Gemi (Kontea of Many Graces Filled) (Kontea), Niochoritiki Foni (Niochorian Voice) (Neo Chorio Kythreas), Karaviotika Dromena (Karaviotika Events) (Karavas), Zodiatika Nea kai Zodia (News from Zodia and the Zodia (Zodia).

1.1.3 Purchase of publications for the enrichment of Cypriot and foreign libraries

The Department implemented the Measure entitled Purchase of Publications for the Enrichment of Cypriot and Foreign Libraries, which aims at establishing a transparent selection methodology and

procedure for the purchase of publications from the CS. Under this Measure, 26 titles were purchased in 2021.

1.1.4 Financing Project for translations of works by Cypriot Writers from Greek into foreign languages

With the aim of providing incentives for the promotion and dissemination of Cypriot literature abroad and enhancing the mobility of Cypriot literary books and Cypriot writers in the international arena, the Department implemented the Financing Project for Translations of Works of Cypriot Writers from Greek into Foreign Languages. Beneficiaries of the Project are publishing houses abroad and Cypriot publishing houses, which have found partners abroad for the promotion of translated works. Under the Project, the financing for the publication of fourteen translations was approved in 2021.

1.1.5 Financing Project for the Translation of Literary Works of Greek and Turkish Cypriots

The Cultural Services of the Ministry of Education, Culture, Sport and Youth continued in 2021, for the eleventh year, the operation of the financing project for the translation of works of renowned Greek Cypriot and Turkish Cypriot writers from Greek to Turkish and from Turkish to Greek. The aim of the Project is to deepen the mutual acquaintance of the two communities of Cyprus through literature. Applications and proposals are examined by a special Advisory Committee. The recommendations of the Committee are submitted to the Director of the Cultural Services for approval. During the year 2021, seven (7) applications were examined, which were submitted during the years 2020 - 2021, of which four were approved for financing.

1.1.6 Publications of Cultural Services

1.1.6.1 "Kypriaka Yfanta: Pannia zilefta tis nisou Kyprou" ("Cypriot hand-woven textiles: Enviably fabrics of the island of Cyprus"), by Eleni Papadimitriou

The Cultural Services of the Ministry of Education, Culture, Sport and Youth published in 2021 the research of Eleni Papadimitriou on Cypriot textiles. The study outlines the traditional techniques for processing raw materials, weaving and the tools used by the women of Cyprus during this period. The presentation given by Cypriot weavers, in this edition, is addressed not only to experts, but also to those who admire the achievements of our traditional techniques. In particular, in contemporary artists, Cypriot textiles can inspire new and unprecedented ways of color combinations and designs for their own works.

1.1.7 Organisation of Literary Events in Cyprus

1.1.7.1 Presentation of the publication "For Nikos Orphanides - Tribute", 4 October 2021

On Monday, October 4, 2021, a presentation of the publication "For Nikos Orphanides – Tribute" (Aepeia Ed., House of Cyprus and Papyrus, Athens) took place in the Kastelliotissa Hall. The event was addressed by Dr. Nadia Stylianou, Senior Cultural Officer of the Cultural Services of the Ministry of Education, Culture, Sport and Youth, while the Minister of Education, Culture, Sport and Youth, Mr. Prodromos Prodromou, Mr. Dimitris Kosmopoulos, poet and essayist, and Mr. Petros Papapoliviou, Associate Professor of Contemporary Greek History at the University of Cyprus, spoke about the book. Then there was a speech delivery by Mr. Nikos Orphanides while at the end, poems by Nikos Orphanides were read by the actor Thoucydides Michanikos.

1.1.8 Funding of literary events in Cyprus and abroad under the "CULTURE" programme (2021-2025)

The Department funds institutions, groups of natural persons and individuals for the organization of literary events in Cyprus and abroad, as well as the participation of institutions and individuals in conferences and events abroad through the Projects "Support of Literary Activities" and "Support for Activities of Cultural Creators" (CULTURE Programme 2021 - 2025). In 2021, funding for 18 activities on literature was approved.

Additionally, the financing of the activities of eight individuals abroad, of which seven were carried out, was also approved. The activity of a group of natural persons headed by Marios Agathocleous "Evening of acquaintance with Cypriot writers in Stagiates" was also financed.

1.1.9 Support of Cultural Institutions to Meet the Needs of Promotion, Communication and International Networking

In the framework of the Project to Support Cultural Institutions to meet the needs of Promotion, Communication and International Networking, the Department financed the needs of five literary

associations for the creation and maintenance of an official website, for their annual subscription as members of a European or other international body and for their representation in the work of a European or other international body in which they participate as members.

1.1.10 Promotion and Projection of Cypriot Publications at International Book Fairs Abroad

The approved participation for funding under the "Plan to support the promotion and projection of Cypriot Publications at International Book Fairs abroad" of the Children and Youth Book Association at the Bologna International Children and Youth Book Fair was postponed due to the pandemic, and will take place the year 2022.

1.1.11 Organizing / financing literary events abroad

The Department participates in the Network of National Cultural Institutes of the European Union (EUNIC) and FICEP (Forum of Foreign Cultural Institutes in Paris), as well as in international festivals for the promotion of Cypriot Literature abroad. In this context, it represented Cyprus in the EUNIC London European Writers 2021 Nora Najarian. At the sixth China-European Union Literature Festival for the promotion of European Writers in China, Anna Koupanou represented Cyprus, while at the European Literature Festival in Japan, Konstantia Sotiriou represented Cyprus.

Within the framework of a programme of the European Union delegation in Laos, Elena Perikleous' book *The Secrets of the Mountain* was selected for translation into the laotian language, among other European books on environment, illustrated by Alexandra Christodoulou (2019 edition of the Troodos Development Company-Management Body of the UNESCO Troodos World Geopark).

1.1.12 State Literary Awards

In order to support and promote the literary work of Cypriot writers, the Department implements the institution of the State Literary Awards, through which the State Literary Awards are given.

1.1.12.1 State Literary Awards Ceremony

On December 2, 2021, the ceremony for the award of the State Prizes for Literature for 2019 and 2020 editions took place at Pallas Cinematheatre. The awards were offered by the Deputy Director of the Cultural Services, Dr. Kyprianos Louis.

The following awards were presented for 2019 and 2020 editions:

Poetry Prize 2019:

Nasa Patapiou, *Melouzinis enotia i l oraia pou erchetai* (*Melouzinis eartags or The beautiful who is coming*) (Kastaniotis editions)

Poetry Prize 2020:

Risos Charisis, *Thalassa esoterikou chorou* (*Interior Sea*) (Kihli publications)

Novel Award 2019:

Christos Kythreotis, *Ekei pou zoume* (*There Where We Live*) (Pataki Publications)

Novel Award 2020:

Louisa Papaloizou, *To Vouni* (*Vouni Village*) (To Rodakio publications)

Short Story/Novella Award 2019:

Konstantia Sotiriou, *Pikria Chora* (*Bitter Country*) (Pataki Publications)

Short Story/Novella Award 2020:

Titsa Diamantopoulou, *Mechri na do ton Alki* (*Until I See Alkis*) (Gavriilidis publications)

Study (Monograph) / Essay award for Literature 2019:

Louisa Christodoulidou, *Aspects of an ancient Greek myth in the poetry of Kyriakos Charalambides* (Elias Epiphaniou publications)

Study (Monograph)/Essay for Literature Award 2020:

Nadia Stylianou, *Odysseas Elytis-René Char: Simeio Tomis Adamantino* (*Odysseas Elytis-René Char: Diamond intersection*) (Ink editions)

Literature Award for Young Children 2019:
Santi Antoniou, *I klosti tis ypomonis* (*The Thread of Patience*) (Municipality of Athienou edition)

Literature Award for Young Children 2020:
Nikos Antoniou, *Mia mera mono* (*One Day Only*) (Kastaniotis editions)

Literature Award for Older Children and Adolescents 2019:
Anastasios Georgiou, *Anazitontas tin embnefsi* (*In Search of Inspiration*) (Source publications)

Literature Award for Older Children and Adolescents 2020:
Christina Papadopoulou, *O thysavros tis Thodosous* (*Thodosous Treasure*) (Book Editions Quests)

Literary Book Illustration Award for Children and Adolescents 2019:
Sandra Eleftheriou, *O gyros tou chronou me poiimata: Mia anthologia poisisis gia paidia* (*The round of time with poems: An anthology of poetry for children*)
(Anthologist: Marigo Alexopoulou, Metaichmio Publications)

Literary Book Illustration Award for Children and Adolescents 2020:
Sandra Eleftheriou, *H Kamilopardali Charalambia* (*Charalambia the Giraffe*) (text: Makis Tsitas, Metaichmio Publications)

The State Literary Awards Juries consisted of the following:

- 1) Jury of the State Literary Awards: Georgios Andriomenos, Stefanos Efthymiadis, Stavros Karagiannis, Michaela Prinzinger, Andreas Hadjithomas.
- 2) Jury of the State Prizes for Literature of Children and Adolescents: Elena Ioannidou, Louisa Mallouri, Maria Michailidou, Yannis Papadatos, Marina Rodosthenous-Balafa.
- 3) Jury of the State Awards for Book Illustration for Children and Adolescents: Konstantinos Georgiou, Dimitris Kokkinolambos, Marios Konstantinidis, Teresa Lambrianou and Omiros Panagidis.

1.1.13 LIBRARIES

1.1.13.1 Cyprus Library

The operation of the Cyprus Library is governed by the 51/87 Law. The Library operates in four different buildings. (Three rentals and one privately owned). The Main Building (privately owned) is located in the bastion D'Avila, next to the Lefkosia Municipal Hall at Eleftherias Square. There operate the Lending Department, the Children's Library, the Department of Periodicals, as well as the National Centers for Form Registration. In the renovated building of the former Faneromeni Library, which is located near the Church of Panagia Faneromeni in Lefkosia, the Reading and Information Department, as well as the Cataloguing Department of the Cyprus Library has been operating since April 2009. The administration offices of the Cyprus Library, as well as the European Digital Library Europeana are housed in the building of the Cultural Services. The Department of Digitization, the Department of Audiovisual Media and the Research Collections (Official Journal of the Republic of Cyprus from 1878 until 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 Ministry of Education, Culture, Sport and Youth. A Bookstore has been established in the Warehouse for books that cannot be stored in the other buildings and a Laboratory for the Conservation of Books and Magazines, and a collection of United Nations Publications has also been transferred.

1.1.13.1.1 Siting of a building for housing the Cyprus Library

The Ministry of Education, Culture, Sport and Youth promoted the site for the construction of a building to house the Cyprus Library on the premises of the Chief Secretary (west of the old building of the Ministry of Finance, which abuts Byron Avenue). The concession of a piece of land of 3000 square meters has been approved by the Council of Ministers.

1.1.13.1.2 Information Department - Faneromeni Reading Room

It has important material for research on issues related to Cyprus and reference books, such as encyclopedias, dictionaries, bibliographies and so on. In the Reading Room, there is free access to the Internet.

1.1.13.1.3 Department of Periodical Press (Central Building)

It includes more than 2500 titles of Cypriot, Greek and foreign magazines and the daily press on microfilm from 1999 until today.

1.1.13.1.4 Printed Material Registration Centre (Main Building)

It is responsible for providing ISBN, ISSN and ISMN numbers for books, magazines and music published in Cyprus.

1.1.13.1.5 Library Cooperation Centre (Central Building)

There is a center for interlibrary loan and exchange of material between libraries. The Library is a member of the Council of Directors of the European National Libraries (CENL), the International Federation of Associations of Librarians (IFLA) and a full member of the European Library (TEL) network.

1.1.13.1.6 Archive/Museum of Literature

The procedures for the operation of the Archive/Museum of Literature began. The Museum is housed in the Main Building of the Ministry of Education, Culture, Sport and Youth. The separation of the thematic units of the archive of the writer Theodosios Nikolaou, which has been acquired by the Department, has been completed.

1.1.13.1.7 Digital Material Management Sector

A team of trained Librarians manages digital material whose content is uploaded to digital repositories and then forwarded to European databases in order to be promoted at a European level. At the same time, the sector participates in National and European programmes that are implemented on a regular basis. The management of digital material is based on digitization, documentation, hospitality, downloading and digital preservation of the material.

1.1.13.1.7.1 Digital Platform of the Cyprus Library

The Cyprus Library has proceeded with the establishment of the Digital Platform of the Cyprus Library (www.cyprusdigitallibrary.org.cy). It is a Digital Repository, which operates through open source software and provides the ability to manage and host digital collections. At this stage, the Digital Platform hosts 18 digital collections with a total of 956 digital documents, which are documented through the Dublin Core metadata schematic layout. In addition, the Digital Platform supports the applicability of the Oai-pmh (Open Archives Initiative – Protocol for Metadata Harvesting) communication protocol, which allows the downloading of content to European databases, such as the European Digital Library “Europeana”, with the aim of highlighting cultural content concerning Cyprus at a European level. The software through which the operating systems of the Digital Platform are supported has been upgraded in order to allow the installation of specific tools (plugins) that allow the mass downloading of material and at the same time the necessary configurations of the digital content to make it compatible with specific standards. The enrichment of the content aims at the thematic categorization of the material based on foundations that are validated and updated at regular intervals. At the same time, through these tools, a mass audit is carried out in order to detect errors and omissions in the material entries. At the same time, an electronic register has been set up for large-content digital collections registered under the archival calendar provisions containing all descriptive metadata for the purposes of indexing and retrieval information. This register is in an electronic interactive format and is automatically updated through any new entries.

1.1.13.1.7.2 European Digital Library “Europeana”

The Cyprus Library has been a member of the European Digital Library “Europeana” since 2008. Through the full harmonization of the European policies followed for the preservation and promotion of cultural heritage, the Cyprus Library in collaboration with “Europeana” proceeds to the implementation of important programmes aiming at the further enrichment of digital collections and thus the promotion of important content with Cultural value at national and European level. Indicatively, Pancyprrian-scale programmes have been implemented through which more than seven thousand digital objects were uploaded, always utilizing the infrastructure and expertise of both “Europeana” and the staff of the Cyprus Library. The transfer of digital material to “Europeana” is done with the prescribed procedure through the relevant communication protocols supported by the National Metadata Aggregator.

1.1.13.1.7.3 National Metadata Aggregator (National Aggregator)

Based on the regulatory framework governing the transfer of material to the European Digital Library "Europeana", which was co-signed in 2012 by the Ministry of Education, Culture, Sport and Youth and "Europeana", through the "Data Exchange Agreement", the Ministry of Education, Culture, Sport and Youth has formulated the necessary infrastructure in order to successfully implement the dispatch of digital material by various Cultural Heritage Institutions through the provided communication protocols provided by the open software code in the context of the operation of the National Metadata Aggregator (National Aggregator). This infrastructure aims to comply with the prescribed schematic provisions of the metadata and at the same time ensures the quality of the material uploaded to Europeana. The National Metadata Aggregator has been upgraded, in December 2020, through the MINT software and is managed by the Librarians of the Cyprus Library and Cultural Services. To date, 43,217 digital objects have been transhipped to "Europeana" via the National Aggregator and it is expected that this number will increase due to the participation of more Cultural Heritage Institutions. The management of the digital material through the upgraded system aims to customize the digital content to make it compatible with the "Europeana" metadata schematic layout model (Europeana Data Model – EDM). In addition, metadata enrichment procedures are carried out, thus contributing to the better and more effective retrieval of digital material when it is published electronically on European Platforms such as Europeana. For the purposes of better organization and proper management of digital collections, the manager of the National Metadata Aggregator issues a report to that effect, which shall be updated according to the workflow relating to the downloading of the material. This report shall incorporate any feedback, comments and observations from Europeana's own material management teams sent electronically to the National Aggregator operator. The report shall be available online.

1.1.13.1.7.4 Implementation of a Common Culture Programme

The Europeana Common Culture project aims to strengthen the role of national aggregators of cultural content in "Europeana" with a view to broaden open access to the digital collections of European Cultural Heritage Institutions. The project is coordinated by the Europeana Foundation and involves 24 providers/national aggregators from Europe aiming at increasing open access content in the Europeana digital library, improving the content of data and metadata by the participating organisations, cooperating national batteries at European level, harmonising policies, technologies and infrastructures of the network and disseminating Europeana's work. The Ministry of Education, Culture, Sport and Youth, as the National Aggregator of Cultural Content at Europeana, participates in the project through the Cyprus National e-content Aggregator. In the framework of the implementation of the programme (2019 - 2021), a significant improvement in quantity and quality of the content available to Europeana was achieved with a contribution of more than 42,000 digital objects from important cultural heritage institutions in Cyprus.

1.1.13.1.7.5 Participation in the European Commission Expert Group on the Common European Data Space on Cultural Heritage.

Representation of Cyprus in the expert group for the implementation of the Recommendation (EU) 2021/1970 of the European Commission on the creation of a common European Digital Infrastructure for hosting cultural heritage data of Europe. Two Librarians and one Academician of the Cyprus University of Technology have been appointed as experts. In the context of their participation in the Committee, the experts of Cyprus have attended scheduled meetings during which they submitted suggestions and comments regarding the implementation of the project. At the same time, in cooperation with experts from other countries, projects were submitted to develop good practices in the fields of digitisation and dissemination of cultural content, with the European Digital Library Europeana as a common point of reference.

1.1.13.1.7.6 Participation in the Common Language Resources and Technology Infrastructure – European Research Infrastructure Consortium CLARIN – ERIC.

Representation of Cyprus in the Expert Committee of the CLARIN - ERIC programme from 2019 until today and a member of the General Assembly. Digital Infrastructure with Institutes, Academic Institutions, Research Centers and Libraries from all over Europe that provide access to digital data and digital tools for the collection, documentation, maintenance and sharing of digital linguistic resources, language technology tools as well as certified online language processing services are distributed. In the framework of the implementation of the programme, Cyprus actively participated in all working groups with significant contributions and submissions of proposals. The Ministry of

Education, Culture, Sport and Youth as well as the Cyprus University of Technology have been appointed as participating organisations and partners.

1.1.13.1.8 The Book Preservation Centre (Warehouse)

The Centre was established in order to preserve the old books and periodicals available at the Library.

1.1.13.1.9 Cypriot Bibliography

The Cyprus Library has published the Bulletin of Cypriot Bibliography for 2020. The Bulletin is published since 1999 and covers the publishing production of Cyprus for each year.

1.2 MUSIC

1.2.1 Music Events

Activity in the music sector has increased in recent years with the realization of many performances and the organization of various institutions, such as choirs, musical groups, foundations, associations, associations, cultural organizations, non-profit companies and do on, in the implementation of which the financial support of the Cultural Services plays an essential role. In the context of strengthening activity in the music sector, the Department of Cultural Services subsidizes, among others, choirs, musical groups, foundations, associations, cultural organizations, cultural groups and non-profit companies for the implementation of their annual action, which essentially promotes important axes of public state cultural policy. Due to the Covid 19 pandemic and the measures to combat it, many of the events did not take place. Out of the 78 grant requests, 22 events were cancelled due to the pandemic.

1.2.1.1 Music Events in Cyprus – Grant to Institutions, Foundations, Artists and Musical Ensembles

As in previous years, in 2021, financing was approved for the organization of music programmes and the development of activities in Cyprus, for 33 cultural institutions and six musical ensembles. The total number of activities approved was 60, but only 47 were implemented.

1.2.1.2 Music Events Abroad – Grant to Institutions, Foundations, Artists and Musical Ensembles

The Cultural Services subsidize cultural institutions, Cypriot artists and Cypriot artistic groups for their participation in cultural events or festivals abroad, as well as for the organization of cultural events/festivals abroad. In 2021, institutions, music groups, as well as individuals/music groups were approved for grant to participate in music events abroad. In 2021, grants were approved for eight requests from cultural institutions and eight requests from artists. The total number of activities approved was 16, but only seven were implemented.

1.2.2 Financing for participation in music conferences and residencies abroad

The Department sponsors Cypriot artists and musicologists for their participation in music conferences or symposia abroad. During 2021, a financing of two artists was approved for participation in a music conference in Greece and a Residency Programme in Iceland.

1.2.3 Purchase of Digital Discs

The Cultural Services of the Ministry of Education, Culture, Sport and Youth in an effort to further strengthen Cypriot musicians and creators established the purchase of their digital discs. During 2021, a number of digital copies were purchased:

1. "Catharsis", by the Trio "Ioannis Vafeas".
2. "Sun of the Egg – Sol Aurorae", by Vassilis Filippou.
3. "Younger Heart", by Eleni Era.
4. "Kkismettin", by Antonis Antoniou.
5. "The story of an image", by Evagoras Karageorgis.

1.2.4 Financing of the Organization "Pafos Aphrodite Festival"

Based on a Decision of the Council of Ministers, no. 47.222 and dated 14/01/1998, the Ministry of Education, Culture, Sport and Youth supports the institution of the "Pafos Aphrodite Festival". This institution is one of the most successful and contributes to cultural decentralization, the development of local communities and the enhancement of cultural tourism. Unfortunately, the event that would

take place in September 2021 was cancelled due to the measures to combat the Covid-19 pandemic. The next event will take place in September 2022.

1.2.5 Music Publications and co-organisations

The Cultural Services, in collaboration with the Goethe Institut, presented the work of the Cypriot composer Phaedros Kavallaris "Exochrono of Sappho" in two concerts in Lefkosia and Lemesos in April 2021.

1.3. SCIENTIFIC ARTS

1.3.1 Purchase of Works of Art

The purchases of works of art by the Department are made with the aim to encourage artistic creation and especially the establishment of a State Collection of Works of Art through which the course of modern and contemporary Cypriot art from the late 19th century until today is documented in the best possible way. At the same time, these works are used for the organization of exhibitions in Cyprus and abroad, as well as for the decoration of the Presidential Palace, the buildings of the embassies of the Republic of Cyprus abroad, the Offices of Ministers, and the Directors General of Ministries. Purchases of works of art are made based on specific criteria and following the recommendations of the Selection Committee for Works of Art for Purchase, which consists of independent experts in the field of visual arts. During 2021, the Cultural Services allocated an amount of €95,310 for this purpose. In total, 23 works of art were purchased in 2021, with the aiming at enriching the collection of the State Gallery of Contemporary Cypriot Art.

1.3.2 State Gallery

1.3.2.1 State Art Gallery of Contemporary Cypriot Art - Majestic

The Gallery houses on a permanent basis the State Collection of Contemporary Cypriot Art. The Gallery keeps an archive of artists, which includes their biographical and ergographical data, a slide file and a photo archive. There is also an art library, which is systematically enriched with publications in the field of history and theory of art, catalogues of major international exhibitions, monographs of important historical and contemporary artists and so on.

The Gallery continued, after the temporary interruption due to the pandemic, to implement throughout 2021 the educational programme for primary pupils, in cooperation with the Department of Primary Education.

During 2021, the following events were organized at the Gallery:

1) INTERNATIONAL MUSEUM DAY 2021:

The theme chosen this year by the International Council of Museums (ICOM) to celebrate International Museum Day was "The Future of Museums: Reflection and Relaunch", which invited the public and professionals to explore the prospects, needs, and role of museums in the new conditions that have been formed. The programme of the State Gallery included the following:

(a) Tuesday, May 18, 2021 - Online Workshop entitled "MUSEUMS FOR ALL" with presentation of various actions and programmes in museums and galleries of Cyprus. The workshop was co-organized by the Ministry of Education, Culture, Sport and Youth - Cultural Services and the School of Arts, Communication & Cultural Studies, Department of Arts and Communication of Frederick University. Speakers from Frederick University, the Cyprus University of Technology, the European University, the University of Nicosia, as well as students/researchers on issues of museology and museum education, participated with very interesting presentations related to programmes in museums in Cyprus and abroad. Many others tuned in online to attend the Workshop.

(b) 14 May – 5 June 2021 - Let's go Gallery, Gallery - "Art Packages" for families with children: Educational, artistic action for families with children four to 12 years old, during which each family could receive from the State Gallery its own "Art Package", with a copy of works of the permanent exhibition, information about the work, the artist's message to children and materials to create new works inspired by the original.

(b) 14 May – 5 June 2021 - Exhibition of children's works and Interactive Music Workshop: On the International Children's Day on June 1, 2021, the exhibition of the children's works that participated in the educational programme of the exhibition "Rebirth" was presented at the State Gallery – SPEL and the action with the "Art Packages".

The above actions were implemented under the guidance/diligence of the Education Consultant Efi Pilava, the teacher Teresa Markidou and the museum educators Valia Matsentidou, Elena Panagiotou and Kyriakos Theocharous. The actions were fully attended and were promoted through the platforms of the Cultural Services, the State Gallery and the Department of Antiquities (coordinator of the local Committee ICOM). At schools request, the "Art Packages" traveled to kindergartens and primary schools, under the guidance of the Education Consultant Efi Pilava and the instructors who participated in the actions.

During the year 2021 the Gallery received approximately 3000 thousand visitors.

1.3.2.2 State Gallery of Contemporary Art – SPEL

During 2021, the programme of operation of the State Gallery of Contemporary Art – SPEL continued, in the new, renovated space opposite the Famagusta Gate in Old Lefkosia. During 2021, the following events were presented there:

1) "REBIRTH - The return of 219 Works of Art from the Turkish Cypriot to the Greek Cypriot Community" (16 June 2020 – 30 April 2021):

The exhibition "REBIRTH", which presented the 219 works of art returned, after 46 years, from the Turkish Cypriot to the Greek Cypriot community, as part of the confidence building measures agreed between the leaders of the two communities, received a new extension and continued until April 30, 2021.

2) PAST-FORWARD: STAVROS ECONOMOU UNARCHIVED (12 June – 30 October 2021):

The retrospective exhibition of Stavros Economou was the first complete presentation of the work of this important Cypriot modernist architect, highlighting his multidimensional practice through the activation and multimedia presentation of his architectural archive. The exhibition was co-organized by the Cultural Services of the Ministry of Education, Culture, Sport and Youth and the University of Cyprus, the Cyprus Institute and Neapolis University in Cyprus, Pafos. After a one-month extension, the past-forward exhibition: Stavros Economou Unarchived, closed to the public on Saturday, October 30, 2021, having hosted a series of parallel events and activities that included guided tours, architectural and art workshops, lectures, as well as public presentations/discussions, with the participation of the public.

1. TUESDAY, 31.8.21 "City, Citizens and Climate Crisis":

Speaker: Marina Neophytou (Professor, Department of Civil and Environmental Engineering, University of Cyprus)

2. SATURDAY, 4.9.21 "Re-appropriation of the Modern":

Moderator: Michalis Sioulas (Member of Docomomo Cyprus). Speakers: Emily Siantou, (Architect) "The Value of Cypriot Modern Architecture" / Maria Hadjimichael, (Research Associate, Department of Civil and Environmental Engineering, University of Cyprus) "Re-familiarizations of the Modern: By whom and in what way? Issues of ownership and reuse" / Petros Fokaidis, (Architect, Assistant Professor, University of Thessaly) "Returning to the Modern" / Socrates Stratis, (Architect/Urban Planner, Associate Professor, University of Cyprus) "The City in Disuse"

3. FRIDAY, 17.9.21 "The Architectural Archive: Recording, Collection and Exhibition Practices":

Coordinator: Popi Iakovou (Lecturer, Department of Architecture, University of Cyprus). Speakers: Panagiota Pyla (Associate Professor, University of Cyprus) "Histories of the present: Critical repositionings in the Modern" / Petros Fokaidis, (Architect, Assistant Professor, University of Thessaly) "Archiving Cypriot Modernism" / Léa-Catherine Szacka (Assistant Professor, University of Manchester, 2021-2022 Academic Guest, ETH- Zurich) 'Practices Display: Between Surrogates and Images'

4. FRIDAY, 24.9.21 "Digital Tools and Practices of Inclusivity in Architectural Heritage":

Coordinator: Georgios Artopoulos (Assistant Professor, Cyprus Institute). Speakers: Aaron Sprecher (Associate Professor, Associate Dean for Graduate Studies, Technion Israel Institute of Technology, Israel) Eytan Mann (PhD Candidate, Technion Israel Institute of Technology, Israel) 'Augmenting Architectural Heritage - the Modern Ruins of Wadi Salib' / Mahyar Hadighi (Assistant Professor, Director of Historic Preservation, Texas Tech University, USA) & Niloofar Zolghadrasli (Researcher, Texas Tech University, USA) 'Application of Shape Grammar Theory to Modern Architectural Heritage: from Bauhaus to Levant' / Ayatis Benardou (Department of Informatics of the Athens University of Economics and Business and Digital Curation Unit, E. K. ATHENS, Greece) 'Commemorating difficult heritage through immersive technologies: The case of Block 15 of the Haidari Concentration Camp' / Georgios Artopoulos (Assistant Professor, Cyprus Institute) 'Reconstructing contested places of Modern architecture: a virtual environment for the exploration of inaccessible heritage'.

5. SATURDAY, 25.9.22 Cement Works Workshop and documentary screening:

Moderator: Marina Christodoulidou (Art historian and curator). Inspired by the synergies of architecture and art of Stavros Economou and Christoforos Savvas for the integration of cement works in public and private buildings of the former, a cement workshop was held at SPEL, with the visual artist Aristotle Demetriou. Cementography is an art form originally practiced by the Cypriot artist Christoforos Savva in the 1960s and which is a special chapter in the cultural heritage of the place. The workshop sought to offer a creative introduction to this unique style, through the construction of a group project. Within the framework of the workshop, the documentary "Tsimentografia - Cementography" by Sylvia Nikolaidou and Nikolas Iordanou was screened, which concerned the continuation of this style through the work of the Cypriot artist Kostas Economou and the process of creating his latest works.

2) "ONEIROPOLIS" - An exciting journey into the world of play, through the rare collections of the S.O.F.I.A. Foundation (18 December 2021 – 30 April 2022) Shortly before Christmas, at the State Gallery of Contemporary Art – SPEL, a unique exhibition of historical games was inaugurated, entitled ONEIROPOLIS. The magical world of games presented in the exhibition is part of the rare collection of games of the S.O.F.I.A. Foundation (Association of Organized Philological and Historical Archives). The exhibition ONEIROPOLIS - a collaboration of the S.O.F.I.A. Foundation with the Ministry of Education, Culture, Sport and Youth - Cultural Services and the Aradippou Toy Museum - was accompanied by parallel events such as workshops, guided tours and presentations.

During the year, the site received about 5000 thousand visitors.

1.3.2.3 Establishment of the Museum of Contemporary Art of Cyprus (Mo.S.T. Cyprus)

Aiming at better preservation, presentation, analysis and promotion of Cypriot Art of the 20th and 21st centuries locally and internationally, as well as the establishment of a fundamental, participatory platform that encourages learning, research and critical dialogue around art and culture, the Department promotes the creation of the Cyprus Museum of Contemporary Art (Mo.S.T. Cyprus). This is a radical institutional reform, in the context of which the existing museum infrastructure – the two spaces of the State Gallery (Majestic and SPEL) in Lefkosia and the Costas Argyros Museum in Mazotos – are expected to be integrated and operate under the new legal regime of the Cyprus Mo.S.T.

In order to formulate the most appropriate model of operation and management of the Museum, it was deemed necessary to conduct a special study, which was assigned to the Laboratory of Visual Sociology and Museology of the Department of Multimedia and Graphic Arts of the Cyprus University of Technology, following a Competition.

During 2021, the Cultural Services, in collaboration with specialized legal advisors, worked towards the completion of the draft Bill, the provisions of which will govern the establishment and operation of the Cyprus Mo.S.T. At the same time, they worked to promote the procedures that should precede the consultation with the Ministry. Finance and the approval and submission of the draft to the Attorney General for the statutory legislative technical control, in accordance with the instructions of the relevant Circular Letter of the Ministry of Finance were sent in February 2021. This Circular listed the stages (eight stages in two phases) to be followed by the competent Ministries/Deputy Ministries before submitting a proposal to the Ministry. Council for the establishment of a new Legal Entity of Public Law, as defined in the Framework Law (see provisions of subsection (3) of article 96 of the

Fiscal Responsibility and Financial Framework Law of 2014 (20(I)/2014). Therefore, work continues in this new context.

1.3.3 Promotion of contemporary Cypriot art abroad

1.3.3.1 17th Venice Biennale of Architecture International Exhibition

From May 22 to November 21, 2021, the 17th International Architecture Exhibition of the Venice Biennale was held with the general theme "How Will We Live Together?" Cyprus was represented in the event with the curatorial proposal "Anachoresis: Upon Inhabiting Distances", which was prepared by a team consisting of the architects Nasios Varnava and Ira Savvidou and the independent curators Evagoras Vanezis and Marina Christodoulidou. This is the eighth continuous participation of Cyprus in this international institution, which, as in all previous times, was implemented as a co-organization between the Department and the organized body of Cypriot architects (Association of Architects of Cyprus).

Inspired by the term "anachoresis" as described by Roland Barthes and through different contexts such as philosophy and literature, the Proposal of Cyprus suggests peculiar aspects of symbiosis, opening an interdisciplinary discussion on the dynamics of architecture to shape the rhythms of coexistence and, by extension, the "habitation" of socio-political and spatial distances. The exhibition presented the idea of an interdisciplinary discussion on the dynamics of architecture to shape the rhythms of coexistence and, by extension, the "habitation" of socio-political and spatial distances. The exhibition presented the idea of an architecture-table, which acts as a gesture-catalyst for the unification of collective functions and sociability. The aim was to establish an increased awareness of the fluid physical and social dimensions of the collective today.

In the context of the Cypriot participation, an open call for new practices and collaborations was held. The selected sub-proposals explore and envision spaces and social environments through the lens of collectivity, urban and residential landscape regeneration, queerness, play, architectural tradition, technology and virtual space. The representative models of the proposals will be incorporated into the architecture of the table. In connection with the multidisciplinary nature of the proposal, sound design, in collaboration with Yiannis Christofides, and performance, choreographed by Michalis Theophanous and Georgia Tegou, in the context of the dance-as-design research, also found a place of expression and experimentation.

1.3.3.2 Participation in activities of the International Association for the European and Mediterranean Biennale of Young Creators

The International Association of Young Artists of Europe and the Mediterranean 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). It is an international network, which today has about 46 members (Government Agencies, Local Government Bodies, Museums of Contemporary and Modern Art, Foundations and Cultural Organizations of the wider Euro-Mediterranean region) from 15 countries. BJCEM was founded in July 2001 with the aim of promoting the inter-cultural relations of young creators, beyond political, social, economic and narrow geographical boundaries. Cyprus is one of the founding members of the network and participates in its work through the Department.

From May 15 to October 31, 2021, the 19th Biennale of Young Artists of Europe and the Mediterranean ("MEDITERRANEA 19") took place, which was hosted in San Marino presenting works by 70 artists from 21 Mediterranean countries. The works fell within a wide range of fields and practices (painting, sculpture, photography, performance, site-specific installations, video and audio works).

Having, as its title, the theme "School of Waters", "MEDITERRANEA 19" envisioned the Biennale as a temporary school inspired by experimental pedagogy, which creatively challenge the existing artistic, curatorial and research forms. Moreover, it sought to be a collective tool for the deconstruction of the stereotypes derived from the Eurocentric interpretation of the Mediterranean region, through the focus on the material and symbolic nature of water, from a geopolitical and ecological point of view.

Cyprus was represented at "MEDITERRANEA 19" with the visual artists Eleni Odysseos and Marina Xenophontos, while, in addition, it was also present in the team of curators of the event, where the curators Denise Araouzos and Theodoulos Polyviou participated.

1.3.3.3 Financing of activities of Cypriot artists abroad (presentation of solo exhibitions, participation in institutionalized and ad hoc art events and participation in residencies programmes)

In addition to organizing the official state participations, the Department sponsored, during 2021, Cypriot artists for the presentation of art exhibitions abroad and for their participation in important international art events and group exhibitions. Indicatively, the case of the ninth Biennale of Ceramics and Glass in Bornholm, Denmark ("European Glass Context 2021"), in which the visual artist George Papadopoulos took part, winning the first prize.

Further, within the framework of the specialized project TRANSIT, through which the aim is to encourage the mobility of artists in the European and international arena and the networking and development of collaborations, eight artists were financed for their participation in Residencies Programmes.

1.3.4 Financing the Chamber of Fine Arts and other visual artists

The Department finances the activities of the Chamber of Fine Arts (E.KA.TE.), as well as other bodies of collective representation of groups of creators, both professional and amateur, such as the Association of Visual Artists of Cyprus, the Cypriot Engravers' Association, the Cyprus Architects Association and the Cyprus Centre of Set Designers, Architects and Theatre Technicians.

Similarly, in 2021, the following organizations were financed for activities such as the Hambis School-Museum of Engraving, the Pieridis Foundation, the non-profit companies Undo Point Contemporary Arts and P.S. ARTIST LED PROJECTS, the Lefteris Oikonomou Cultural Foundation and the NeMe Cultural Association.

1.3.5 Artistic photography

In the context of the policy of supporting artistic photography, the Department also financed in 2021 the activity of the Association for Artistic Photography "FOTODOS".

1.3.6 Enrichment of public buildings with works of art

Based on the Minimum Compulsory Rate of Enrichment of Public Buildings with Works of Art (Procedures and Obligations) Law of 2009 [Law 57(I)/2009] each state body (including Legal Entities of Public Law) is responsible for the announcement of a public tender for the enrichment of a public building, which is used by the organization, for the permanent housing or provision of services, with works of art.

During 2021, seven tenders were held as follows:

1. 2nd Public Kindergarten of Deryneia
2. 2nd Kindergarten of Idalion
3. 3rd Public Kindergarten of Deryneia
4. Frenaros Public Kindergarten
5. Ammochostos District Court
6. Lanitio Gymnasium and
7. Kition Kindergarten

1.3.7 Creation of the cultural village of Lempa

In the context of the implementation of the Decision of the Council of Ministers no. 66.652 and dated 03.01.2008, the Ministry of Education, Culture, Sport and Youth announced, in April 2016, an open architectural competition for the creation of the Cultural Village of Lempa. The competition was held in July 2016 with the selection – of forty entries – of the proposal of the consortium SCZS ARCHITECTS (architects Spyros Spyrou, Haris Christodoulou, Angeliki Zisimopoulou and Haris Solomou).

The building programme of the project incorporates the existing buildings used by the Cyprus College of Art – which was founded and directed by the late artist Stas Paraskos – and will include, in its full development, the creation of workshops for artists, educational programmes and residence hostels.

Within the year 2021, the tenders for the tendering of the construction works were announced and, after the completion of all the required procedures, the relevant project contract was signed, with a completion schedule in September 2023.

1.3.8 Monuments Committee

The Monuments Committee has been established by Law 79(I)/2006 and operates under the chair of the Cultural Services of the Ministry of Education, Culture, Sport and Youth, which have its responsibility. It is composed of independent experts appointed by the Council of Ministers for a three-year term. It has the exclusive competence to provide advisory opinions to the competent Planning Authority, regarding the construction or placement of monuments in open spaces, in order to ensure, in every case, the necessary planning permission / approval.

During 2021, the Committee of Monuments examined about 50 cases of construction of Monuments concerning missing persons, persons fallen during the Greek Cypriot liberation or resistance struggles, personalities of the spirit, art and history of Cyprus. Based on the opinions of the Monuments Committee, the Cultural Services can finance monument constructions that meet the necessary standards.

1.4 DANCE

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

1.4.1 Key objectives

The main objectives of the Department's development policy in the field of artistic dance are the:

- 1) support of research and artistic creation through the encouragement of both group and individual initiative,
- 2) stimulation of the public's interest in dance through proper education and information,
- 3) encouragement of youth education on classical and contemporary dance issues,
- 4) promotion of artistic potential in the field of dance in Cyprus and abroad, and
- 5) encouragement of exchanges, contacts and collaborations between our artists and artists from other countries.

These objectives are implemented through support and grants to cultural operators and persons involved in dance and who are active in this field with financing.

1.4.2 Cyprus Choreography Platform

The Platform is an annual choreographic institution, which was established by the Cultural Services of the Ministry of Education, Culture, Sport and Youth aiming at creating and presenting to the public new works of contemporary choreography. In particular, the Platform aspires to offer, in a specially designed context, opportunities for choreographers operating in Cyprus to experiment with new forms of expression and create new works.

The Cultural Services collaborated, for the organization of the 21st Cyprus Choreography Platform, with the Rialto Theatre and the performances took place between 10 and 12 November 2021 in Lemesos. Their works were presented by Diamanto Chatzizacharia, Haris Kousios, Andromachi Dimitriadou Lindahl, Antonis Antoniou, Rosa Maria Pantzi, Milena Ugren Koulas, Maria Gerasimos, Louisa Avraam, Maria Kasapi, Andria Michaelidou, Annie Chouri, Hamilton Monteiro and Panos Malaktos.

As every year, the main programme of the Platform was accompanied by a series of parallel events organized by the Lemesos Contemporary Dance House, under the general title "Dance throughout the year". In this context, three dance films by Dimitris Winter, Zoe Eleftheriou and Foivos Vassiliou, and Nefeli Kentonis and Marita Anastasis were presented at the Lemesos Contemporary Dance House. An open discussion took place with the audience on "Choreographing it now: realities and impressions".

The "New Choreographer" award for 2021 was awarded to Annie Chouri for the work "Non binary project 0100111001000010", for its originality, artistic excellence, ingenuity, humor and aesthetic result.

1.4.3 Cyprus Contemporary Dance Festival

On the initiative of the Department and with the aim of providing the best and most complete possible information to the public on the international trends and developments that dominate in the field of contemporary dance, the Contemporary Dance Festival has been held since 1998, on an annual basis. The festival is organized in collaboration with the Rialto Theatre and the embassies of foreign countries in Cyprus.

The 23rd Festival, which was to take place from June 4 to June 23, 2021, was postponed, due to the coronavirus pandemic, until June 2022.

1.4.4 Cyprus Choreography Platform

The Cyprus Choreography Showcase is a new institution, which aims to present selected choreographic works, which are choreographed and presented, in Cyprus, within a period of two years. In particular, the Platform aims to offer opportunities for the choreographers in Cyprus to present, in an organized context, their works to artistic directors and organizers of contemporary dance festivals abroad, who are specifically invited for this purpose. In this way, the efforts of Cypriot choreographers for international promotion are strengthened, aiming at the presentation of their works abroad. At the same time, through the event, the opportunity is offered to present again the most remarkable choreographic works and promote them to the local public.

The first Cyprus Choreography Platform 2020 took place on seven and eight March 2020 in Lemesos. The second Cyprus Choreography Platform 2022 took place between 12 and 13 March 2022.

1.4.5 Programme for the Support of Creativity and Research in the Field of Dance – "Terpsichore"

The "Terpsichore" programme aims to support choreographers for new productions and research in the field of contemporary dance. In 2021, six choreographers/contemporary dance groups were sponsored.

1.4.6 Financing of Dance Events in Cyprus and abroad under the "Culture 2021 - 2025" Programme

The Department sponsors dance companies and choreographers for the production of new choreographic works and the organization of actions in the field of dance in Cyprus, as well as the participation of dance groups, dancers and choreographers in international festivals and conferences abroad through the Project '*Support Activities in the Dance Sector (Cultural Programme 2021-2025)*'. In 2021, funding was approved for 41 applications for activities submitted by dance companies, dancers and choreographers.

1.4.7 Financing of groups of natural persons and individuals

Eleven groups of individuals and individuals were subsidized for activities carried out in Cyprus and abroad.

1.4.8 Lemesos and Lefkosia Dance Rooms

In 2021, the preparation of a new, upgraded, support framework for the Dance Houses in Lemesos and Lefkosia began to cover their operating costs and finance their activities on an annual basis.

1.4.9 Lefkosia Youth Ballet

In the context of supporting classical dance and following the agreement signed by the Cultural Services with the Lefkosia Youth Ballet for the financial support of the implementation of one production of a classical ballet project per year during the period 2019 - 2023, the performance *Sleeping Beauty*, which was held in collaboration with the Cyprus Youth Symphony Orchestra, was sponsored on the 21st, 22nd and 23rd December at the Lefkosia Municipal Theatre.

1.4.10 Project for the Support of Cultural Institutions to Meet the Needs of Promotion, Communication and International Networking

Within the framework of the Plan to Support Cultural Institutions to Meet the Needs of Promotion, Communication and International Networking, the Lefkosia Dance House, the Dance House of Lemesos and the Lefkosia Youth Ballet were financed.

1.4.11 Summer Dance Festival of New Movement

This year in Lemesos, for the 18th consecutive year, from 20 to 31 July 2021, the Summer Dance Festival of the New Movement of Dance Groups, Dancers and Choreographers of Cyprus was organized, sponsored by the Ministry of Education, Culture, Sport and Youth. The Festival was organized in various outdoor public and private venues in the center of Lemesos. This year's event was attended by the following groups and choreographers: Diamanto Hadjizacharia, Milena Ugren Koulas, Eleana Charalambous, Maria Kasapi, Areti Chourdaki and Julia Brendle.

1.5 POPULAR CULTURE / CULTURAL HERITAGE

The Cultural Services have promoted a large number of activities in the Field of Traditional Culture, a sector that has a significant and continuous response at the level of institutions and individuals. For 2021, the grants were made under the new programme CULTURE: Sub-programme Traditional Culture – Support of activities for the preservation of the Intangible Cultural Heritage and Traditional Culture. The objectives of the programme are to:

1. encourage the recording, research and promotion in the field of Intangible Cultural Heritage and Traditional Cultural Expressions,
2. transfer knowledge and development of skills (learning, education, research) through participatory approaches,
3. support mobility and cooperation at national and international level, and
4. enhance the sustainability of the Intangible Cultural Heritage and the Traditional Cultural Expressions, their creative adaptation to modern data and the cultivation of their perception as a living heritage in constant evolution.

Among the institutions that were subsidized this year were the Limassol Folklore Club, Foivos Stavridis Foundation and Museum of Cypriot Food and Laona Foundation. They also supported the following institutions: Seminars of Folk Dances of the Lemesos Folklore Club as well as the educational activity "Lefkaritiko Embroidery – Source of Inspiration" of the Foundation for Cultural Creation for Children and Young People of Larnaka District.

1.6 THEATRE

The main objectives of the development policy of the Cultural Services in the field of theatre are to encourage innovative actions in the field of theatre, upgrade the public's interest in theatrical creation and promote the Cypriot artistic potential abroad.

In recent years, activity in the theatre sector has been steadily increasing, which manifests itself in the organisation of theatrical performances, theatrical workshops and other actions by various institutions and groups. The Department supports these efforts, which are potential nurseries of new talent and important artistic creation. This year the grants were awarded under the CULTURE programme: Subprogramme Theatre - Support of Theatrical Creation and Development.

Among the institutions that were financed this year were: the Mitos Performing Arts Centre, the theatres and theatre groups Antilogos, Dentro, ENA, ETHAL, Idekanou, Mascarini, Lefkosia Cultural Folklore Club, Satiriko, Apeiro Alpha Square, Enact, Anyhow, Hamm, Point To, Solo for Three, Apeiro, ETHAL, Terpsi, Chora, Underground Stage.

Actions of groups of natural persons such as Popi Avraam, Stamatia Greco, Neophytos Neophytou, Kyros Papavassiliou, Ayis Paikou, Fani Petsa, Kostas Silvestrou, Takis Christofakis, Andrei Groupa, Maria Filippou, Evita Ioannou, Vasiliki Andreou, Evangelou Getou, Julie Grigoriou, Yiola Kleitou, Ioanna Kordatou, Themis Nikolaou, Maria Socratous, Eleni Odysseos, Emiliou Charalambidis, Onisiforos Onisiforou were also subsidized.

Due to the continuation of the pandemic, in 2021, there was limited interest in participating in actions abroad. Specifically, three artists were subsidized for participation in activities abroad: the actress Chrystalla Hadjiadamou for participation in the educational workshop "The Terzopoulos Method" in Athens, Achim Wieland, director and Marios Ioannou, actor for participation in the Torino Fringe Festival and International Alternative Theatre Festival (Montenegro) with their work "Tea Ceremony".

1.6.1 "Festival of Ancient Greek Drama 2021"

The International Festival of Ancient Greek Drama is organized every year by the Cultural Services of the Ministry of Education, Culture, Sport and Youth, 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.

After last year's cancellation of the event due to the pandemic, in 2021 the Festival returned dynamically. This year's event was attended by five theatrical groups from Greece, Israel, Italy and Cyprus presenting performances of ancient Greek drama at the Ancient Theatre of Kourion and at the Amphitheater "To Skali" Aglantzia, from July 2 to July 30, 2021.

Specifically, this year's event included the comedy of Aristophanes *Ekklesiazouses in an original version of contemporary, folk operetta with music by Stamatis Kraounakis and directed by Marianna Kalbari*. The performance was a co-production of the Karolos Koun Art Theatre and the Greek National Opera of Greece.

From Greece, the play *Horsemen of Aristophanes* was also hosted, directed by the distinguished choreographer and director Konstantinos Rigos.

From Israel, the Jerusalem Khan Theatre participated with the sophoclean tragedy *Antigone*, directed by Udi Ben Moshe, one of Israel's most important directors.

On behalf of Cyprus, the Roads and Oranges Film Productions participated with the tragedy of Euripides *Medea*, directed by Aliko Danezi Knutsen and with Stella Fyrogeni in the leading role.

Finally, from Italy the Associazione Culturale Dide Di Michele Dio and Fahrenheit 451 Teatro participated with the tragedy of Aeschylus *Prometheus Bound* directed by the award-winning Daniele Salvo.

1.7 INTERNATIONAL FESTIVAL "KYPRIA 2021"

The International Festival "Kypria 2021" was organized in September and October with great success in which 15 high-level productions from Cyprus and abroad were presented in a total of 41 performances with participants from Cyprus, Greece, Israel, the United Kingdom and Italy.

1.7.1 FESTIVAL SCHEDULE 2021

In detail, the following events were included in the Festival's programme:

OPEN PERFORMANCES

1. **ALL IN THE SUITCASE** with Luigi Ciotta (Italy)
2. **PISSOURIN** with Monsieur Doumani (Cyprus)

THEATRE

1. **SHERLOCK HOLMES AND THE HOUND OF THE BASKERVILLES**, (Cyprus)
2. **BACCHAE**, directed by Nikaiti Kontouris with Akis Sakellariou, Odysseas Papaspiliopoulos, and Ioanna Pappas. (Greece)
3. **ROSE**, with Despina Bebedeli (Cyprus)
4. **KOSTIS PALAMAS**, with Grigoris Valtinos (Greece)

MUSIC

1. **PROTEST SONGS**, (Cyprus)
2. **FROM SWING TO BEBOP**, (Cyprus - Israel)
3. **ON THE EDGES OF IONIAN**, with Encardia and Anna Cinzia Vilani and Claudia Giannotta (Greece - Italy)
4. **THE MAGIC OF CINEMA** with the Contemporary Music Orchestra of ERT (Greece)
5. **HISTORIA DE UN AMOR**, with Vakia Stavrou (Cyprus)

DANCE

1. **SALEMA REVISITED** by Antonis Foniadakis (Greece)

CHILDREN / FOR THE FAMILY

1. **THE RED DRESS OF SAVEL**, by Marina Michaelidou - Kadi, (Cyprus)

OPERA

1. **ARGOS SIDIROS**, by Andy Skordis (Cyprus, Greece)
2. **THREE WOMEN** by Vassos Argyridis (Cyprus, UK)

1.8 CINEMA

1.8.1 Objectives

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

1.8.2 Production of films

Following the gradual lifting of the strict measures imposed against the Pandemic, which negatively affected the course of Cypriot productions, some films completed their shooting in 2021 and began their festival course.

Following a relevant announcement by the Cultural Services, the Film Advisory Committee suggested and the Minister of Education, Culture, Sport and Youth approved 37 Proposals out of the 73 that had been submitted. In summary, 11 proposals were approved for The Writing of a Low Budget Feature Film Screenplay, five for the Development of a Low Budget Fiction Film Production File, five for the Development of a High Budget Fiction Film Production File, one for the Development of a Short Documentary Film Production File, 12 for short film production two of which were animated and one in minority co-production.

Additionally, the Independent Producers Programme approved the films "Buffer Zone" by Savvas Stavrou (Short Film), "The Stray Story" by Christina Georgiou (Documentary), "To leon enei to pollyn" by Andreas Pantzis (Documentary) and "Adio Koproskylla" by Andreas Kyriakou (Feature).

1.8.3 Distinctions in Festivals

1.8.3.1 Awards/Participations in International Festivals

Thessaloniki Festival 2021:

The films participated **".DOG"** by Gianna Amerikanou, **"The Man with the Answers"** by Stelios Kammitis and **"Patchwork"** by Petros Charalambous. The movie **".DOG"** by Gianna Amerikanou won the **Special Youth Jury Award**. Also participating were the award-winning Short Cypriot films **"A Summer Place"** by Alexandra Matthaïou, **"Every Sunday"** by Katy Papadima and **"I don't want to forget anything"** by Vangelios Soumeli (independent production)

Alexandra Matthaïou and her producer Tonia Misiali participated in cross roads with the film SHIBBOLETH and won two major awards: Alexandra Matthaïou: Two Thirty-five Production Award and Tonia Misiali the Best Producer's Network of the Cannes FF Accreditation Award.

Drama Festival 2021:

The short films participated: "A Summer Place" by Alexandra Matthaïou, "Every Sunday" by Katy Papadimas, "I don't want to forget anything" by Vangelios Soumeli (exp.) and "Exploitation" by Marina Simeou (anex.). The film "Every Sunday" by Katy Papadima received the Documentary Award. The film **"A Summer Place"** received the Drama Queer Award and an honorary distinction for best female performance for **Mary Mina**, the protagonist of the film. Finally, **Vangelio Soumeli** received the Screenplay Award for her film **"I don't want to forget anything"**.

Internationally:

“Koilada ton rodon” (“Valley of the Roses”) by Christoforos Roditis received the following awards:

- **Berlin International Art Film Festival 2012** - Best Film Award, Best Director Award, Director's Award for Best Director of Photography, Best Actor Award, Music Award
- **Black Swan International Film Festival Sixth Season (India)** - Best Director Award, Best Film Award, Director of Photography Award, Best Actor Award, Best Actor Award, Music Award
- **Barcelona International Film Festival** - Best Foreign Language Film Award
- **Calcutta International Cult Film Festival 22nd Season** - Best Director Award, Best Film Award
- **Singapore World Film Carnival Festival 22nd Season** - Best Director Award, Director of Photography Award, Best Actor Award, Best Actor Award, Music Award

“O Anthropos me tis apantiseis” (“The Man with the Answers”) by Stelios Kammitis received the following awards:

- Best Screenplay Award - Beijing IFF 2021
- FISCHER Audience Award for a Greek film – “Michael Kakoyannis” Award
- FISCHER Audience Award for a Meet the Neighbors competition section film - Thessaloniki IFF 2021
- Best screenplay KASHISH Mumbai International Queer Film Festival

“Patchwork” by Petros Charalambous received the following awards:

Official Participations

- 55th Karlovy Vary International Festival, September 2021 – World Premiere / EAST OF THE WEST Competition.
- 62nd Thessaloniki International Film Festival, 29th RAINDANCE Film Festival 2021, United Kingdom, 2021 / 3rd Arabs Critics Award, Cairo Int. Film Festival, Egypt 2021, 35th Braunschweig International Film Festival, Germany, 2021 / Pune International Film Festival, India 2021.

“Every Sunday” by Katy Papadima received the following awards:

- 44th Drama Short Film Festival / Documentary Award
- 27th Athens International Film Festival Opening Nights / Special Documentary Mention
- 62nd Thessaloniki International Film Festival (with laureates of Drama)

“THE STRAY STORY: A DOGUMENTARY” by Christina Georgiou received the following awards:

- Fort Lauderdale International Film Festival, Florida - November 2021 (International Premiere) Audience Award for Best Documentary
- California Indies - December 2021 - Best Female Filmmaker Award
- Docs without Borders Film Festival - December 2021 (International Premiere) Honorable Mention in the category “wildlife/nature/animals”

“Teletourgies tis anoixis” (“Rituals of Spring”) by Giorgos Tsangaris received the following awards:

- International Short Film Festival of Cyprus / 2nd Prize for best Cypriot film
- Animafilm, Baku Azerbaijan / First Prize for Best Experimental Film

“A Summer Place” by Alexandra Matthaïou received the following awards:

- Festival du Court Métrage en Plein Air de Grenoble / French Film Critics Association Award
- Sao Paulo International Short Film Festival / Audience Award
- International Short Film Festival of Drama / Awards: 1) Best Queer Film 2) Best Performance
- Cyprus International Short Film Festival / Awards: 1) Best Film 2) Best Performance
- Festival du Film Court de Villeurbanne / Special Mention of the European Commission
- Flickerfest 31st International Short Film Festival / Special Jury Award
- Dhaka International Film Festival / Best Film Award

The animated films of Michalis Kalopidis "The Woman with the Parrots", a co-production of Zedem Media and the Ministry of Education, Culture, Sport and Youth and The Ministry of Education (SEKin) and "Senior Citizen" by Marinos Kartikkis, continued their successful course in 2021.

"I Gynaika me tous papagalous" ("The Woman with the Parrots") by Michalis Kalopidis received in 2021, the following awards:

- San Francisco Independent Film Festival Official Selection-Competition Section / **Jury Prize for 'Best Animated Short Film 2021'** / San Francisco, CA, USA
- Animayo International Film Festival Official Selection-Competition Section / **Special Mention-Best 2D Animation** / Gran Canaria, Spain
- Los Angeles Animation Festival Official Selection - Competition Section / **1st Prize Award in the Humanitarian category** / Los Angeles, CA, USA
- Chaniartoon / **Best Film Award** / Chania, Greece
- AnimaSyros / Official Selection - International Competition / **Honorable Mention by the Greek Film Centre** / Greece
- San Francisco Greek Film Festival Official Selection - Competition Section / **Astron Audience Award-Best Short Film 2021** / San Francisco, CA, USA

The film "Senior Citizen" by Marinos Kartikkis received the following awards in 2021:

- 19th Dhaka International Film Festival (Best Feature Film - Spiritual Film Section)
- 19th Cyprus Film Days International Festival (Audience Award)
- 11th South East European Film Festival, Paris (Best Script, Best > Actress, Award of "Salon du livre des Balkans")
- 4th Stockholm Independent Film Festival (Best Feature Film)
- 2nd International Film Festival of Crete & Awards (2nd Greek Feature Fiction Film Award, Leading Actor Award)
- 4th Parana Internacional Films Festival (Honorable Mention)
- 1st Cannes World Film Festival (Best Senior Film, Best Actor, Best Actress, August awards)
- 6th Calella Film Festival (Best Actor Award)
- 4th Firenze Film Festival (Best Feature Film)
- 38th Festival de Cine de Bogota (Best Film, 2nd prize)
- 8th Festival International du Cinema de Kinshasa (Best Actor)
- 3rd Festival Internacional de Cine Austral, Cordoba, Argentina (Best Feature Film, Best Direction, Best Screenplay, Best Actor, Best Cultural Representation)
- 8th Veracruz World Film Festival, Mexico (Best Feature Film, Best Direction, Best Screenplay, Best Actor, Best Music)

1.8.4 Special Cinematic Tributes

During 2021, the European film tributes organized in various countries by the Embassies of the Member States in which Cyprus also participates were limited, due to the restrictive measures against the Pandemic.

Despite any difficulties due to Covid-19, Tonia Misiali's award-winning film "Pavsi/Pause", opened the "Month of Francophonie" in Cyprus and was successfully screened both physically and online, in many member-states of the Francophonie. It was also screened in many European Festivals in which the Embassies of Cyprus participated.

Moreover, due to the cancellation or adoption of a hybrid form of several festivals and markets abroad, our participation in the Berlin Festival was in digital form. The Kiosks of Cannes, Thessaloniki and Drama reopened under the observance of strict hygiene protection measures, while the Operation of the Cyprus Pavilions at Clermont-Ferrant and Annecy was not possible.

1.8.5 International and other film festivals

1.8.5.1 "19th International Film Days Festival – Cyprus 2021"

The Festival is organized by the Cultural Services of the Ministry of Education, Culture, Sport and Youth of Cyprus and the Rialto Theatre. The 19th International Film Days-Cyprus Festival 2021, after last year's (2020) cancellation due to the pandemic, managed to take place, despite the difficult conditions, during the period 16 - 24 April 2021. The screenings took place simultaneously at the Rialto Theatre in Lemesos and at the Zena Palace Cinema in Lefkosia. It should be noted that most of the programme was also shown online.

The Festival presented a total of 20 films, world-winning (Viewfinder section 5 films), a very promising competition programme rich in theme, style and cinematic genres (international competition Glocal Images 10 films), the extraordinary programme One Year Without the CFD, while in the absence of a sufficient number of Cypriot films in 2021, no Competition section was organized for Cypriot films.

A three-member Artistic Committee, which consists of Tonia Misialis (director-producer), Dr. Kostas Konstantinidis (academic), and Marios Stylianou (director), had the responsibility for the selection of the films, the preparation of the screening programme and the parallel events.

Festival Jury:

The International Jury consisted, for another year, of renowned professionals from the international and domestic film industry. The Jury participated in the screenings and sessions online, due to the travel restrictions imposed by the pandemic.

The Jury consisted of:

- Eduardo Guillot, artistic director of the Film Festival Mostra de València – Cinema del Mediterrani (Chair)
- Irmena Chichikova, actor from Bulgaria,
- Minos Nikolakakis, producer and director from Greece,
- Giorgos Kallis, Cypriot film composer
- Kika Georgiou, Cypriot actress

1.8.5.2 Awards and Distinctions of the Festival

Best Glocal Images Film Award

The Glocal Images Best Film Award, accompanied by the amount of €6,000, was awarded to the film **Sole by Carlo Sironi**.

Glocal Images Special Jury Award

The Glocal Images Special Jury Award, accompanied by the amount of €3,000, was awarded to the film **Identifying Features by Fernanda Valadez**.

Glocal Images Best Director Award

The Glocal Images Best Director Award, accompanied by the amount of €1,000, and post-production services of €4,000, a sponsorship of Authorwave, was awarded to **Zoé Wittock for her film Jumbo**.

Price Discrimination

An honorary distinction was awarded to the film **The Last Bath by David Bonneville**.

1.8.5.3 Cypriot Film Award for Cypriot participation

This year the organizers decided that, due to the special circumstances that did not allow the establishment of a National Competition Section, the amount accompanying the Award for Best Cypriot Film of €4,000 should be distributed equally among the three Cypriot films included in the festival's programme: ***I ballanta tis Trypias Kardias (The Ballad of the Pierced Heart)* by Yannis**

Economides, *Politis Tritis Ilikias* (Third Age Citizen) by Marinos Kartikkis and *Poliorkia stin odo Liperti* (Siege on Liperti Street) by Stavros Pampalis.

Audience Award

The audience award, amounting to €1,000, to which the Lemesos Municipality contributes €500, was awarded to the film ***Politis Tritis Ilikias* (Third Age Citizen), by Marinos Kartikkis.** The director attended the award ceremony and received the award from the Mayor of Lemesos, Mr. Nikos Nikolaidis.

1.8.5.4 7th International Film Festival for Children and Young People – Cyprus 2021

The seventh International Film Days for Children and Youth Festival - Cyprus 2021, with the motto: 'Each of us is different, each of us unique', was held this year entirely online, with a diverse programme for Children and Young People. Specifically, it included online workshops, online film screenings for schools as well as the first phase of the Young Directors' competition in collaboration with Adamfest.

The Children's Department also participated for the second consecutive time in the European Young Audience Awards (YAA). The artistic director of the youth - children's section of the festival is Petros Charalambous - director / producer.

1.8.5.5 Second edition of Market: Dot.on.the.map Industry Days

Dot.on.the.map Industry Days has been operating since last year as a platform for co-production, training and networking of professionals, encouraging collaborations between producers, directors and screenwriters from the Mediterranean countries with professionals in the international film industry. It thus offers the opportunity to filmmakers to present proposals for the production of feature-length fiction films. Despite the lockdowns due to the pandemic and the online conduct, there has been a lot of interest. It is estimated that the interest will increase sharply as soon as conditions allow the live presence of the participants and an increase in the budget of the event should be foreseen. Director Danae Stylianou is the head of Dot on the Map Industry Days.

Awards: Dot.on.the.map Industry Days

Best Fiction Project Award

The jury presented the Best Fiction Project Award to *Lives of Hamid*, directed by Jonathan Millet and produced by Pauline Seigland and Lionel Massol, for the fascinating way in which it highlights issues of migration and exile, through a gaze that excites critical thinking about memory, pain and justice, intertwining at the same time, with art and courage, the political with the emotional level. The award consists of Colour correction services and DCP Mastering Services worth €11,000.00, a sponsorship of Full Moon Productions as well as €500 in cash, an offer of the Cyprus Directors' Association.

Networking Award of the Agora of the Thessaloniki International Film Festival

The jury considered that Stelana Clerie, writer - director and producer of *the work Gizem*, will benefit greatly from the Agora's networking award, which offers her participation in the Film Market of the Thessaloniki International Film Festival. The award, an offer of the Thessaloniki International Film Festival, includes free Agora accreditation and overnight stay in Thessaloniki.

1.8.6 "11th Cyprus International Short Film Festival (ISFFC) 2021"

1.8.6.1 "11th Cyprus International Short Film Festival (ISFFC) 2021"

The Cyprus International Short Film Festival, the official international short film competition of Cyprus, was held at the Rialto Theatre during the period 9 - 15 October 2021. Despite the ongoing pandemic and restrictions, the Festival could be implemented in better conditions than those in 2020, giving the opportunity to creators and audiences to meet and encounter dozens of film productions, both from Cyprus and the rest of the world.

The Festival's programme included 44 films in its International Competition Section and 16 films in the National Competition Section, as well as seven parallel programmes. As in the previous ten events, the Cypriot directors Alexia Roïder and Ioakim Mylonas had the responsibility for the

selection of the international programme. From this year, the artistic directors are supported by Christiana Ioannou (theorist of the cinema) and Spyros Charalambous (director), who constitute the Pre-selection Committee of the international competition section.

This year Adonis Floridis, Marios Psaras and Nicolas Khabbaz had the responsibility to select the Cypriot Films for the national competition.

The five-member Jury consisted again this year of important personalities from the field of international cinema:

- Anne Gaschütz (Chair) from Germany, organizer and programme manager of the International Short Film Festival FILMFEST DRESDEN
- Simone Bardoni from Italy, Artistic Director, programme manager and administrative director of the Concorso Film Festival
- Carla Vulpiani from Italy, Short Film Consultant for the Venice International Film Festival, film distribution manager and producer
- Makis Papadimitratos from Greece, Director – and Actor
- Vangelio Soumeli from Cyprus, Director

The programme included fiction films, documentaries, experimental films and animated films. The Festival presented a variety of quality films that deal with the human condition through comic, imaginary and sometimes realistic narratives. This year, the National Department hosted 16 Cypriot films, a very important number of films for our small country.

1.8.6.2 International Competition Awards

First Prize for Best Film [€4,000] The First Prize for Best Short Film was awarded to **Samir Karahoda's** film **Displaced** from Kosovo.

Best Director Award [€2,500] The Best Director Award was given to a young director, **Nastazja Gonera** from Poland for her film **First Last Summer**.

Second Prize for Best Film [€1,500] The Second Prize for Best Short Film was awarded to **Hold me tight** by **Leo Mélanie Robert Tourneur**, a co-production between Belgium and France.

Best Documentary Award [€ 3,000] Awarded to **Peiman Zekavat's** film **E14** from the United Kingdom

Honors

The Jury awarded an honorary distinction to the film **Mission: Hebron** by **Rona Segal** from Israel on the grounds: Through personal interviews and revealing archival material, the director carries out a difficult task. With bravery, sensitivity and a sense of justice, she strives to make the world a better place.

For her excellent performance, which is the main mean for the viewer to capture the grief of a nightmarish moment in a relentless shot, the actress **Cecilie Elisabeth Bogø Bach** was awarded an honorary distinction for her leading role in the film **Incident at School** by **Jacob Thomas Pilgaard** from Denmark.

SUBMISSION OF CANDIDACY TO THE AWARDS OF THE EUROPEAN ACADEMY OF CINEMA 2022

The International Jury has nominated Lithuanian director **Saulius Baradinskas' Techno Mama** as a nominated film of the Cyprus International Short Film Festival for the European Film Academy Awards 2022.

1.8.6.2 National Competition Awards

First Prize for the Best Cypriot Film [Distribution services by Radiator Sales and €4,000]

The First Prize for the Best Cypriot Short Film was awarded to **A Summer Place** by **Alexandra Matthaïou**.

Second Prize for the Best Cypriot Film [€2,500] The Second Prize for the Best Cypriot Short Film was awarded to the film **Spring Rituals** by **Giorgos Tsangaris**.

Best Director Award Dinos Katsouridis [€2,500 and provision of technical equipment by Tonikon] The Best Director Award "Dinos Katsouridis" was received by **Semeli Vogazianos** for her film **En Limbo**.

Best Photography Award [accompanied by postproduction, colour correction and DCP in HD services, a sponsored by STEFILM]

The Best Photo Award, which is accompanied by postproduction, colour correction and DCP in HD services, a sponsorship of STEFILM, was awarded to **Phoebus Filitas** for the film **Night Lives** by Nafsika Hadjichristou.

Best Performance Award [€500 a sponsorship of the Municipality of Lemesos]

The Best Performance Award accompanied by the amount of €500, an offer of the Lemesos Municipality, was awarded to **Mary Mina** for her leading role in the film **A Summer Place** by **Alexandra Matthaïou**.

An honorary distinction was awarded to a young director with vision, **Angelos Charalambous** for his film **ERRA**.

1.8.6.3 Best Music Film Award The Best Film Award in the Amaze Me music video category was awarded to **For those I love – Birthday**, by **Sam Davis**. The winning film was selected by the STUDENT COMMITTEE of the Cyprus University of Technology - Department of Multimedia and Graphic Arts, while the award was announced on behalf of the committee by Katerina Konstantinou.

1.8.6. "Drama Festival Travels to Cyprus"

In the last twenty-two years, the screening in Cyprus of the winners of the Greek short films has been established in Cyprus, within the framework of the Short Film Festival of Drama. The event is held in collaboration with the Organizing Authority of the Drama Festival, the Ministry of Culture of Greece, the Rialto Theatre, the Lefkosia Friends of Film Association, the Lemesos Film Club, the Larnaka Film Club and the Pafos Film Friends Club. It is a three-day screening, dedicated to the Greek Short Film, particularly loved by young filmmakers.

Due to the restrictive measures imposed in response to the Covid-19 pandemic, it was not possible to hold the event in 2021.

1.8.7. "12th European Short Film Festival "Short Matters!"

The Cultural Services of the Ministry of Education, Culture, Sport and Youth, the European Film Academy and Brave New Culture in collaboration with ARTos House organized, for the 15th consecutive year, the EFA Shorts Award-winning European Short Films Festival (25 & 26 September). The EFA Shorts programme consists of a selection of ten short films by the European Film Academy, which have been nominated for an award, from the twenty-four major short film festivals in Europe.

At each of these selected festivals, the Jury selects one of the European short films, which is automatically nominated for the European Film Academy Award. The programme with the nominated films is touring several European cities, two of which are Lefkosia and Lemesos. The 2021 award-nominated films are a multidimensional panorama of contemporary European cinema. The films were also screened at the Dance House in Lemesos.

1.8.8 Festival "Images and Aspects of Alternative Cinema"

The Festival "Images and Aspects of Alternative Cinema" (7 - 13 June 2021) has always played an important role in presenting European and international currents of the film avant-garde. The Festival focuses on the emergence of audiovisual works that promote an experimental style and seek new morphic solutions to issues of image, rhythm and storytelling. Through the programmes, the viewer has the unique opportunity to watch films very different from each other but with a common element of

experimentation and exploration of the limits of the art of cinema. In 2021, the beautiful garden of Chambis Engraving Museum hosted the Festival "Images and Aspects of the Alternative Cinema" and the following were presented:

Lyricism and Cruelty: Kim Ki-duk's Cinema

In the Depths of Brazil: Then and Now

Visual music – From Marie Menken's notes

Tribute to Alice Guy-Blaché, the first female filmmaker*

**Koralia Stergidi: Imprints of Care
(IVAC x FORMWORKS)**

Marco Ferreri: A "*provocateur*" of cinema

1.8.9 "Summer Screenings Marathon 2020"

The response of the Cypriot and foreign public to the screenings of the Summer Screenings Marathon was also important this year. The event, which was held for the 23rd year by the Cultural Services of the Ministry of Education and Culture, Sport and Youth and Theatro Ena in collaboration with the Friends of Film Group in the period 14 July 2021 – 12 September 2021, took place at the oldest open-air cinema in operation in Lefkosia, the cinema "Konstantia".

Twenty-three years since its inception, the Summer Screenings Marathon revives to the great satisfaction of film lovers, the summer cinema "Konstantia", one of the most beautiful old cinemas of the capital and remains one of the most popular institutions of the Ministry of Education, Culture, Sport and Youth both in the field of cinema and in the field of upgrading the social and cultural life of the country. The selection of films is based on quality, the cinematic education of the audience and the delight. Under the moon and with the nostalgic atmosphere of summer cinema, the viewer had the opportunity to watch a unique cultural mosaic from all corners of the earth, with films that were recently distinguished with great awards, such as the book-based film Nomadland "**I Chora ton nomadon/Nomadland**" (Academy Award for Best Film, Best Director & First Female Role for Francis McDormand, Golden Globes Best Film & Best Director and Bafta), "**Enas thryamvos / The Big Hit**" (Official Participation Cannes 2020, Best Comedy, European Film Academy), "**Paris, Texas**" (Palme d'Or Cannes Film Festival 1984), "**Gialda, I nychta tis sygchorexis / Yalda, a night for forgiveness**" (Grand Jury Prize, Sundance Festival) and so on.

As every year, films of Cypriot and Greek production were present, such as the film "**Poliorkia stin odo Liperti / Siege on Liperti Street**" by the Cypriot director **Stavros Pampalis** (Greece, Cyprus, UK2019 - Thessaloniki International Film Festival Audience Award, FIPRESCI (Greek Section) Thessaloniki International Film Festival, Panhellenic Union of Film Critics Award), "**O Raftis / The Tailor**" by **Sonia Lisa Kendreman** (Greece 2020), "**Winona**" by **Alexandros Voulgaris** (Greece 2019 - Official participation of the Sundance Festival - Official participation of the Thessaloniki International Film Festival) and so on.

1.8.10 Financing and other actions

In addition to the above, the Cultural Services of the Ministry of Education, Culture, Sport and Youth finances the following institutions and annual events

1.8.10.1 Financing of Film Clubs / Cultural Organizations

Film clubs and other cultural organizations are financed aiming at developing film education, in order to organize tributes to national cinematography and screenings from classical and contemporary

quality cinema. At the same time, cultural institutions that promote film education and aesthetics are financed.

1.8.10.2 Financing of the Activities of the Cyprus Directors' Association for the purpose of Vocational Training

A. Three-day workshop on 'Directing Actors'

In June 2021, the Cyprus Directors' Association hosted the acclaimed actor and drama art teacher Jerry Coyle, who presented a three-day acting workshop, aiming to bring actors and directors together, through a process of creative collaboration.

B. One-day seminar on screenwriting by Adonis Floridis

The Cyprus Directors' Association organized in February 2021, a one-day writing seminar with the award-winning director Adonis Floridis, on the subject of 'Initiation into the Art of Screenplay'.

C. Two-day educational activity for young people aged 15 - 18, on 'Directing a Film'

The Cyprus Directors' Association hosted in January 2021, a two-day activity for young people 15 - 18 years old, who had the opportunity to get to know the four stages of production of a film by professionals in the field.

D. Short film competition on 'Choose a Frame'

The Cyprus Directors' Association organized in March 2021 a short film competition aiming at supporting artists and their creativity in order to promote Cypriot cinema and Cypriot filmmakers through their art.

1.8.10.3 "15th Lemesos International Documentary Festival"

The Lemesos International Documentary Festival, in its 15th edition, took place from one to eight August 2021 at the Lanitis Carob Mill (Ceronia Hall), next to the Medieval Castle of Lemesos. Highlighting unexplored aspects of the human condition and the surrounding area in which it operates, the Festival proposed once again this year documentary films that shock, inviting its faithful and young audiences to another journey to the cinema. Reality. The big screen featured award-winning documentaries from all over the world. With fewer seats for spectators but with the same high level in the programme of its screenings, the Lemesos International Documentary Festival offered this year to its audience an excellent organization, while taking all the necessary protection and safety measures for the pandemic, in the unprecedented conditions we are going through. The Festival is organized by Brave New Culture and is subsidized by the Cultural Services of the Ministry of Education, Culture, Sport and Youth with the support of the Evagoras and Kathleen Lanitis Foundation. Other supporters: Goethe Institute, Embassy of the Netherlands, Embassy of Austria, UNHCR, Cardet, 6x6 Centre of Photography

1.8.10.4. Cyprus Archaeological, Ethnographic and Historical Documentary Festival

The fourth Cyprus Festival of Archaeological, Ethnographic and Historical Documentary (AEI Film Festival) in 2021 took place on two separate dates due to the conditions of the pandemic. The screenings of the archaeological and ethnographic documentaries included in the National and International Departments took place from seven to 11 July at the outdoor amphitheatrical space of the Bank of Cyprus Cultural Foundation. During the five days of the Festival, 12 Cypriot and foreign documentaries were screened, almost all in the presence of their directors. A photographic exhibition and experiential workshops for children with archaeological topics were also organized. Within the framework of the fourth Festival, the director and producer of CyBC, Andreas Konstantinidis, was honored.

The student short films, created in 2021 in the framework of the experiential workshops organized by our Organization every year in collaboration with the Network of UNESCO Cyprus Partner Schools and the educational short documentaries from Cyprus, Greece and Turkey in the framework of a trilateral cooperation, were screened on 11, 12 and 13 November 2021, at the Siakoleio Medical Center, as many schools that participated in the educational programme, asked for an extension to complete their documentaries due to the pandemic.

The festival began in 2018 with screenings of documentary films, accompanied by various entertaining and educational activities that are part of the triptych: Archaeology, Ethnography, History, always focusing on Man in Space and Time. Its goal is its consolidation within and outside the borders of our small country, making it both national and international, modern and exuberant in projects and collaborations.

The AEI Film Festival and the experiential film workshops UNESCO are organized by the non-profit organization AUDIVISUAL FORUM with the financial support of the Cultural Services, the Cyprus Broadcasting Corporation, the UNESCO National Committee and the FOUR-PARTY FILMS. Communication Sponsor of cyBC.

1.8.11 Development of Cinema in the Countryside

The Cultural Services, in the context of the development of cinema in the countryside, have the following activities to demonstrate:

1.8.11.1 Strengthening of rural halls

Enhancement, on an annual basis, through a special programme, of the operation of rural halls.

1.8.11.2 Screening of Cypriot and European films

Screening of Cypriot and European films in the countryside through the subsidy of municipalities / communities of the region.

1.8.11.3 "19th International Animation Festival in the Outdoor Aspects of the World"

The non-profit organization "Aspects of the World" in collaboration with the Hambis School - Museum of Engraving and the community of Salamis organized the 20th International Animation Film Festival in the countryside "Aspects of the World". In the framework of the Competition Festival, screenings, exhibitions (exhibition of the Dutch contemporary artist Gerco de Ruijter and the Cypriot director Anastasia Mougi) as well as special film programmes were held. The International Competition Section included a selection of the world's leading short films by professionals and students from all over the world, while the Cyprus Competition Section aimed, as every year, to support and promote local productions, as well as to encourage and network Cypriot directors at local and international level.

The international competition, with a jury consisting of internationally acclaimed professionals (Gerco de Ruijter (Netherlands), Otto Alder (Germany), Anastasia Mougi (Cyprus - USA), presented Awards and distinctions.

The festival, in compliance with the health protocols, hosted once again, a large number of spectators, a diverse audience consisting of residents of the communities of the region, artists coming from all sectors of arts, fanatics of animation, children and young people as well as professionals.

For the last 15 years, the festival has enjoyed significant international recognition and collaborates with leading foreign festivals in the international animation community, as well as with film-writing centers. The Festival has been included since 2013 in the international animation organization of UNESCO ASIFA.

1.8.11.4 Animations for children and young people

The programme titled "Animations for Children and Young People" takes place every year in spring and travels throughout all the areas controlled by the Republic of Cyprus. This edition of the festival is addressed to children and young people, as well as to teachers and parents who are interested in expanding their knowledge in the art of animation.

This activity, which is organized with collaborators from primary and secondary education as well as from the Cyprus Pedagogical Institute, includes exhibitions, workshops and seminars in visual arts and animation techniques, having as guides experienced writers - screenwriters, artists, teachers, and directors. The emphasis is given to workshops of pupils from primary and secondary schools and to the training of teachers on issues related to animation. An important event of the third edition is the establishment of a collaboration between the International Festival "Film Days for Children and Young People" and the children's edition of the "Cyprus International Animation Festival - Aspects of the World" for the creation of a film competition entitled "Young Directors' Awards". The aim of the

institution is to make pupils aged 12 - 18 aware of the critical problems facing the planet today and send their own messages using the art of cinema.

The main objective of the Animation programme for Children and Young People is the transmission of the art of Animation in Cypriot education and give children the opportunity to use age-appropriate educational strategies, which are used in the animation production process. The workshops help children communicate, using a wide range of visual messages, thus developing their creativity.

1.8.12 Cooperation with European Union bodies and networks

During 2021, the Film Sector continued to work closely with European Union institutions and networks dealing with the audiovisual sector, such as the European Audiovisual Observatory and the Research Network of the European Film Organisation (EFARN), which are mainly concerned with the collection of statistical data.

More specifically, in 2021, the Cultural Services responded to surveys concerning the participation of women in the audiovisual industry and participated, through teleconferences, in roundtable discussions on film production, European co-productions and occupational equality in the field of cinema.

They continue to participate in Eurimages, the South East European Film Network, the European Film Agency Directorates (EFAD), and the European Film Promotion and sponsor the European Academy of Cinematographers and the online newspaper FNE.

1.9 OPERATIONAL EXPENDITURE – FINANCED BY INSTITUTIONS AND FOUNDATIONS

The Department, through the "Financing of Cultural Institutions to Cover Operational Expenses", finances cultural institutions to cover part of their annual operating expenses. In 2021, the total amount available was €100,000. In addition, the Measure of Support of Cultural Institutions was implemented to cover operating expenses of the year 2021 as an extraordinary allowance. This Measure was the result of the Decision of the Council of Ministers dated 3/02/2021, which refers to the support of the cultural sector, which was affected by the measures to combat the Covid-19 pandemic. The Measure provided for the financing of an extraordinary allowance to cover the operating costs of cultural institutions operating in Cyprus for which a budget of up to €600,000 had been provided.

1.10 NEEDS FOR PROMOTION, COMMUNICATION AND INTERNATIONAL NETWORKING – FINANCING INSTITUTIONS AND FOUNDATIONS

The Department, through the Project "Support of Cultural Institutions to Meet the Needs of Promotion, Communication and International Networking", finances cultural institutions to cover part of the annual needs of promotion, communication and international networking. For 2021, the available amount was €40,000.

1.11 REGIONAL CULTURAL DEVELOPMENT

1.11.1 Cultural Decentralisation Programme

The Cultural Decentralisation Programme 2021, which was successfully carried out for the 6th consecutive year despite all the difficulties caused by the global pandemic, sets as its objective the promotion and implementation of quality cultural activities in communities in Cyprus. In particular, the implementation of the "Cultural Decentralization" Programme aims at the promotion, development and dissemination of culture and the provision of opportunities for acquaintance, understanding, participation and creation in the widest possible strata of the countryside, the encouragement of mobility of artists and other cultural professionals as well as their artistic work and finally, the formation of artistic perception and perception both from the position of the creator and the viewer.

The diverse programme of Cultural Decentralization for 2021 took place in the Cypriot countryside from July 2 to November 3, presenting 13 productions, which included Theatrical Performances, Concerts and Music Workshops, Dance Performances, Art Exhibitions and Lectures on Cypriot Themes.

1.12 Support Plan for cultural activities of religious groups

The Project for the Support of Cultural Activities of Religious Groups has set as its goal the financial support of cultural activities, which are carried out by the Religious Groups of Armenians, Latins and Maronites. The aim is to highlight diversity and enhance cultural diversity through artistic activities. Specifically, the implementation of the Project aims at the development and adoption of a stable and appropriately configured financial tool for the financial support of remarkable activities, implemented by the offices of the Representatives of the three Religious Groups.

1.13 OPERATION OF EDUCATIONAL CENTERS / OFFICES ABROAD

1.13.1 House of Cyprus in Athens

The House of Cyprus, the Cultural Department of the Embassy of the Republic of Cyprus, in Athens, during 2021, held a limited number of events focusing on Letters, Cinema, Music, Folk Tradition, after the partial lifting of the strict measures imposed by the Greek Government on the global coronavirus pandemic that has been hitting Greece since 2020.

1.13.1.1 Programme of cultural events and activities

As part of its cultural events and activities, the House of Cyprus held 27 events from January 2021 to December 2021.

Specifically:

- seven book presentations
- three tributes
- one event for the cinema
- Eleven lectures (of which seven (7) in collaboration with the Society for the Study and Research of Modern and Contemporary History – Ioannis Kapodistrias (E. ME. N. S. I.) , three (3) with the Open University of Cyprus and the Greek Cultural Association of Cypriots in Greece (E. P. O. K.) and one (1) with the Scientific Society for the Study of Feron-Velestino-Riga
- Two events with the collaboration of the Network of Cultural Institutes of the European Union (EUNIC)
- One event on the musical folk tradition of Cyprus
- Two hospitality events

In addition, the House of Cyprus supported and hosted events of the Cypriot Organizations and Associations in Athens (E.K.E., OKOE, E.P.O.K.), as well as other bodies such as the Panhellenic Committee of Parents & Relatives of Undeclared Prisoners & Missing Persons and the Pancyprian Organization of Relatives of Undeclared Prisoners and Missing Persons.

In the context of the activities of the House of Cyprus, apart from the cultural events, the following are included:

- 1) Provision of information to parents and prospective students about Cyprus Academic Institutions.
- 2) Contribution to the research work of students, teachers, scholars, researchers and generally any interested party, providing access to the Cypriot bibliography.
- 3) Service/resolution of student issues of Cypriot pupils and students in cooperation with the Ministries of Education of Greece/Cyprus and the Educational Institutions of Greece.
- 4) Certification of documents of Cyprus Educational Institutions (primary, secondary and tertiary education).
- 5) Publication of books (AIPEA Publications). AIPEA Publications is a publishing effort of the House of Cyprus, in collaboration with publishing houses in Greece and with the support of the Society of Friends of the Cyprus Cultural Centre "The Seed of Cyprus". The Aim of Aepeia Publications is to contribute to a deeper acquaintance with contemporary Cypriot culture and highlight various aspects of the ties between Greece and Cyprus, offering to the reading public synthetic reference works with the signature of renowned scholars.

1.13.2 The Cultural Advisor's Office in London

The Cultural Advisor's Office in London focuses on the implementation of contemporary cultural diplomacy and cultural relations policies, through strategic partnerships with cultural and academic institutions and organisations based in the United Kingdom (UK), Cyprus, Europe, and beyond. In particular, close relations of cooperation have been developed with British, Cypriot and international

organizations, such as the British Museum, Fitzwilliam Museum, Ashmolean Museum, Commonwealth Foundation, King's College London, University of Greenwich, University of Westminster, Royal Commonwealth Society, The Hellenic Centre, Open University of Cyprus, University of Cyprus, University of Nicosia, Bank of Cyprus Cultural Foundation, A. G. Leventis Foundation, Cyprus Theatre Organisation, Cyprus Symphony Orchestra.

Among the priorities of the department, based on its renewed strategic planning, is the representation of Cyprus in top festivals held in the UK, our participation in international cultural networks and organizations, as well as the promotion of digital culture.

An important priority is also our cooperation with community organizations and especially with youth organizations, such as NEPOMAK UK, through targeted educational programmes on the history and culture of Cyprus, in collaboration with British museums.

Finally, the Cultural Office is an institutional member of EUNIC London, the NETWORK OF EU Cultural Institutes in the UK. The election of the Cultural Advisor, Dr Marios Psaras, to the presidency of the network for the period 2021 – 2022 proves the important role that Cyprus can play in international cultural networks. On his initiative, EUNIC London's strategic partnerships with leading British cultural organisations, discussions and contacts at high levels on issues related to cultural relations in the post-Brexit, as well as the promotion of joint cultural actions, have been promoted.

A detailed report of UNHCR's cultural activity in the UNITED KINGDOM for the calendar year 2021 can be found in the Annex, while more information and photographic material can be found in the online Cultural Review 2021 booklet, which is available at:
<https://simplebooklet.com/culturalreview2021>

1.14 EUROPEAN UNION AND INTERNATIONAL AFFAIRS

1.14.1 Institutional participation in Preparatory bodies of the Cultural Council

The Cultural Services, in direct and continuous cooperation with the Office of European Affairs (GEMY) of the Ministry of Education, Culture, Sport and Youth, have an active role and participation through their institutional role in the Cultural Affairs Committee, of which Portugal and Slovenia held the Presidency in 2021. At the same time, in this context, synergies and/or joint initiatives are being developed with both the Parliament and the European Commission, as well as with the Presidency-in-Office of the Council.

A number of important issues were promoted in 2021 during both the Slovenian and Portuguese Presidencies of the European Union and the Cypriot side has been very active in shaping the issues under discussion in the Committee on Cultural Affairs. Topics discussed include: the New European Bauhaus, enhancing intercultural exchanges through the mobility of artists and cultural professionals and through multilingualism in the digital environment, the cultural dimension of sustainable development, culture and social cohesion, national measures addressing the negative effects of the pandemic in the field of culture and measures in the Member States of the European Union for the recovery of the cultural and creative industries. The work carried out by the Cyprus Presidency of the European Union (2012) laid the foundations for a new approach to issues of strategy and development for culture at European level. On this basis, several presidencies have their work based on the conclusions of the Cyprus Presidency on Cultural Governance, since the work plan on Culture itself (2019 - 2022) refers to the Conclusions of the Cyprus Presidency on the Cultural Governance.

Moreover, the European and International Affairs Unit of the Cultural Services handles all issues related to the working groups on culture in close cooperation with the GEMY.

1.14.2 Creative Europe programme

The European and International Affairs team participates in the Management Committee of the "Creative Europe" programme and has contributed over time to the policies of the programme. Since 2014, the Creative Europe Programme has replaced the Culture Programme 2007 - 2013, the MEDIA Programme and the MEDIA Mundus Programme. The new Programme supports artists, cultural professionals and cultural organisations in areas such as performing arts, fine arts, publishing, cinema/audiovisual, television, music, multidisciplinary art forms; cultural heritage and computer

games, in order to operate in other countries and develop the skills necessary in the digital age. By increasing the visibility of European cultural works in other countries, cultural and linguistic diversity is also promoted. In Cyprus, there are offices of the Creative Europe Programme (Culture Office and MEDIA Office) with the general aim of assisting cultural and creative institutions regarding the Creative Europe Programme. The overall responsibility for the operation of the Offices has been assigned to a "Coordinating Body" for the Creative Europe Programme. The Coordinating Body of the programme in Cyprus, based on a relevant Decision of the Council of Ministers, is the Organization of European Programmes and Cultural Relations.

1.14.3 European Capital of Culture

The European Capital of Culture 2021 was hosted by Rijeka (Croatia) and Galway (Ireland). The impact of the pandemic was evident in the events and actions concerning this very important European institution, which is why, while Croatia and Ireland would host the institution until the end of 2020, an extension was granted until 2021 inclusive. The European Capital of Culture is one of the most important initiatives of the European Union in the cultural sphere, strengthening intercultural dialogue and promoting cultural cooperation. Every year, the cities awarded the title of European Capital of Culture bring to the fore the richness and cultural diversity of European cultures. They are a living evidence that a city has the potential to be creative, unique, and special, and at the same time, have a European dimension. In the context of the process for the promotion of the institution by the Member States and the monitoring of progress by the Commission and the Council, the European and International Affairs Unit for Culture has an active role in this process.

1.14.4 Commercial Agreement on Cultural Routes of the Council of Europe

As of 1 January 2011, the Ministry of Education, Culture, Sport and Youth participates in the Cultural Routes Programme. The Board of Directors of the Enlarged Partial Agreement on Cultural Routes (EPA) was established in April 2011. The Cultural Routes Programme considers cultural routes to be very important tools for the development of intercultural dialogue, the rapprochement of cultures, sustainable development, the promotion of cultural tourism and the facilitation of European integration. The routes, which have been declared "European Cultural Routes", receive the Council of Europe mark. The programme aims to promote ethical and responsible tourism that respects local communities and their cultural identity.

1.14.6 EUROPEAN NETWORKS OF CULTURE

Cyprus, in particular, during the two Presidencies, both that of the Council of the European Union and that of the Committee of Ministers of the Council of Europe, managed to develop important relations with various European networks, which have an active role in the promotion of European policies in the field of Culture. In the context of participation in these networks, the opportunity is provided for the integrated exploitation of the possibilities provided by European policy promotion and production mechanisms.

1.14.7 ORGANISATION OF EUROPEAN PROGRAMMES AND INTERNATIONAL RELATIONS

For effective management of the European programmes and the strengthening and empowerment of people employed in the cultural and creative sector through further exploitation of European programmes and the creation of infrastructure on cultural management issues, the Organization for European Programmes and International Relations (OEPPS) was created by Decision of the Council of Ministers. Based on the relevant decision and based on its Articles of Association, the Organization, among others, has as its mission the management of European programmes related to the wider sector of Culture. Thus, they maximize the absorption of European funds for the cultural sectors by the programmes of the European Union through the continuous support, training and empowerment of artists and contemporary artists in Cyprus, the professional development and enhancement of the competitiveness of professionals in the cultural sector, the training on issues related to cultural management, and the generally structured implementation of national cultural policy on European and international issues.

In order to achieve its objectives, the Organization has undertaken the continuation of the responsibilities, actions and activities of the "Center for Music Research, Innovation and International Networking" to date, as well as the management of the national contact points / offices of European programmes, "Creative Europe" and "Citizens, Equality, Rights and Values".

In addition, as part of its mission, the Organization participates in important European networks, which aim to integrate culture into the Union's external relations, vocational training, artistic education and the strengthening and development of skills on the basis of an inclusive approach.

Creative Europe Office

During 2021, because of the intense and targeted communication action, cultural organisations have shown a strong interest in the Creative Europe programme, with almost twice as many applications as in previous years (e.g. 45 for the European cooperation projects scheme). At the same time, there have been more than 30 live and online meetings with organizations that needed general and/or specific information and support regarding the programme. In addition, support to stakeholders interested in submitting a proposal to European cultural programmes is continuous and daily.

National Contact Point "Citizens, Equality, Rights and Values"

During 2021, due to intense and targeted communication action, there has been a strong interest of cultural organisations and other civil society organisations in the CERV programme. In addition to the information days organised by the European Commission and which have been promoted nationwide, OEPPS together with the other national contact points organised 20 information actions (in-person and online), covering 1,200 (registered) people. It is a programme with many aspects and many separate sub-programmes, which requires constant and specialized targeting, support and general and/or specific information to a large number of people.

Centre for Music Information, Innovation and International Networking

With its incorporation into the OEPPS, the Centre for Music Research, Innovation and International Networking continued its rich activity. In this context, the Organization organized in November 2021, the Festival of New Music 2021 with five concerts in Lefkosia, and with great public response and panyprian promotion.

In addition, the Organization actively supported the eighth Jazz and World Music Showcase, which is held by the Cultural Services in collaboration with the Rialto Theatre, mainly enriching it with parallel actions of educational content (networking days, information on European programmes and initiatives and so on.)

The Centre continued its participation as a member of the International Association of Music Information Centers, with simultaneous participation in the civil society platform, in the cultural and creative sectors "Voices of Culture" through the Centre's previous participation in the European Music Council.

Other European and international networking actions

The OEPPS, within the framework of its mission, participates in European and international networks and initiatives (e.g. EUNIC, NEB etc.). The Organization has also been included in the European Diversity Charter initiative, which at national level is managed by the Centre for Social Innovation. At the same time, it operates as an advisory body to the Government on issues related to the EU and other European and international affairs for the field of Culture. In addition, it takes part in other European programmes, such as the following:

Erasmus + Programmes: the Agency, together with Piano and Co from Marseille, and partners from Portugal, the National and Kapodistrian University of Athens and the State Conservatory of Yerevan, Armenia, applied for funding with the project "MUSICAL BOUNCE BACK - Promoting the Role of Women in Music and Connecting for a new Pedagogy". Moreover, OEPPS applied for and was approved as a partner with cultural organizations from Romania and Hungary for the Classical Music Empowerment programme.

1.14.7 Conferences and Cultural Cooperation Programmes

Cyprus, with the aim of cooperating with other countries in the fields of education, culture and science, has so far concluded many bilateral agreements. For the implementation of these Agreements, the Executive Programmes for Educational, Cultural and Scientific Cooperation are drawn up and signed by the contracting parties. The Agreements and Programmes with the arrangements they include provide the necessary institutional framework within which the cultural and educational exchanges of Cyprus with other countries take place. The Cultural Services are responsible for the preparation and implementation of that part of the provisions of the Programmes that govern the cultural cooperation

and cultural exchanges of Cyprus with each contracting country (with the exception of the provisions concerning cooperation on cultural heritage issues). Within the framework of this competence, the Cultural Services take care of the organization abroad of events aiming at the promotion of contemporary Cypriot culture, as well as for the organization by other countries of cultural events in Cyprus. Within the framework of the Programmes, exchanges of experts are also taking place, aiming at mutual information and cooperation in the field of culture.

1.15 UNESCO CONVENTION ON THE PROTECTION AND PROMOTION OF THE DIVERSITY OF CULTURAL EXPRESSIONS (2005)

The contact point for the promotion of the Convention has in its competence the promotion of the objectives of the Convention and the systematic recording of the actions contributing to the implementation of the Convention. In this context, the Contact Point of the Convention (2005) has a close cooperation with the Cyprus National Commission for UNESCO.

1.16 RECOGNITION OF MUSEUMS

The orientation and objectives of Law 58 (I) / 2009 – The Recognition of Private Museums and Museums of Local Government Authorities (Procedure and Conditions) Law – are 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 to upgrade the services they offer and the work they do. The Law defines the conditions that must necessarily be met, so that museums belonging to the above categories can, if they themselves seek it, be recognized. The Law also provides the appropriate incentives to museums to seek their recognition, since recognized museums can receive state sponsorship, under terms and conditions set out in a special funding tool, the "Plan for granting state sponsorship to recognized museums to support developmental actions (Activities, Projects and Programmes)".

In order to improve the implementation of the Law, a bill was forwarded to Parliament for its amendment, which was approved by the Parliamentary Committee on Education and Culture. The amendment bill is expected to be voted in 2022. In addition, in 2022, two applications for recognition of museums submitted in 2021 will be examined.

So far, the following museums have been recognized:

1. Leventis Gallery
2. Cyprus Theatre Museum
3. Cyprus Medical Museum
4. Costas and Rita Severis Foundation Museum – Centre for visual arts and research
5. Museum of Byzantine Heritage of Palaichori

1.16.1 Cyprus Museum of Struggle

The Cyprus Museum of Struggle is housed since 2001 in the premises of the Old Archdiocesan Palace, next to the Holy Archdiocese of Cyprus. The exhibition space of the museum includes rich material such as relics, pamphlets, orders, notices, correspondence, photographs, articles from the press of the time and anything else related to the Liberation Struggle of EOKA (Ethniki Organosis Kypriou Agoniston =) 1955 - 1959. In 2021, the museum, due to the pandemic, did not hold events with the physical presence of the public. Instead, it operated for a limited number of visitors, while its actions focused on highlighting its material through media interviews, presentations, online conferences and scientific publications.

1.16.2 Council of Historical Memory of the EOKA (Ethniki Organosis Kypriou Agoniston = National Organisation of Cypriot Fighters) Struggle 1955 - 1959 (S.I.M.A.E.)

S.I.M.A.E. was founded on March 26, 1993 by a decision of the Council of Ministers under the chair of Mr. Glafkos Clerides and consists of the Chair and eight members.

Objectives of the Council

- 1) The recognition by the State of the contribution of the fighters of EOKA 1955 - 1959 and the creation of an Archive of its Members.
- 2) The maintenance of the areas related to the conduct of the Struggle, such as prisons, imprisoned graves, detention centers, battlefields, and places of sacrifice, hideouts and others.
- 3) Collection and exhibition of relics of the Struggle.

- 4) Collection and publication of printed material related to the Struggle, such as brochures, magazines, books, other publications, films, photographs, and so on.
- 5) Care for the monuments of heroes.
- 6) Announcement of competitions with topics coming from the Nation.
- 7) Writing of historical textbooks about the Struggle.
- 8) Organization of events and lectures in order to promote the Nation and inform young people.
- 9) Support of fighters or their families in need of financial or other assistance.
- 10) Anything else related to the Struggle of 1955 - 1959 that will be deemed necessary by the Council.

For more information and material about the Struggle:

www.ucy.ac.cy - Library-, -Sources-, -Substantial Collections-, -Lenkythos-, -History-,
-Archive of the Council of Historical Memory of the E.O.K.A. Struggle 1955 -1959.

1.17 CYPRUS NATIONAL COMMITTEE FOR UNESCO

The Foundation "Cyprus National Commission for UNESCO" is the vital link between the state, civil society and UNESCO and acts as an advisory body to the State. The Committee promotes the implementation of UNESCO Conventions and Programmes in Cyprus in cooperation with all Ministries and Government Services, as well as with Non-Governmental Organizations whose activities are related to those of UNESCO, i.e. education, culture, social sciences and humanities, natural sciences and communication and information. It acts as a point of information to the public about the purposes and programmes of UNESCO and distributes leaflets, books, posters and digital material about the Organization. It also maintains and promotes contacts with other National Committees of UNESCO member-states with the aim of exchanging views and expanding cooperation to achieve common goals.

1.17.1 Strategic priorities (2020 - 2022)

1. Promoting lifelong learning, creativity and active citizenship.
2. Protection, promotion and transfer of the cultural heritage of Cyprus.
3. Cultivation and dissemination of various forms of knowledge, promotion of interconnections between science, politics and society, based on scientific and ethical principles, for equitable and sustainable development.
4. Promoting creativity and diversity of cultural expressions as a vehicle and a driving force for peace and sustainable development.
5. Promotion and enhancement of the scope of UNESCO's work, through the strengthening of relations and synergies at national, regional and international level.

1.17.2 Basic actions

- 1) Organisation and support of activities in line with the Commission's strategic objectives, in particular in the fields of cultural heritage, youth and environment.
- 2) Contribution to the international community.
- 3) Development of synergies and strengthening of cooperation.
- 4) Enhancing the visibility of the work of UNESCO and the Cyprus National Committee for UNESCO.

1.17.3 Promotion of UNESCO Conventions

The Committee actively promotes the implementation of the UNESCO cultural conventions ratified by Cyprus, especially those concerning 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 Ministry of Education, Culture, Sport and Youth and other bodies whose objectives are in accordance with the principles of the Conventions.

The Committee is vigorously active in the protection of the Intangible Cultural Heritage, both through its presence at UNESCO regional and international meetings, as well as through the implementation of targeted actions at national level, especially for the promotion of the elements that Cyprus has registered in the Representative List of Intangible Cultural Heritage: the Lefkaritiko embroidery (2009), the *tsiattista* (2011), the Mediterranean diet (2013), the art of dry-stone walls (2018) and the art of chanting (2019).

1.17.3.1 Contribution to the Protection of the Intangible Cultural Heritage

In 2021, fifteen years have passed since the ratification by the Republic of Cyprus of the UNESCO Convention (Convention 2003) for Safeguarding the Intangible Cultural Heritage (ICH). In the period that has elapsed since then, important measures have been taken for the Implementation of the Convention, culminating in the creation of the "National List of Intangible Cultural Heritage (ICH)" and the inclusion in it of 52 data of the ICH of Cyprus and five elements in the International Representative List of UNESCO. The Committee coordinated the procedure for the submission of the second Periodic Report of Cyprus on the Implementation of the Convention.

1.17.3.2 Webinar on the Protection of Intangible Cultural Heritage (10 - 14 May 2021)

The Cyprus National Committee for UNESCO and the Regional Centre for the Preservation of Intangible Cultural Heritage in Southeastern Europe under the auspices of UNESCO (based in Bulgaria) co-organized on 10 - 14 May 2021 an online workshop entitled "Developing safeguarding plans for living heritage in Cyprus", with the support of the Archaeological Research Unit of the University of Cyprus. The aim was to train participants in the development of plans for the preservation of elements of the intangible cultural heritage in Cyprus, taking into account the challenges related to their sustainability, ethical principles and sustainable development issues.

1.17.3.3 Multinational application for the registration of obstetrics in the Representative List of ICH

The Committee participated in the writing team for the preparation of the multinational application for the inclusion of obstetrics in the Representative List of ICH, with the participation of eight states: Germany, Luxembourg, Kyrgyzstan, Colombia, Cyprus, Nigeria, Slovenia, and Togo. Midwifery includes knowledge and skills that promote the well-being and fundamental rights of women, newborns, children and families. Midwives ensure continuity of care and support throughout the natural process of pregnancy and childcare, before and after birth. They use documented knowledge, observation, empirical traditional knowledge and exhibit empathy. The collection and processing of the material for the application by Cyprus was coordinated by the Cyprus National UNESCO Committee, in collaboration with the Committee of Midwives and Midwives of the Pancyprian Association of Nursing and Midwifery and other bodies associated with obstetrics.

1.17.3.4 Promotion of data entered in the global ICH list

In cooperation with the community of Agros, the Committee is represented in the network of states that have registered the Mediterranean Diet in the Representative List of ICH and participates in the meetings that take place in order to coordinate joint actions, such as the creation of a common website with informative material and information on news of the network.

The Commission has also supported the organisation of a workshop on the art of dry-stone walls, in fire-stricken areas, to prevent soil erosion in these areas and the survival of severely affected biodiversity elements. The workshop was implemented by the "Stone on Stone" Foundation; within the framework of the European project 3PRO Troodos, coordinated by the Cyprus Institute.

1.17.4 Promotion of UNESCO Education Programmes

The Committee cooperates with the competent departments of the Ministry of Education, Culture, Sport and Youth to promote the objectives of the Organization through educational programmes and especially with the activities of the school networks and the UNITWIN networks that operate under the auspices of UNESCO.

1.17.5 UNESCO Corporate Schools Network (ASPnet)

The institution of the UNESCO Network of Corporate Schools (ASPnet) was created in 1953, aiming to encourage communication and strengthen cooperation between the pupil communities of the Member States of the Organization, in order to promote more effectively the goals of UNESCO among young people. The Network has been active in Cyprus since the school year 1969 - 1970, under the supervision of the Ministry of Education, Culture, Sport and Youth. The Network includes public and private primary and secondary schools, which are active in a variety of ways, such as organizing conferences and participating in events organized by other Partner Schools abroad.

17.5.1 Pancyprrian Pupil Symposium 2021: "I change my city, I change the world: participation, sustainability and a better life for all"

On April 16, 2021, the 43rd Pancyprrian Symposium of the UNESCO Network of Corporate Schools was held online. It was co-organized by the Lyceum of Agios Georgios in Larnaka, the Cyprus National Committee of UNESCO and the National Coordinator of the CYPRUS ASPnet Network, with the support of the Cyprus Youth Organisation. It was part of the "CitiZEN! Global Active Citizens and Sustainable Cities", which aimed to understand the challenges that concern the life of cities today and empower young people to take initiatives to bring about positive change in their community.

It included discussions on the creation of sustainable cities and communities as well as presentations by pupils of the Network on their vision for cities after the pandemic (Lyceum of Agios Georgios in Larnaka), ways of preserving and exploiting historic buildings in the urban environment (Xylotymvou Gymnasium), practices for the sustainable design of school communities (Aradippou Gymnasium) and ideas for adopting habits for health and sustainability in everyday life, at the base of the Mediterranean Diet (Apeiteio Gymnasium of Agros). The second part of the Symposium included brief speeches by invited speakers on the topic of urban transformation and the participation of young people.

17.5.2 Workshops for the production of short-length pupil documentaries

Within the framework of the institutionalized cooperation between the Network of UNESCO Corporate Schools and the Festival of Archaeological, Ethnographic and Historical Documentary, workshops for the production of student films (online and with physical presence) were held in 2021, with historical, archaeological or ethnographic content. The Committee approved the establishment of a Special Award for the film, which best promotes the cultural and natural heritage of Cyprus (400 Euros). The documentaries were screened at two special workshops held in November and December. The Special Award of the Cyprus National UNESCO Committee was awarded to the Archaeological Research Unit of the University of Cyprus for the film "Abandoned countryside: Examining the case of Fikardou".

17.5.3 Online Youth Forum: "YEU Youth Engagement in UNESCO designated Sites: Empowering youth towards sustainable development" (1 - 3 March 2021)

Within the framework of the above Forum, which was organized by the UNESCO Regional Office in Venice and the Fondazione Santagata, a Commission Officer was invited to present, as a good practice, the "Global Citizenship and Heritage Education" programme implemented by the UNESCO Cyprus Network of Partner Schools (2018 - 2019). Three young people from Cyprus also participated in the Forum, upon the recommendation of the Committee.

17.5.4 Integration of Intangible Cultural Heritage in formal education

As part of the effort to disseminate the joint EU-UNESCO programme for the integration of Intangible Cultural Heritage into formal education (Teaching and Learning with Living Heritage), a joint online event of the Network of Connected Schools of Greece and the Cyprus Network of Corporate Schools was held on Friday, October 22, 2021. The programme included, among others, a presentation by Agios Antonios Lyceum in Lemesos, on the topic: "Mathematics and Intangible Cultural Heritage: Together They Do Not.....".

17.5.5 UNESCO World Pupil Forum ASPnet "Taking Action for People and the Planet"

On 7 - 9 December 2021, the World Pupil Forum of the NETWORK of UNESCO Corporate Schools was held online, under the topic: "Taking Action for People and the Planet". Cyprus was represented by a pupil Agios Georgios Lyceum in Larnaka, who participated in the working groups for the undertaking of actions by young people for the well-being of the planet and the people. In the context of exchange of good practices, actions from various countries of the world were discussed, such as raising children's awareness on environmental issues through sports, providing vegetarian meals in schools, integrating the issue of climate change into the curriculum of all directions, organized tree planting and garbage collection by young people on a regular basis and publishing texts on climate crisis.

1.17.6 UNESCO / Unitwin Chairs

Since 1992, UNESCO Chairs have been UNESCO's most important programme at an academic level, and aim to strengthen inter-university cooperation and encourage exchanges at an academic level. In

addition, to the research initiatives they undertake, the UNESCO Chairs provide training opportunities in areas related to the responsibilities of the Organization and the particular issues that each chair has undertaken to promote, organize and participate in conferences and activities of educational institutions of other states that host UNESCO Chairs and are subjected to evaluation and control of their work by the Organization itself.

Today, more than 700 organizations are active in the programme in 116 member-states of the Organization, in the fields of natural and social sciences, culture, education and information.

Four chairs are active in Cyprus: the UNESCO Chair on "Cultural Diversity and Intercultural Dialogue for a Culture of Peace" at the University of Nicosia, the UNESCO Chair for Gender Equality and Empowerment at the University of Cyprus, the UNESCO Chair on Digital Cultural Heritage at the Digital Heritage Laboratory of the Cyprus University of Technology and the UNESCO Chair on Lifelong Learning and Adult Education at the Frederick University.

1.17.7 Other Activities

1.17.7.1 International Festival of Traditional Sports and Games TOCATI

Under the auspices of the Commission, a ten-member delegation of the Folklore Club "Ktima" of Pafos participated in the annual international festival of traditional sports and games TOCATI, which took place on 17 - 19 September 2021, in the city of Verona, Italy. During the event, members of the club presented the traditional game "Ligrin", customs of the Flood in Cyprus as well as water sports through an online connection with the Department of Sailing Nautical Club of Pafos. As part of the festival's artistic events, the Ecclesiastical Choir "Romanos o Melodos" of the Holy Metropolis of Lemesos presented a selection of fine Byzantine hymns.

1.17.7.2 Library

In the offices where the Commission is housed, a library of UNESCO publications has been established, which is open to the public. The collection includes so far 1200 titles of books and journals and the topics they cover are related to the key actions of UNESCO in the fields of Education, Culture, Social sciences and Humanities, Natural Sciences, Communication and Information. The primary mission of the Library is to serve the learning and information needs of the competent bodies for UNESCO's activities and programmes, so that Cyprus can benefit from them, and the needs of informing the public about what concerns UNESCO. The Library is open to the public for on-site use. The library catalogue is available online (www.unesco.org.cy).

1.17.7.3 Internet

The Commission maintains its own website (www.unesco.org.cy) and a social media page (Facebook, YouTube: Cyprus National Commission for UNESCO) aiming at informing the public directly and effectively on issues related to the Commission's and UNESCO programmes in Cyprus.

1.17.8 International Relations

The Commission is represented in intergovernmental committees as well as regional and international meetings and conferences in order to inform about UNESCO programmes, exchange good practices and strengthen international cooperation:

1) 41st Session of the UNESCO General Conference

The Committee was represented with an Officer at the 41st Session of the General Conference of the Organisation, held in Paris, from nine to 21 November 2021. The 41st Session marked the 75th anniversary of the Organisation and coincided with the 60th anniversary of the accession of the Republic of Cyprus to UNESCO. Important agreements were adopted during the Conference demonstrating the renewed multilateral cooperation between member states for the recovery of education, the promotion of Open Science and the ethics of artificial intelligence.

The historic agreement that sets out the common values and principles needed to ensure the healthy development of the first global agreement on the ethics and aims to guide the creation of the necessary legal infrastructure in order to ensure the ethical development of this technology.

Member states adopted the "Paris Declaration: A global call to invest in the future of education" at a meeting bringing together heads of state and government and education ministers from 40 countries.

The purpose of the meeting was to increase support to education in the face of the COVID-19 pandemic.

2) Interregional Meetings of National UNESCO Committees

The Commission was represented at the meetings of the international network of UNESCO National Committees, which took place in February and November 2021. During the meetings, issues related to the programme and the priorities of the Agency for the period 2022 - 2029 were discussed and good practices were presented.

3) Annual Intergovernmental Meeting of the Mediterranean Diet Network

In the context of the cooperation with the other six states that have registered the Mediterranean Diet in the Representative List of Intangible Cultural Heritage (ICH), Cyprus was represented at the above meeting by an officer of the Committee, an Officer of the Ministry of Health and a representative of the community of Agros. The proceedings of the meeting took place online on November 16, on the 10th anniversary of the 1st inclusion of the Mediterranean Diet in the corresponding UNESCO list. During the meeting, actions implemented for the protection and promotion of the Mediterranean Diet in each country were presented.

4) Regional Centre for the Protection of Intangible Cultural Heritage in South-Eastern Europe (under the auspices of UNESCO, in Sofia)

Cyprus participated with an Officer of the Committee in the annual General Assembly of the Member States of the Centre, during which the report and planning of the Centre's actions for 2022 were discussed.

2.

THE CYPRUS RESEARCH CENTRE

2.1 OBJECTIVES AND MEANS TO REALIZE THEM

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

In order to realise the above aims the C.R.C. employs a permanent research staff as well as outside collaborators on a contractual basis, both within Cyprus and abroad. It promotes co-operation in the field of scholarship with universities, research centres and other academic institutions both within and outside Cyprus. 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.

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 2021 a programme began for the transfer of the digital archives of the CRC from the obsolescent ABEKT Programme to a more up to date programme, following the signing of a contract between the University of Western Attica and the CRC.

2.3 PUBLICATIONS

From 1965 until present the C.R.C. has published important works covering a broad range of academic topics, 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 nearly 200 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 2021

In the year 2021, the Cyprus Research Centre published the following five books:

1. George Kazamias, *Η Τουρκική Εισβολή και ο ξεριζωμός των Κερυνειωτών μέσα από τις Μαρτυρίες στο Αρχείο Προφορικής Παράδοσης Κατεχομένων Περιοχών*. (The Turkish invasion and the uprooting of the Kyrenian people through Testimonies of the Occupied Areas Oral Tradition Archive.)
2. Kyprianos D. Louis, *Επιχειρηματικότητα και Οικονομική Στρατηγική στην Κύπρο κατά το πρώτο μισό του 14^{ου} αιώνα: Η Περίπτωση του Γεωργάκη Μαρκαντωνίδη*. (Entrepreneurship and Economic Strategy in Cyprus during the first half of the 14th century: The Georgakis Markandonides Case.)
3. Kyprianos D. Louis, *Αρχαιακά και Ιστορικά Ανάλεκτα Προφορικής Παράδοσης και Νεότερης Ιστορίας της Κύπρου*. (Archaically kai historically Analects of Cyprus Oral Tradition and Newer History.)
4. *Οθωμανικά Έγγραφα της εν Κύπρω Μονής Κύκκου*, (Ottoman Documents of the Kykkos Monastery in Cyprus.) Edited by Pavlos Khidioglou, Lefkosia 1973 (reprint).
5. Constantine Spyridakis, *Άπαντα Κωνσταντίνου Σπυριδάκι, Μελέται, Διαλέξεις, Λόγοι, Άρθρα*, (Constantine Spyridakis Collected Works, Studies, Lectures, Speeches, Articles.) Second Edition, 6-volume Work.

In addition, within the context of upgrading the facilities of the Cyprus Research Centre, major maintenance and repair works were continued in 2021 on the central buildings and main warehouse of the Cyprus Research Centre and major new purchases of electronic equipment and stationery were inaugurated.

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 organization, THOC is placed under the supervision of the Minister of Education, Culture, Sport and Youth of Cyprus and is governed by a nine-member Board of Directors (BoD) appointed by the Council of Ministers for a thirty-month term of office. The budget of the Organisation is submitted for approval to the relevant Ministry and the Council of Ministers, and is passed into law by the House of Representatives. The Organisation's policy is set out by its Board of Directors.

The State Theatre of Cyprus offers productions on five different stages:

- The Main Stage hosts large-scale productions of classic, modern and contemporary plays, as well as ancient drama, intended for large audiences.
- The New Stage hosts socially engaged, small-cast plays of international contemporary theatre in a smaller, atmospheric space that strengthens intimacy between stage and audience
- 0 -18 Stage: includes plays for children and youth, successfully reaching out to young people with performances specially 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

The changes that have, over the past years, brought THOC at the heart of the European theatre, whilst clearly prompting a change of attitude by the audience in Cyprus vis-à-vis the Organisation, have carried on with the same enthusiasm and awareness of the set target: to make theatre for the people of Cyprus with openings to and influences from the international stage.

Bringing theatre closer to 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 many 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. As a result, during 2020 several collaborations with the network and its members were implemented, resulting in THOC being present at various important international forums and actions.

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 establishment in Cyprus and the nucleus of theatre activity on the island; it maintains a well-respected international artistic presence with highly acclaimed productions and activities, as well as a vast array of programmes in the field of theatre development. It pursues its cultural contribution to the country by placing the individual at the heart of its commitments and offering diversity in its artistic and educational endeavours as it addresses the wider public whilst creating new audiences.

Theatre development

The Theatre Development Department is of prime importance and as such has been considered by the Board of Directors.

In 1979, eight years after its establishment, THOC added to its structure the Department of Theatre Development, which has since been engaged in ways and projects that broaden, strengthen and promote theatre activity in Cyprus, as well as the development of collaboration strategies and the participation / representation of Cyprus in programmes and activities abroad

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 plays, 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 afforded an opportunity to exchange ideas, experiences and practices.

Core activities today:

Subsidization and support of theatre creativity – THYMELI Plan:

Following an all-encompassing, thorough evaluation of the previous subsidization plan, it has been decided that the earlier Funding Programmes for theatre creativity had served their objectives (increase of theatre groups, polyphony, opportunities for engagement of theatre contributors and so on.) and were in need of renewal and modernization.

As a result, a new subsidisation scheme has been established based on the process of defining needs and consulting with other theatres in Cyprus, towards restructuring subsidization by refocusing of objectives in line with contemporary requirements and new trends in theatre and theatre groups active in Cyprus today.

The THYMELI Plan (first implemented in 2015 for 2016 grants) is the tail end of a long series of consultations with interested parties, creators, state services and institutions carried out in a context of absolute transparency to enhance theatre development. It represents a unified grant programme addressed to all professional Theatre Entities and Groups; by contrast, to the previous programme, which distinguished between different entities, the current plan evaluates each theatre production 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,el>

Beneficiaries: It is estimated that this particular activity directly benefits on average 500 theatre professionals per year, with an out-reach to at least 200,000 spectators of all ages. Cost: €1,138.000 per year are distributed to theatre entities through the THYMELI Plan.

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, THOC Board of Directors had already prepared an active support, based on immediate decisions.

Based on these decisions, THOC has subsidised the beneficiaries, irrespective of whether premieres and performances were cancelled, aiming at providing the means for financial survival of the institutions and the support for the financial wellbeing of employees. Additionally, a series of relief measures has been 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 for submitting 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 has been provided to the Ministry of Education, Culture, Sport and Youth. At the same time, the Theatre Development Department has been constantly informing the theatre professionals about the relevant decrees, and support programmes.

THOC, as relevant to its founding law, has responded positively in every way and is available to support the Ministry of Education, Culture, Sport and Youth on a consultation level, as well as with suggestions for measures of action. Thus in 2021 the scheme THYMELI PLUS was launched, which was an essential and practical support project for theatre institutions and an incentive for them to continue to create despite adverse conditions. The project enabled a state subsidization of €500 for each theatre performance with a ceiling of €5000 per production.

Theatre in schools: Consistent support and promotion of varied incorporation of theatre in schools either as a supplementary for drama games to various courses or as an independent course, as well as a means of self-improvement and learning. 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 provides schools with financial support. The Games are largely coordinated by THOC's Department of Theatre Development, but the decisions are taken by the THOC-MEC Special Committee on Theatre in Education, which consists of three members of THOC's Board of Directors and the Theatre Development Officer together with three members appointed by the Ministry of Education, Culture, Sport and Youth. The presidency is held by the Ministry. (More on the games at: <https://www.thoc.org.cy/theatre-development/theatro-sta-scholeia,el-theatredev-02,el>)

Unfortunately, due to the pandemic decrees the Theatre School Games in 2021 were cancelled as in 2020 when they 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.

In an effort to find ways to sustain the pupils' relationship with theatre, THOC in collaboration with the Office of the Commissioner for the Protection of Children's Rights, organised the project "Theatre Stories", an activity aiming at encouraging children to engage with theatre texts by making short videos with ideas generated by theatre plays.

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> =>).

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 2021 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 year 2021 saw the 34th Pancyprrian Festival of Amateur Theatre under way, which sought to further support and enhance, as well as reward the people who, without pay dedicate their free time to theatre.

Beneficiaries: There are more than 60 amateur drama groups across Cyprus, with which THOC maintains open communication. It is estimated that each group includes at least 20 members (with some reaching as many as 60) whilst their performances are attended by several thousands per year. However, the most significant aspect 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 Pancyprrian Amateur Theatre Festival was organized in the Autumn of 2021.

Support of playwriting:

Implementation of policies to encourage and motivate the production of plays by Cypriot playwrights from theatre companies thus building strong ties between Cypriot playwriting and the wider public.

THOC supports the Union of Cypriot Playwrights with a symbolic annual subsidy. Further, in recent years, the project 'Play', co-organized by THOC and the Cyprus Centre of the International Theatre Institute has made a crucial difference in the field of playwriting in Cyprus. 'Play' aimed at fine-tuning and staging plays by Cypriot playwrights in order to encourage playwrights through constructive dialogue with theatre practitioners. The organization for the programme Play was organised for a period by the Cyprus Centre of the International Theatre Institute. THOC has, however, undertaken

action as collaborator in order to further support and develop playwriting within a new cycle of collaboration, #5Play Again! resulting in the presentation of seven staged readings in December 2021. 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 and completed in 2021.
- 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.

Sponsored activities

Additionally, the Theatre Development Department continued to offer projects through which theatre artists could remain active during the adverse conditions created by the pandemic, such as the programme “Short Musical Stories”, a series of grant-funded video creations for theatre as a continuation from the programme “Thank you for the music”, “New Space”, “Poor theatre” which began in 2020.

3.2 ARTISTIC ACTIVITY OF THE CYPRUS THEATRE ORGANISATION DURING THE PERIOD: 01.10.2020 – 30.09.2021

MAIN STAGE

A/A	Play	Performances	Audience
1.	THE DEATH OF A SALESMAN by Arthur Miller Translation: Nikos Economopoulos, Demetris Berachas Direction: Neoklis Neokleous Period: 5.3. - 24.4.21	30	1.350
2.	ESME by Spyros Peresiades Direction: Marina Vronti Period: 24.6. - 4.8.21	12	5.805
3.	AGAMEMNON by Aeschylus Translation: Nikoletta Frintzila Direction: Lea Maleni Period: 16.7. - 6.8.21	10	3.280
	TOTAL OF MAIN STAGE	52	10.435
	COMPARATIVE FIGURES 1.10.19 - 30.9.20	59	12.622
	COMPARATIVE FIGURES 1.10.18 - 30.9.19	75	26.215

NEW STAGE

A/A	Play	Performances	Audience
1.	170 SQUARE METERS (Moonwalk) by Yiorghis Tsouris Direction: Yiorghis Tsouris Period: 3.10. - 18.10.20	13	807

2.	THINGS I KNOW TO BE TRUE by Andrew Bovell Translation: Vayos Liapis Direction: Maria Kyriakou Period: 23.10. - 6.12.20	21	1.101
3.	FAÇADE by Costas Mannouris Direction: Marios Mettis Period: 30.10. - 10.12.20	21	1.027
4.	IN CRITICAL CONDITION by Antonis Georgiou Direction: Emiliós Charalambides Period: 19.2. - 18.4.21	36	1.458
	TOTAL OF NEW STAGE	91	4.393
	COMPARATIVE FIGURES 1.10.19 - 30.9.20	54	6.052
	COMPARATIVE FIGURES 1.10.18 - 30.9.19	75	6.091

APOTHIKES THEATRE

A/A	Play	Performances	Audience
ACTIONS 2020 - 2021 – YOUNG MAN ON A DESERTED ISLAND Artistic Direction: Y. Karaoulis, E. Moleski, I. Andreou			
1.	THE SOUND OF CRACKING BONES by Suzanne Lebeau Translation: Sofia Gregoriou Direction: Yiannis Karaoulis Period: 2.10. - 1.11.20	17	764
2.	DR. KORCZAK'S EXAMPLE by David Greig Translation: Sofia Gregoriou, Yiannis Karaoulis Direction: Yiannis Karaoulis Period: 21.11.20 - 4.4.21	25	1.002
3.	ON SCREEN DOCUMENTARY Révolution École: 1918-1939 Direction: Joanna Grudzinska	1	48
	TOTAL OF APOTHIKES THEATRE	43	1.814
	COMPARATIVE FIGURES 1.10.19 - 30.9.20	43	4.373
	COMPARATIVE FIGURES 1.10.18 - 30.9.19	71	2.410

STAGE 018

A/A	Play	Performances	Audience
1.	ARISTOPHANES IN A NUTSHELL! Text/Direction: Kostas Silvestros Music: Christina Argyri Period: 11.10.20 - 22.4.21	64	3.613
	TOTAL OF STAGE 018	64	3.613
	COMPARATIVE FIGURES 1.10.19 - 30.9.20	97	23.688
	COMPARATIVE FIGURES 1.10.18 - 30.9.19	100	25.833

MOBILE THEATRE UNIT “OUT OF BOUNDS”

A/A	Play	Performances	Audience
1.	DA by Hugh Lenart Translation: Erricos Belies Direction: Maria Mannaridou-Karsera Period: 12.5.-29.5.21	14	580
	TOTAL OF “OUT OF BOUNDS”	14	580
	COMPARATIVE FIGURES 1.10.19 - 30.9.20	17	3.294

	GRAND TOTAL	264	20.835
	COMPARATIVE FIGURES 1.10.19 - 30.9.20	270	50.029
	COMPARATIVE FIGURES 1.10.18 - 30.9.19	321	60.549

PARTICIPATION OF THOC AT THE HELLENIC FESTIVAL DURING THE YEARS 2021 KAI 2019

	Play	Performances	Audience
2021	ESME by Spyros Peresiades	2	500
2019	Euripides “SUPPLIANTS” Co-production: National Theatre of Greece- Cyprus Theatre Organisation	7	14.593

COMPARATIVE CHART OF NUMBER OF PLAYS, PERFORMANCES AND AUDIENCE IN CYPRUS AND ABROAD

1.10.20-30.9.21	Number of plays		Number of performances		Audience		Total Audience
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	3	1	52	2	10.435	500	10.935
Mobile Theatre Unit "Out of Bounds"	1	-	14	-	580	-	580
New Stage	4	-	91	-	4.393	-	4.393
Stage 018	1	-	64	-	3.613	-	3.613
Apothikes Theatre	1	-	43	-	1.814	-	1.814
TOTAL	10	1	264	2	20.835	500	21.335

1.10.19-30.9.20	Number of plays		Number of performances		Audience		Total Audience
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	3	-	59	-	12.622	-	12.622
Mobile Theatre Unit "Out of Bounds"	1	-	17	-	3.294	-	3.294
New Stage	2	-	54	-	6.052	-	6.052
Stage 018	1	-	97	-	23.688	-	23.688
Apothikes Theatre	1	-	43	-	4.373	-	4.373
TOTAL	8	-	270	-	50.029	-	50.029

1.10.18-30.9.19	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	2	-	75	-	6.091	-	6.091
Stage 018	1	-	100	-	25.833	-	25.833
Apothikes Theatre	2	-	71	-	2,410	-	2,410
TOTAL	9	1	321	7	60.549	14.593	75.142

* The data of this column include all performances of THOC's stages given on tour abroad.

3.3 DEPARTMENT OF THEATRE DEVELOPMENT

SUBSIDISATION “THYMELI”

	2021 €	2020 €	2019 €
SATIRICO THEATRE	190.000	180.000	180.000
ETHAL	140.000	110.000	120.000
THEATRE ENA	130.000	100.000	130.000
THEATRE SKALA	105.000	150.000	100.000
THEATRE ANEMONA	100.000	85.000	140.000
THEATRE DENTRO LTD	80.000	80.000	20.000
THEATRE DIONYSOS	70.000	90.000	140.000
THEATRE VERSUS	65.000	85.000	80.000
THEATRE ANTILOGOS LTD	45.000	25.000	20.000
CENTER OF PERFORMING ARTS “MITOS”	41.250	60.000	20.000
FRESH TARGET THEATRE	30.000	10.000	-
THEATRICAL GROUP POINT 2	15.000	25.000	40.000
CHOROTHEATRE FIVE	15.000	-	-
THEATRE ROI	15.000	-	-
ALPHA SQUARE ORGANISATION LTD	10.000	45.000	30.000
POCKET THEATRE	10.000	10.000	10.000
STAGE 8	10.000	-	-
DREAM THEATRE PRODUCTIONS	10.000	-	-
HAMM BRODUCTIONS LTD	10.000	-	-
THEATRICAL GROUP ANTI-SKINO	9.810	-	-
IMAGINARY THEATRE	-	15.000	-
THEATRICAL GROUP PERSONA	-	20.000	-
OPEN ARTS	-	20.000	-
THEATRIKOS POLIHOROS ESTIA	-	-	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
TOTAL	1.101.060	1.110.000	1.110.000

3.4 INFRASTRUTURE

INFRASTRUCTURE CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS	2021 €	2020 €	2019 €
• THOC NEW BUILDING	77.723	108.548	95.670
• APOTHIKES THEATRE THOC	2.112	6.836	3.000
• MAKARIOS III OPEN AMPHITHEATRE	3.436	8.498	4.006
TOTAL	83.271	123.882	102.676

3.5 OTHER SUBSIDIES AND ACTIVITY

AMATEUR THEATRE	2021 €	2020 €	2019 €
34° PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	17.705	-	-
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
TOTAL	17.705	20.751	37.505

SCHOOL THEATRE	2021 €	2020 €	2019 €
THEATRO ISTORIES	3.935	-	-
PANCYPRIAN PUPIL THEATRE GAMES	-	19.643	34.015
TOTAL	3.935	19.643	34.015

SUBSIDISATION OF ORGANISATIONS	2021 €
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	49.000
CYPRUS THEATRE MUSEUM	20.000
ACTORS UNION OF CYPRUS	5.125
CYPRUS PLAYWRIGHTS COMPANY	4.000
TOTAL	78.125

OTHER ACTIVITY	2021 €
TOUR "ESME"	30.598
WEBSITE	27.955
50 YEARS	19.272
THEATRE AWARDS	18.913
SUBSIDISATION OF CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDED THEATRES	13.200
WORKSHOPS OF THEATRE DEVELOPMENT – MOUSIKES ISTORIES	10.010
PODCAST "ODYSSEY"	8.029
PUBLICATION "THOC: 50 YEARS"	7.914
EUROPEAN THEATRE CONVENTION	6.537
ETC-MALTA	2.178
EUROPEAN PROGRAMME	1.860
POP-UP FESTIVAL	300
TOTAL	146.766

Part C'

Sports

1.

THE CYPRUS SPORTS ORGANIZATION (CSO)

The Government of the Republic of Cyprus has established by Law No. 41 of 1969, a public body, "The Cyprus Sports Organisation (CSO)", in order to regulate and promote sports in Cyprus.

The CSO is an independent, nonprofit institution governed by a Board of Directors appointed by the Council of Ministers, and its primary objective is the promotion of sports, physical training and athleticism. It is the highest authority, and by law possesses extensive powers over sport activities in Cyprus. It has its own offices and staff and is financed through public funds.

The Organisation is empowered by law to:

- exercise control over sport activities and sport facilities and take all necessary steps required for the promotion of sports,
- monitor and license private gymnastics schools,
- maintain a register of physical instructions/educators,
- advise all athletic and gymnastic clubs on their athletic programmes and regulate their activities,
- provide financial and technical assistance to communities, sport clubs, gymnastic clubs, athletic teams and representatives abroad,
- establish and operate athletic centres for use by the public,
- establish and maintain stadiums and create athletic playgrounds for use by communities, athletic and gymnastic clubs and so on,
- encourage, promote, organize and finance the participation of Cyprus in international athletic meetings,
- organize local and international seminars and meetings,
- publish and circulate bulletins and other publications for the promotion of sports,
- act as arbitrator and regulate disputes, within its powers of authority, between the various athletic, and other sport clubs and federations,
- impose punishments, within its powers of authority, on athletic and other sport clubs and federations,
- award prizes and trophies to individuals rendering high sport services and performance, and
- attest to and recognize federations, and other athletic clubs.

In addition to the above, the CSO is actively involved in various European Union committees in order to develop skills and expertise in the direction of promoting the Organisation's objectives.

In this direction, a budget of approximately €47 million was allocated as follows for the promotion of the Organization's main objectives:

		<u>2021</u>
	Expenses	Budget €
01	Regular-Administrative Expenses / Maintenance	14.372.628
02	Regular-Sponsorships	15.575.312
03	Development - Creation & Improvements of Sports Areas	14.787.810
04	Regular - Repayment of Loans & Other Liabilities	2.075.000
06	Regular - Unforeseen Expenses	400.000
07	Regular - Implementation of Law on Prevention and Suppression of Violence in Sports Venues	20
08	Regular - Programmes Against Violence	10
Total		47.210.780

The CSO runs successfully the Sports for all programme by offering various mass sporting programmes, aiming at improving the quality of life of each person and mostly children through physical activities.

Part D'
THE CYPRUS
Youth Board

1.

THE CYPRUS YOUTH BOARD

Who we Are

The Cyprus Youth Board (YB) is a public organisation, responsible for youth related issues. It was founded in 1994 and since then it has actively contributed to youth empowerment in Cyprus in multiple ways. It is governed by a seven-member Board of Directors, appointed by the Council of Ministers.

Vision

To establish an organisation that sets young people at its core, 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.

Youth Policy Making

One of the main aims of the YB, which derives from the Law on the Youth Board, is the creative contribution to policy making on youth related matters, focusing on modern challenges for an optimal positive impact on young people.

Since 2017, the YB has coordinated the implementation of the National Youth Strategy (2017 - 2022) – the first official youth policy document in Cyprus. Among the main principles of the Strategy are youth participation in decision-making on youth related matters, and close cooperation among all public and private institutions, which run youth related projects and activities.

In order to be able to submit youth empowerment policy proposals to the state, the YB conducts specialised surveys on youth needs, consultations and open discussions with young people, employing multiple methods and structures, such as Advisory Bodies, the Youth Convention and the National Group of the EU Youth Dialogue. Moreover, the YB participates in working groups on a national, European and international level, with active contribution to youth policy making on all levels, based on good practices from all over the world.

In 2021, the YB Policy Department, which is responsible for the implementation and coordination of the above matters, conducted the following:

Surveys

As a vital tool that reveals the real needs and views of young people, surveys foster the advisory role of the Youth Board in the state's youth policy. Following the two previous national quantitative surveys on youth, in 2021 the Youth board conducted the third consecutive Youth-Barometer, in cooperation with IMR Research Organisation of the University of Nicosia, on the needs, interests and views of

young people aged 14 - 35 years old. The survey was carried out in July and August 2021 with the participation of 1000 respondents. Participants were selected through random sampling.

The third Youth-Barometer investigated young people's views on various topics, such as education, employment, social engagement, with particular focus on the long-term effects of the pandemic on young people's emotional and psychological state. The outcomes of the third Youth-Barometer were presented at an event organised by the YB Policy Department on 19 November 2021. The event was attended by governmental officials, students, representatives of the Ministry and other public services, members of youth organisations and the civil society.

According to the collected data, the majority of young people seem to be satisfied with their life (70%), though this percentage is lower than in 2000 equivalent (85%), prior to the beginning of the pandemic. Employment (48%) and career prospects remain the biggest concerns of young people in Cyprus. It is worth noting that one out of three respondents (32%) stated that social stereotypes and prejudices are the second biggest concern for them. According to the survey, the pandemic has affected young people's mental health, as six out of ten participants stated that their mental health has been impacted negatively. The complete survey is available on the Policy Department website youthpolicy.onek.org.cy.

Following the above findings, towards the end of 2021 the YB conducted another more focused survey on young people's mental health, social and emotional state. Among the study's objectives was to investigate young people's awareness of the existing support programmes, as well as to detect and assess young people's needs regarding mental health.

In addition, the YB conducted a study among 15-year-old pupils on financial literacy. The sample of the survey was 500 pupils from 11 schools from all over Cyprus. The participants were interviewed following a structured questionnaire.

National Youth Strategy (2017 - 2022)

Since the Council of Ministers decision on 18 May 2017, the Youth Board has been the coordinating institution, responsible for the implementation of the National Youth Strategy (2017 - 2022).

In 2021, the Council of Ministers approved the three documents on Youth Strategy which were prepared by the YB and the Cross-Sector Working Group for Youth: The Second Action Plan of the National Youth Strategy which consists of actions and projects of public institutions that are running in the period 2020 - 2022, the Second Action Plan Analysis, and the First progress Report of the National Youth Strategy for the period 2017 - 2019, which served as the interim assessment report of the Strategy.

Following last year's events for young people living in rural areas, and in cooperation with the Ministry of Agriculture, Rural Development and Environment, the event "We invest in agriculture – We invest in youth" was organised on 26 October 2021. The event was open to the public, and among other participants it was attended by the young people who had participated in the 2020 consultations. The participants were informed on the new rural development policies, which were put in practice following the proposals they had submitted during the previous year's consultation event. Participants also had the opportunity to discuss matters of their concern with the Minister Kostas Kadis and the YB Chair Kleanthis Koutsoftas.

As the current Strategy is coming to its conclusion in 2022, internal procedures have been initiated for the new strategy preparation, which will be launched in 2023.

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. The YB Youth Work Development Working Group has discussed the preparation of a small information campaign on youth work, aiming to raise awareness on youth work practices that are already applied in Cyprus breeding significant benefits for young people. The campaign is expected to be launched on YB social media at the beginning of 2022.

Furthermore, a section on youth work has been added in the Youth Policy Department website with useful relevant information.

The YB has an active participation in the Ministry of Education, Culture, Sport and Youth's project "Forming Accreditation Mechanisms for Non-formal and Informal Learning – Pilot Application", which is working on the creation of two professional standards in the field of youth work.

European and International Relations and Policies

Participation in Youth Working Groups

In 2021, the Youth Board participated in the Youth Working Groups of the EU Council. Most of the work was conducted online due to the pandemic. Hence, in addition to their thematic priorities, the presidencies of Portugal and Slovenia prepared questionnaires to collect views, ideas and suggestions from member states on how to deal with the effects of the pandemic.

The countries that held the presidency set their own priorities during their term. During the Portuguese presidency, the main topic was youth participation. In this context, the Conclusions on 'Strengthening the multilevel governance when promoting the participation of young people in decision-making processes' were adopted. The Council of Ministers discussed a rights-based approach to youth policy.

During the Slovenian Presidency, the following priority topics were discussed: a) creating spaces for expression and youth policy implementation, b) the EU Youth Strategy – application of a new three-year working plan, c) Dialogue on the Youth (the EU Youth Dialogue), d) Mobility of Young Volunteers. During the Slovenian Presidency, the European Commission presented its proposal on the European Year of Youth 2022, which was approved following a series of working groups' discussions. Moreover, the Council of Ministers discussed the topic: "safeguarding and creating civic spaces for young people that facilitate meaningful youth participation".

In the framework of the two Presidencies, the EU Youth Conferences were organised online, due to the pandemic restrictions. The outcomes of the Youth Working Groups discussions, as well as the outcomes of the two EU Youth Conferences, were submitted for discussion and approval by the Council of Ministers at each Presidency.

The EU Youth Dialogue

In 2021, the EU Youth Dialogue process continued on a national and international level. 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. The national procedures and consultations followed the relevant directives from the European Commission, in accordance with the priority topic areas of the Portuguese and Slovenian Presidencies.

In the context of the EU Dialogue, 17 consultations were organised in 2021 (one with physical presence and 16 online), which were attended by 168 people. Moreover, an online survey on dialogue was conducted, which gathered responses from 119 participants. 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. Furthermore, five Youth Ambassadors attended training for trainers events of the EU Dialogue. The Youth Ambassadors group consists of 15 active members. The Youth Board funds the activities of the National Group biannually, following the EU Directives, and, in this case, the activities of the Group's coordinator, i.e. the Cyprus Youth Council.

Youth Wiki

Being the national correspondent of the online EU youth portal Youth Wiki, in 2021 the YB collected, renewed and published information related to youth policies, measures and activities that are applied in Cyprus. In addition, various promotional activities were organised, as well as an information campaign on social media, to promote Youth Wiki and its content, such as issues related to young people's mental health.

Youth Wiki online portal serves as a useful tool for young people, youth workers, policy makers, academics, technocrats, researchers, students, youth organisation representatives, providing reliable and accurate information on a wide range of topics, such as employment, participation, volunteerism, good practices, and so on.

Furthermore, in 2021 the EU prepared updated comparative maps on "Participation" and "Social Inclusion", which facilitate the comparison of youth policies by country and are available on www.youthwiki.eu

Participation in the European Steering Committee for Youth (CDEJ)

In 2021, the YB participated in two Steering Committee meetings on Youth of the Council of Europe, which were held online due to the pandemic. The main topics discussed in 2021 were A) Youth policy by member states, B) Post-pandemic youth projects, C) Updates on the implementation of youth policies on a national level, following the recent recommendations by the Council of Ministers, D) Implementation of the governance programme with the activities referred to 2021, E) Update on the forthcoming 2022 Italian presidency, F) Elections on CDEJ executive office – the Maltese president was re-elected.

On 29 November – 2 December 2021 the international seminar "Youth Policy: From Standards to Practice" was organised by the Council of Europe and the Ministry of Science and Higher Education of the Russian Federation. The seminar was attended by 40 young people from countries of the Council of Europe, who represented state and non-governmental organisations. Half of the participants were

from Russian organisations and institutions. The YB was represented by the Chair Kleanthis Koutsoftas.

During the seminar, participants exchanged ideas and good practices on youth policies, and presented youth policies that are already in place in their country. The discussion focused on defining what youth policies are. Various suggestions were presented, before reaching a common definition.

European Knowledge Centre on Youth Policy - EKCYP

As the national correspondent of Cyprus, the YB contributed to the work of the European Knowledge Centre on Youth Policy through collecting and disseminating data and exchanging good practices on youth related policies.

Due to the pandemic, 2021 EKCYP work focused on data collection, study and analysis as regards the pandemic effects on young people and youth organisations. The YB contributed to EKCYP studies by sharing the outcomes of the studies and researches it had conducted in Cyprus, as well as the good practices applied in Cyprus. In addition, the YB participated in a survey on the rural youth, submitting policies and actions that address this target group.

United Nations

The UN youth policies and initiatives are taken into serious consideration by the YB in its National Youth Strategy, as well as in other policies and projects. In 2021, no seminars or forums were organised by the UN, due to the pandemic.

Commonwealth

The YB 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 2021, the pandemic had a large impact on the Commonwealth Programme for Youth, and neither the Commonwealth Youth Forum nor other events were held. In 2021, the annual financial contribution to the Commonwealth was 31.735 BP. The contribution is defined by the organisers and the amount is usually fixed, with small fluctuations.

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 in their communities. The YB provides financial, technical and advisory support to the Municipal and Community Youth Councils.

The total number of Municipal and Community Youth Councils in 2021 remained 37. In 2021, the YB 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.

Young Cities

In 2021, the Youth Board and the National Betting Authority completed the pilot implementation of the Young Cities project. This project applies a holistic approach and aims at enhancing youth empowerment for positive impact on local communities.

During the first pilot phase, the activities and training workshops in three municipalities were completed (Aglantzia, Athienou and Deryneia) and the proposed projects were presented by each Municipality. Aglantzia Municipality's proposal was the construction of open-air works of art around the town, Athienou proposed the refurbishment of an existing venue that will serve as a youth centre, and Deryneia proposed the establishment of a Youth Multicentre. The projects will receive a significant part of their funding by the National Betting Authority.

The assessment of the first pilot phase indicated that the project was applied successfully, achieving its main objectives: A) Young people were given the opportunity to develop modern skills, enhance active citizenship and become involved in their community bringing a positive change. B) As far as prevention is concerned, the project had a multilevel impact, as it has improved the social environment where young people live, develop and interact.

Following its successful pilot phase, the contributing bodies decided the continuation of the project, bringing in three additional communities from different districts: a) Agios Theodoros, Larnaka, b) Evrychou, Lefkosia, c) Pachna, Lemesos. The working groups and activities of the second phase started in September 2021 as follows: A) Number of participants: 53 female and 35 male young people, B) Attendance by community: 27 participants from Evrychou, 25 participants from Agios Theodoros and 36 from Pachna.

The second phase of the project is expected to be completed in the first quarter of 2022. The funding of the projects is once again covered by the National Betting Authority. The project implementation has been commissioned to a contracting organisation following a public tender.

Creation of Website on Youth Policy

In 2021, the YB Youth Policy Department created a website on youth policy related issues, with relevant information that is useful and available to any young person, technocrat, academic, researcher, policy maker, youth worker or volunteer. The website was launched in June 2021 and by the end of the year it had been visited by around 2000 users.

An essential tool that is offered through the website is the e-library that brings together all the documents related to the National Youth Strategy, surveys outcomes, youth policy papers, conclusions, conference reports and so on.

Moreover, through the website, young people and youth organisations may upload documents, policy related decisions or tools that are related to youth policies (e.g. social inclusion, youth work, participation, education & training and so on.)

The website is accessible at <https://youthpolicy.onek.org.cy/en/> and is available in English and Greek. The YB aspires to see this website being used as a valuable tool by all youth workers and young people.

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, motivating young people to have an active role in cultural, sport, political and social activities in Cyprus.

There are 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 2021, **500** applications were submitted to the Project, requesting the total amount of €1.691,285. Three hundred and forty four (**344**) applications were approved and the amount of **€833.853** was budgeted to them. The funded activities were cultural events (theatre or musical performances, concerts, solo art exhibitions, youth festivals and so on.), educational excursions, conferences, seminars and workshops, sport events, purchase of technical and other equipment by youth organisations, as well as support to Youth Coordinating Bodies with **€350.000**. Moreover, the project usually supports Greek language courses and programmes that promote Cyprus history and culture for the Young Overseas Cypriots (NEPOMAK). In 2021, this project was not implemented due to the pandemic.

European Programme Erasmus+ Youth

The European Programme Erasmus+ funds activities in the fields of education, training youth and sports for the period 2021 - 2027. The YB is the National Agency responsible for funds allocation for youth and non-formal learning. Information about the European Programme Erasmus+ can be found at www.erasmusplus.onek.org.cy.

All funds granted to the YB for the Erasmus+ Youth Programme by the European Commission (total amount: €3.971.620) were fully absorbed in 2021.

More specifically, 141 applications were submitted in 2021, out of which 57 were approved, based on the available budget. From the approved projects, 39 involved youth mobility projects (two accreditation projects, 19 youth exchanges, 12 youth workers mobility projects, six youth participation activities), and 18 were strategic partnerships (eight small scale partnerships and 10 cooperation partnerships).

As far as the 2021 Mobility Projects were concerned, the number of participants involved was 1.915, whereas the number of youth workers was 535.

The 2021 beneficiaries were non-governmental / non-profit organisations from all over Cyprus, youth organisations, informal youth groups, private organisations, research centres and so on.

It should be noted that the implementation of the projects, especially the ones related to international mobility, is still heavily affected by the pandemic. However, the Agency provides all kinds of support to ensure the smooth implementation of the approved projects.

Erasmus+ Network and Training

Network and Training events are educational activities and seminars, which promote Erasmus+ priorities and objectives. Through these events, organisations and participants' network, exchange good practices and expand the social impact of Erasmus+. These activities address people who are active in the field of youth as members of a youth organisation or an informal group, which organises activities (seminars, forums, trainings) that address this target group.

In 2021, 90 people participated in educational activities that were organised in Cyprus and abroad, either physically or online.

In addition, in its capacity as Erasmus+ Youth Agency, the YB organised the following two events:

- Youth Goals Project Lab: This was a set of two online meetings in June and August 2021, and a weeklong activity with physical presence, which took place in November 2021 with 27 participants from the participating countries. The aims were to achieve a deeper comprehension of the Youth Goals and their connection to participation, the promotion of Erasmus+ as a tool that enhances participation, skill development on drafting high-quality proposals and projects, and networking that will lead to future partnerships in the context of Erasmus+.
- Appetiser: This was organised online from five until 20 October 2021 with the participation of 17 attendants who were informed on mobility opportunities and exchanged knowledge and experiences on project organisation and implementation in the context of Erasmus+ and the European Solidarity Corps.

In 2021, the Agency participated actively in the Strategic Partnerships on Youth@Work, Democracy Reloading, New Power in Youth and Digital Youth Work, which aimed at promoting the priorities on employability, entrepreneurship, participation and digital transformation on a national level, enhancing the skills of Erasmus+ beneficiaries and forming substantial partnerships and synergies with relevant bodies beyond the youth sector.

European Programme “European Solidarity Corps”

The YB has been appointed as a National Agency for the European Solidarity Corps since 2018. The European Solidarity Corps is an EU funding programme, which offers young European citizens aged 18 - 30 opportunities for volunteerism in social and humanitarian fields in Cyprus or abroad. It is a special programme in which young people *Gain through Giving*, by expressing their love to people and the environment.

The Programme has a total budget of €1009 billion on a European level for the period 2021 - 2027 and will involve more than 270.000 young people. The objective is to promote the involvement of young people and youth organisations in high quality solidarity activities. It is a way to enhance cohesion, democracy, European identity and active participation in the EU and beyond. Through this programme, young people put the European values in action, while acquiring valuable skills and experiences for their personal and professional development.

In 2021, the EU introduced new innovative approaches, focusing on Volunteerism Projects and Solidarity Activities that would bring a substantial long-term positive impact on a local and international level. Therefore, a new evaluation and funding system has been developed. All applying organisations

should first obtain a Quality Label. The Quality Label ensures that a participating organisation is adequately equipped to provide young participants with all required conditions. The programme offers beneficiaries access to funding opportunities with simple procedures for the whole programme period 2021 - 2027. Consequently, administrative costs are reduced, and the programme becomes more attractive and sustainable for participating organisations, while ensuring quality, since the organisations are accredited based on their real achievements.

In 2021, 55 applications were submitted, out of which 19 concerned the Quality Label, 11 Volunteerism Projects and 25 Solidarity Actions. Out of the 55 applications, 26 were approved: 5 Quality Label, 5 Volunteerism Projects and 17 Solidarity Actions. One hundred and thirty three young volunteers are expected to be involved in the Volunteerism Projects (47) and Solidarity Actions (86).

The National Agency gave great focus on promoting Solidarity Actions in 2021, providing the opportunity to groups of at least five people to express solidarity and support to vulnerable social groups, and act as factors of positive social change in their community. The pandemic has brought forward the value of Solidarity Actions as activities that promote social solidarity while developing youth initiative and local communities. Through a targeted communication strategy, which combined online campaigns, workshops and events, the Agency managed to attract an increased number of young people. Therefore, the applications had an upward trend, from one in 2018 and 2019 to 11 in 2020 and 25 in 2021. This resulted in absorbing 90% of the allocated budget.

Moreover, 1114 young people from Cyprus have expressed their interest in participating in the Programme through the European Youth Portal, and in 2021, there were 295 registrations. According to data, 32,7% of the registered people are men, 66,2% women, and 1,2% other. 65,4% are between 17- 25 years old and 34,6% are over 25.

The number of accredited organisations in Cyprus rose to 20 in 2021. The accredited bodies in the framework of Erasmus+ cannot participate in the Volunteerism Projects of the Corps.

In the context of the Corps Training and Evaluation Cycle (TEC), the National Agency organised seven trainings in 2021, which took place either online or with physical presence and were attended by 86 volunteers. The trainings addressed volunteers who serve in Cyprus for two months or longer, aiming at forming an informal volunteers' network and an environment that fosters learning, while facilitating the evaluation of 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 participant, and technical and practical knowledge on development, implementation and management of their projects.

Networking Events

Networking events are a useful tool for National Agencies to promote the goals and priorities of the programme, aiming at high quality projects that amplify their positive impact on society. Networking events address young people and youth workers who may act as multipliers of the European Solidarity Corps.

In 2021, 19 participants from Cyprus participated in events organised by other National Agencies, either online or with physical presence. These events covered different topics, such as climate change, integration of young people with fewer opportunities, digital transition and so on.

Moreover, the Agency organised the three-day youth empowering event “Dreams Come True” at Rodon Hotel in Agros on 9 - 11 July. The event was attended by 28 young people from all over Cyprus, and five experienced youth workers (coaches). Participants had the opportunity to be informed about certain Solidarity Actions and find out how they can acquire funding to realise their ideas. During the networking, five groups of people were formed based on their shared ideas; they received guidance by experienced coaches and got inspired and confident to put their ideas into practice. In other words, this event served as a trigger for young people to start realising their ideas, by drafting their proposal and submitting it to the National Agency, which received five applications, one from each participating group.

In order to further enhance the skills of ESC beneficiaries, the National Agency has been actively involved in the Strategic Partnership for social integration, which is among the Programme’s priorities. Partnerships are inter-state projects that aim to develop exchange and implement innovative practices and joint initiatives that promote cooperation, cooperative learning and exchange of experiences on a European level.

All relevant information on the programme is available on the website:

<http://eusolidaritycorps.onek.org.cy/>.

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 opportunities, exchanges, non-formal learning and so on. Eurodesk may be contacted at eurodeskcy@eurodesk.eu, on the European Youth Portal through “Ask a Question” service, or by phone on 22402613. Eurodesk is co-funded by the European Commission. It operates in 36 European countries, and in Cyprus it is run by the YB.

- **Information on Mobility Opportunities**

In 2021, Eurodesk Cyprus participated in online festivals, information events of Erasmus+ National Agencies, various events organised by youth organisations and universities, providing 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 also provides information on the EU initiative “Discover EU” which addresses young 18-year-old people. After a year of inactivity, the initiative made a great comeback in 2021 and more than 1500 expressions of interest were received by the National Agency. Moreover, Eurodesk provides information on the EU programme “European Solidarity Corps” for young 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 2021, Eurodesk expanded its network to 13 Multipliers, including NGOs and YB Information Centres. Multipliers operate as info points on European youth mobility matters.

- **National Website**

The Network kept upgrading 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 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 2021, the campaign adjusted to the new conditions by Eurodesk Cyprus, YB Youth Information Centres and the youth organisations, which operate as Eurodesk multipliers. Both online and physical events were organised, such as workshops on recycling, life skills workshops, a treasure hunt, quizzes, online presentations and information activities at universities, as well as interviews to the online channel INBusiness TV and to the YB TV programme Up To You(th). Time to Move campaign participated in Erasmus Festival as well, which was organised by Cyprus Youth Council.

All events are presented on <https://eurodesk.onek.org.cy/timetomove2021>

- **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.

Entrepreneurship

Scheme for the Enhancement of Youth Entrepreneurship

The YB actively supports the Scheme for the Enhancement of Youth Entrepreneurship offered by the Ministry of Energy, Commerce, Industry and Tourism through providing information on the Scheme and support for application submission to young people aged 20 - 40. The Scheme's objectives are the development, support and promotion of entrepreneurship and the creation of new and sustainable businesses through funding and training seminars. The Evaluation 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) is a YB project which aims at providing comprehensive information services on matters related to young people interests in a modern, safe and friendly environment. All YICs operate along 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, facilitate their social inclusion as independent individuals, and help them tackle life challenges. These objectives are achieved through information and counselling services.

In 2021, YICs organised 85 events, out of which 22 were held physically at YIC venues, whereas 63 were held online. YICs were quick to adjust to the new conditions imposed by movement restrictions. The topics of the events/workshops were promptly adjusted and the necessary planning and technical arrangements were made accordingly, allowing people from all over the island to attend the events.

During 2021, the YICs organised skill development workshops, talks and discussions on education, studies, social and psychological development. Furthermore, the YIC participated in festivals, education fairs, school events and presentations organised by third parties. The main topics of YIC events and activities were Employment, Mobility, Skills Development, Entrepreneurship and Education. The events were attended by 3425 participants.

In 2021, the new series of talks “Discover” was launched. It addressed school pupils and parents, offering to them the opportunity to discover various professions, learn about undergraduate and postgraduate programmes and get informed about employment prospects. The first workshop, which took place in July 2021, covered the fields of Information Technology and Biology. More talks and workshops were organised to cover other fields, while “Discover” talks will continue in 2022.

Furthermore, in 2021 YIC launched a new series of online talks “Theatre in Cyprus Society” in cooperation with the Cyprus Centre of the International Theatre Institute. The aim of the talks was to shed light to the social aspect of theatre and ignite a conversation on how socio-political issues are reflected through theatre. The online talks were made by scriptwriters, directors, theatre theorists, actors, academics and professionals. Among the talks were the following titles: “Theatre as a tool of bi-communal dialogue among the new generation of artists”, “Constructing and deconstructing the concepts of gender and identity on stage” and “Theatre is the others: discrimination, migration, democracy”.

The YIC, in cooperation with CUT, organised a new series of workshops on “Financial Literacy”. The decision to organise these workshops was based on the recognition of the significance of financial literacy among youth, as well as the low finance-related knowledge and skills of young people in Cyprus, as revealed by relevant studies. Six lectures were given, in cooperation with the Department of Commerce, Finance and Shipping, aiming at enhancing and empowering young people in the fields of entrepreneurship, savings, investments, financing, credit and its sources, good and bad debt, insurance and so on. The large turnout and the positive feedback of participants led the YIC to organise a second series of talks in 2022.

Another partnership achieved by the YIC in 2021 was with Amdocs, the largest software development company in telecommunications. This partnership led to the organisation of the online workshop “The right preparation for job hunting – CV tailoring”. Through the workshop, participants were helped to draft a competitive CV, prepare for an online job interview and create their professional profile on LinkedIn. The workshop was attended by 97 young people.

Another successful series of talks organised by the YIC was “A to Z of Business”. The talks’ objective was to offer young participants insightful information on what it takes to create a business, while enhancing their skills and knowledge that will enable them to develop their own business ideas successfully.

Following the great success of the first cycle of talks “Philosophies of Happiness” held in 2020, the YICs organised a second cycle of talks. The six talks of the second cycle presented, analysed and compared ideas of great philosophers and schools of thought. The talks were offered as a tool to help young global citizens to deal with the pandemic and social isolation and find the meaning of life and the paths to happiness.

Acknowledging the challenges faced by young farmers, in June 2021 the YICs organised the talk “Farm2Fork: Practices for modern farming”. The talk was held at the Youth Information Centre in Agros and aimed at fostering sustainable production in Troodos area. The talk was given by academics of CUT and experts of the Agricultural Research Institute, and was attended by young farmers and consumers.

Pupil Empowerment Summer Schools

The Youth Information Centres in Lefkosa, Lemesos, Larnaka, Ammochostos, Agros and Pafos organise annual Pupil Empowerment Summer Schools for secondary education, which have become a successful annual event. Due to a peak of the pandemic in summer 2021, the summer schools were held online, thus facilitating the participation of young people from remote areas.

The programme offered workshops on emotion management, photography, creation of an online game and other exciting topics. During the ten days of the summer school, participants had the opportunity to develop personal and emotional skills, as well as enhance their studying efficiency. Pupils also had a great opportunity to meet, work with and make friends with peers from different parts of Cyprus.

Career Counselling Services

Career Counselling Services is a YB 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 pupils 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:

Personalised meetings with Career Counsellors

The personalised meetings are arranged between the YB 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 building, educational and professional choices and so on. The meetings are held at the Youth Information Centres.

In 2021, 1631 personal meetings between the YB counsellors and young people were held, which focused on education related matters, studies, job interviews, CV building and so on. Due to the new Covid-19 related restrictions, the majority of the services were offered online, hence, 343 of the above-mentioned personal meetings were held online.

Career Test and Outcomes Analysis

The Career Test is a valuable supportive tool for counsellors, which enables an individualised approach to the needs of young people based on their interests and skills. It can be taken by school pupils, university students, as well as other young people. The test helps young people reach self-

awareness by identifying their interests, personality traits, skills and talents, enabling them to take more informed decisions regarding their academic and professional path.

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 on.). They also enhance professional development skills (e.g. leadership and decision-making, emotional intelligence, presentation and communication and so on.).

In 2021, the experienced YB career counsellors offered online talks and workshops to assist young people and their parents get informed decisions regarding school subject selection and university studies. Some of the talks were the following: “Technical School: Myths and Truths, Choose the right school: Lyceum or Technical School”, “Studies in the Netherlands, Pancyprrian Examinations Application Submission”, “Subject Selection for B’ and C’ Lyceum Classes”.

A significant series of talks was offered on “Studies Abroad”. The series were made of six online talks on studies in Russia, the Netherlands, the Great Britain, France and Germany. The talks were made by representatives of the Russian House in Cyprus, the British Council, the French Institute, the Embassy of Germany in Cyprus and the Cyprus Association of Educational Consultants. The talks were attended by 270 participants from all over Cyprus. The talks aimed at providing all the necessary information on studying in these countries, how to apply, and be informed about scholarships and so on. The talks addressed prospective students, parents and teachers.

Psychological and Social Empowerment Programmes

Help Line 1410 & E-Counselling

1410 is dialled by young people in search for responsible answers on daily life matters, but also on more complex issues such as addictive substances, sexuality issues, eating disorders and so on. The line Counsellors handle all the cases with professionalism, without discrimination, on a confidential basis and they never ask for personal details. The line operates all year round, Monday to Sunday and the calls are free of charge.

The website of 1410 is found at www.onek.org.cy. It deals with the same issues and follows the same principles as Help Line 1410. The conversation with the consultant is conducted through a software that supports confidentiality, keeping its access restricted to the caller and the counsellor.

The two services received more than 1136 calls in 2021 (1120 on the phone, 16 online and two on line from students studying abroad). The majority of the callers were men (55.4%) As far as age is concerned, most of the callers were adults (over 35), followed by young people aged 26 - 35. The main topics raised by callers were related to stress, negative emotions (depression, disappointment and so on.) related to COVID-19, relationship problems, mental problems, self-confidence and self-awareness. The Counselling services also offered support on Parent related matters (questions on how to deal with addictions of teenagers, problematic behaviour and so on.).

“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) addiction to substances (c) domestic violence, (d) antisocial / delinquent behaviour, (e) any other issue of concern.

PROTASI CS served 130 people in total in 2021, 79,2% of which were women. Nine hundred and eighty three meetings were conducted in 2021, out of which 63 were held online. More specifically, the meetings in 2021 were as follows: 90% personal, 4,6% couple and 4,6% family meetings (with both parents and children). As far as the cases development is concerned, 20 cases were interrupted (20%), 46 cases completed the process (35,4%) while 40 cases were in process and are expected to be completed in 2022 (30,8%). Stress and negative feelings management was the main issue, related to 128 cases. The second most popular issue negative feelings (depression, disappointment) raised in 53 cases, followed by personal empowerment issues, found in 52 cases. Relationship problems (sexual, love) come next with 47 cases. When it comes to demographic details, 65,4% of the people contacted Lemesos-Pafos complex, whereas the remaining 34,6% contacted Lefkosia-Larnaka-Ammochostos complex. 13,9% were teenagers (15 - 18 years old) and 59,2% were young adults (19 - 35 years old), whereas 26,9% were over 36 years old. The majority of callers (46,9%) were not in a long-term relationship during counselling. As far as their educational background is concerned, a significant proportion (37,2%) were college graduates (3 years+) and 46,9% had a full-time job, while 14,6% stated that they were unemployed.

“Mikri Arktos” Psychosocial Empowerment Programme

The aim of “Mikri Arktos” Psychosocial Empowerment Programme is personality development, improvement of social skills, confidence boosting and personal empowerment that will enable individuals to deal with the daily challenges successfully. Through psychoeducational groups and experiential workshops, young participants have the chance to discover and develop their personal skills, identify and overcome their weaknesses, discuss their concerns and search for solutions. The programme addresses young people, aged 13 - 35 years old, who wish to participate individually, as well as groups and organisations.

27 Group Psychological Empowerment Trainings were organised in 2021, which were attended by 405 people. Moreover, 17 experiential workshops were organised and were attended by 683 people. The topics discussed mostly related to stress and negative feelings management, communication skills, self-confidence and work burnout.

Youth Makerspace Larnaka

Youth Makerspace Larnaka is an innovative project and is unique of its kind in Cyprus. It was launched by the Youth Board on the 10th of 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 used to be the residence of the British Commander in the colonial era. The building was offered by Larnaka Municipality to the YB as a kind contribution. In this transformed space, young people discover new types of technology through specialised workshops organised by the YB, 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, raspberry pi, among others.

Youth Makerspace Larnaka is open to children and young people aged six to 35, as well as to 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 its three-year of activity, it has reached 614 members and has become a significant hub in the ecosystem of Makers, STEAM and innovation in Cyprus.

In 2021, the Youth Makerspace organised numerous educational activities and workshops. Following the COVID-related restrictions on physical presence, in 2021 the Youth Makerspace organised 51 online workshops for makers, which provided training on using the available equipment. These were attended by 410 participants from all over the island. Furthermore, the venue was used by youth NGOs, universities and other youth related institutions for their own events.

In 2021 the virtual 3D reconstruction of the Ancient Port of Kition was completed. This is a ground-breaking, innovative project which was initiated by the Youth Makerspace in cooperation with the Larnaka Tourism Board in 2020. This is the first time that ancient ruins have been virtually restored in 3D in Cyprus. With virtual reality equipment, viewers can see the ancient port and the surrounding area as it was 2,500 years ago in 3D format. The project is the result of a collective work, guided by the French archaeologist in charge of the French Archaeological Mission of Kition. The project has recently won the international award of the International Confederation 'The Phoenicians' Route of the Council of Europe.

The virtual 3D reconstruction of the Ancient Port of Kition was presented at a big event on the 21st of October 2021, which was attended by numerous participants. The two cooperating bodies joined powers on this large venture, the pinnacle of other successful projects of collaboration, which are interconnected and complement each other, bringing together a digital, interactive puzzle of Larnaka. The common objective of all the projects is to provide an experiential element to living or visiting Larnaka for both tourists and locals alike. Bringing together the long history of Larnaka, historical research and the vast options offered by digital technology, a number of historical sites of the city are brought to life, informing the visitor in a more modern and interesting way. Speaking statues, 3D virtual reconstruction of ancient Kition port, virtual navigation to shipwrecks in the bottom of the sea of Larnaka, digital visits to museums and information on their exhibits were the new projects presented at the event. The project Larnaka Storytelling Statues is based on QR codes displayed next to the statues of the city. When the visitors scan the QR code, they receive a phone call from the statue who tells them his or her exciting story. The number of storytelling statues increased in 2021, as more statues were added throughout Larnaka district.

An important activity of Youth Makerspace in 2021 was Girls in STEAM Academy, a new initiative that aims at bridging the gap of low female representation in the sectors of STEM (Science, Technology, Engineering, and Maths). The Youth Makerspace, in cooperation with Be an Ally Foundation organised two, two-day, educational programmes for young girls, which aimed to empower and inspire them to pursue a professional career in the STEAM world.

Fifty young girls participated and received empowerment on three levels through: a) educational training on robotics and artificial intelligence, b) getting informed about career opportunities in STEAM

fields, and c) getting to know female role models from STEAM sectors in Cyprus. During the training programme, an educational training on the UN Sustainable Development Goals was offered.

In 2021, another ground-breaking project of Youth Makerspace was completed, in cooperation with the University of Cyprus, Department of Psychology, and Silversky3D: PULSE. PULSE is a public speaking VR app, which aims to help young people enhance their public speaking skills, boosting their confidence and minimising their stress. The App operates with VR equipment, which allows the participant to go through the experience of public speaking in front of a virtual audience. Participants feel that they are speaking in front of an audience, they can move in the virtual space and interact with virtual objects, feeling that they are giving a real public presentation. Through regular and gradual exposure to this virtual environment, anxiety, fear and all psychosomatic symptoms that are often associated with public speaking will be controlled and eventually overcome. This project is yet another piece of evidence that technology, combined with other scientific fields such as psychology, may breed new solutions to current personal problems.

For a third consecutive year, Youth Makerspace hosted the MAKERSHOUSE Residency Programme and has now become an annually anticipated institution. The Makeshouse Residency aims to create a platform for creativity and entrepreneurship, based on research and development through digital tools. The high number of applications, as well as the high level of the application proposals, indicates that Makerhouse's goals have been achieved. Three artists (two individuals and one group) were selected to use the space and its equipment for a month each to create their artistic projects. The selected artists for 2021 were: Artemis Evlogimenou and her project "Incarnations" which examined the relation between magic and science, Michalis Charalambous' "There is nothing wrong with loving something you can't hold in your hand", which dealt with the topic of post-mortem fear through digital tools, and the group of Nicholas Anastasiou and Michalis Giorgalla, who created a smart greenhouse in the garden of the Makerspace, based on automatized agricultural systems.

In 2021, the European Maritime Day (EMD) was celebrated in Cyprus for the first time. The EMD has been celebrated annually since 2008 as part of the joint EU policy on maritime affairs, and is a common project of the Council of Europe, the European Commission and the European Parliament. The EMD aims at raising awareness among European citizens on the vital role of oceans and seas in their daily life. The events in Cyprus were coordinated by the Cyprus Marine and Maritime Institute in Larnaka. Youth Makerspace Larnaka was among the participating organisations, and it organised a Handicraft Workshop, a Photo Competition and an Observation Game in Larnaka, 17 - 21 June 2021.

The Youth Makerspace organised a school competition "Name a Reef". The competition was organised in cooperation with Cyprus Marine and Maritime Institute, in the context of European Maritime Day. Larnaka District Primary School pupils were actively involved in naming a natural reef in the Larnaka Sea. The children explored their knowledge on the environment, the sea and the history of Larnaka area, and thus were actively engaged in a collective local activity. The winners were D3 class of Voroklini Primary School, which chose the name "Dorida" for the reef.

The artist-in-residence programme *Making Womanhood* was announced in an open call by the Youth Makerspace in cooperation with the NGO Media What Lab, in 2021. The aim of the residence programme was to examine what it means to be a woman in Cyprus in 2021. It was part of the Mediatized Portraits of Women Speaker series, implemented in the framework of the POWER project (Portraits Of Women Empowered Representations), which is funded by the US Embassy in Cyprus. The three selected groups, which consisted of eight artists, used the space and equipment of Youth

Makerspace Larnaka. The artists' background was media, art, design and interactive technology. Through their projects, they examined and presented political, religious and social aspects of Cyprus as regards the economic crisis and the pandemic, focusing on women's experiences and the way their life has changed within the last decade. The completed projects were presented to the public.

Artificial intelligence is expected to play a critical role in the technological development with significant impact on various aspects of our life. What is artificial intelligence? What employment prospects does it bring and how does it enhance entrepreneurship and social digital transformation? These questions were addressed by experts during our online discussion "Artificial Intelligence: Challenges & Potentials", organised by the Youth Board and Youth Makerspace Larnaka.

In 2021, the Youth Makerspace presented the innovative Virtual Youth Makerspace Larnaka. Virtual visitors can now navigate the rooms, view the indoors and outdoors spaces and get a glimpse of what is offered at the Youth Makerspace Larnaka. The aim of the virtual tour is to make the Youth Makerspace Larnaka more accessible to young people, inviting them to visit the premises and the cutting-edge technological equipment, which is available to them. Virtual visitors may click on every room and get there through 360° photography. They may also find out detailed information on every room and on all the available equipment; they may view photos and videos of projects that were developed with the use of certain technologies, educational programmes, and so on.

On Monday 13 December 2021, three brand-new 3D printers were acquired by the Youth Makerspace during a small ceremony attended by the Chair of YB, Kleantes Koutsotas. The equipment was donated by Harris Kyriakides Law Firm and by Fission 3D company as part of their corporate social responsibility, acknowledging the value of Youth Makerspace contribution to youth.

Mobile Makerspace

Following the success and popularity of Youth Makerspace Larnaka since 2018, the Youth Board decided to create a Mobile Makerspace. It is a specially designed mobile unit, which carries similar equipment with Youth Makerspace Larnaka.

Mobile Makerspace is built on the same principles as Youth Makerspace Larnaka and has similar objectives. Yet it focuses more on young people with fewer opportunities who live in isolated or distant areas and do not have the chance to visit Youth Makerspace Larnaka. Mobile Makerspace visits schools and organisations in rural or distant areas and offers workshops using their technological equipment. The workshops were held by specially trained professionals who carry out the course curricula that were specially prepared and designed by YB. Through Mobile Makerspace, the YB aims at sharing these technologies, making them accessible to a larger audience, to inspire young people and encourage their further engagement with new technologies.

In 2021, Youth Makerspace Larnaka designed its own educational material that aims to empower and engage primary and secondary education pupils to creative activities revolving around STEAM. The methodology is based on problem solving, design thinking, while developing 21st century skills. Through these educational workshops, pupils develop their critical thinking, problem solving skills, and creative thinking, communication and cooperation skills and so on. The educational material was approved by the Ministry of Education, Culture, Sport and Youth and can be used in public and private schools of primary and secondary education.

In 2021, the Mobile Makerspace unit visited 21 primary schools around Cyprus, reaching out to 3181 pupils, who got the chance to see and use the equipment through technology workshops.

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 (100.000 benefits). Following COVID-19, the YB 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 offered in all countries and redeem them directly.

In addition, the YB, in cooperation with the Ministry of Education, Culture, Youth and Sport 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 for cooperation 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 been issued for all soldiers, distributed to them on their induction day, in cooperation with the Ministry of Defence. In 2020, a new induction centre operated in Lefkosia, in order to facilitate social distancing. Four thousand cards were issued and distributed among new soldiers, adhering to all Covid-19 related measures.

In cooperation with the Cyprus Sports Organisation, the Fan Card will be connected to the European Youth Card. The relevant 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 YB distributed useful presents, 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 Youth Board attended the 35th General Assembly of the European Youth Card Association (EYCA), which was held in Ljubljana, Slovenia in June.

Open Air Youth Event Venue & YB Equipment

Festival Venue – Famagusta Gate Moat

The YB has signed an agreement with Lefkosia Municipality that makes Famagusta Gate Moat available to organisations and youth groups for events hosting. The venue is equipped with electricity

and water supply system 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.

YB Equipment

The YB may provide organisations and youth groups with various types of equipment, such as chairs, tables, fencing, mobile toilets, and so on, free of charge. Groups eligible to borrow this equipment are Youth Organisations, Municipal and Community Youth Councils, Youth Clubs, young people between 18 - 35 years old and institutions that work with young people with fewer opportunities, after submitting their application to the YB.

Priority on equipment borrowing will be based on the request form submission date, except at peak periods, 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 of May of the same year. In case 5 May is a non-working day, 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.

