



REPUBLIC
OF CYPRUS



MINISTRY
OF EDUCATION
AND CULTURE

2017

ANNUAL REPORT



Annual Report

2017

Ministry of Education
and Culture

- Γενική Εποπτεία: Αίγλη Παντελάκη
Γενική Διευθύντρια
Υπουργείου Παιδείας και Πολιτισμού
- Εποπτεία: Χρίστος Παρπούνας
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Υπηρεσίας Ανάπτυξης Προγραμμάτων (Υ.Α.Π.)
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Λειτουργός Γραφείου Τύπου – Γραφείο Υπουργού
- Μαρίνα Άστρα-Ιωάννου
Λειτουργός Υ.Α.Π.
- Γλωσσική επιμέλεια: Ειρήνη Ροδοσθένους
Επιθεωρήτρια Φιλολογικών Μαθημάτων
- Στέλλα Κόντη-Θεοχάρους
τ. Πρώτη Λειτουργός Εκπαίδευσης - Αγγλικά
- Σχεδιασμός Εξωφύλλου: Έλενα Ηλιάδου
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Part A'

Education

1.

ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

1.1 DEPARTMENT OF PRIMARY EDUCATION

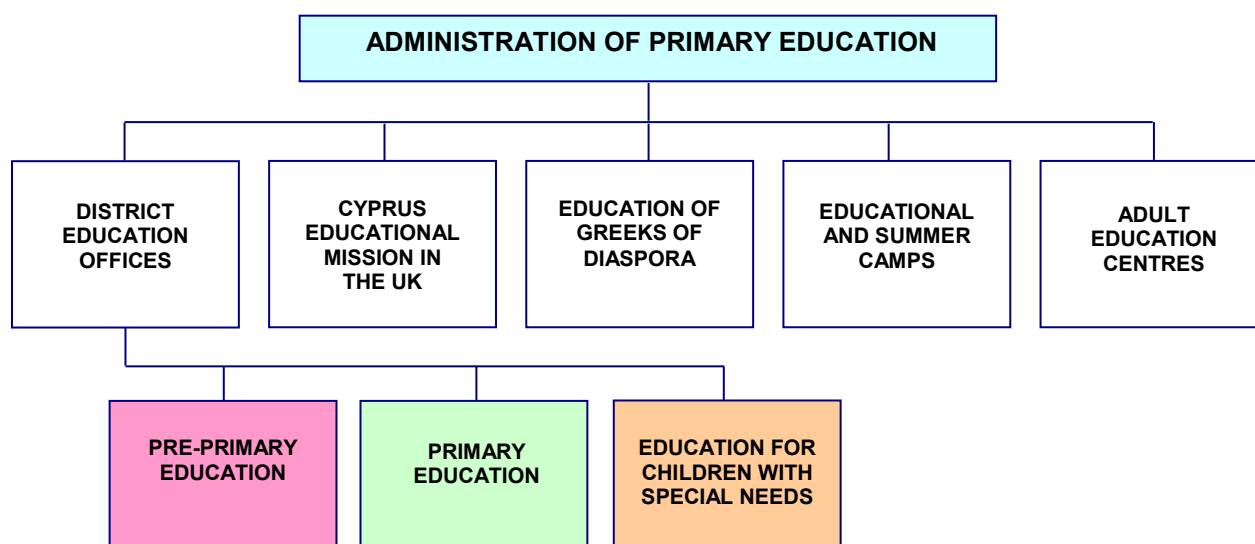
Primary Education is the first stage of education laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, it aims at modernising teaching methods and approaches, designing and implementing modern 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 2016 - 2017, the offering of in-service training to teachers and the development of new teaching materials continued smoothly. Furthermore, the following actions were also pursued:

- Implementation of various educational programmes (Environmental Education, Health Education, Museum Education, Visual Arts, etc.) aiming to develop creativity in and out of the classroom and for pupils to find joy in learning.
- Provision of intensive and differentiated programmes for learning Greek as a second language for foreign or repatriated children to enable their smooth integration in the public educational system.
- All-Day Compulsory Schools, in 14 different Primary Schools and All-Day Optional Schools in 121 Primary Schools, in seven Special Schools as well as in 54 Pre-primary Schools.

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

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



1.1.1 PRE-PRIMARY EDUCATION

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

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

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

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

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

1.1.2 PRIMARY EDUCATION

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

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

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

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

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

During the school year 2004 - 2005, following continuous, persistent and intensive efforts by the Republic of Cyprus, the Rizokarpaso Gymnasium operated again for the first time since the Turkish invasion in 1974. By the end of the same year, on 11th April 2005, children between the ages of 3 to 5⁸/₁₂ years old were given the opportunity to attend the newly established Pre-primary School that began functioning in the building of the Rizokarpaso Primary School.

In 2017, 325 Greek-Cypriots and 80 Maronites were living in the occupied areas of Cyprus.

During the school year 2016 - 2017, eight children attended the Rizokarpaso Pre-primary School and 15 children attended the Rizokarpaso Primary School, the only Greek-Cypriot School that has been in continuous operation since the Turkish Occupation in 1974.

A number of difficulties were faced during the school year 2016 - 2017, such as censorship, refusal to accept certain teachers as legitimate teaching staff and attempts to obstruct the educational work carried out at the schools. This was mainly due to the fact that the occupying forces insist on interfering with the regular operation of the Greek-Cypriot schools.

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

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

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

Children with special needs are educated in public schools equipped with suitable infrastructure, according to the Laws for Special Education. The majority of children with special educational needs (4202) are educated within mainstream classrooms. Special Education is also provided in 96 Special Units within mainstream schools. Children attending Special Units (576) are also assigned to a mainstream class, where they can attend integrated lessons and participate in celebratory or festive events.

Children with severe difficulties (404) are educated in the nine Special Schools, which are staffed with appropriate personnel (teachers for learning, intellectual, functional and adjustment difficulties, psychologists, speech therapists, nurses, physiotherapists and other specialists, as well as auxiliary staff), in order to provide high quality therapy, education and support.

The educational and other needs of children in Pre-primary Schools, in Primary Schools, in Special Units and in Special Schools are met through individualised programmes of Special Education. Six hundred and seventy-five (675) special educators encompassing a wide variety of specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf and the blind, teachers for special physical education, music therapists, occupational therapists, speech and language therapists, educational psychologists, audiologists and physiotherapists) work to support and meet the educational needs of children with special needs. Moreover, 37 educators from the secondary and technical education sectors are seconded to provide education and pre-vocational training to pupils attending Special Schools.

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

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

1.1.5 THE CYPRUS EDUCATIONAL MISSION IN THE UK

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

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

1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

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

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

1.1.7 EDUCATIONAL AND SUMMER CAMPS

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

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

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

During the school year 2016-2017, Educational Camps operated with four five-day sessions in October – November 2016, and a session for children of the Maronite Community in June 2017. A total of 321 children from 13 Primary Schools in Cyprus attended the programme.

Three programmes took place in the camps during summer time:

- Summer Camps in Prodromos, accommodating approximately 377 children from 122 Primary Schools in Cyprus in seven seven-day sessions and 3 children from the Cyprus Children's Fund.
- The Hospitality Programme for children from abroad which involved 91 children and escorts from United Kingdom, Russia, Ukraine and Jerusalem.
- The Children's Summer Camps Abroad, in which 99 children and escorts from Cyprus participated. Groups were hosted by the Ministry of Education, Research and Religions of Greece and the municipality of Samos, in their camping facilities.

1.1.8 ADULT EDUCATION CENTRES

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

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

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

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

The Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education providing a variety of quality courses. More than 25.000 citizens have attended the Adult Education Centres during the school year 2016 - 2017, with 65% attending courses in urban areas and 35% attending courses in rural areas. The female participants were 73,38% and male participants were 26,62%. Over 20% of the participants were over 65 years of age.

1.1.9 SCHOOLS - TEACHERS - PUPILS

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

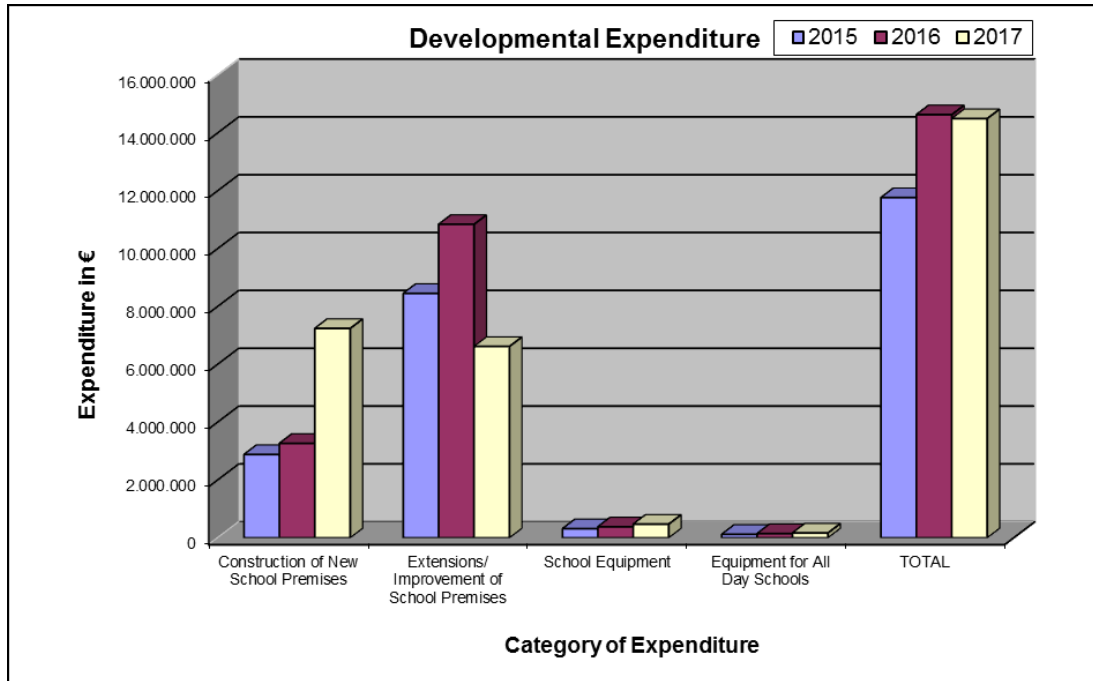
SCHOOLS	2014 - 2015	2015 - 2016	2016-2017
PRE-PRIMARY SCHOOLS			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	268	271	271
b) Number of Pupils (*)	12064	12233	12254
c) Number of Teachers (*)	741	761	774
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	83	83	80
b) Number of Pupils	2190	2056	1999
c) Number of Teachers	115	111	110
PRIMARY SCHOOLS			
a) Number of Schools (*)	334	334	332
b) Number of Pupils (*)	48796	49567	50423
c) Number of Teachers (*)	4078	4086	4153
SPECIAL SCHOOLS			
a) Number of Schools	9	9	9
b) Number of Pupils (3 -21 years old)	373	385	404
c) Number of Teachers (Special Teachers)	163	175	184
GREEK COMMUNITY SCHOOLS ABROAD			
a) Number of Schools	60	62	68
b) Number of Pupils	5400	5591	5886
c) Number of Teachers: permanent	28	25	24
part time	126	117	118
ADULT EDUCATION CENTRES			
a) Number of Centres	405	395	435
b) Number of Members	24203	25060	25193
c) Number of Instructors	654	689	666

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

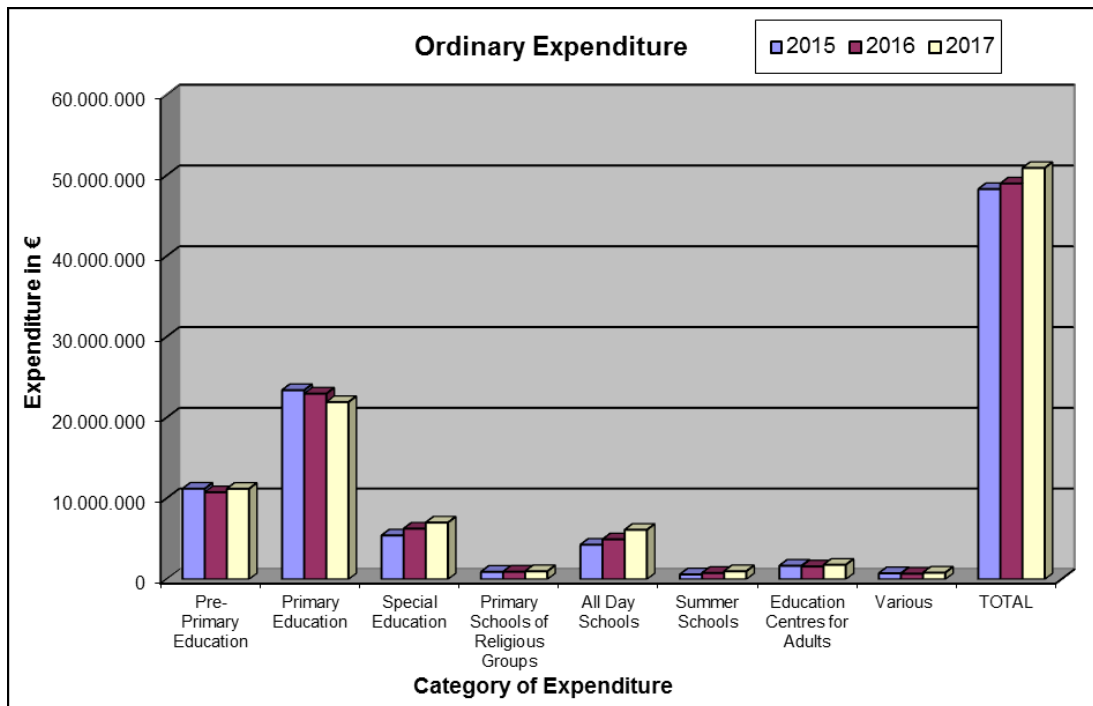
SCHOOLS IN OCCUPIED AREAS	2014 - 2015	2015 - 2016	2016-2017
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	6	3	8
c) Number of Teachers	1	1	1
PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	12	14	15
c) Number of Teachers	3	3	3

1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2015, 2016 and 2017 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2015, 2016 and 2017 in Primary Education are shown in the graph below:



1.1.11 SCHOOL PREMISES

The current school building programme aimed to meet the most urgent needs throughout Cyprus. Within this framework, extension and improvement works were carried out in several Pre-primary and Primary School premises.

1.2 SECONDARY GENERAL EDUCATION

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

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

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

1.2.1 THE GYMNASIUM

The Gymnasium is a complete cycle of general education focused on humanistic education. It is compulsory for all pupils and it complements the general education offered in Primary Education. Furthermore, it prepares pupils to enter the Lyceum or the Technical / Vocational Education path. Under the policy of the Ministry of Education and Culture for upgrading the quality of education provided, new activities and procedures have been introduced and promoted. These include the teaching of Information Technology to all classes, more systematic use of school libraries, the introduction of the specialized classrooms such as Foreign Language and History classrooms, as well as, the upgrading of the Class Teacher role.

Aiming at preventing school failure and functional illiteracy, the institution of Educational Priority Zones (EPZ) was initially introduced in secondary schools. The main principles of the EPZ are to ensure continuity between Pre-Primary - Primary - Secondary Education (Gymnasium), the cooperation with local authorities, the decrease of the number of students per class, as well as the acquisition of communication skills. This year EPZ has been replaced with the programme named "The Activities of School and Social Inclusion" (DRA.S.E.) which aims to expand and improve the functioning of the EPZ. Additionally, it aims at reducing early school leaving, creating positive attitudes towards school and improving learning outcomes.

Since the school year 1989 -1990, the Literacy Programme is run in all Gymnasia in an effort to face functional literacy and prevent school and social exclusion. The content of the programme focuses on

the three basic skills - reading, writing, and arithmetic – based on the curriculum of the three first classes of Primary Education and the needs and experiences of Gymnasium pupils. Measures are also taken for the education and training of pupils with special needs. Special assistance is offered to these pupils for their school development in all areas, and especially in the psychological, social and educational domain.

1.2.2 THE ENIAIO LYKEIO

The Eniaio Lykeio was applied for the last time in the school year 2016 – 2017, for C' class students.

1.2.2.1 THE NEW CURRICULUM

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

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

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

1.2.3 THE EUROPEAN DIMENSION IN EDUCATION

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

1.2.4 SECONDARY PRIVATE EDUCATION

A. GENERAL INFORMATION

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

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

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

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

There are 545 Private Institutes that are registered with the Ministry of Education and Culture and operate according to The Private School's and Private Institutes Law of 1971-2012.

B. DEPARTMENT OF SECONDARY PRIVATE EDUCATION

The department of Private Secondary Education handles all issues related to the establishment and operation of private schools and private institutes.

In particular it deals with issues relating to the following:

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

1.2.5 STATE INSTITUTES FOR FURTHER EDUCATION

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

1.2.6 THE CAREER COUNSELLING AND EDUCATIONAL SERVICES(CCES)

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

School counselors are placed:

- a) in all schools of the Public Secondary General and Technical and Vocational Schools,
- b) at the central offices of the CCES at the Ministry of Education and Culture in Nicosia and
- c) at the district offices (2 days per week in Larnaca, Limassol and Paphos).

For the school year 2016-17:

- 149 school counselors are placed in 38 Lyceums, 72 Gymnasiums, 14 Technical and Vocational schools and 5 Evening Schools (some of them are placed in two or three schools).
- Seven school counselors are fully employed at the Central CCES offices, three at the district offices and eight in other services and departments of the Ministry of Education and Culture.

1.2.7 AIMS AND ACTIVITIES OF THE SERVICE

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

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

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

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

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

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

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

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

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

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

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

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

1.2.8 ACCESS TO INFORMATION ON CAREER GUIDANCE

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

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

The following table indicates the total number of students from General and Technical Secondary Education schools that have attended at least one career and/or counselling session with a school counsellor during the school year 2016-2017.

GYMNASIUM					
GENDER	A	B	C	TOTAL OF STUDENTS THAT HAVE BEEN HELPED	TOTAL OF ALL THE STUDENTS OF THE SCHOOL
BOYS	2983	1913	3331	8227	10527
GIRLS	3043	1959	3072	8074	10279
TOTAL	6026	3872	6403	16301	20806
LYCEUM					
GENDER	A	B	C	TOTAL OF STUDENTS THAT HAVE BEEN HELPED	TOTAL OF ALL THE STUDENTS OF THE SCHOOL
BOYS	2491	2056	2520	7067	7557
GIRLS	3108	2506	3242	8857	9426
TOTAL	5599	4562	5762	15924	16983

TECHNICAL SCHOOL					
GENDER	A	B	C	TOTAL OF STUDENTS THAT HAVE BEEN HELPED	TOTAL OF ALL THE STUDENTS OF THE SCHOOL
BOYS	1040	558	939	2537	3360
GIRLS	408	255	306	969	1187
TOTAL	1448	813	1245	3506	4547

GYMNASIUM AND LYCEUM					
GENDER	A	B	C	TOTAL OF STUDENTS THAT HAVE BEEN HELPED	TOTAL OF ALL THE STUDENTS OF THE SCHOOL
BOYS	123	122	142	387	492
GIRLS	150	255	306	423	459
TOTAL	273	377	448	810	951

EVENING SCHOOL										
GENDER	A	B	Prep. Classes	C	D	E	F	G	TOTAL STUDENTS THAT HAVE BEEN HELPED	TOTAL OF ALL THE STUDENTS OF THE SCHOOL
BOYS			19	26	32	34	30	27	168	232
GIRLS			7	6	17	14	16	30	90	121
TOTAL			26	32	49	48	46	57	258	353

1.2.9 NUMBER OF PUPILS

During the school year 2016 - 2017, 21.831 pupils attended the Gymnasium, 18.213 pupils attended the Lyceum and 474 pupils the Evening School.

1.2.10 STATISTICS

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

School Year	Number of pupils			
	Gymnasium	Lyceum	Gymnasium/Lyceum	Evening Schools
2011-12	24265	22199	46464	697
2012-13	23833	21171	45004	651
2013-14	23.444	19.896	43.340	573
2014-15	22.742	19.217	41.959	413
2015-16	21.913	18.617	40.530	459
2016-17	21.831	18.213	40.044	474

The school year 2016-17 pupils of lower secondary education were distributed across 985 classrooms with an average of 22.16 pupils per classroom and in upper secondary education, pupils were distributed across 962 classes with an average of 18,93 pupils per class. In upper secondary schools the average number of pupils has been calculated on the basis of the lessons of common core.

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

School year	Lower Secondary Education		Upper Secondary Education	
	Number of classes	Average number of pupils	Number of classes	Average number of pupils
2012-13	1081	22,05	991	21,36
2013-14	1058	22,16	939	21,19
2014-15	1034	21,99	911	21,09
2015-16	990	22,13	899	20,71
2016-17	985	22,16	962	18,93

1.2.11 NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2016 - 2017 was 5.840.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATORS	C.E.O./ INSP
THEOLOGIANS	5	7	32	184	13	197	241	3
PHILOLOGISTS	45	70	267	1185	71	1256	1638	12
MATHEMATICIANS	7	26	107	507	25	532	672	5
PHYSICISTS	11	12	54	254	11	265	342	3
BIOLOGISTS	4	7	30	153	12	165	206	1
CHEMISTS	4	8	24	142	7	149	185	1
GEOGRAPHERS		1	3	20	6	26	30	
ENGLISH	4	17	57	287	23	310	388	3
FRENCH	6	8	32	126	5	131	177	3
ITALIANS				22		22	22	
SPANISH				10	7	17	17	
GERMANS				4	5	9	9	
RUSSIANS				8	16	24	24	
TURKISH				7		7	7	
ECONOMICS		7	22	122	26	148	177	1
PHYSICAL EDUCATION	4	11	53	303	15	318	386	2
MUSIC	3	5	26	131	16	147	181	1
ART	5	8	25	122	16	138	176	1
PHOTOGRAPHERS				5		5	5	
HOME ECONOMICS		6	19	132	10	142	167	1
INFORMATION TECHNOLOGY	7	10	44	336	8	344	405	3
TECHNOLOGY	5	5	25	167	8	175	210	2
COUNCELORS	1	4	15	115	14	129	149	1
THEATRE				13	13	26	26	
TOTAL	111	212	835	4355	327	4682	5840	43

1.2.12

SCHOOLS IN OPERATION

During the school year 2016 - 2017 the following schools operated:

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

1.2.13 EXPENDITURE IN SECONDARY GENERAL EDUCATION

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

Developmental expenditure in Secondary education for the year 2017 aimed at the:

- expansion, improvement, and maintenance of school buildings,
- reinforcement of technological subjects,
- equipment of labs,
- infra structure of school Physical Education.

During the year 2017, regular expenditure, in Secondary Education, apart from educators' salaries, aimed at covering functional expenses as follows:

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

1.2.14 ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

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

Expansions and improvements of Gymnasia and Lycea

In the annual budget for the year 2016, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools.

1.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

1.3.1 STRUCTURE AND PROSPECTS OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

Over the last decades, technical and vocational education 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 offers a wide range of technical and vocational education, initial training and lifelong training programmes to eligible gymnasium leavers and adults.

Formal mainstream upper secondary initial technical and vocational education programmes are offered at technical schools 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.

Formal mainstream upper secondary initial technical and vocational education programmes are offered at twelve public technical schools. There are three technical schools in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of the Ammochostos district, one in Pafos and one in Polis Chrysochou. There is also one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

Upon completion of secondary technical and vocational education, pupils 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 and Tertiary Education in Cyprus or abroad.

1.3.2 EVENING TECHNICAL SCHOOLS

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

The programmes offered at the evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream technical schools. 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 schools that operate in the morning, adapted however to the particular characteristics and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

Attendance at the evening technical schools is free of charge and leads to the acquisition of a leaving certificate (apolyterion), which is equivalent to that awarded by mainstream technical schools and lycea.

This means that the leaving certificate awarded by the evening technical schools entitles graduates either to pursue further studies at Institutions of Tertiary Education in Cyprus, Greece, or abroad, provided that they meet the entry requirements, or enter directly the labour market as skilled workers.

1.3.3 THE APPRENTICESHIP SCHEME – NEW MODERN APPRENTICESHIP

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

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

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

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

Preparatory apprenticeship does not involve employment but constitutes an alternative form of education and training for pupils between the ages of 14 and 16, who have the opportunity, through this one-year programme, to develop their numeracy and literacy skills, become acquainted with the world of work, explore their talents and abilities through creative arts, and participate in workshops related to technical occupations.

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 training for two days a week at Technical Schools.

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

Apprentices are trained to become car mechanics, electricians, carpenters, builders, bakers, hairdressers etc.

The Apprenticeship Certificate allows access to several regulated occupations (e.g. building contractor and electrician), provided that all other requirements of the relevant legislation are observed.

Decision of the Council of Ministers regarding the transfer of the responsibility for the operation of the New Modern Apprenticeship from the Ministry of Labour, Welfare and Social Insurance to the Ministry of Education and Culture

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

1.3.4 AFTERNOON AND EVENING CLASSES

Technical and Vocational Education 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 during the afternoon and evening on the premises of Technical Schools in all major towns. Individuals attending Afternoon and Evening Classes pay limited fees approved by the Council of Ministers.

- **Afternoon and Evening Technical and Vocational Education One-Year and Three-Year Programmes**

The objective of these programmes is to offer continuing 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 field of study.

- **Afternoon and Evening Preparatory Classes**

Preparatory classes for various examinations are offered to pupils of mainstream initial Technical and Vocational Education, as well as to adults. They cover a range of subjects and aim at:

- Preparing pupils or graduates of Technical Schools for the entrance examinations to Institutions of Higher and 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 license to practise a profession.

1.3.5 SCHOOLS IN OPERATION

Formal upper secondary technical and vocational education programmes are offered at twelve mainstream technical schools. There are three technical schools in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of the Ammochostos district, one in Pafos and one in Polis Chrysochou.

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

About 4696 pupils attended mainstream and evening technical schools during the school year 2016-2017, distributed as shown in the Table below:

School	No. of Pupils
A Technical School Lefkosia	509
B Technical School Lefkosia	185
Technical School «Makarios C'» Lefkosia	561
Evening Technical School Lefkosia	116
A Technical School Lemesos	536
B Technical School Lemesos	299
C Technical School Lemesos	372
Evening Technical School Lemesos	95
Apeitio Gymnasium Agros	41
Larnaka Technical School	507
St. Lazaros Technical School Larnaka	273
Paralimni Technical School	284
Avgorou Technical and Agricultural School	255
Pafos Technical School	575
Polis Technical School	88
TOTAL NUMBER OF PUPILS	4696

1.3.6 TEACHING PERSONNEL

The number of secondary technical and vocational education teachers (including head teachers and deputy head teachers) employed at technical schools for the school year 2016-2017 was 546. The number of part time teachers and Instructors for the Afternoon and Evening Classes was 92.

1.3.7 NUMBER OF PUPILS

During the school year 2016-2017, the number of pupils studying in the various programmes offered by the Department of Secondary Technical and Vocational Education was as follows:

Programme	No of Pupils
Technical Schools	4485
Evening Technical Schools	211
New Modern Apprenticeship (core apprenticeship)	202
Special Units	66
Afternoon and Evening Classes	1040
Post Secondary Institutes of VET	246
TOTAL	6250

1.3.8 EXPENDITURE

During the fiscal year of 2017 the development expenditure for Secondary Technical and Vocational Education reached the amount of € 469.400 while the current expenditure for the same year was €1.258.792.

1.3.9 INFRASTRUCTURE EXPENDITURE

The total cost of Technical Schools' maintenance and improvements for the year 2017 was €2.300.000.

1.4 THE DEPARTMENT OF HIGHER AND TERTIARY EDUCATION

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

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

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

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

The programmes, the procedures and the buildings of all private universities were evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Private universities are to a great extent autonomous; however, new Schools and Departments, as well as new programmes, are submitted for evaluation and approval. Private universities are autonomous to define their own goals and strategies. It is important to note that all public and private universities have developed undergraduate and graduate programmes (first, second and third cycles) of high quality and are developing infrastructures for high quality research centres.

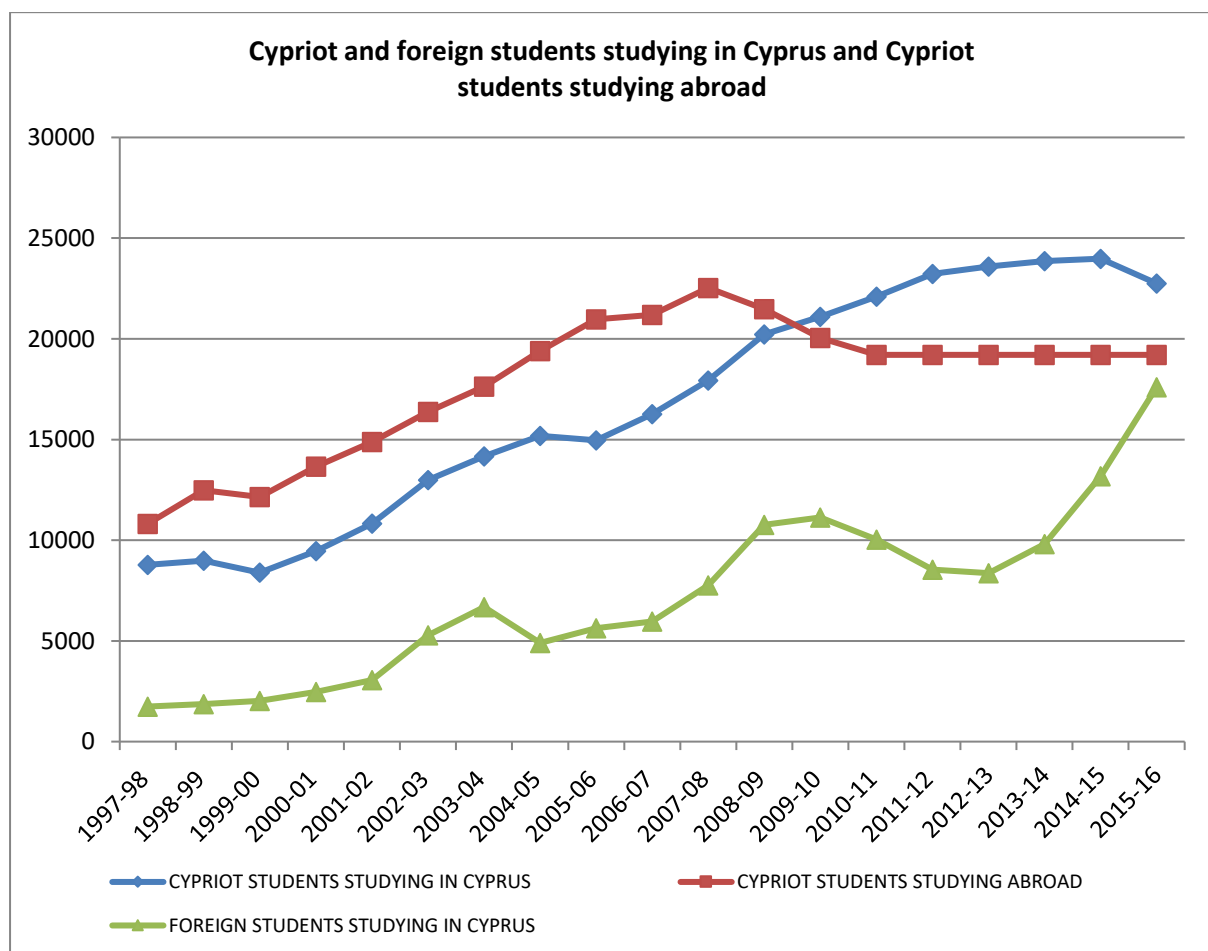
As mentioned above, in the early 60's, a number of Private Institutions of Higher Education (HE) were established. These institutions were operating without a legal framework until 1996. During that year, an independent body, the Council of Educational Evaluation - Accreditation, was established and had the overall responsibility for organizing and overseeing the educational evaluation-accreditation

process for the programmes of study of Private Institutions of Higher Education. Currently, there are 42 Private Institutions of HE operating on the island.

In this context, the number of students attending Cypriot HEIs has been increasing rapidly over the last ten years. The graph below shows the number of Cypriot and foreign students studying in Cyprus as well as the number of Cypriot students studying abroad from 1996 - 1997 until 2013 - 2014. In the last four years, the number of Cypriot students studying in Cyprus exceeds the number of those studying abroad.

In this framework, the main priority of the DHTE has been the provision of high quality education by the HEIs of Cyprus. For this reason, the following four independent bodies had been operating: (1) the Council of the Educational Evaluation – Accreditation, (2) the Advisory Committee for Tertiary Education, (3) the Evaluation Committee of Private Universities, and (4) the Council for the Recognition of Higher Education Qualifications of Cyprus, which is the competent authority of the Republic of Cyprus for the recognition of Higher and Tertiary Education qualifications obtained in Cyprus and abroad. As from November 2nd 2015 the first three bodies have been replaced by the Agency of Quality Assurance and Accreditation in HE which, since then, has been the new competent authority for quality assurance in Cyprus.

Cypriot and Foreign Students in Cyprus and Cypriot Students Studying Abroad



1.4.1 PUBLIC UNIVERSITIES

Public universities are established by law and they are financed mostly by the government. They are autonomous and self-governing universities. At present, there are three public universities in Cyprus. Two of them operate in Lefkosia and one in Lemesos. The University of Cyprus and the Cyprus University of Technology are conventional universities which have as a main goal to promote education and research to as many young students as possible. On the other hand, the Open University of Cyprus is a distance learning university which aims to include adult learners in further education and promote lifelong learning.

Admissions:

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

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

Prospective students of the Open University of Cyprus, both for undergraduate and postgraduate studies, can proceed with their application online. Each programme of study has its own minimum entry requirements. Applicants that meet these minimum admission requirements will be randomly selected for enrolment to the respective programs.

THE UNIVERSITY OF CYPRUS (UCY) (www.ucy.ac.cy)

The University of Cyprus (UCY) was established in 1989 as the first public university of Cyprus and accepted its first students in 1992. Although newly established, UCY has managed to become the leading educational institution in Cyprus and one of the most respected institutions in the Mediterranean, hosting today 7.000 students, 1.217 academic and administrative personnel, and 20.000 alumni. UCY is a vigorous community of scholars engaged in the generation and diffusion of knowledge. Despite its brief history, UCY has earned the respect of the international academic community and the appreciation of Cypriot society.

Vision

The University of Cyprus (UCY) has consistently pursued excellence, fulfilling its mission to the Cyprus society via its twofold objectives the:

- promotion of scholarship and education through teaching and research, and
- enhancement of cultural, social and economic development.

The UCY aims to establish itself as a Pioneer Research Institution achieving International Scientific Recognition in European Higher Education, offering Competitive Programmes and become a Centre of Excellence in the wider Euro – Mediterranean Region.

The University of Cyprus consists of eight Faculties and 22 Departments. Focused on teaching excellency provided by internationally recognized academics who work tirelessly and with the support of a competent administrative staff, the University of Cyprus consistently strengthens the existing programmes of studies and improves and develops its infrastructures for providing a unique

educational experience. In response to the needs of contemporary society UCY strives to introduce new high quality programs of study that fully comply with international standards and practices. The Medical School is an important addition in the list of the Faculties of the University placing it in a higher position in the international rankings of the top universities.

The official languages of instruction are Greek and Turkish, which are the official languages of the Republic of Cyprus, as stipulated by the Constitution. In postgraduate inter-University cooperation programmes, other languages may also be used. In a number of Departments such as the English Studies Department and the French Studies and Modern Languages Department, English and French, respectively, are the languages of instruction.

Approximately, 1.300 undergraduate students are admitted to the University of Cyprus every year. The majority of undergraduate students are admitted at the University on the basis of their results in the Pancyprrian Examinations, the competitive entrance examinations organised centrally by the Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria similar to the ones used by academic institutions in Europe and the United States. Overseas students who are graduates of high-schools recognised by the competent education authority of their country and who possess a good knowledge of Greek can be admitted based on GCE or GCSE or other equivalent examinations, or based on the results of special examinations set by the UCY.

THE OPEN UNIVERSITY OF CYPRUS (OUC) (www.ouc.ac.cy)

Mission and Objectives

The Open University of Cyprus was established in 2002 as the second public university and the only institution of Higher Education in Cyprus devoted entirely to open and distance learning. The OUC offers flexible, open access, quality programmes at both undergraduate and postgraduate (master and PhD) levels, enabling students to follow a broad intellectual path, irrespective of age, time, location or life circumstances. Studies at OUC reflect its unique distance learning philosophy, which is based on modern educational systems supported by technology and promoting lifelong learning. In the 2006 - 2007 academic year, OUC accepted its first 162 students; now approximately 5200 students are enrolled in 25 programmes of study offered for the 2017 - 2018 academic year.

The OUC's mission is dually oriented towards both the domestic and international student communities. The academic programmes offered by the OUC are international, well planned and career-oriented to correspond to the needs of the country and the public's demand for upgrading its knowledge and skills. At the same time, the OUC emphasises research work in various scientific fields and actively supports its faculty members in publishing their research results. Through its social endeavours and commitment to connect with society, the OUC envisions its role as an inspiring educational institution, an innovative open university that offers a stimulating environment for students, staff and alumni, noted for promoting cooperation with neighbouring countries and beyond.

Academic Programmes

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

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

THE CYPRUS UNIVERSITY OF TECHNOLOGY (CUT) (www.cut.ac.cy)

The Cyprus University of Technology is a public university. It was established by law in 2003, and welcomed its first students in September 2007. The University's Faculties are located in the city centre of Limassol. Currently, 2319 undergraduates, 704 postgraduates and 184 doctoral students attend 14 undergraduate and 26 postgraduate programs, and a total of 444 members of academic staff and 221 members of administrative staff work at the university.

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 aspires to offer education to students of a high scientific, technological and professional level. Moreover, the CUT aims to produce high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of society and the economy.

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

Faculty of Geotechnical Sciences and Environmental Management

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

Faculty of Management and Economics

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

Faculty of Communication and Media Studies

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

Faculty of Health Sciences

- Department of Nursing
- Department of Rehabilitation Sciences

Faculty of Fine and Applied Arts

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

Faculty of Engineering and Technology

- Department of Electrical Engineering, Computer Engineering and Informatics
- Department of Mechanical Engineering and Materials Science and Engineering
- Department of Civil Engineering and Geomatics

- “Simos Menardos” Language Centre
- Cyprus International Institute of Public Health

1.4.2 PRIVATE UNIVERSITIES

Five private Universities operate in Cyprus:

(a) Frederick University

www.frederick.ac.cy

(b) The European University Cyprus (EUC)

www.euc.ac.cy

(c) The University of Nicosia

www.unic.ac.cy

(d) The Neapolis University – Pafos

www.nup.ac.cy

(e) The University of Central Lancashire - Cyprus (UCLan-Cyprus)

www.uclancyprus.ac.cy

Three of them operate in the capital city, Lefkosia, one of them in Pafos and one in Larnaka. The universities have undergone a rigorous evaluation and accreditation process by the ECPU (Evaluation Committee of Private Universities) and are authorized to operate as universities subsequent to a decision made by the Council of Ministers.

They are established and financed by non-governmental institutions or founders. Programs of study, offered by private universities, have been evaluated – accredited by the Evaluation Committee for Private Universities (ECPU), within the framework of “The Private Universities (Establishment, Operation and Control) Laws 109(1) of 2005 to 2011”. However, after its establishment, the Cyprus Agency of Quality Assurance and Accreditation in Higher Education has become the competent Authority for ensuring the quality of higher education in Cyprus and for the support of the processes provided by the relevant Legislation, and for the continuous improvement and upgrading of higher education institutions and their programs of study.

Admissions

All five private universities follow similar guidelines on admissions of their prospective students. High school grades, competence in computers and the English language and other qualifications and diplomas are the main criteria of acceptance to the Universities’ Departments. Candidates for a bachelor degree programme should submit a school leaving certificate (Apolysterion) from a recognized six-form secondary school (or an equivalent qualification). In addition, good knowledge of the English language is required for all programmes of private universities which are taught in English. Applicants may also be asked to take placement tests developed by the Departments before a decision on the admission status is made.

1.4.3 PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Cyprus Government has the responsibility for the operation of the Public Institutions of Higher and Tertiary Education. These Institutions operate under the supervision of the Ministry, which is

responsible for the organisation and administration of the institution. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local demands. Each Institution has a different structure and offers programmes of studies in specific technical – professional fields which lead to a Diploma, Higher Diploma or MBA.

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

1. [The Higher Hotel Institute of Cyprus](http://www.hhic.ac.cy) (www.hhic.ac.cy)
2. Cyprus Police Academic (www.police.gov.cy)
3. [The Mediterranean Institute of Management](http://www.mlsi.gov.cy/kepa) (www.mlsi.gov.cy/kepa)
4. The Post-Secondary Institutes of Vocational Education and Training (www.moec.gov.cy/mtee)

1.4.4 PRIVATE INSTITUTIONS OF TERTIARY EDUCATION

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

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

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

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

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

The registration of a Private Institution does not imply recognition of the degrees awarded by it. The evaluation – accreditation of a programme of study was possible only after a successful educational evaluation – accreditation carried out by the Council of Educational Evaluation and Accreditation (SEKAP), which was the competent authority responsible for this purpose until November, 2015. Since November 2nd 2015 the responsibilities of SEKAP have been transferred to the National Agency of Quality Assurance and Accreditation in Higher Education.

The Law regulating the establishment, control and operation of Institutions of Tertiary Education in Cyprus has been amended to allow the collaboration of foreign institutions of Higher Education with local colleges for the provision of foreign degrees through the method of franchise or validation. Any Private Educational Institution in Cyprus may now award qualifications from EU member state Higher

Education Institutions and/or they can allow EU member state Higher Education Institutions to award their qualifications within the Republic of Cyprus provided that they follow a number of predefined criteria. The students registered in these programmes of study are entitled to the students' state subsidy provided they meet the criteria set by the Ministry of Education and Culture-Student Welfare Service.

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

1. AIGAIA SCHOOL OF ART AND DESIGN (Lefkosia) (www.aigaia.com.cy)
2. A.C. AMERICAN COLLEGE (Lefkosia) (www.ac.ac.cy)
3. ALEXANDER COLLEGE (Larnaka) (www.alexander.ac.cy)
4. ALEXANDER COLLEGE (Pafos) (www.alexander.ac.cy)
5. ATLANTIS COLLEGE (Ammochostos) (www.atlantiscollege.com)
6. C.D.A COLLEGE (Lefkosia) (www.cdacollege.ac.cy)
7. C.D.A COLLEGE (Larnaka) (www.cdacollege.ac.cy)
8. C.D.A COLLEGE (Lemesos) (www.cdacollege.ac.cy)
9. C.D.A COLLEGE (Pafos) (www.cdacollege.ac.cy)
10. CASA COLLEGE (Lefkosia) (www.casacollege.com)
11. CITY UNITY COLLEGE (Lefkosia) (www.cityu.ac.cy)
12. COLLEGE OF TOURISM AND HOTEL MANAGEMENT (Lefkosia) (www.cothm.ac.cy)
13. CYPRUS COLLEGE (Lefkosia) (www.cycollege.ac.cy)
14. CYPRUS COLLEGE (Lemesos) (www.cycollege.ac.cy)
15. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lefkosia) (www.ciim.ac.cy)
16. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lemesos) (www.ciim.ac.cy)
17. CYPRUS SCHOOL OF MOLECULAR MEDICINE (Lefkosia) (www.cing.ac.cy/csmm)
18. VLADIMIRO KAFKARIDES SCHOOL OF DRAMA (Lefkosia) (www.satiriko.com)
19. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) (www.fit.ac.cy)
20. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) (www.fit.ac.cy)
21. GLOBAL COLLEGE (Lefkosia) (www.globalcollege.com.cy)
22. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka) (www.uclancyprus.ac.cy)
23. INTERCOLLEGE (Lefkosia) (www.intercollege.ac.cy)
24. INTERCOLLEGE (Larnaka) (www.intercollege.ac.cy)
25. INTERCOLLEGE (Lemesos) (www.lim.intercollege.ac.cy)
26. INTERNAPA COLLEGE (Ammochostos) (www.internapa.ac.cy)
27. KES COLLEGE (Lefkosia) (www.kes.ac.cy)
28. LARNACA COLLEGE (Larnaka) (www.larnacacollege.com)
29. LEDRA COLLEGE (Lefkosia) (www.ledra.ac.cy)
30. MESOYIOS COLLEGE (Lemesos) (www.mesoyios.ac.cy)
31. M.K.C. CITY COLLEGE (Larnaka) (www.citycollege.ac.cy)
32. MUSIC ACADEMY "ARTE" (Lefkosia) (www.artemusic.org)
33. P.A COLLEGE (www.pacollege.ac.cy)
34. SUSINI COLLEGE (Lemesos) (www.susini.ac.cy)
35. SUSINI COLLEGE (Lefkosia) (www.susini.ac.cy)
36. THE C.T.L. EUROCOLLEGE (Lemesos) (www.ctleuro.ac.cy)
37. THE CYPRUS INSTITUTE (Lefkosia) (www.cyi.ac.cy)
38. THE CYPRUS INSTITUTE OF MARKETING (Lefkosia) (www.cima.com.cy)
39. THE CYPRUS INSTITUTE OF MARKETING (Lemesos) (www.cima.com.cy)
40. THE LIMASSOL COLLEGE-T.L.C (Lemesos) (www.reacollege.ac.cy)

41. THE PHILIPS COLLEGE (Lefkosia) (www.philips.ac.cy)

42. CHURCH OF CYPRUS SCHOOL OF THEOLOGY (Lefkosia) (www.theo.ac.cy)

INTERNATIONAL STUDENTS

The international dimension of education is important in Cyprus, where international students receive quality education in a safe, friendly environment, at an affordable cost. They, in turn, enrich the educational experience of our own students and bring an international dimension to our culture. Lifelong friendships and networks are formed between Cypriot and overseas students which later enhance the cultural and trade relationships between our countries. Cyprus can offer Higher Education of high quality standards and is able to facilitate students with the necessary knowledge and skills to work in a contemporary global marketplace. Pleasant Mediterranean climate and picturesque sandy beaches can only add to this once-in-a-lifetime experience of being a student in Cyprus.

The number of foreign students studying in Cyprus during the academic year 2015 - 2016 was 17.601. The following table illustrates the number of foreign students by country of citizenship, categorized by gender, for the academic year 2015 - 2016.

Foreign students studying in Cyprus, 2015 - 2016

Country	Male	Female	Total
Total of foreign students studying in Cyprus	17.601	8.754	8.847
Member States of the European Union			
Total	2.555	4.538	7.093
Austria	68	18	50
Belgium	7	3	4
Boulgaria	69	22	47
France	12	6	6
Germany	24	15	9
Greece	11.101	3.796	7.305
Estonia	2	0	2
United Kingdom	64	33	31
Ireland	5	3	2
Spain	3	2	1
Italy	23	10	13
Croatia	3	3	0
Latvia	18	4	14
Lithuania	8	1	7
Luxembourg	1	0	1
Malta	2	1	1
Netherlands	2	2	0
Hungary	9	2	7
Poland	19	3	16
Portugal	2	1	1
Romania	54	21	33
Slovak Republic	9	3	6
Slovenia	1	1	0
Sweden	5	4	1
Czech Republic	3	1	2
Finland	2	0	2
Third Countries			

Total	6.085	4.799	1.286
Egypt	64	44	20
Ghana	106	73	33
Zambia	106	69	37
Zimbabwe	120	69	51
India	1.617	1.435	182
Iran	65	37	28
Kenya	102	58	44
China	103	61	42
Bangladesh	1.258	1.242	16
Nepal	96	74	22
Nigeria	606	448	158
Ukraine	113	47	66
Uganda	80	47	33
Pakistan	442	433	9
Russia	254	105	149
Syria	44	28	16
Other Countries	909	529	380

1.4.7 THE CYPRUS COUNCIL FOR THE RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS (KYSATS)

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

During the period January – November 2017, KYSATS received over 1,000 applications for recognition of qualifications and over 750 applications for written information. During the same period, the Council held seven meetings. It is expected that by the end of 2017 the total number of applications for recognition and written information will be over 1,100 and 900 respectively.

KYSATS has been participating as a member of the networks of 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 AGENCY OF QUALITY ASSURANCE AND ACCREDITATION OF HIGHER EDUCATION

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

The Agency ensures the quality of higher education in Cyprus with the implementation of the European Standards and Guidelines (ESG) and by supporting the institutions of higher education in Cyprus to conform to these standards and guidelines. The role of quality assurance is catalytic for the support of higher education systems and institutions and acts as a collaborator so that they can

respond to change while ensuring that the academic qualifications acquired by the students and their experience in higher education remain at the forefront of the mission of the institutions.

The evaluation and accreditation of public and private universities as well as of higher education institutions and of their programs of study takes place periodically and it is carried out in predetermined areas and on the basis of specific standards and indicators, which are published on the Agency's website.

The lists of recognized higher education institutions as well as their accredited programs of study are published. As of November 2017, 138 programs of study have been accredited.

The Agency's implementation of the procedures and the evaluation criteria of the European Standards and Guidelines (ESG), constitute the most critical prerequisite for the Cyprus Agency's full membership at the European Association for Quality Assurance (ENQA) and the European Quality Assurance Register (EQAR). The procedures for the Agency's membership in these organizations begun with the visit of experts from E.N.Q.A to Cyprus in the summer of 2017.

The Agency urges higher education institutions in Cyprus to share the vision of the Bologna Process for the creation of the European Higher Education Area. The procedures for quality assurance and accreditation, through external and internal evaluation of the programs of study, the departments and the institutions, allows institutions of higher education to showcase the quality of higher education in Cyprus and to increase transparency contributing, thus, to trust-building and the quality of higher education in Cyprus.

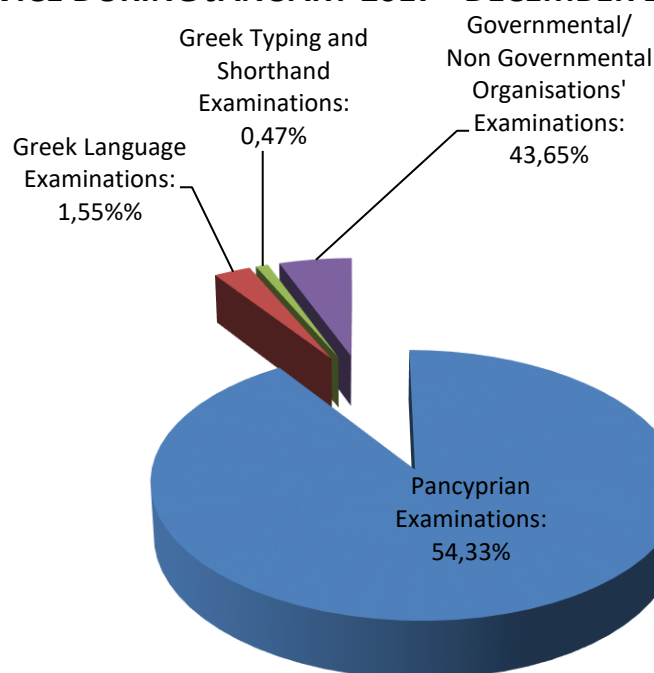
The Agency's website provides all the necessary information with regards to its operation and the accredited programs of study: www.dipae.ac.cy

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

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

For the period of January 2017 – December 2017, the Examinations Service organized a significant number of examinations which served the needs of 15639 candidates and processed a total of 56396 examination papers, as presented in the following graph:

NUMBER OF PAPERS PROCESSED BY THE EXAMINATIONS SERVICE DURING JANUARY 2017 - DECEMBER 2017



1.5 THE CYPRUS PEDAGOGICAL INSTITUTE

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

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

1.6 THE CYPRUS RESEARCH CENTRE

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

1.7 TECHNICAL SERVICES DEPARTMENT

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

The projects undertaken are:

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

The annual budget contains:

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

All construction projects include:

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

2.

INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

2.1 PRIMARY EDUCATION

2.1.1 IMPLEMENTING THE NEW CURRICULUM AND SCHOOL TIMETABLES IN PRIMARY EDUCATION

During the school year 2015 - 2016 emphasis continued to be placed on implementing the revised and restructured Curriculum. Emphasis was especially placed on the use of Success and Adequacy Indicators as tools for the planning of the teaching process and the evaluation of teaching and learning outcomes. Success Indicators refer to the learning outcomes which pupils are expected to achieve by the end of each grade or each level/stage, whereas Adequacy Indicators describe what needs to be taught in order for the outcomes to be achieved. Teachers can choose which Adequacy Indicators to focus on so that they can help pupils achieve the Success Indicators.

Improving pupils' learning outcomes through the implementation of the restructured/revised Curriculum - with a special emphasis on the use of Success and Adequacy Indicators - was identified as one of the main goals of the school year 2016 - 2017.

In order to support teachers, a number of training activities took place in the form of teacher networks and training days. Furthermore, relevant print and digital educational materials were produced.

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

2.1.1.1 Modern Greek Language Teaching

In accordance with our continuous efforts, for the modernisation of language instruction, the reconstruction of the Modern Greek Curriculum (Primary School) was completed during the course of the 2015-2016 school year. A main premise of this reconstruction has been the assumption that language today is conceptualised as:

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

On the basis of these assumptions, a set of Success and Adequacy Indicators were developed for the Modern Greek Subject, during the school year 2016-2017, aiming towards focused language

instruction, consistent among grades and levels of education (pre-primary, primary, middle school), and potentially aiming a balanced approach of the following three aspects:

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

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

It should be noted that Literature is an important aspect of language instruction 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.

Finally, in effect, language education and literacy instruction are considered along the longitudinal and cross-sectional dimensions of Greek Language.

2.1.1.2 Mathematics

The main focus of the Mathematics Curriculum is to prepare pupils 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, problem solving skills, procedural knowledge and positive attitudes towards Mathematics.

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

The Mathematics Curriculum contains the following information regarding the curriculum per grade and per area of Mathematics: (a) Success Indicators, and (b) Adequacy Indicators which include Activity Levels (Prerequisite knowledge, new concepts and corresponding examples) and examples of Mathematical Practices. The organisation of the Curriculum on the basis of the above two axes, ensures the coherence and connection among the different mathematical concepts within each grade and between the grades. Moreover, the balance between conceptual understanding, procedural knowledge and applications is considered. Therefore, teachers are provided with a useful tool for developing the essential mathematical knowledge at each stage of pupils' development.

New trends in the teaching and learning of Mathematics 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.

The new educational material for Grade 6 follows a different structure from the other primary mathematics educational material. Specifically, new subchapters have been added to pupils' textbooks. These involve, (a) What we are going to learn: it describes unit's content and the unit's learning goals as these emerge from the Mathematics Curriculum; (b) What we have learnt: it includes mathematical concepts as prerequisites for the concepts to be taught through the unit; (c) New Mathematical Concepts: it includes the new concepts that pupils should obtain with the completion of the unit, (d) Illustrative examples: It includes activities with solutions; (e) Unit Activities: it refers to the focus of the unit to be taught which can be used for more practice, revision or assessment purposes.

During the school year 2016-2017, the Working Group completed the development of educational material that started in the school year 2011-2012. Specifically, educational material for Grade 6 was developed and fully implemented in schools. Teachers' Guides were also developed to support the Grade 6 educational material. These include information and details for each lesson, as well as description of applets that can be used for the teaching of mathematical concepts in each unit.

In addition, the Working Group proceeded with the revision of the educational material for Grade 3. The revision of the educational materials was conducted after three years of full implementation and according to feedback from teachers who used the new materials in their teaching. Both qualitative and quantitative data were collected for this purpose. The Group also offered in-service training courses to more than 500 teachers teaching in Grade 6, twice during the school year. Furthermore, almost 600 teachers received training regarding Mathematics Curriculum and educational materials during a 2-day training course that was organised by the Ministry of Education and Culture at the beginning of the school year. Teachers also received support in their schools from Mathematics Consultants.

Moreover, the Group organised and applied the programme "Parents and pupils working together in Mathematics", in an attempt to inform parents about the new mathematical content and methodology.

During the school year 2017-2018, the group will proceed with the revision of the educational material for Grades 4 and 5. Mathematics Consultants will support teachers regarding the methodology of Mathematics and the development of their daily lesson plans.

2.1.1.3 English

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

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

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

Teacher advisors for English supported practicing teachers through numerous school visits, teaching of demo lessons and team teaching activities.

Moreover, during the year 2016-2017 educational materials were prepared for the teaching of English in the All-Day Optional Schools. In particular, materials were prepared for the teaching of English in Grades 1 and 2 of the All-Day Optional Schools.

During the school year there were also activities such as open days, talks and plays which took place so as to inform parents on the Primary English language programme. Open days and actions to inform parents were initiated with the beginning of the new English language programme in 2011- 2012 and have continued annually ever since. During 2016 - 2017, 57 parent events took place in schools around Cyprus.

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

Cyprus CLIL Coordinating Centre – Content and Language Integrated Learning

The implementation of CLIL (Content and Language Integrated Learning) which involves dual-focused teaching, where a school subject is taught through a foreign language (in this case, English) has been implemented in Cyprus since 2006, initially within the framework of a pilot programme (2006 – 2010) and as of 2011 through the new Curriculum. During 2016-17 CLIL was implemented in 47 primary schools and 41 pre-primary schools.

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

To support the CLIL Centre, the Ministry has provided for it to be housed on the premises of the Ayios Spyridonas Primary School. With the help of the Ministry of Education and Culture's Technical Services and the Strovolos School Board the area was refurbished to support the needs of the Centre. The official opening ceremony for the CLIL Coordinating Centre took place on 29th May 2017 with the presence of the Minister of Education and Culture, numerous Ministry of Education officials and representatives of the European Commission, parents' associations and universities.

To further support the implementation of CLIL in general and to support the training of primary and pre-primary teachers, in particular, the CLIL Centre has secured European Commission grants.

A few of the CLIL Centre's activities for the year 2016-2017 are the following:

- One-day seminars for pre-primary teachers in Pafos and Lefkosia
- One-day seminars for primary teachers in Pafos and Lefkosia
- Seminars consisting of five afternoon sessions for pre-primary education teachers in Pafos (in cooperation with the Cyprus Pedagogical Institute)
- Seminars consisting of five afternoon sessions for primary education teachers in Pafos and Larnaka (in cooperation with the Cyprus Pedagogical Institute)
- 30-hour in-service training programme for pre-primary teachers offered within the training framework of the new Curriculum for pre-primary (in cooperation with the Cyprus Pedagogical Institute)
- Seminars for Primary School headteachers in Pafos and Lefkosia
- Conference which took place in May 2017 at the European University Cyprus with presentations by local and internationally renowned experts such as Peeter Mehisto and Piet Van de Craen
- Organising of in-service training activities for key primary teachers and inspectors in cooperation with training organisations abroad (Belgium, Malta, Finland, Italy, Greece)
- Presentation of the CLIL Centre and its activities in Cyprus and abroad (Belgium, Italy, England).

In addition to the above activities, there were also numerous meetings with teachers, team teaching activities and development of educational materials.

2.1.1.4 Health Education

The reconstruction and remodelling of the Health Education Curriculum has been done in accordance to the directions by MOEC, during the school year 2016 - 2017. Posted in January 2017, the reformed Health Education Curriculum includes:

- (a) A Success and Adequacy Indicators Table, referring to all grades, also including indicative activities and references to educational and supportive material.
- (b) Course General Objective
- (c) Objective of each cognitive object unit
- (d) Content per grade
- (e) Course Methodology and approaches
- (f) Course Assessment (constructional and final assessment)

According to the above, emphasis was given to the lesson's Teaching Approach based on its content and methodology. Visits all over Cyprus were conducted in 56 school units and field training was provided to teachers per grade. Training also took place for 150 teachers during the Two-day Teacher Seminar, as well as for 40 headteachers on the lesson's Teaching Methodology with emphasis on Programming, Methodology and Assessment of the Health Education subject.

During the school year 2016-2017, taking into consideration the National Strategy and the Action Plan for Combating Sexual Abuse, Child Exploitation and Child Pornography, the Primary Schooling Health Education Consultant, provided training to teachers in personnel meetings, in collaboration with the EDE Conductor of Primary School Health Education. In addition, sample lessons were organised, held for children and monitored by teachers and headteachers. The latter were informed about the content and teaching method of sex education issues and they attended functional workshops. Moreover, in cooperation with the School Health Service, there had been training to primary school teachers on the

subject of Sexual Education, according to the framework of the Optional Seminars organised by the Pedagogical Institute.

2.1.1.5 Geography

During the school year 2016-2017, the Success and Adequacy Indicators of Geography were implemented, according to the main objectives of the MOEC about the implementation of the revised / reconstructed Curriculum for Primary Education, and the Success and Adequacy Indicators.

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

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

- a) Equip pupils with a sufficient body of knowledge that
 - includes useful knowledge necessary for critically evaluating the real world in order to form the basis for pupils, as future citizens, to live in quality and happiness and to successfully participate in the new globalised political-social and economic environment
 - is prerequisite for creative and efficient design of their living space in order as future citizens to live in harmony with it
- b) help pupils develop the appropriate spatial analysis skills in that in combination with geographic tools and sufficient knowledge, 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 the collective level
- c) form citizens that exhibit attitudes and behaviours which show acceptance and respect for human and environmental diversity and rational management of resources and space in local, regional and global scales.

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

The need to develop pupil's spatial thinking skills is crucial in modern days, as contemporary life increasingly requires spatial knowledge, judgment and decision making. The democratisation of access to multiple sources of Geographic Information (internet, spatial globes) on one hand and the challenges of modern life on the other, highlight the necessity to develop spatial thinking skills for organizing, analysing and evaluating 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 History

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

During the school year 2016-2017, the restructure process of the History Curriculum continued with the development of Success and Adequacy Indicators. Success Indicators describe learning outcomes, the pupils are expected to demonstrate in each year and refer to:

- a) The development of a coherent and sufficient body of substantive knowledge of the past (periods, events, phenomena and people in the past)
- b) The development of disciplinary understanding in history (methods and logic of the discipline of history, understanding of the interpretative nature of historical knowledge, the forms and also the limits of historical knowledge).

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

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

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

2.1.1.7 Music Education

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

During the school year 2016 - 2017, the new Music Curriculum was finalised, so many seminars and activities took place for teachers and headteachers to get familiar and informed, such as:

- The initial Two-day Teacher Seminar (September, 2016)
- The network for headteachers in the Ammochostos district was dedicated to the new Music Curriculum and new educational approaches for the lesson (March, 2017)
- There was a detailed presentation concerning the new Music Curriculum in the central training for headteachers (May, 2017)

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

Furthermore, CLIL approach (Content and Language Integrated Learning) is gradually applied to the Music Lesson in collaboration with CLIL Centre. Music lesson plans for the 1st and 2nd Grade were infused with the CLIL approach in three Primary schools and material for the 3rd Grade is currently formed according to CLIL approach.

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

During the school year 2016 - 2017, a focal point of public education on the interdisciplinary subject of E.E.-E.S.D. was the implementation and the extension of the Curriculum of E.E.-E.S.D. according to the needs and particularities of each school unit. The purpose of the E.E.-E.S.D. Curriculum is the formation of the sustainable school that will act as a model organisation to promote sustainability and adopt it in the school life through the total reconfiguration of the three main levels of the school's operation:

- a) the pedagogical (teaching and learning process)
- b) the social / organisational (culture, social context, education policy) and
- c) the technical / economic (infrastructure, equipment, management practices).

The aim of the E.E.-E.S.D. Curriculum is to enable pupils, who are tomorrow's citizens, to form sustainable contexts and to adopt sustainable lifestyles, based on their participation in decision-making, intervention and change, and to improve their quality of life based on the triptych environment-economy-society.

During this school year, special emphasis was given on the preparation of the Success Indicators of the E.E.-E.S.D. Curriculum, which constitute the core for the E.E.-E.S.D. Curriculum implementation. The Success Indicators connect the aims of the E.E.-E.S.D. Curriculum with the learning outcomes of the twelve thematic units which are the context of the E.E.-E.S.D. Curriculum. For implementing the Success Indicators effectively, the guide tool for applying the Curriculum of E.E.-E.S.D. has been revised in order the learning outcomes every thematic unit connected with the Curriculum Success Indicators. Additionally, the educational material that is prepared for every thematic unit of the Curriculum is organised according with the Success Indicators of the E.E.-E.S.D. Curriculum and the learning outcomes of the thematic units for facilitating the implementation of the Curriculum in the school practice.

It is noted that all current Environmental Education Programmes have been incorporated into the E.E.-E.S.D. Curriculum. At the same time, the schools participate in experiential environmental education programmes in the field, through the Network of Environmental Education Centres of the Cyprus Pedagogical Institute, which as a non-formal education structure, provides pupils with real life experiences and interaction with the place.

2.1.1.9 Design and Technology

The subject of Design and Technology was initially introduced in public primary schools in 1996. In 2016, the Curriculum was redesigned. The new Curriculum for the subject of Design and Technology, adheres to the principle that technology literate and competent pupils ought to possess a set of knowledge, skills and attitudes. The revised Design and Technology Curriculum was designed on the basis of the following subject areas: Design, Making, Evaluation, and Technological knowledge. One

of the latest developed and most innovative areas of the Design and Technology Curriculum concerns Control Systems and Robotics. Within this area all primary schools have been equipped with several control box devices and Pro-Bot robotics. For this purpose, the Design and Technology Advisors have developed relevant supportive teaching material, offer several in-service training courses and provide on-site support at schools. The MOEC supports the efforts of the Design and Technology Advisors for the further development and promotion of Robotics in schools giving more opportunities to children of all ages to engage in exciting and creative learning activities.

2.1.2.10 Art Education

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

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

During the school year 2016 - 2017, the Inspectors and the Art Education Advisors carried out the following actions to support the implementation and dissemination of the Visual Arts Curriculum in everyday teaching:

- Teacher training during the Two-day Teacher Seminar (September, 2016).
- Teacher guidance and support which was offered by the Inspectors and the Art Education Advisors both as school-based support and through electronic mail.
- Organisation of voluntary seminars through the Pedagogical Institute in Lefkosia and Lemesos.
- Development of supporting materials to further support aspects of the Visual Arts Curriculum.
- Updating of the MOEC website with educational resources and other supporting material.
- Reviewing and updating of the Art Education Programmes that are organised in museums and galleries in Lefkosia and Lemesos, so that they conform to the New Curriculum.
- Organisation of children's art exhibitions with works inspired by the Art Education Programmes and by the Archive of the Cyprus Children's Art.
- Continuation of the online educational Platform for Communication of Art Education Teachers, in the context of the Edmodo platform. Through this online community, teachers that teach visual arts have the opportunity to communicate with their peers and exchange information, lesson plans, photographic material and videos, with the purpose to enrich their knowledge bank and improve their teaching.

In addition, the Department of Primary Education in cooperation with the Curriculum Development Unit of the Ministry of Education and Culture issued a monumental publication dedicated to artworks of Cypriot artists of the first and second generation. The publication consists of colour reprints/posters of twenty four (24) artworks, with dimensions 48x68 cm, placed in a hard-cover envelope for protection. The poster collection is accompanied by a colour booklet, which refers to the rationale of the publication, artists' short biographical information and portrait photographs, images of the featured artworks and a brief analysis. The main purpose of the publication is for the children to learn and appreciate the art of the artists of the first and second generation, which placed the grounds for the development of contemporary art in Cyprus and became mentors for several newer artists.

Another important action which was jointly developed by the Department of Primary Education and the Pedagogical Institute is their participation to the two-year European programme Erasmus + “CREARTE: Creative Primary School Partnerships with Visual Artists”, in which important partners from various European countries cooperated (Portugal, Spain, United Kingdom, Sweden). The programme refers to the promotion of partnerships of primary schools with visual artists through educational implementations in the context of Art Education. During the school year 2016-17, sixteen (16) schools received funding to develop visual arts actions in collaboration with artists, with very promising results.

In the context of the CREATE programme, a National Conference was organised in May 2017, in Lemosos. One hundred and ten (110) primary educators that teach visual arts participated, as well as academics and programme partners from other countries. During the Conference the key note speakers and other guest speakers presented the current trends of visual arts education regarding the topic “Creative partnerships with visual artists”. Additionally, the local teachers that implemented actions to their schools had the chance to present their experiences to their peers and receive feedback through discussion sessions.

On the basis of the final reports of the European programme CREARTE, the Department of Primary Education will study ways of institutionalising the specific innovation.

2.1.1.11 Science

During the school year 2016 - 2017, the process of reforming the Science Curriculum, according to the revised Success and Adequacy Indicators, was completed. On the basis of the reformed Science Curriculum, the authorised Science Teams continued the effort to produce teaching and supporting materials for the subjects “Science and Technology” (Grades 1-4) and “Science” (Grades 5-6).

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

Additionally, in cooperation with the Educational Research and Evaluation Centre and the Mathematics Curriculum Team, informative meetings of headteachers were organised in all districts, aiming to present the findings of TIMSS 2015 research project, regarding the trends in teaching and learning of Grade 4 pupils in Mathematics and Science.

2.1.1.12 Physical Education

During the school year 2016 - 2017 focus was on the full implementation of the Success and Adequacy Indicators which were the guidelines for the successful implementation of Physical Education Curriculum, and the way for improving the learning outcomes.

Success and Adequacy Indicators were organised in the content areas of Gymnastics, Games, Dance, Athletics and Lifetime Activities which are the means of achieving the purposes of Physical Education Curriculum. In-service training focused on the understanding and implementation of Success and Adequacy Indicators involving school headteachers and teachers. Cooperative Learning Communities also contributed to this and had an important role in teacher’s professional development whilst they included lesson observation, reflection, interaction and exchange of views among school teachers of the same region.

Greek Traditional Dance was in the centre of the in-service training at the beginning of the school year. Teachers had the opportunity to learn Greek traditional dances in a workshop given by distinguished Greek professors. Later on, the school year, a follow up in-service training sessions, in a national level emphasised on good teaching practices of traditional dance. In addition, an audiovisual resource named "The Traditional Dance in Primary Education" was created to become an important supporting material for teachers in Primary School in Cyprus and in Greek Schools in the United Kingdom. It was created in collaboration with the Greek professor Vasilis Karfis.

Inspectors and advisors of Physical Education visited schools and provided support to teachers on the previously mentioned areas or other content areas of their interest. At the same time, they collected feedback on the implementation of the Success and Adequacy Indicators.

The innovative approach of CLIL was implemented in Physical Education in cooperation with the inspectors and advisors of CLIL. Supportive material was prepared and given to teachers who attended the optional courses on the subject. Good practices were presented at a conference of CLIL, disseminating this topic. Parents were invited in a CLIL approach Physical Education lesson, watched the lesson and learned about this innovative approach.

As far as it concerns parents' involvement in the education process is remarkable that in several cases, parents attended Physical Education lessons and, were informed about the content and the methodological approaches of the subject. At the same time, in some other cases, parents have been updated about Physical Education Curriculum by taking active part with their children in Physical Education lesson.

Finally, key competences of 21st century were developed by using technology in Physical Education lessons. Moreover, an e-portfolio has been created as a result of this work which has been done in the context of the Erasmus+ project "ATS2020 – Assessment of Transversal Skills". This work excelled for its results on the cultivation of digital competence, autonomous learning, collaboration and communication, information literacy, creativity and innovation.

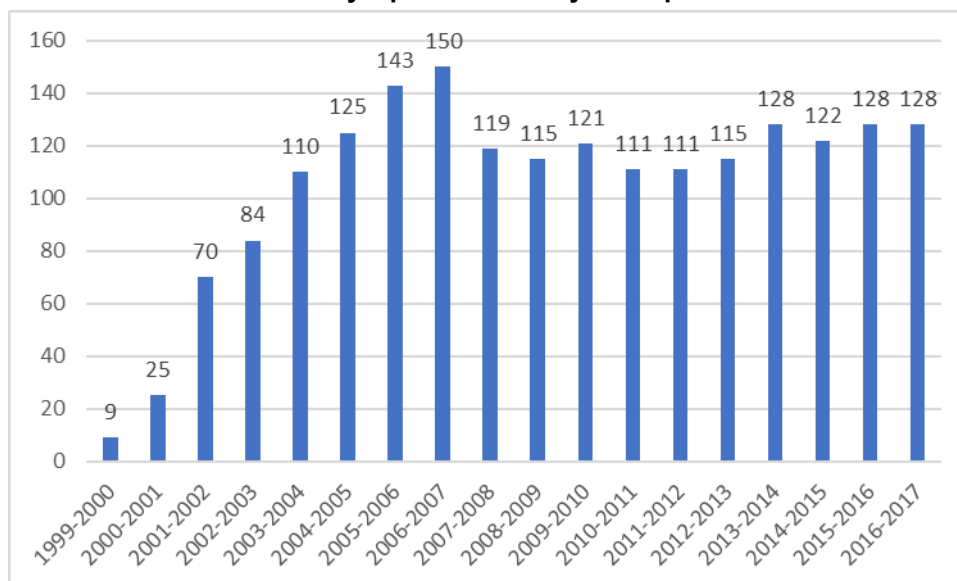
2.1.2 IMPLEMENTATION OF THE ALL-DAY SCHOOL

2.1.2.1 All-Day Optional Schools in Primary Education

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 schools. This experimental implementation of the All-Day School was evaluated by a Special Evaluation Committee, which consisted of representatives of 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 Minister of Education and Culture. Based on this report, the All-Day Schools were considered to be successful and useful both socially and educationally.

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

Number of All-Day Optional Primary and Special Schools



The All-Day Optional Primary and Special Schools function from October to May, four days a week, (every day - except on Wednesdays) – based on two types of time schedules – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon teaching periods. On November 17 2015, the Council of Ministers has approved the MOEC proposal regarding the expansion of time that All-Day Optional Schools run (Monday to Friday). The five-day school week 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, four teaching periods per week for carrying out assigned homework / consolidation, and eight teaching periods for the following elective subjects: English, Information Technology, Music, Physical Education, Art, Design and Technology, Drama.

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

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

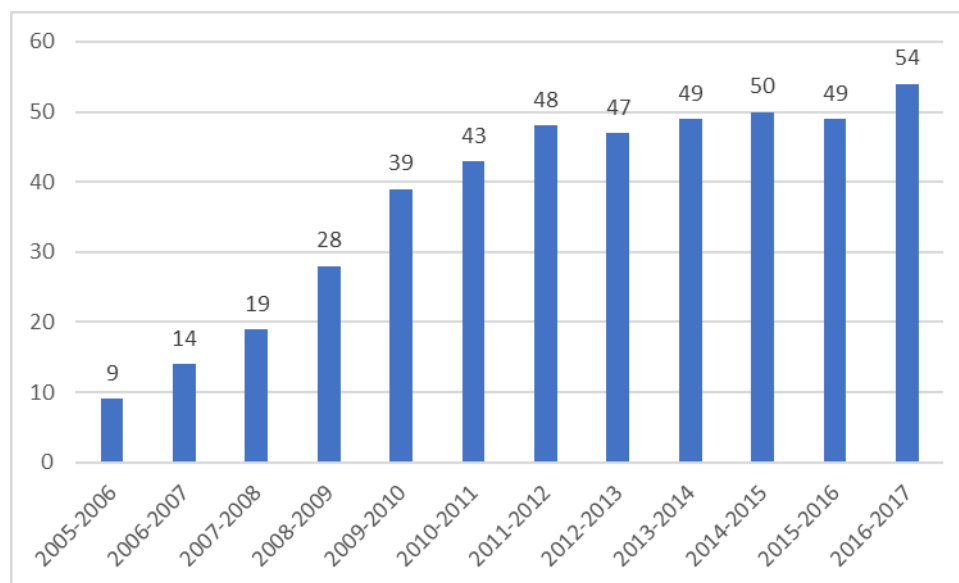
On November 17 2015, the Council of Ministers approved the evaluation of the programme "All-Day Schools". During 2016 - 2017 the All-Day Optional Schools were evaluated by the Educational Research and Evaluation Centre. The Evaluation process included school visits, interviews and questionnaires. The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

2.1.2.2 All-Day Optional Schools in Pre-primary Education

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

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

Number of All-Day Optional Pre-primary Schools



These Pre-primary Schools operate as All-Day Schools on an optional basis. They function from October to May, four days a week, (every day - except on Wednesdays) – 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. On November 17 2015, the Council of Ministers has approved the MOEC proposal regarding the expansion of time that All-Day Optional Schools run (Monday to Friday). The five-day school week 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, four teaching periods per week for sleeping or resting and eight teaching periods for creative activities on the following subjects: Language, Maths, Information Technology, Drama, Music, Dance, Art, Physical Education and Group Games. The maximum number of pupils per class is 25.

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

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

On November 17 2015, the Council of Ministers approved the evaluation of the programme “All-Day Schools”. During 2016 - 2017 the All-Day Optional Pre-primary Schools were evaluated by the Educational Research and Evaluation Centre. The Evaluation process included school visits, interviews and questionnaires. The findings of the evaluation will be studied and exploited with the new school year.

2.1.2.3 All-Day Compulsory Schools in Primary Education

Rapid societal changes create the need to reform the Cyprus Educational System in terms of improved conditions for school life, modern ways of learning, new school subjects, upgraded infrastructure and a revised Curriculum and School Timetable. Therefore, in 2006 - 2007 the MOEC introduced the All-Day Compulsory School in Primary Education on a pilot basis in nine Primary Schools throughout Cyprus. In 2007 - 2008, the number of schools increased to 15.

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

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

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

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

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

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

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

An All-Day Compulsory School headteachers' network is in place so to enable problem solving and idea sharing amongst headteachers.

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

2.1.3 IMPLEMENTATION OF PUBLIC SUMMER SCHOOL

The functioning of Public Summer Schools (P.S.S.) by the MOEC has been a social need and demand in the last few years. The programme of P.S.S. was first introduced in the summer of 2015 to 22 primary schools and in the summer of 2016 two kindergartens were also included. During the summer of 2017, 6 new schools have been included (2 primary schools and 4 kindergartens). P.S.S. offer creative activities during the summer, especially for children of disadvantaged socioeconomic origin.

The P.S.S. programme has been widely accepted and embraced, since, among things, it:

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

All 30 P.S.S. (24 primary schools and 6 pre-primary), which functioned during the summer 2017, worked for five weeks, from the first day of summer holidays until the last Friday of July. Both experienced and unemployed teachers were employed.

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

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

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

During the school year 2015 - 2016 the MOEC edited, for the first time, the "School Guide 2015 - 2016 for parents and pupils of Primary Education." This edition aimed to strengthening the cooperation of MOEC, and in particular the Department of Primary Education, with all parents / guardians. The School Guide proved to be very useful for parents / guardians and for teachers and pupils. For this purpose, before the beginning of the school year 2016-2017, the MOEC edited new "School Guide for parents and pupils of Primary Education" with enriched themes.

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

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

In the school year 2016-2017, the MOEC also edited, for the first time, the "Notebook tasks - Diary 2016-2017" for all pupils of Primary Schools. The "Notebook tasks - Diary 2016-2017" aimed to help pupils to learn to record their homework, other activities / tasks they have to do at home with regard to their school, and the materials they need to bring to school for their lessons. At the same time, aimed to record useful information and to highlight important dates of the school year, enabling parents / guardians to inform themselves and, by extension, to effectively manage the school needs and requirements of their children.

2.1.5 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION

2.1.5.1 Health Promotion

A main objective has been to support the schools in developing and implementing an action plan on health education and prevention of pupil delinquency. The action plan should meet the needs and characteristics of the school but also exploit opportunities for collaboration with parents, the community and other stakeholders. The interventions described below are meant to support the development and implementation of the health education and citizenship action plan of each school.

2.1.5.1.1 Task Force on School Violence

Within the framework of supporting Primary and Secondary Schools in dealing with school violence / aggression and juvenile delinquency, the MOEC has formed the "Task Force on School Violence". The Task Force comprises of educators, school counsellors and psychologists with a background on school violence, prevention programmes and policy development.

The purpose of the Task Force is the development, promotion and follow-up of a holistic action plan for each school that needs intervention. The teachers, school counsellors, educational psychologists, social workers, the parents and the local community are asked to join in the process. The Task Force has the authority to accelerate processes, provide financial subsidies and support for the implementation of the action plan. During the school year 2016-2017, the Task Force responded to 140 requests from Primary Schools. Additionally, the Task Force promotes prevention programmes with the objective of minimising juvenile delinquency in schools.

2.1.5.1.2 Observatory for Violence in Schools

During the school year 2016-2017, the personnel of the Cyprus Observatory on School Violence (COSV) consisted of seven teachers from Primary and Secondary education. The COSV is responsible to collect, code, analyse and evaluate data regarding the length and the forms of school violence. Moreover, the COSV gathers and disseminates quantitative and qualitative data concerning good practices for preventing and addressing violence in school, school dropout and juvenile delinquency. The aim of the COSV is to develop and promote policies on violence prevention and strategies for addressing violence in school.

On September 2016, and after consulting with other services of the MOEC, the COSV has prepared and submitted a proposal to the Council of Ministers for the development of a National Action Plan on School Violence. The proposal has been approved on March 17, 2017 and since then the COSV operates as a coordinator between the services of the MOEC, as well as the workgroup which includes representatives from other Ministries.

Throughout the school year 2016-2017, trainings and programs for primary school teachers were designed and developed with the titles: “Conflict Resolution-School Mediation” and “Raising awareness and addressing school bullying”. In total, the personnel from 64 primary schools showed interest and applied for the training. Moreover, both programs were presented to headteachers of primary schools through the 10 networks of Primary School Inspectors.

As part of the above trainings, two manuals were created including activities around conflict resolution and school bullying for pre-primary and primary school pupils, as well as a guide to support teachers to apply school mediation in their school.

The trainings were evaluated, through questionnaires that measured teachers’ satisfaction, the structure of the training and the collaboration amongst school staff and trainers. Moreover, through questionnaires, prior to the training, data were gathered around teachers’ views on violence prevention and addressing conflicts between pupils, as well as the frequency and the forms of conflicts that can take place in school.

On December 2016, the COSV in collaboration with the Ministry of Justice and Public Order, awarded schools that applied Good Practices on violence prevention and juvenile delinquency. Schools across sectors were awarded and a video clip was created in order to disseminate those Good Practices to other teachers and school staff.

On January 2017, the COSV established collaboration with the European University for designing and implementing a national research with title: “The length and forms of school violence in relation to gender” that will take place during the school year 2017-2018.

On February 2017, the COSV collaborated with the Finish Embassy to organise a conference, in which the globally recognised anti-bullying program “KiVA” was presented from its creator Christina Salmivalli. The second part of the conference was dedicated to the presentation of violence prevention programs offered by various organisations and services, which can be applied in schools across sectors.

As a part of the collaboration with social partners, the following actions took place: collaboration with the Finish Embassy, the teachers’ union (POED), activation of Violence Prevention Network, collaboration with representatives of the ministries for the designing and development of the National Action Plan, meetings with universities for building on possible collaboration around research, collaboration with social partners for the development and implementation of violence prevention actions in schools.

The information to society concerning prevention and interventions on school violence was spread through the representation of COSV in television or radio programmes, the publication of articles in local journals and newspapers, the presentations in conferences and the discussion forum through its updated website www.moec.gov.cy/paratiritirio_via/

2.1.5.1.3 Health Education Programme “MENTOR”

The Health Education Programme “Mentor” aims at the prevention of drug use and other addictive substances and it is included in the Health Education Curriculum. During the school year 2016 - 2017, the programme aiming to educate against smoking and alcohol consumption was offered to primary schools. In addition, the Life Education Centre, responsible for the implementation of the programme continues to be supported by the MOEC.

2.1.5.2 Multicultural Education

The composition of the school population in Public Pre-Primary and Primary Schools, for the school year 2016-2017, is shown in the following table:

	Primary schools (%)	Kindergartens (%)
Greek-Cypriots	83,41	83,43
Turkish-Cypriots	0,14	0,12
Maronites	0,21	0,16
Armenians	0,08	0,05
Latins	0,01	0,02
Foreigners	16,25	16,22
<u>TOTAL</u>	<u>100,00</u>	<u>100,00</u>

The five countries, where most pupils with migrant background in Primary Schools come from are: Romania, Georgia, Greece, Bulgaria and Syria. In Pre-Primary Schools the five countries, where most foreign pupils come from are: Romania, Greece, Georgia, Syria 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 (%)
2012 - 2013	6672	13,4
2013 - 2014	6608	13,9
2014 - 2015	7225	14,7
2015 - 2016	6728	13,5
2016 - 2017	7029	13,8

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

Multicultural education is currently being practised through various support measures. These measures can be categorised as measures for language support, which refer to the learning of Greek as a second language, and measures for facilitating the smooth integration of groups with different cultural identities. The model that is currently being used is the mainstreaming programme in which pupils with migrant background participate in classes along with the native Greek-speaking pupils. There is also a flexible system of intervention within the regular school timetable. This involves placing pupils with migrant background in a separate class for a specific number of teaching periods per week. These separate classes focus on the intensive learning of Greek and offer specialised assistance according to the pupils' specific needs. The Adult Education Centres offer afternoon classes for Greek as a second language to the children of repatriated ethnic Greeks, but also to all other pupils with migrant background interested in this subject.

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

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

2.1.5.3 Feeding pupils in need

The MOEC continued to supply breakfast to needy public-school pupils from all levels of education, during the school year 2016 - 2017. This programme was first initiated in December 2012, due to the economic crisis. The programme was funded by the Pupils' Welfare Fund of the MOEC, into which several private sponsors and companies made significant financial contributions and was supported by various stakeholders who offered different ways of assistance.

During 2016 – 2017, the programme was implemented from the very first working day of the school year (from September 9th, 2016 for pupils of the Department of Secondary General Education and the Department of Secondary Technical and Vocational Education and from September 12th, 2016 for pupils of the Department of Primary Education). The number of the beneficiary pupils amounted to an average of about 13.000 (approximately 12% of the pupils' population).

In order for the programme to be properly organised, headteachers reported the number of their schools' needy pupils on an electronic platform hosted on the MOEC website. Needy pupils were identified after a selection process which was undertaken by the Counselling Committee of each school, consisting of the headteacher or an assistant headteacher, a representative of the teaching staff, two representatives of the Parents Association and a representative of the local School Board. Possibility to be chosen as beneficiaries of free breakfast had pupils who met certain economic and social criteria (families who receive minimum guaranteed income or public allowance, unemployed parents, orphan children, single parent families, families having many children, parents with an insufficient income for other reasons such as children serving the National Guard or serious health problems). These criteria were broadened in the school year 2016-2017, following a suggestion by the Commissioner for Volunteering and Non-Governmental Organizations, in order to include social criteria as well. Subsequently, depending on the organisation responsible for supplying the breakfast to the pupils of each school, the MOEC proceeded with the necessary actions, so that the pupils in need would receive their quality breakfast with the highest possible level of discretion, absolute confidentiality and respect to the children's dignity.

The MOEC has managed, in partnership with various sponsors, organisations and the schools' staff, to implement the above programme successfully. As a result, every pupil in need, at all levels of education, received a free nutritious breakfast every day. It should be noted that during the school year 2016-2017, the free breakfast offer was extended to the students of the 3rd Grade of the Secondary General Education attending the Literacy Program, which is offered by the State Institutes of Further Education as well as to the students of the New Modern Apprenticeship.

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

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

Each year, the Educational Research and Evaluation Centre grants all pupils of Grade 3, pancyprian, tests that assess the basic knowledge and skills of pupils in Greek and Mathematics. After correcting the tests, Educational Research and Evaluation Centre sends to each school registered lists of children with increased chances for functional illiteracy. For the school year 2016-2017, these children

were in the 4th Grade (research results 2015-2016), in the 5th Grade (research results 2014-2015) and in the 6th Grade (research results 2013-2014). In the school year 2016-2017, a pilot implementation of support for 33 primary schools, with a large number / percentage of children with increased chances for functional illiteracy, took place.

The support of schools included, among others:

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

In the 33 primary schools that participated in the pilot project, 432 children in Greek and 375 children in Mathematics were supported by reinforcing teaching, which, according to the Educational Research and Evaluation Centre tests, have increased chances for functional illiteracy.

The evaluation of the pilot implementation by both the Department of Primary Education and the Educational Research and Evaluation Centre, in the school year 2016-2017, showed that headteachers, teachers, parents and pupils were very pleased. According to the views of the stakeholders, the program was very well organised, the performance and confidence of the children improved and the training received by the teachers who took the reinforcing teaching was very successful. During the school year 2017-2018, Educational Research and Evaluation Centre will make an assessment of the progress of pupils. The pilot implementation will be completed in the school year 2017-2018 and based on the results of its evaluation, relevant decisions will be made.

2.1.5.5 Art Education Programmes

The Department of Primary Education, in collaboration with the Cultural Services, the Byzantine Museum of the Archbishop Makarios III Foundation and the Municipality of Lefkosia continued the implementation of Art Educational Programmes in art galleries and museums in Lefkosia and Lemesos addressed to primary education pupils. During the school year 2016-2017, 5986 pupils and 234 teachers participated in four educational programmes.

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

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

On the occasion of World Museum Day (May 18, 2017) and the International Arts Education Week (22-28 May, 2017), children's art exhibitions were organised in Lefkosia, at Archbishop Makarios the 3rd Foundation. The exhibition included artworks produced by children influenced by their experience of participation in the Art Educational Programmes: "*Journey to Byzantine Art*" and "*Hymn to Liberty*". Also at the State Gallery of Contemporary Cypriot Art, the newly designed family educational backpacks were presented. The backpacks are aimed at children 6-8 and 8-10 years old and adults that accompany them to the Gallery and include play and open-ended activities aimed at all

audiences. They are now permanently available during opening hours and can be borrowed from the Gallery staff.

2.1.5.6 Museum Education Programmes

The MOEC has been promoting the goals of Museum Education through the implementation of Educational Programmes since 1996. The programmes are offered in the museums of the non-occupied areas of Cyprus. The design of the Museum Education Programmes is developed through the cooperation of qualified seconded educators-advisors and the Art Inspectors of Primary Education. The programmes are addressed to primary education pupils. During the school year 2016-2017, 6906 pupils and 415 teachers participated in twelve educational programmes.

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

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

The MOEC declared the week 15 - 19 May 2017, as Week of Museum Education on the occasion of the World Museum Day (May, 18) and implemented the following activities:

- Parents were invited to participate together with their children, in the Educational Programmes aiming at the dissemination of Museum Education within the community.
- New educational programs, were implemented at Pafos archaeological Park (Roman mosaics - Tombs of the Kings) for families. The programs were based on storytelling techniques and digital learning, using tablets and smart phones.
- In the Pierides Museum at Larnaka, a conference was held, under the theme “Narrating stories... creating artefacts”, which included storytelling and the creation of ceramic objects for parents and children.
- Educational programme titled “At Dionysus’ house a story unfolds...” was implemented at Archaeological Site of New Pafos (Mosaics) for children and their families.
- “A Night at the Museum”. Screening of film about the Museum and sleepover for children in the Pierides Museum at Larnaka and in the Municipal Museum, *Thalassa* at Agia Napa.
- Exhibition by the pupils, within the framework of their History class at Agia Napa Municipal Museum, *Thalassa*.

2.1.5.7 Music Education Programmes

During the school year 2016 - 2017, musical groups, vocal and instrumental, participated in different events such as concerts organised by schools, communities or other organisations with great success. The collaboration between the Cyprus Police Band and primary schools was very successful and pupils from several primary schools had the opportunity to watch a concert by the Cyprus Police Band in their school premises and learn about the instruments and music of a marching band.

Furthermore, musical groups from schools had the opportunity to join artists and groups, such as Pantelis Thalassinos (February, 2017) and the Cyprus Police Band (March, 2017), on stage and present their work gaining important music experiences. In other cases, school choirs were presented in events like TELETHON (May, 2017), adding to the success of the events.

2.1.5.8 Environmental Programmes

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

- the “Eco Schools Programme”

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

2.1.5.9 Physical Education Programmes

The following programmes ran during the school year 2016 - 2017:

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

2.2 SECONDARY GENERAL EDUCATION

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

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

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

Activities that took place:

- Creation of a number of clothing items and accessories using recycling material and giving the pupils the chance to cooperate, create and apply new ideas, in a group working environment. Through this work, a number of ecological statements were promoted in the school environment and in the community.
- Preparation of healthy food, snacks and drinks using local agricultural products.
- Investigation of the Cyprus' folk art and tradition and promotion of this concept through a number of exhibitions carried out in schools and the community.
- Promotion of the healthy message "5,2,1,0" at school (5 - meaning five portions of fruit and vegetables per day, 2 - no more than two hours screen watching per day, 1 - one hour of physical activity per day, and 0 - no consumption of drinks rich in sugars).
- Participation in environmental activities aiming at improving the environment awareness of the students e.g. the activity "The EU Ecolabel of the European Ecolabel through students" launched by the Department of the Environment of the Ministry of Agriculture, Rural Development and the Environment in collaboration with the Pedagogical Institute.
- Participation in competitions regarding the increase of Consumer Awareness
- Within the framework of the "Schools in Action" program of the Cultural Capital of Europe Paphos 2017, a number of activities have been carried out such as a clothing fashion school demonstration entitled "Το φυθκιώτικο μέσα από τα μάτια της μόδας" during which students exhibited clothes which they prepared using patterns from the "Φυθκιώτικο" traditional lace of Paphos. Another example of student's work developed in this framework, was the production of a small video clip regarding the nutritional habits of Cypriot people throughout the centuries, entitled «Διατροφικές συνήθειες δια μέσου των αιώνων στην πόλη του Κινύρα».
- Organisation of workshops for pupils regarding ways to deal with emotional issues, such as emotions of "anger" and "stress".
- Organisation of workshops for pupils regarding the topics of nutrition and diet, conflict resolution, emotional health status and life values, such as responsibility, offer and respect.
- Organisation of a number of activities regarding the topic of bullying.
- Implementation of a number of activities regarding the traffic education of pupils.

- Promotion of acceptance and management of diversity and multiculturalism through various activities.
- Creation of herb and vegetable gardens in a number of schools.
- Contribution to health promoting education programmes such as the "ΕΔΣΠΥ", "ΕΥ ΖΗΝ" and "Erasmus+" programmes.
- Cooperation with organisations such as that of "Cardet" and the "Cyprus food and Nutrition Museum" regarding the implementation of various school activities / courses in the Home Economics lesson.

2.2.2 ROAD SAFETY EDUCATION

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

In addition, the Ministry of Education and Culture in collaboration with the Police and the non-profitable and non-governmental agency "Reaction", organises every year a number of educational activities regarding road safety in schools that request cooperation. Also, the activity "Walking in the neighborhood around my school" with the help of the Police Authority, helps pupils identify risk factors causing accidents and improve their behaviour as pedestrians, cyclists and passengers.

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

2.2.3 HEALTH EDUCATION

The Health Education Programme aims at protecting, improving and promoting the physical, mental and social well-being of students through the development of their social skills and critical thinking and, by upgrading their social and natural environment. It is offered through a variety of topics and subjects in an interdisciplinary approach depending on the pupils' age and interests.

A main objective of the Ministry is to support and encourage schools in developing and implementing an action plan on health education and prevention of delinquency, which is accepted by both the pupils and the staff and also meets the needs of the school and exploits opportunities for collaboration with parents, the community and other stakeholders.

The funding interventions described below practically support the development and implementation of the health education and citizenship action plan of each school.

The Health Education Office participated and promoted the Code of Conduct against Racism and the Guide for Managing and Recording Racist Incidents. The Code and Guide were completed and posted

on the Health Education website on 13th June, 2014. On the same day, the Health Education Office organized a press release during which the Minister of Education and Culture and the Head of the Anti-discrimination Body addressed the development of an antiracist policy. During the school year 2014 – 2015, it was implemented in Primary and Secondary schools, with the active involvement of the Permanent Secretary.

Below various actions and programmes that fall within the field of Health Education are presented:

1. Funding school actions and interventions

A large number of programmes, projects and interventions of Health Education were completed during the school year 2013 - 2014, following the funding that school units secured from the Coordinating Committee of Health Education and Citizenship. The funded projects aimed to the reinforcement of factors which served the aims of Health Education: Development and empowerment of the self, development of a safe and healthy lifestyle, development and improvement of social self, development of active citizen, fostering of personal and social skills, effective management of emotions and development of communication skills, promotion of self-respect, improvement of the psycho-social climate of the school, support of family adequacy. The request for funding is electronically submitted to the Coordinating Committee of Health Education and Citizenship based on specific objectives and might fall into any grade level.

During the school year 2013 - 2014, 540 projects were approved, which focused, among others, on the following: improvement of school environment and shaping of school culture (projects for creative and participatory configuration and use of school space), creative afternoons for pupils (e.g. music, theatre, art, handicraft workshops), summer activities in disadvantaged areas, projects and programmes for character empowerment, dealing with delinquent behaviours, development and involvement of the self, development and improvement of the social self, promotion of whole-sided developmental behaviours and projects for the promotion of safety and health practices, along with the parallel development of critical thinking (e.g. active citizenship, teenager debates), and, with the implementation of practical experiences of qualitative use of free time (e.g. excursions into the countryside in order to come closer to nature and with social and cultural activities, visits, creative break time, anti-smoking programmes and critical awareness regarding the use and abuse of substances and so on).

It is noted that this practice was presented in the recent publication of the World Health Organisation (2013), titled "Improving the lives of children and young people: case studies from Europe", Volume 3, School (pp. 9 -17).

At the same time, 160 extracurricular projects were funded, directed to support pupils from vulnerable groups of the population. These projects aim to contribute to the substantial support (learning, emotional, empowerment of self and the social self, promotion and development of talents, development of healthy lifestyle and so on) of pupils belonging to the vulnerable groups of the population. The project was developed within the context of implementation of the National Strategy for dealing with Addiction from Illegal Substances and the Harmful Consumption of Alcohol.

In order to raise pupils' awareness on health issues the following programmes are pursued and attended by pupils:

1. "European School Network for the promotion of Health"
2. "Well Being" (A programme implemented on the basis of an agreement between the governments

of Greece and Cyprus.)

3. "Health Education Seminars" (A programme preventing drug addiction.)

2.2.4 ENVIRONMENTAL EDUCATION

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

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

2.2.5 COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

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

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

In all Gymnasia, IT courses are mandatory for all students and are taught for two periods per week in each of the three classes. The main objective of these courses is for pupils to cover material of European standards (ECDL). During the 2016 – 2017 academic year students in the first grade took the Word Processing ECDL examination. In addition, students 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 students and is taught for two periods per week. Its objective is to introduce students to computer science. In B' and C' classes of the Lyceum there are three elective IT courses (Computer Science, Computer Applications and Networking/CISCO) which are taught for four periods per week.

Finally, during the academic year 2016 – 2017, the preparation and adoption of Attainment and Adequacy targets was completed for all computing/IT courses in all classes.

Actions for the School Year 2016 - 2017

The following actions were held during the 2016 - 2017 school year, in cooperation with various organizations such as the University of Cyprus (UCY), the Cyprus University of Technology (CUT), the Cyprus Computer Society, the Society of Computer Science Teachers in Secondary Education, CYTA, Microsoft, and so on:

- Cyprus Olympiad in Informatics. At the end of this process students were selected to represent Cyprus at the International Olympiad in Informatics competition, which took place in

Iran. Cyprus won one silver medal. At the Balkan Olympiad in Informatics, which took place in Moldova, Cyprus won one bronze medal. Cyprus has also participated in the Junior Balkan Olympiad in Informatics which took place in Bulgaria. In this competition Cyprus won one silver and one bronze medal. Finally, Cyprus participated in the 1st Junior European Olympiad in Informatics which took place in Bulgaria. In this competition Cyprus won one silver and one bronze medal.

- One-day seminar for Lyceum and Technical schools' pupils.
- Cyprus Competition for creating Educational Games (LogiPaignion) for Secondary Education pupils.

2.2.5.1 ECDL Certification Program in Public Education

Aiming to the active participation of Cyprus in the European effort to address the lack of qualified personnel in Information and Communication Technology (ICT) skills, the Council of Ministers adopted on the 8th of January 2016 a decision for setting up the National Alliance of Digital Jobs and called on all parties to commit for implementing the related actions. The MOEC is actively involved in this Alliance, undertaking the implementation of actions related to the field of Education and Certification. At the same time, it cooperates with other stakeholders on issues related to the fields of Standardization and Awareness.

Within this framework, the MOEC, in cooperation with other involved Ministries, decided to introduce, on a voluntary basis, the European Computer Driving License (ECDL) Certification Program from the academic year 2016 - 2017, for pupils of public and private schools of secondary education, as well as the ECDL certification for soldiers and unemployed people.

The certification will be provided free to all gymnasium school pupils in four units. In the first grade they will be certified in Text Processing, in the second grade they will be certified in Spreadsheets and Presentations and in the third grade they will be certified in Databases. Moreover, pupils and IT school labs will be provided with books and other approved ECDL training material. The certification for soldiers and unemployed people will be provided through the State Institutes of Further Education.

Meanwhile, IT teachers will have, if they wish, the opportunity for free training for the ECDL - CTP Certification (Certified Training Professional) and for free training/certification in information safety issues.

The certification program will contribute positively to the acquisition of digital skills for students, soldiers and unemployed people and to their future employment. Digitally trained professionals are those who are expected to be able to respond effectively to the needs of modern times and the labor market.

2.2.6 MUSIC EDUCATION

MUSIC SCHOOLS

In the school year 2016 - 2017, the expansion of the Music School institution including the Gymnasium and Lyceum level has continued its development, covering all five districts: Lefkosia, Lemesos, Larnaka, Ammochostos and Pafos. Following the expansion, the revised Music School curriculum is considered to offer a more balanced programme, creating, thus, more favorable conditions for learning.

Programme Design

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

Application

All sixth class Primary School and third class Gymnasium pupils have the right to apply for the Music Gymnasium and Music Lyceum respectively. 25 students are accepted every year in each Music School, following a successful entrance examination. The Music School programme is offered to successful applicants on the basis of a full scholarship.

REGIONAL ORCHESTRAS

The Regional School orchestras aim to offer talented children the opportunity, to perform in an orchestral ensemble, regardless of level of achievement. The orchestra programme aims to promote musical progress, as well as to improve social skills, the opportunity for self-expression, leadership skills and team-building. Moreover, the activities of the regional orchestras aim to create strong community connections and to promote volunteering through charitable actions. During the school year 2016-2017, there were orchestral groups active in Lefkosia, Pafos and Ammochostos, whose members had the chance to participate in a two-day workshop in Pafos, in February 2016, and as members of a Pancyprian orchestra, present a number of outreaching concerts all over the island.

ARTISTS IN SCHOOLS

Distinguished artists, musicians of classical, popular and traditional music visit selected secondary schools and provide qualitative music lessons within classroom conditions. During the school year 2016 - 2017, two educational visits were organised in Lefkosia.

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

Every year, pupils have the opportunity to attend educational projects with their teachers offered by the CySO during school time. These programmes aim to connect school music education with community music, thus enriching the Music Curriculum and formal music learning. Moreover, they aim to foster a diverse and comprehensive education for future artists, as well as to increase public participation in the arts, through appropriately designed musical experiences that promote musicality and creativity.

The educational programmes for secondary education include:

I. Educational Concerts

Educational concerts are offered by the CySO for pupils, aiming to encourage active listening and appreciation of orchestral works

During 2016 - 2017, two educational concerts took place in Lefkosia.

II. Open rehearsals

Open rehearsals are offered by the CySO for pupils, aiming for them to experience the orchestra rehearsal procedure, as well as to encourage active listening and appreciation of orchestral works. Three open rehearsals were offered in Lefkosia during 2016 - 2017.

EDUCATIONAL ACTIVITIES IN COLLABORATION WITH THE PHAROS ARTS FOUNDATION

The Pharos Arts Foundation, in the context of its Music Education Programme, presents educational programmes for the benefit of pupils of state and private schools from different ethnic, religious and cultural backgrounds. The educational programmes for secondary education include educational

concerts, master-classes and music workshops. Ten educational concerts were organised in 2016 - 2017, in addition to four master classes and workshops.

OTHER EDUCATIONAL ACTIVITIES

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

The 2016-2017 Contest was held in December 2016 and was co-organised by the Department of Secondary Education and the non-profit "Photos Photiades" Foundation with the support of the Cyprus Broadcasting Corporation. It featured three categories: Gymnasium, Lyceum and Music School and was open to song compositions with the participation of secondary education pupils from all over Cyprus. The contest, which is dedicated to two renowned Cypriot artists, the songwriter Marios Tokas and the poet Kostas Montis, aims at promoting awareness of cultural heritage as well as student creativity and new cultural production.

II. The annual concert “Musical vibes”

The annual event under the title "Musical Vibes", which is supported by the Strovolos Municipality and the European University of Cyprus, includes music workshops and an evening concert. A workshop took place end of February 2017 at the European University, in order to prepare the participating pupils for the concert under the title “Myths and Legends” that took place in March 2017, at the Strovolos Theater in Lefkosia. More than 200 pupils from public and private secondary schools, the Lefkosia Regional Orchestra and the European University of Cyprus - Strovolos Municipality Band participated at the final concert.

III. Wind Ensemble Workshop

In 2016 – 2017, the instrumental programme inaugurated during the school year 2015-2016 continued its implementation on a trial basis, aiming to offer the opportunity to pupils with particular music potential to develop performance skills on wind instruments. By offering young people the opportunity to learn how to play a musical instrument, this programme aspires to encourage life-long music ensemble participation. The programme was co-organized by the Ministry of Education and Culture and the European University of Cyprus and was implemented with the contribution of the Engomi School Board and the Agios Dometios Municipality. The wind ensemble presented a number of concerts in December 2016 and June 2017.

IV. International Conference “Teaching Music Musically in the 21st century”

The International Conference under the title “Teaching Music Musically in the 21st century” was co-organised by the Department of Secondary General Education and the Cyprus Pedagogical Institute at the European University of Cyprus premises in Lefkosia, on the 3rd to 5th of March 2017.

A number of internationally renowned music educators were invited as keynote speakers and presenters including: Prof. Keith Swanwick (Emeritus Professor, UCL Institute of Education), Prof. Patricia Shehan Campbell (University of Washington D.C.), Prof. Lucy Green (UCL Institute of Education), Prof. Graham Welch (UCL Institute of Education), Prof. José Alberto Salgado e Silva (Brazil), Prof. Mari Shiobara (Japan), Prof. José Godinho (Portugal), Prof. Graça Boal Palheiros (Portugal), Dr Mary Lennon (Ireland), Dr John O’Flynn (Ireland), Dr Zoe Dionysiou (Greece), Pepy Michaelidou (Cyprus).

V. First Pancyprian Singing Day

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

MUSIC TEACHERS’ IN-SERVICE TRAINING PROGRAMME

I. Music Counseling Seminars

The annual Inspectors Seminars for all secondary school music teachers took place in September 2016 and February 2017. The Seminars included a presentation of the School Year objectives, information about planned activities and educational programmes, music teachers' innovative actions and good teaching practices.

II. Centralised professional development programmes

One-day choir conference

The 2017 one-day choir conference was organized by the Department of Secondary General Education and the Cyprus Pedagogical Institute with the support of the Strovolos Municipality. The conference included a workshop aiming at Music School pupils and secondary school Music teachers and concluded with an evening concert, open to a wider audience, promoting, thus, the interaction of education and community.

III. Decentralised professional development programs

School networks

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

School Visits

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

Seminars

In cooperation with the Pedagogical Institute of Cyprus, under the Optional In-Service Training Seminars Programme, a seminar was offered for secondary school music teachers under the title: "Designing a contemporary framework for the teaching of music based on attainment and adequacy targets". The seminar was held in November and December 2016 in Lefkosia and Lemesos.

IV. Attainment and Adequacy Targets

As regard the implementation of Attainment and Adequacy Targets (ATT), the following actions took place:

- ATT implementation from the first class Gymnasium to the second class Lyceum.
- Teaching resources development based on ATT for the second class Lyceum.
- Beginning of teaching resources development based on ATT for the third class Lyceum.

2.2.7 SPECIAL NEEDS EDUCATION IN SECONDARY EDUCATION IN CYPRUS

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

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

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

needs and is responsible to place those children in the united body of training.

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

2.2.8 SPECIAL EDUCATION PROGRAMMES

The following programmes are running in Secondary Education:

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

A. PROGRAMME FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES:

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

B. SPECIAL UNITS

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

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

The following types of inclusion are in place:

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

D. PROGRAMME FOR THE INCLUSION OF CHILDREN WITH VISUAL DISABILITIES

- It is running in cooperation with the School for Blinds.

- Modifications during the exams and special building adaptations for children with visual disabilities take place.
- The inclusion of those children is implemented in a similar way as the inclusion of children with specific learning difficulties. Special needs coordinators supervise the inclusion of those children.

E. HOMESCHOOLING EDUCATION

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

F. LITERACY PROGRAMME AT GYMNASIUM LEVEL

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

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

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

2.2.9 TEACHER ADVISORS FOR LITERARY SUBJECTS

The institution of teacher advisors for literary subjects in Secondary Education was introduced in the year 2004 – 2005 in an effort to upgrade literary subjects. The teacher advisors cover the fields of Ancient and Modern Greek, History, Latin as well as other literary subjects. They visit schools, both public and private, and offer advisory support using new methods and approaches, often through teaching practices, while they prepare supportive material for literary subjects and samples of examination papers. The advisors also contribute to the organization of various competitions among schools, seminars, colloquia, and so on. In addition, they undertake the realization of administrative issues in the Programme of Learning Greek for foreign pupils. As from June 2008, and especially from September 2010, they are energetically involved in the implementation of the Curricula on a national basis and the creation of a bank of relevant educational material.

2.2.10 INTEGRATION OF CHILDREN WITH A MIGRANT BACKGROUND IN SECONDARY EDUCATION Following the accession of Cyprus in the European Union as a full member (2004), economic migrants have been arriving in the country in larger numbers than ever

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

During the school year 2016 – 2017, four different “Programmes for the teaching of Greek as a second language” were running at 34 schools and 3 State Institutes for Further Education. Overall 576 children with a migrant background attended courses of Greek as a second language. The intensive programme in transitional classes was expanded in 14 schools throughout Cyprus and 343 children with a migrant background attended the lessons. Moreover, 134 children attended the programme for the teaching of Greek as a second language 5-8 periods per week, 61 children attended the Educational Programme for Unaccompanied Minors / Applicants of International Protection in lyceums and technical schools and 38 unaccompanied children were enrolled in the State Institutes for Further Education to attend an afternoon programme.

As far as the operation of the transitional classes is concerned, children with a migrant background had the opportunity to attend Greek as a second language courses with elements of History and Culture 18 periods per week. At the same time they were enrolled in the general classes and attended lessons for 20 periods per week (compulsory attendance of Mathematics, Physics, Chemistry, Biology, English, Music, Art, Computer Science and Physical Education). Towards this end the timetable of the school units was modified and these children were exempted from evaluation in Modern Greek, History, Ancient Greek, Religious Studies and French. It should also be underlined that the children were placed in transitional classes according to their level of knowledge in the Greek language (A1 and A2 of the Common European Framework of Reference for the Languages). For this reason a diagnostic assessment was distributed to schools in the beginning of the school year.

In the rest of the schools the programme for the teaching of Greek as a second language for five to eight periods in gymnasia and 4 periods in lyceums and technical schools was implemented. The children that participated in this programme had the opportunity to be exempted from Ancient Greek, Religious Studies, French and Core Course History in the lyceums.

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

Since September 2017, the various programmes for the teaching of Greek as a second language are operating in 34 schools. Most of the children with a migrant background are integrated in transitional classes (16 schools) for one or two years, depending on their level of knowledge of the Greek Language in accordance with the Common European Framework of Reference for the Languages. The major change is that now children with a migrant background attend extra lessons of Mathematics, Physics, Chemistry and Biology in the transitional classes. Thus, the timetable of the children with migrant background in the transitional classes is currently operating as follows:

ATTENDANCE IN GENERAL CLASSES (19 PERIODS)	ATTENDANCE IN GROUPS FOR CHILDREN WITH A MIGRANT BACKGROUND (19 PERIODS)
<p><u>Compulsory Attendance</u> Mathematics, Physics, Chemistry, Biology, Music, Art, Computer Science, English, Physical Education</p> <p><u>Optional attendance (depending on the school timetable)</u> Home Economics, Design and Technology, Geography</p> <p><u>Exemption</u> Modern Greek, History, Ancient Greek, Religious Studies, French</p>	<ul style="list-style-type: none"> • Greek as a second language with elements of History and Culture (14 period) • Mathematics (2 period) • Physics (1 period) • Chemistry (1 period) • Biology (1 period)

At the same time, the programme for the teaching of Greek as a second language for 4-10 periods per week is still running in 14 schools. The same applies for the "Educational Programme for Unaccompanied Minors / Applicants of International Protection", that is running in 5 schools (3 lyceums and 2 technical schools). Moreover, 2 groups were created in State Institutes for Further Education in Nicosia and Larnaca for the teaching of Greek as a second language and Mathematics to unaccompanied minors in afternoon hours.

2.2.11 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2016 - 2017

A research paper competition for the Science of Meteorology.

On Thursday, April 6, 2017 the award ceremony for the competition of the Science of Meteorology, was held at the Conference Hall of the Ministry of Education and Culture. The Ministry of Education and Culture in collaboration with the Cyprus Meteorological Association had announced a writing research paper competition on a voluntary basis, for the eleventh consecutive year. The competition was held in memory of Poyiadji Maria daughter of Mr. Andreas Poyiadjis, former member of the Cyprus Meteorological Association and Mrs Anthi Poyiadjis, a chemistry teacher who lost her life during the tragic plane crash in August 2005. The special theme of the competition for the school year 2016 - 2017 was: "Temperature measurement. Analysis, explanation and justification of its changes in relation to the phenomena affecting this change".

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 at the same time with the aim to promote the establishment of an environmental consciousness and the development of an environmental culture in collaboration with partners from the community. Additionally, the aim was to make pupils and their teachers aware of issues related to current environmental problems. And the ultimate goal of the competition was the active participation of pupils on issues related to the protection and maintenance of the quality of life. After critical exploration of the problem in a spirit of cooperation and mutual assistance, the pupils gained a thorough understanding of the meteorological parameters and meteorological phenomena.

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

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

Nine schools from the public and private sector took part in the competition during the school year 2016-2017. The following prizes were awarded:

First Prize to Apostolon Petrou and Pavlou Lyceum

Second Prize to Paliometochou Lyceum

Third Prize to Archbishop Makariou C´ Dasoupolis Lyceum

The competition was under the auspices of the Minister of Education and Culture Mr. Costas Kadis.

2.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

2.3.1. INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

STRATEGIC PLAN FOR THE SYSTEM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING 2015-2020

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

- Upper Secondary Technical and Vocational Education (morning classes),
- Evening Technical Schools (second chance schools),
- the Apprenticeship Scheme (New Modern Apprenticeship)
- the Afternoon and Evening Classes of Technical Schools, and
- the Post Secondary Institutes of VET (MIEEK)

The following measures are included in the Strategic Plan:

- Further enhancement of the cooperation between Technical Schools and Industry, 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 in the school year 2016-2017.
- Upgrading of the curricula offered by the Evening Technical Schools (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 secondary education graduates the opportunity for further education and training at a level that was not available before. In April 2017, the Cyprus Agency of Quality Assurance and Accreditation of Higher Education accredited MIEEK as a Public School of Higher Vocational Education and Training.
- Upgrading of the Apprenticeship Scheme.
- Enhancement of the quality and competences of teachers and trainers through specialized training programmes.
- Completion of the process for the establishment of a National Qualifications Framework and development of a proposal regarding the establishment of an Organization for the Certification of Vocational Qualifications.
- Establishment of a Quality Assurance Framework, according to the EQAVET recommendation.

The successful implementation of these measures is of vital importance, since they are envisaged to contribute to the effort for a return of the Cyprus economy to competitiveness, growth and job creation.

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 were introduced in the school year 2016 - 2017.

ESTABLISHMENT OF AN EVENING TECHNICAL SCHOOL IN LEMESOS

Taking into account the successful operation of the Evening Technical School in Lefkosia, which was established in 1999, the Ministry of Education and Culture proceeded to establish an Evening Technical School in Lemesos, in order to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society in general. The Evening Technical School in Lemesos was set up in January 2012, offering classes in the fields of Mechanical Engineering and Hotel and Catering. During the school year 2016-2017, 95 adult pupils attended the programmes offered.

The programmes offered at the two evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream technical schools. 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 schools that operate in the morning, adapted however to the particular characteristics and needs of adults who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

Attendance at the evening technical schools is free of charge and leads to the acquisition of a leaving certificate (apolyterion), which is equivalent to that awarded by mainstream technical schools and lycea. This means that the leaving certificate awarded by the evening technical schools entitles graduates either to pursue further studies at institutions of tertiary education in Cyprus, Greece or abroad, provided that they meet the entry requirements, or enter 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 Schools, as institutions of public

education, within the scope of competence and under the supervision of the Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture. They provide an alternative learning pathway to secondary education graduates and adults, thus enhancing the image of VET in Cyprus. By attending these Institutes, students, especially those who wish to enter 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 MIEEK as a Public School of Higher Vocational Education and Training and their programmes at Level 5 of ISCED.

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

The objective of the Post-Secondary Institutes of VET is to offer all types of 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, to offer students the possibility to develop those skills that will facilitate them to adapt to the changing needs of industry.

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

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

Attendance at the Post-Secondary Institutes of VET is free of charge and falls under the scope of life-long learning, since it applies to all ages. The duration of the programmes offered is two years, on a 5-day basis. The premises and facilities of Technical Schools are utilized for this purpose, covering the major provincial areas of Cyprus. Attendance includes practical training in industry and businesses/enterprises.

During the academic year 2016-2017, 246 students attended the programmes offered. A student placement system with selection criteria (favouring young unemployed individuals in particular) was applied, since the number of applicants exceeded the number of the available places.

2.4 THE CYPRUS PEDAGOGICAL INSTITUTE (PI)

THE VISION OF THE CYPRUS PEDAGOGICAL INSTITUTE

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 and research and the priorities set by the Ministry of Education and Culture in order to improve the quality of the educational system.

THE MISSION OF THE CYPRUS PEDAGOGICAL INSTITUTE

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

2.4.1 THE DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation, in 2015, published The Cyprus Pedagogical Institute Bulletin, Issue 17. In addition, booklets and guides were published giving information on all the training programmes offered, as well as material and notes which were required for the compulsory and optional seminars carried out.

2.4.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The needs stemming from the requirements placed on the participants in the training programmes, the implementation of the Curricula and the growing interest shown by educators, from all levels of education, for self-improvement and development have enhanced the role of the Library of the Pedagogical Institute. The Library was enriched with new volumes of books and compact discs (CD, DVD). Overall, the Library has more than 49.777 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2015, the Library was enriched with 971 volumes of new books of which 264 books were purchased under the Project "In-Service Training of Secondary Education", co-funded by the European Social Fund. The basic areas on which effort is put in enriching the Library are the following: teaching methodology, educational innovations and teaching practices, educational training, educational administration and educational research. The registered users of the Library amount to 890 individuals.

As part of the effort to upgrade the Library of the P.I., computerization of the Library material and resources by the use of the Library Automation System of the National Documentation Centre of Greece (ABEKT 5.6) is continued. It is, also, noted that the Library of the P.I. participates in the Library Consortium of the Cyprus University Libraries within the framework of the Programme 'Exploitation of New Technologies in the context of Lifelong Learning' and is connected to the Cyprus Network of Libraries which contains 43 Databases on the island allowing users to search and access material found in the Library of the P.I. as well as in other libraries in Cyprus. Users may, now, access articles and other online sources through the website of the P.I. The process of connecting the Library of the P.I. to the libraries of all the schools in Cyprus is also continued.

2.4.3 ATTAINMENT / ADEQUACY TARGETS

During the school year 2014 – 2015, the Ministry of Education and Culture proceeded with the 2nd Phase of the restructuring of the Curricula based on the recommendations of the Scientific Committee as a result of the evaluation of the Curricula that took place in 2013 – 2014.

The Curricula have been restructured taking into consideration two organizational targets, the expected learning outcomes in each classroom, which have been analyzed in hierarchies of Attainment Targets and the corresponding Adequacy Targets, which include what the pupil has to be taught in order to achieve the defined learning outcomes. Thus, the Attainment Targets refer to the pupil and his/her achievement and the Adequacy Targets to the teacher and the content of the curricula. The school year 2015 – 2016, the implementation of the Attainment and Adequacy Targets was launched at schools.

2.4.3 DEPARTMENT OF TRAINING

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

2.4.3.1 IMPLEMENTATION OF THE PROFESSIONAL LEARNING STRATEGY

During the school year 2016-17, Cyprus Pedagogical Institute as the official carrier for the teachers' in-service training, proceeded to the implementation of the Policy for Teachers' Professional Learning, following the pilot and evaluation stage of the decision of the council of Ministers mentioned above. The aim was to enhance teachers' professional learning based on their needs as well as the context of each school.

During the school year 2016-2017, all schools of Cyprus were expected to proceed to a needs assessment procedure in order to define their specific needs and target a single priority theme. Then, according to their needs, each school had to organize its own training programme for the teachers, making use of plethora of training programmes offered by the Institute or elsewhere. Based on its training, each school designed its own action plan throughout the development as well as the implementation of the action plan, schools had at their disposals an Electronic Portal for Professional Learning. The Gate offered supporting materials (e.g needs assessment specimen, suggestions for actions). Apart from the materials, the Gate was a tool for schools in order to register their action plan, their reflection upon their actions (March 2017) as well as their end of year evaluation (May – June 2017).

In parallel with the opportunity given to all schools to enhance teachers' professional learning, an opportunity was given to a small number of schools to follow a more systematic procedure with annual systematic support of CPI. The Cyprus Pedagogical Institute Programme followed a similar procedure as that described above but in a more systematic way. The schools attempted to follow the methodology of action research as well as other methodologies for teachers' professional learning, like teachers' rounds. The main purpose of the programme was teacher's reflection upon their own thinking and practices.

The Programme of Teachers Professional Learning is of vital importance for the change of school culture and for the improvement of the educational system of Cyprus. Therefore, the school based seminars and seminars for parents as well as the optional series of training seminars can enhance the implementation of the Policy.

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

The main thematic units of the In Service Training Programmes for the School Leaders are the following:

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

The main priority of the In Service Training Programmes for the School Leaders is to combine theory and practice, so that to enhance participants to be effective in their leading roles. Therefore, in the Programmes, expert practitioners present good practices, concerning leadership practices. In addition, the participants are given the opportunity to visit schools and be familiar with several leadership practices, in different school units, whereas in the case of the Newly Promoted Head

teachers, Mentor Head teachers provide them with guidance and support. The attempt of combining theory and practice is also supported by the use of an electronic platform (moodle), where the participants have the opportunity to share ideas with each other, to develop school networks, to discuss possible solutions to problems concerning their school units and also to share the material presented in the programmes by the trainers.

In May 2017, 20 Newly Promoted Head teachers of Secondary and Technical Schools and in June 2017, 13 Newly Promoted Primary School Head teachers successfully completed the Programme. Also in May 2017, 69 Deputy Head Teachers of Secondary Education successfully completed the Programme.

2.4.3.3 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

In the school year 2016-2017, the CPI continued to organize and run school-based seminars and seminars for parents in schools across Cyprus. The seminars covered different areas of interest that correspond to a great extent to the issues faced by parents, students and educators. 325 applications were submitted for school based seminars and 76 applications for parents' seminars. The CPI conducted analysis of the evaluation forms returned by schools, with positive comments and suggestions about the seminars. The analysis identified the practical and experiential methodologies of the seminar and the communication skills of the trainer as positive factors and a need of repetition or extended duration of the seminars as suggestions for improvement.

2.4.3.4 OPTIONAL SERIES OF TRAINING SEMINARS

During the school year 2016-17, optional series of training seminars were offered successfully, which aimed at the professional development of teachers on issues related to pedagogy, psychology, methodology, the teaching of specialized subjects of the curriculum and educational technology. The seminars were offered in all districts of Cyprus, thus enabling participation of all teachers from all levels of education. The thematic seminars were established on the basis of the training needs of teachers.

Specifically, a total of 1367 participants, teachers of public and private education, were registered in 100 seminars. Teachers were informed about the optional seminars twice in the year. Teachers had access to information and enrollment in optional courses through the electronic platform www.pi-eggrafes.ac.cy.

2.4.3.5 TRAINING PROGRAMME FOR EXPATRIATE TEACHERS OF THE GREEK LANGUAGE

The Program is aimed at expatriates Educators of America that teach children the Greek language and culture and therefore places particular emphasis on Greek Language and the didactics and focuses on modern methods of teaching Greek as a second/foreign language. The selection of individuals and the organization of the mission carried out by the Greek Orthodox Archdiocese of America in cooperation with the Pedagogical Institute. For 2017, the program lasted from 13 to 28 July and 11 expatriates Teachers were trained. The courses, combining theoretical and practical aspect of knowledge, covering major thematic areas such as teaching methodology of Greek as a second/foreign language in pre-school, Primary and Secondary Education and History and Culture. The program includes number of visits to museums, historical and archaeological sites of Cyprus.

2.4.3.6 TWO-DAY TRAINING FOR TEACHERS

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

The CPI, in cooperation with the Department of Secondary Education and the Department of Secondary Technical and Vocational Education, organized two-day training seminars in January 2017. The teachers had the opportunity to choose training activities offered in their schools.

- **Teachers of primary education**

The PI in cooperation with the Department of Primary Education organized two-day training seminars in September 2017. The training was offered centrally on the first day and on a school base the second day. The teachers had the opportunity to choose participation to the seminars offered centrally on the first day and to attend and/or organize training activities offered at their schools on

the second day. In the case of pre-primary school teachers trainings on the new Curricula were offered centrally on both days.

2.4.3.7 EDUCATION PROGRAM OF CANDIDATE TEACHERS WITH THE CONTENT OF THE ANALYTICAL COURSES FOR THE CLASS OF: DESIGN AND TECHNOLOGY/ TECHNOLOGY

According to the Service Plan for Teachers of Design and Technology/Technology, candidates have to attend a Special Educational Program, which is offered by the Pedagogical Institute in cooperation with the Ministry of Education and Culture, since after the successful completion of the Program candidates are enrolled in the Board of Candidate Teachers of Design and Technology. The Program aims at introducing/familiarising prospective teachers with the content of the curricula of Design and Technology / Technology (Gymnasium and Lyceum Cycle), as well as in understanding and implementing the design process for the teaching of the course.

During the school year 2016-2017, the Program was addressed to candidate teachers enrolled in the Temporary List of Candidate Teachers of Technology without courses, who were invited by the Educational Service Committee to attend this Special Training Program. In the Program offered in 2017, candidates enrolled in the Temporary List of Candidate Teachers of Technology without classes up to Number 45 and on the Temporary List of candidate with disabilities specialising in Technology without courses up to Number 5. The Programme was offered at two training centres, one in Nicosia (Ap. Varnabas Lyceum) and one in Limassol (Lyceum of Polemidia). Nineteen candidates were trained in Nicosia and four in Limassol. The total number of candidate teachers that attended was twenty-three (23).

2.4.3.8 TRAINING PROGRAMME FOR SUBSTITUTE PRE-SCHOOL TEACHERS

During the school year 2016-2017, the CPI in collaboration with the Department of Primary Education offered a training programme for pre-school substitute teachers. The programme is part of a wider action plan concerning training substitute teachers which began during the 2015-2016 school year. The participants were substitute primary school teachers. The 2016-2017 programme took place during February-March 2017 and consisted of four afternoon 2.5 hour sessions. The purpose of the programme was the improvement of pre-school substitute teachers' teaching efficacy in aspects such as classroom organization and classroom administration as well as their information about the National Curriculum and current teaching methodology trends. Moreover the programme aimed at informing the participants about legal aspects of everyday school life and supporting them in organizing an effective substitute period in schools they are called to serve. The programme was initially offered for six participant groups: two in the district of Nicosia, two in the district of Limassol, one in the district of Larnaca, and one in the district of Paphos. Due to low enrollment, two groups were cancelled (one in the district of Limassol and one in the district of Paphos). In total, 66 substitute pre-school teachers participated and successfully completed the programme: 28 in Nicosia, 17 in Limassol and 21 in Larnaca. The content of each session was developed by the Pedagogical Institute Officers based on an overview of current relevant international literature. The content was presented in the form of presentations, working scenario, group activities, observation of classroom videotaped episodes etc. Pre-school inspectors, pre-school head teachers and Pedagogical Institute Officers undertook the role of Educators in the programme. The programme consisted of four sessions:

- Session 1-Legal and administrative issues
- Session 2-Classroom organization and administration
- Session 3-Effective teaching
- Session 4-The National Curriculum and effective classroom teacher substitution

2.4.3.9 IN-SERVICE TRAINING FOR ENTREPRENEURIAL EDUCATION

The department of Training implements programmes of professional learning in the areas of Entrepreneurial education. The Pedagogical Institute implements programs for entrepreneurship in education in accordance with the National Policy Statement for the Enhancement of the Entrepreneurship Ecosystem in Cyprus (2015) and the European Union's Policy on the new strategic framework for European cooperation in education and training (ET 2020). The aim is to foster entrepreneurial culture and entrepreneurship in Cypriot education, as the development of the sense

of initiative and entrepreneurship is as one of the 8 Key competences for lifelong learning (ERF 2007), vital in order to capitalize on the skills of young people and to develop.

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

In 2016 - 2017, P.I. highlighted the role of entrepreneurship in education as a key –competence for lifelong learning in a cross- curriculum manner promoting team/problem based learning, It provided a combination of training through learning workshops/ school based visits/co-teaching. Integrated training for entrepreneurship in education as a topic in the compulsory course of in -service training program for school leaders, expanded its cooperation with external factors, universities and local authorities, multiplied attendance at optional seminars and school -based seminars offered across Cyprus. Also, participated in European partnerships as a member of the local working group, in EU-level and local policy-making committees, presented his actions at conferences and on a Eurochamber webinar, contributed in the European Network for Entrepreneurship.

In 2016-2017, the Pedagogical Institute introduced two new training initiatives focusing on social entrepreneurship:

- The Educational program of creativity, innovation and entrepreneurial idea “Ideodromio”, a partnership with the Departments of Secondary and Technical Education, the Cedar Centre of Entrepreneurship and the support of University UCLan Cyprus. It was offered to the educators of the secondary and technical schools. The empowerment of the teachers involved was intended to provide students with the opportunity to develop and present innovative ideas of social and environmental entrepreneurship that would enhance their co-operative skills, entrepreneurship, creativity, innovation and self-confidence; which will also act as a link between education and the business world. A final entrepreneurial day, was organized where all student teams presented their work and competed for the most innovative social idea.
- The Cyprus Pedagogical Institute partnered with the Aradippou Municipality in innovative and pioneering effort in promoting educational actions within the Smart Cities framework, specialized in Entrepreneurship in Education with the theme of “Educating the smart city: generating smart ideas for my city”. It was offered as an extra curriculum activity for the primary and secondary schools and students of Aradippou Municipality. The aim was promoting social entrepreneurship, learn about smart city, encourage youth initiative for the community, have a entrepreneurial experience, engage them in meaningful learning and finding solution to the everyday problems of their city, enable them to express and develop their ideas, linking schools with the local community and industry. There was a great participation from all school units of Aradippou Munitipality and all ideas were presented to the Mayor of Aradippou in a big final celebration of entrepreneurial creation.

2.4.3.10 PROFESSIONAL LEARNING PROGRAMME «REINFORCING THE FUTURE GENERATIONS IN CYPRUS»

The programme «Reinforcing the future generations in Cyprus» was organized for the second consecutive year in cooperation with the STEFANOUE FOUNDATION - CYPRUS is offered to teachers who teach at the Gymnasiums. The training was offered by trainers from the NGO «Partners for Youth Empowerment»¹.

Taking into account the social and economic circumstances of Cyprus, the aim of the program is to support teachers to deliver creative, engaging experiences for Cypriot youth, equipping them with the skills to meet the challenges of school, work and life in a rapidly changing world.

A thirty eight (38) teaching hours of Creative Classroom training and support was offered for a cohort of twenty (20) teachers that included a 2-day Creative Classroom training in October 2016, 2-day Facilitative Teacher training in May 2017, follow up and implementation support for teachers in-between training, and the development of teacher resources. Teacher feedback at the end of the

¹ <http://pyeglobal.org/>

course was highly positive, reported that Creative Classroom helped them to unlock their creativity as teachers, develop communication skills, and taught them activities to help foster creativity in their students. A five (5) teaching hours training seminar was also offered to CPI teacher trainers and officers.

2.4.3.11 SEMINARS ENTITLED “TEACHERS PRESENT THEIR WORK”

During 2017, Cyprus Pedagogical Institute offered for the first time the opportunity to teachers to present their work through two-hour seminars. These seminars aimed to disseminate teachers' experience and knowledge on pedagogical issues and on effective teaching approaches that have been applied in their classroom. The Seminar Program was structured in four broader thematic sections: Language, Effective Teaching/Learning – Evaluation, History and Sciences/Biology.

2.4.3.12 COUNCIL OF EUROPE PESTALOZZI SEMINAR «CRITICAL THINKING AS A BASIS FOR DEMOCRATIC PARTICIPATION»

The Pedagogical Institute of Cyprus, in cooperation with the Council of Europe, organized the PESTALOZZI Seminar: "Critical thinking as a basis for democratic participation". The Seminar was held from 11 to 13 October 2017 in Nicosia. The seminar was attended by 33 Pre-Primary, Primary and Secondary Teachers from 15 different countries, members of the Council of Europe. In particular, 19 teachers from Cyprus and 14 teachers from other countries.

The seminar aimed participants to understand basic theoretical principles, strategies and practices, and to develop techniques to promote critical thinking in the classroom as basic skills and attitudes for active and responsible participation of citizens in a modern democratic society of the 21st century.

Keynote speeches, workshops on the using of storytelling, argumentation on controversial socio-scientific issues, questioning, modeling, and metacognition to promote critical thinking, as well as attending teaching at school, were the main pillars of the Seminar. The seminar was grounded on pedagogical and philosophical assumptions supporting the idea that education should prepare learners for thinking and acting on the basis of alternative strategic plans that are fundamental for democratic participation.

The material developed for the seminar is posted on the website of the Pedagogical Institute: http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1917&Itemid=421&lang=el.

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

During the school year, 2016-2017, the MOEC set a new goal under emphasis titled "*Raising awareness against racism and intolerance and promoting equality and respect*". All schools in the three levels of education were encouraged, in the context of the goals for both years, to implement the MOEC's anti-racist policy "*Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents*", developed in 2014-2015. 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, etc.), outlines the responsibilities and commitments, expected by each member of the school community, and provides the steps to be followed by schools for dealing with racist incidents in a practical rubric. It provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents. As the antiracist views diversity as a multidimensional phenomenon, involving various aspects of people's identities, it is expected to contribute to the decrease of bullying and discrimination based on any form of diversity in schools (religion, ethnicity, language, appearance, disability, gender, sexual orientation, etc.).

The PI has conducted several actions during the school year 2016-2017 for the support of teachers and schools implementing the antiracist policy. A total of around 1000 teachers from all levels of education participated in these actions (e.g. school based seminars, Primary and Secondary Education 2-day trainings, conference on racism in education in the context of the school year goal, support of a school in the context of the professional learning programme etc). At the same time, the antiracist policy website was continually updated with information on the implementation, supporting

material and answers to frequently asked questions². 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 2016-17, the PI collected 41 reports from schools with details about the racist incidents they recorded. Of these, 24 schools reported no incidents, while 17 recorded a total of 127 racist incidents. The criteria mainly were the appearance of the victims, their age and gender.

2.4.3.14 OUTCOME/TEACHING TARGETS

During the school year 2016 – 2017, the implementation of the outcome/teaching targets at schools was continued. Moreover, training programmes were offered for the Primary and Secondary School Teachers and the working groups continued to work on the production of educational material.

2.4.4 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

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

The focus of the activities planned and implemented is on the Education and Training 2020 European priorities as well as the Cyprus Digital Agenda. Under this scope, the following actions on Opening up Education through digital technologies have been taking place during the year 2017, 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 the school level, teacher level and student level (Diagramme 1).

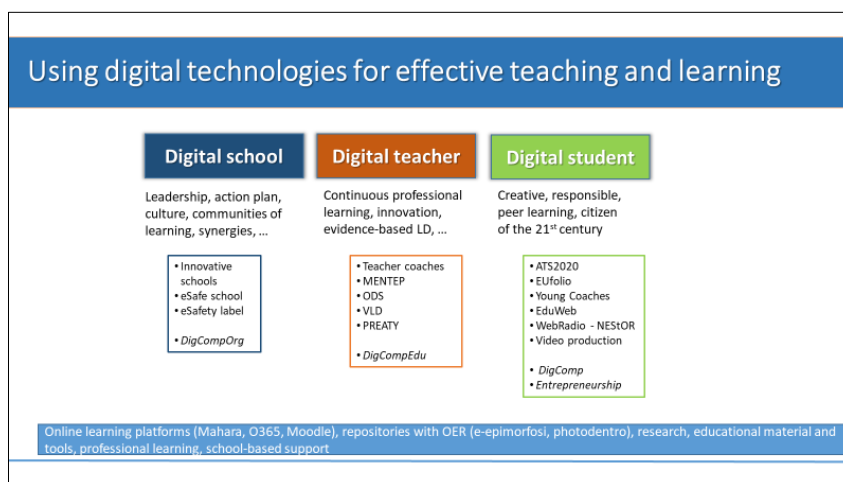


Diagramme 1: Using digital technologies for effective teaching and learning

2.4.4.1 ICT USE IN THE LEARNING PROCESS

Use of Digital Technologies in teaching and learning

- Innovative schools and teacher coaches for ICT in teaching and learning
innovativeschools.pi.ac.cy

² http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1429&Itemid=448&lang=el

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

Creative, safe and responsible use of the internet

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

Transversal and digital skills for students and teachers

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

• Conferences

- ICT in the learning process (www.pi.ac.cy/imeridaTPE2017)

- Safer Internet Day (internetsafety.pi.ac.cy/saferinternetday, <https://internetsafety.pi.ac.cy/sid2017>)
- Short video competition awards (internetsafety.pi.ac.cy/conferences-details/is-short-video-event-2017)

• **Online learning environments and repositories**

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

• **Presentations and workshops at national and international conferences**

• **Workshops, presentations, seminars in schools, students, teachers and parents**

2.4.4.2 AUDIOVISUAL MATERIAL PRODUCTION

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

2.4.5 EUROPEAN PROJECTS

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

Period	Project	Co-funding
Information and Communication Technologies		
1/3/2015-28/2/2018	ATS2020: Assessment of Transversal Skills	Erasmus + Key Action 3
1/3/2015-28/2/2018	MENTEP: Mentoring Technology Enhanced Pedagogy	Erasmus + Key Action 3
1/9/2015-1/9/2017	CREATE: Creative Primary School Partnerships with Visual Artists	Erasmus + KA2 - Strategic Partnerships for School Education

01/09/2016-31/08/2018	NEStOR: Networked European School Web Radio	Erasmus + KA2 - Strategic Partnerships for School Education
01/09/2016-31/08/2018	EduWeb: Combating Digital Exclusion: Children educate digitally illiterate adults in safe and creative web	Erasmus + KA2 - Strategic Partnerships for School Education
01/07/2016 - 31/12/2018	Connecting Europe Facility - Safer Internet Programme - CYberSafety - Cyprus Safer Internet Center	European Commission Connecting Europe Facility: Telecom
1/12/2017 - 30/11/2020	The European MediaCoach Initiative/ European MediaCoach	Erasmus + – KA 3
Period	Project	Co-funding
Sociocultural diversity		
1/9/2015-1/9/2017	BODI: Culture, body, gender, sexuality in early school education	Erasmus+ Key Action 2 – Strategic Partnerships for School Education
01/09/2014-1/9/2017	NAOS (SIRIUS CONTINUATION ERASMUS+ Professional Capacity dealing with diversity)	Erasmus + KA2 - Strategic Partnerships for School Education
Environmental education		
2014 – 2017	Πρόγραμμα Life “Rethink (Reduce, Reuse, Recycle)	LIFE+ Environment Policy and Governance,
01/10/2017 – 31/11/2018	Μετατροπή του Δημοτικού Σχολείου Κοιλανίου σε Κέντρο Περιβαλλοντικής Εκπαίδευσης	Πρόγραμμα Αγροτικής Ανάπτυξης 2014-2020, μέτρο 7: Βασικές Υπηρεσίες και Ανάπλαση χωριών σε Αγροτικές Περιοχές»
1/12/2017 – 30/11/2019	SEA4ALL : Enhancing critical thinking in schools for marine pollution using innovative ICT technologies	Erasmus+ Key Action 2

Teaching methodology		
1/9/2015-1/9/2017	DiDeSu: Differentiation of instruction for teacher professional Development and students' Success	Erasmus+ Key Action 2
1/1/2014-1/1/2017	ELINET: European Literacy Policy Network	Life Long Learning Project
1/9/2016 - 31/8/2018	HOPEs: Happiness, Optimism, Positivity & Ethos in schools	Erasmus+ Key Action 2 – Strategic Partnerships for School Education
01/02/2017– 31/01/2020	MaSDIV: Training and Youth led by high-level public authorities Supporting mathematics and science teachers in addressing diversity and promoting fundamental values	ERASMUS +/Support for Policy Reform/EACEA-34-2015 /European policy experimentations in the fields of Education, Training and Youth led by high-level public authorities
01/10/2017– 31/03/2020	EDUCATE: Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teacher Learning	Erasmus+ Key Action 2
1/9/2017 – 31/8/2020	M4TM: Mathematics for the million: mathematics for my world	Erasmus+ Key Action 2

2.4.6 UNIT OF EDUCATION FOR ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

The Unit of Education for Environment and Sustainable Development (EESD) is the official body of Cyprus Ministry of Education and Culture for planning, implementing, monitoring and upgrading the National Policy for Environmental Education (EE)/Education for Sustainable Development (ESD) not only in formal education, but also in non-formal and in in-formal education. For that reason as a horizontal structure is in close cooperation with the Departments of Education, with other Ministries and governmental bodies, as well as with other interested parties in EE and ESD. The actions of the Unit of EESD are multifaceted and are developed in many levels. All the actions and activities of the Unit presented in its official website <http://www.moec.gov.cy/dkpe/index.html>

2.4.6.1 Network of Environmental Education Centers

In the framework of strengthening the provided Education on Environment and Sustainable Development for students and teachers of all educational levels and on the basis of the introduction of Curriculum for Environmental Education / Education for Sustainable Development as part of the ongoing education reform, the Ministry of Education and Culture created the Network of Environmental Education Centers (NEEC). The NEEC is in its tenth year of operation and currently operates with five centers: the Pedoulas EEC, the Athalassa EEC, the kavo- Greko EEC, the Akrotiri Community EEC, the Salamiou EEC and the kavo- Greco EEC. The Governmental Network of EECs will be completed with other two Centers (Koilani EEC and Panagia EEC). The Network of EECs is under the auspices

of the Cyprus Pedagogical Institute which is cooperating with all the interested parties and bodies (like Department of Forestry, local communities) for its' effective implementation.

The Athalassa EEC and the kavo- Greco EEC offer one-day programs (9:00-13:30 and 9:00- 16:30). Pedoulas EEC, apart from the one-day and full-day programs, also offers two-day and three-day programs with accommodation of up to forty students in its dormitories. The Akrotiri Community EEC, apart from offering one-day training courses (9:00pm-13:30 and 9:00-16:30) also offers a number of two-day programs during the spring period. The Salamiou EEC currently applies one-day environmental education programs, but it is provided that in a short time it will develop into a regional EEC offering three-day and multi-day environmental education programs.

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

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

2.4.6.2 Other activities and actions that are developed from the Unit of the Education for Environment and Sustainable Development include the teachers' professional development in EE and ESD, the production of educational materials in various environmental and sustainable development issues. It is noted that recently has been published from the Unit a completed and concrete educational tool for the waste management. Also, the Unit is responsible for the effective implementation of the Curricula for EE/ESD in primary and pre-primary education. The Unit is participating in a voluntarily basis in various environmental festivals and activities that are organized from various bodies. Also it is planning and implementing in national base various environmental educational programs like the program "THGANOKINISI", which its' main idea is the recycling of the cooking oil.

- The Unit is nominated as the national focal point for EE/ESD and it is representing Cyprus in various regional and international fora for EE/ESD. It had the leading role for the implementation in Cyprus the 1st meeting of the ESD Mediterranean committee (22-24 November 2017) and also is chairing the UNECE ESD Steering Committee for the 2017-2020, after an election that took place in Geneva in April 2017, among 67 countries and 18 international organizations.

- The Unit for EESD is participating in various European projects which are funded by various European funding mechanisms. At the moment is participating as a partner at the project LIFE KNOW WASTE RETHINK, which is funded by the program LIFE with 958,585 euros and the project SEA4ALL “Enhancing Critical Thinking in Schools for Marine Pollution using Innovative ICT Technologies”, which is funded by the Erasmus+KA2 with 294.000 euros.

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

2.4.7 THE CURRICULUM DEVELOPMENT UNIT

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

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

2.4.7.1 BOOKS USED IN THE CYPRUS EDUCATIONAL SYSTEM

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

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

2.4.7.2 CURRICULUM DEVELOPMENT UNIT BUDGET

The following table shows the expenditure for the financial year 2016:

	Cost (Euro)
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.175.000,00
Purchase of textbooks from CTIP "Diophantus", books sent abroad/books received from abroad.	€1.125.000,00
Total cost	€2.300.000,00

2.4.8 Centre for 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, teacher training). Secondly, the CERE undertakes evaluation studies on educational innovations, interventions and programmes of the Ministry of Education and Culture (MoEC), implemented in Cyprus schools. Thirdly, the CERE seeks to develop and sustain research-oriented culture within the educational system (schools, students, teachers).

During 2017, in accordance with its annual action plan, the CERE engaged in various actions across the three dimensions outlined above, as follows:

2.4.8.1 PARTICIPATION IN LOCAL AND INTERNATIONAL RESEARCH EDUCATIONAL STUDIES

2.4.8.1.1 International Research

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

- **Programme for the International Student Assessment (PISA)** – The study aims to develop reliable indicators for the learning outcomes of educational systems (knowledge and skills in Reading, Mathematics and Science) towards or upon the completion of compulsory education.
 - **PISA 2018:** During 2017 the Field Study of PISA 2018 (March-April 2017) took place, while the main study operations and procedures started in September 2017. These included finalization of all the data collection instruments (English and Greek version) as well as all documents and manuals necessary for the implementation of the study (e.g. School Coordinator manual, Test Administrator manual, Coding manual). Also, the CERE produced publicity materials (posters and leaflets) and redesigned the local website for PISA (<http://keea-pisa.pi.ac.cy/pisa/>). Additionally, the CERE organized several meetings for teachers (School principals, School Coordinators etc) and Test Administrators to inform them about the PISA procedures.

- **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.
 - **TIMSS 2019:** The Field and the Main TIMSS 2019 study will take place in Spring 2018 and Spring 2019, respectively. In this cycle, Cyprus participates with two student populations (Grade 4 and Grade 8). During 2017 the CERE was in close collaboration with the TIMSS organizers for the preparation of the participation of Cyprus in the study. It undertook various actions, including the development of publicity materials (posters and leaflets), the translation of data collection instruments and the organization of various local coordinating meetings, intended to ensure that the various facets of the study will unfold smoothly. Finally, the CERE updated the local TIMSS website (<http://keea-timss.pi.ac.cy/timss/>) and uploaded additional released items from past TIMSS cycles.

- **Teaching and Learning International Study (TALIS)** – The main objective of the study is the collection of information from principals and teachers in lower secondary schools (gymnasium), at an international level, with respect to professional development, teaching and students' learning.
 - **TALIS 2018:** In February 2017 the CERE entered the preparation phase for the TALIS 2018 Field Trial. This involved (a) the translation of the data collection instruments and the corresponding manuals, (b) the preparation of publicity materials (posters and leaflets), and (c) the redesign of the local website of TALIS (<http://keea-talis.pi.ac.cy/talis/>). The Field Trial took place in March 2017. In September 2017 the CERE entered the preparation phase for the Main Survey of TALIS 2018, which will take place in March 2018. To this end, the CERE organized several administrative actions (e.g. appointing school coordinators and organizing local training events) to ensure the successful implementation of the study.

2.4.8.1.2 European Research

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

- **“Assessment of Transversal Skills 2020-ATS 2020” (2015-2018)** – This project was funded under the ERASMUS+ scheme (Key Action 3, Support for policy reform) and aims to develop and validate a model for the development and assessment of transversal skills. The CERE is involved in the evaluation workpackage which includes three phases: (a) development of the tools that have been used in the research, (b) enactment of the research plan and data collection, and (c) data analysis. During 2017 the CERE collected and analyzed qualitative data (observations, interviews and teachers' and students' artefacts) and contributed to the processing of quantitative

data. Finally, the CERE prepared a case study report for Cyprus and compiled the final report that included the case studies from all the participating countries.

- **Mathematics for the Million: 'mathematics for my world' (M4TM) (2017-2020)** – This project was funded by ERASMUS+, Key Action 2 and aims to develop and assess good practices for mathematics teaching. Particularly, it seeks to help teachers build confidence about the use of a range of formal and non-formal techniques to teach mathematics. The project pays particular attention to the engagement of parents in this process. The CERE is involved in the process of monitoring the project and ensure a high level of quality.
- **Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teacher Learning – EDUCATE (2017-2010)** – The project was funded under the ERASMUS+ Key Action 2 scheme. It focuses on the engagement of students in cognitively demanding tasks and the differentiation of instruction to address and accommodate the variability in terms of students' level of ability. The project seeks to (a) investigate relevant challenges faced by teachers, (b) develop teacher training materials for supporting their attempt to address the dual goal of promoting cognitive activation and facilitating differentiation, and (c) organize and deliver training courses for teachers in the participating countries. The CERE is involved in the process of monitoring the project to ensure a high level of quality.

2.4.8.1.3 National Research

- **Programme for Functional Literacy for Third and Sixth Graders** – At the local level, the CERE runs the longitudinal 'Programme for Functional Literacy' (PFL) on a national scale for all primary school students at the third and sixth grade. The study aims at the identification of students 'at risk' for functional illiteracy. The results of the study are forwarded to the schools and the Directorates of Education of the MoEC, so that these students receive the necessary support. Since 2016, all schools administer the tests on the same days, for both grades; in 2017 the tests were administered to all students in the third and sixth grade on the 1st of December (Greek Language) and the 2nd of December (Mathematics). The CERE also implemented dissemination activities, including the publication of research articles in academic journals and the presentation of research findings in conferences.
- **Ellinomatheia (Learning Greek as an Additional Language)** – This programme is intended to identify language proficiency levels for primary school students with Greek as an additional language to offer appropriate instructional support. Participants are students across the primary grades who currently enrol (or will enrol in the next school year) in remedial teaching programmes for learning Greek as an additional language. Ellinomatheia run on a pilot basis in school year 2016-2017 and from 2017-2018 onwards, it will be implemented on a yearly basis in all public primary schools.

2.4.8.2 EVALUATION OF INNOVATIONS AND PROGRAMMES OF THE MOEC

During 2017, the CERE implemented the following evaluation studies, which are expected to facilitate the MoEC in evidence-based decision-making:

- **Evaluation of the Programme of "Professional Learning"** – The Pedagogical Institute was assigned with the responsibility to coordinate and facilitate the programme for teachers' professional learning. As part of this decision the programme was formally implemented during the academic year 2016-2017. The CERE undertook the evaluation of the implementation and the preparation of a report of the results (October, 2017).
- **Formative Evaluation of the New Timetable for Secondary Education in the Second Grade of Lyceum** – During 2017, the CERE undertook the evaluation of the new timetable for secondary education, focusing on the second grade of Lyceum. This evaluation involved the collection of

data with respect to the perceptions of students, parents and teachers. The results of the evaluation were documented in a report (July, 2017).

- **Evaluation of the All-day Primary School (Voluntary and Compulsory):** During 2017, the CERE undertook the evaluation of the all-day voluntary and compulsory primary schools. The evaluation was based on the perceptions of the MOEC's officers, the school principals, the teachers, the parents and the students attending all-day primary schools. Additional data were collected by participatory observation that took place in a number of schools. The results of the evaluation are included in a report (July, 2017).
- **Evaluation of the Programme for the Support of Primary Schools with a Large Number/Percentage of Children 'At Risk'** – During the school year 2016-2017, the department of primary education designed and implemented an action plan intended to support schools with a large number/percentage of student at risk in terms of developing literacy and numeracy skills. The aim of this evaluation was to investigate the perceptions of teachers, principals, students and parents about the effectiveness of this action plan. The results of the evaluation were documented in a report (June, 2017).
- **Evaluation of the Morning and Afterschool Literacy Programme at Gymnasium** – During the school year 2016-2017, the CERE undertook to assess the literacy programme offered at the Gymnasium. This year the programme introduced a novel aspect in that the students at the first two grades of Gymnasium received instructional support during the formal school hours whereas third graders received this support after school at the State Institutes for Further Education. The results of the evaluation are documented in a report (July, 2017).
- **Evaluation of the Attainment and Adequacy Indicators at the Primary and Secondary Education** – This assessment investigated the perceptions of various stakeholders (teachers, principals and inspectors) about this innovation. The outcome of this assessment is presented in a report prepared by the CERE (October, 2017).

2.4.8.3 PROMOTION OF RESEARCH CULTURE WITHIN SCHOOLS

The CERE supported a number of schools in the implementation of action research at the school level, on topics aligned with schools' own interests and educational needs. In addition, the CERE also collaborated with the Cyprus Research Promotion Foundation for the implementation of the competitions 'Students in Research' and 'Technology and Innovation in Education'. Finally, The CERE also assures that all individuals conducting research in Cyprus public schools use appropriate instruments and follow proper methodological approaches/ethical protocols. During 2017, it reviewed more than 200 research plans submitted by individual researchers. In addition, since 2016 the CERE employs an electronic platform for submitting and organizing the research outcomes of the various research plans that were implemented. The systematic collection of these outcomes on an electronic database will contribute to the development of a shared repository with research results.

2.5 HIGHER AND TERTIARY EDUCATION

THE DEVELOPMENT OF HIGHER EDUCATION

Vision

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

In light of the above, the MOEC via the DHTE aspires for Cyprus to be established as a technological and educational center of excellence both within Europe and beyond. As such, and in alignment with the policies and measures followed by the European Union (i.e. the Lisbon strategy, EU2020 etc.), HE of Cyprus aims to promote excellence in teaching, to encourage quality assurance and, at the same time, to safeguard diversity and university autonomy. It is believed that HE should be accessible to all, encompassing both those who are already at work and those who did not have the means to pursue university education. Therefore, the MOEC aspires to further promote lifelong learning by gradually increasing available options to the community regarding institutions of HE, programs and methods of study.

Realizing the goals and facing the challenges, with regards to HE, is not an easy task. However, in collaboration with all international partners and EU member states and in accordance with European policies, measures and directives, the DHTE, together with its stakeholders, aspires to prove that the Cypriot HE System can face present day challenges successfully and can provide students and society with an education that will prepare them for the future.

Goals and Challenges of Cyprus Higher Education

One of the main goals of HE in Cyprus is to satisfy local and international needs. During the past two decades, important developments have been noted in the area of HE, with the establishment and operation of the public and private universities, as well as the research centers and quality assurance bodies, which provide and safeguard the HE System of Cyprus.

Building a solid foundation with a flexible structure, able to adjust according to local and international demands, has become the Ministry's twofold challenge. This goal has provided the incentive for the Cyprus Government and its stakeholders to make important decisions with regards to the future of HE and, at the same time, implement them, in order to create a strong HE System. Indeed, Cyprus HE is currently developing and progressing in full speed.

A brief overview of Cyprus HE System clearly shows that its goals and challenges are multidimensional. Defining and implementing HE policy, modernizing the HE System, developing a culture of quality assurance in education, fostering excellence in teaching that will ensure the expected learning outcomes are met, and at the same time attempting to increase the link between education and the labor market, while supporting a healthy framework of autonomy, are among the most important elements which constitute Cyprus HE development.

Satisfying local needs, while at the same time envisioning and investing beyond Cypriot borders, Universities and other institutions of HE, as well as governmental authorities are gradually intensifying their efforts to make Cyprus a regional center of education, research and excellence.

Modernization of HE in Cyprus

Within the broader EU strategies, policies and practices, as well as the educational goals set by the member states for 2020, the MOEC has set the modernization of HE high in its agenda. Through continuous efforts, it aspires to a more transparent and socially inclusive HE, which will offer prospective students, academics and professionals the opportunity to make informed choices regarding which institution they wish to approach and why. Indeed, modernization equates with opening up to the world, building up contacts and international collaborations and making students more employable in the current competitive markets. Establishing and reinforcing links between education, industry and research will also affect the quality of HE and, as such, promote striving for

excellence. Therefore, the DHTE together with all competent authorities aspires to make learning accessible to all people, regardless of age, sex, societal and financial status.

- **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.

Recent educational developments on the island, including the establishment of three public and five private universities, have urged the MOEC to form a new legislation for the establishment of an Agency of Quality Assurance and Accreditation in Higher Education, which will aim at further enhancing internal and external quality assurance procedures, as well as accreditation matters, in accordance with the European Standards and Guidelines. The goal has been satisfied by the official establishment of the Agency since the 2nd November, 2015.

- **Autonomy**

Institutional autonomy is crucial for HE Institutions. The MOEC, as well as all the relevant authorities, acknowledge the need to provide an appropriate framework in which universities can fulfil their mission in the best possible way. Financial, organizational, academic and staff autonomy are different aspects of Universities' autonomy in total. The MOEC will continue to monitor the progress of these aspects since they are considered important conditions for the modernization of Universities.

- **Education and Industry**

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

Nevertheless, further and continuous steps need to be taken in order to encourage partnerships and cooperation between businesses and HE stakeholders, so that academic qualifications reflect, as extensively as possible, the needs of the labour market and society.

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

The MOEC, along with all its partners, is committed to maintaining and developing European and international standards of excellence in the teaching and learning environment. HE Institutions are encouraged to invest in the continuous professional development of their staff, and to ensure that both their academic and research programmes are being distinguished for quality.

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

- **Funding**

Public funding of HE Institutions is the main source of income for large parts of the higher education landscape in all EU member states. More than 70% of HE Institutions' funding comes from the public purse and, for the EU member states, funding is a major steering mechanism for HE.

The public HE institutions in Cyprus (three universities and four non-university institutions) receive funding from the national budget. As far as the public universities are concerned, the biggest amount of public funding is input-based and, according to their new infrastructure, they are allowed access to negotiated allocations and a specific amount is also given for research purposes. Public universities are also funded through the fees paid by their post-graduate students, and also through donations. In general, the use of private funds by public HE Institutions is included in the annual budget and, therefore, is monitored by the General Auditor.

Private institutions (five universities and 42 non-university institutions) are profit organizations and receive most of their funding through private sources: student financial contributions (fees), donations, funding through research contracts and through European Union funds.

University funding should be reformed so that a high level of teaching and research excellence can be achieved. The EU target for university funding is to allocate 2% of gross domestic product (GDP) to the modernization of the HE system. Cyprus invests 2,04% of GDP in HE. The whole effort is to turn funding into a results-oriented procedure, rather than resources-oriented. There is a shift towards more diversification of funding and soliciting of more private funding, especially for research and industrial application. Moreover, funding must be based on performance indicators in order to clearly measure the relationship between resources invested (inputs) and results obtained, both economic and social (outputs). This goal is among MOEC's strategic plan priorities and MOEC is currently in the procedure of changing the funding system of the public universities, from input-based to performance based.

In this way, universities will be more responsible for their own financial viability. The issues of university autonomy and accountability are moving up the political agenda for national governments and the European Union. Autonomy is not an end to itself but a vital means for universities to act quickly in a fast-changing globalised higher education environment. Greater autonomy and accountability are crucial for universities to respond to demographic changes, to attract international talents, and raise necessary additional funding.

State Student's Welfare Service

In Cyprus, students are eligible for state support, under certain socio-economic criteria. According to the State Students' Welfare Law that was voted in December 2015, the Ministry of Education and Culture is responsible for the financial support of the Higher Education students' families as from the academic year 2015-2016. For this reason, a new Student Welfare Service was established under the Ministry of Education and Culture, which is responsible for both the "student grant" and the "student allowances" (former "targeted need-based support grant" or "student package" until 2014/15). The aforementioned student state support refers to outgoing portable grants. In other words, the financial support is given to students following programs of study either in Cyprus or abroad.

European Youth Card (EYC) and Student Card

The European Youth Card is a pan-European institution which operates in almost every European country and is supported by the Council of Europe. It is a discount card for young people aged 13 to 30 and it provides discounts for hundreds of products and services in Cyprus and in 42 other European countries. Within the aims and purposes of the card is the welfare of young people, their social, cultural and intellectual growth, as well as the promotion of mobility. The European Youth Card / Student Card, which is now connected with the EYC, is issued free of charge by the Youth Board of Cyprus in collaboration with the Ministry of Education and Culture for all students of evaluated and accredited programmes of study, both in Cyprus and abroad. During the academic year 2016-2017 6,746 Student Ids were issued.

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

The Department of Higher and Tertiary Education (DHTE) evaluates applications for financial support of Departments of Greek and Cypriot Studies at Universities abroad, based on predefined criteria. An Advisory committee comprised of one representative from the Ministry of Education and Culture, one from the Ministry of Foreign Affairs and one from the Ministry of Finance evaluates all applications submitted annually and decides on how to disseminate the amount of subsidies, taking into consideration the approved amount of the state budget. In 2017, the Ministry of Education and Culture subsidized with €32.000 twelve Greek Departments from 8 countries.

Ranking

Given the large institutional diversity that exists in HE in Europe, there is a need for instruments that can help improve its transparency. Ranking systems are one of these tools that, despite criticism, are here to stay. However, they should evolve in order to shape their methodologies, their frequency, and the level of detail they provide to the public regarding the ranked universities.

In this framework, the European Commission funded two programs in order to create its own system of academic ranking, the U-Map and the U-Multirank. The objective of the European Commission is twofold: on the one hand, to create a European system of academic ranking and, on the other, to improve the academic classification of European universities in the global context and thus the economic power of Europe.

U-Map aims to create a classification of European HE Institutions. This, in turn, will be a useful tool for all stakeholders involved in trying to learn the profile of a university. In this sense, the U-Map is a mapping tool for the EHEA. It provides a range of universities' dimensions where major similarities and differences between the European universities may be described and compared. Unlike the U-Map which is a classification project, the U-Multirank is a program of academic ranking. It deals with what an institution of HE really offers. What differentiates U-Multirank from other academic rankings is its multi-dimensional approach. HE Institutions are classified hierarchically in a multidimensional way, both by the level of their overall performance and by their level of performance for each program of study.

Regarding Cyprus, it is difficult to create a national ranking system of academic institutions due to the fact that only eight universities operate on the island today. However, it is possible for the Cypriot universities to integrate in the European ranking system and, specifically, to join the U-Multirank and U-Map programmes of the European Union. For this reason, the DHTE is encouraging all Cypriot universities to participate in the aforementioned programs.

The University of Cyprus participates in the U-Multirank programme and, consequently, is evaluated according to the European Standards and Guidelines (ESG).

Implementation of the Bologna Process in Cyprus

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

During these last eighteen years, the members of the EHEA have succeeded in building, step by step, an area using common tools. These 48 countries implement reforms on higher education on the basis of common key values such as freedom of expression, autonomy for institutions, independent students unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthen their quality assurance mechanisms. For all these countries, the main goal is to increase staff and student mobility and to facilitate employability.

Lifelong Learning in Cyprus Higher Education

Lifelong Learning consists one of the main goals of the government policy regarding HE in Cyprus. For this purpose, the DHTE has developed a strategy for promoting Lifelong Learning in Cyprus HE.

The establishment of the Open University of Cyprus constitutes the most important step of the island, towards the promotion of lifelong learning. With a continuous increase in the number of programmes of study and a continuous widening of the spectrum of covered areas, the Open University gives the opportunity to working people to study in a distance learning mode.

At the same time, all HE Institutions introduced lifelong learning programmes of study. These programmes are addressed to a wide range of people groups, such as:

- those already in the labour market that need to get a higher qualification.
- unemployed people who are willing to attend a training course in order to widen their professional status and find a job.
- unskilled manpower who wish to acquire new skills.

These programmes of study are offered in part time, distance learning, or other modes of study, to suit these groups' lifelong education needs.

Some other popular lifelong learning opportunities that are offered by the HE system of Cyprus are:

- Undergraduate and postgraduate programmes of study offered by private universities, in a part-time mode and in evening courses.
- Postgraduate programmes of study offered by public universities, in a part-time mode and in evening courses.
- Undergraduate and diploma level courses offered by HE Institutions to working adults and unemployed people in evening courses and in part-time, or in modules, in vocational subjects.
- Special professional subjects offered by the HE Institutions in areas like banking, accounting, finance, shipping etc., designed to assist professionals to improve themselves, or to cope with new professional requirements.
- Short courses mainly in professional subjects offered by private institutions and the Open University.

In addition to the above, Lifelong Learning in HE is promoted by Laws and Regulations of HE Institutions and the government policy on funding LLL, since:

- The laws applicable to students are the same for LLL and for young students.
- A number of students older than 30 years old can be accepted by Public Universities on the basis of special criteria.
- Students from public and private universities are funded by the government regardless of age.
- Funding of LLL activities promoted by the government is based on European and public funds.
- Public Universities offer their LLL programmes through state funding and private universities offer their LLL programmes through private funding.
- The students of LLL programmes offered by approved private universities receive public grants.

Implementing EU Research and Innovation Policy in Cyprus

Research, development and innovation constitute an integral part of the economic development target of Cyprus. Investing in knowledge and innovation is considered as a factor of major importance for economic development in the country, with the following highlights: (The annual RIO Cyprus Report, <https://rio.jrc.ec.europa.eu/en/country-analysis/Cyprus/country-report>):

- The recovery of the Cypriot economy came from the tradable services sectors, such as tourism and professional services, supported by low prices and the depreciation of the Euro.
- Cyprus rose from the 60th place in the world rankings in 2014 to the 47th place in 2015 and was one of the ten economies with the most marked improvement in upgrading the business environment.
- In the last three years, a favourable taxation regime has been introduced for innovative companies, leading to tax-exemptions over innovation and research activities.
- The national R&I intensity target was reported 0.50% by 2020.
- BERD is funded to a large extent by the private sector

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

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

The academic activities of public and private universities which aspire to become centres of excellence have research and innovation at the centre of their policy.

The universities have adopted a dynamic and proactive strategy on research, aiming to reach out to all stakeholders and to work with them in developing ideas for basic and applied research, for the betterment of the community, the country and the wider region. Aiming at the advancement of scientific knowledge and at facilitating the study and solution to real life problems, a wide collaboration network is established between research centres and universities in Cyprus and abroad.

Therefore, research is one of the main activities of the academic staff at the universities in Cyprus. Postgraduate students as well as postgraduate assistants are also important contributors to research conducted at the universities. Research programmes are funded either through the budget of the universities, or by various organisations in Cyprus and abroad, and especially, by national and EU research funding programmes. Collaborations, through inter-state or inter-university agreements with universities and research centres abroad, are promoted in order to enhance scientific research, cooperation and exchange of information. Research is also partly funded by the Research Promotion Foundation (RPF), which allocates public funds on a competitive basis.

The University of Cyprus was awarded a great number of projects in 2017 and it has a leading role in research, as well as other universities and Institutions in Cyprus. Research activities and plans and projects, as well as the implementation of research and innovation policy of the Universities in Cyprus, can be found on the following URLs:

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

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

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

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

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

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

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

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

The professional qualifications and the status of the staff, as well as the physical arrangement and appearance of the universities standardized to meet such quality specifications that will contribute towards establishing a recognizable identity for research. At the same time, an additional aim is the spread of an entrepreneurial culture that will promote cooperation with other entities supporting technologically innovative business in Cyprus.

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

Apart from Universities mentioned above, several Research Centres contribute to research development in a very important way.

Internationalization of Higher Education

Over the last 20 years, the international dimension of higher education in Cyprus has become more central on the agenda of the government, HE Institutions and their representative bodies, student organisations and accreditation agencies. The main policy of the Republic of Cyprus, with regards to HE, is to fulfil not only the local needs for HE, but to establish Cyprus as a regional educational and research centre and as a hub for international scholars and students. Since 2015 this goal is among the priorities of MOEC as they are set in its Strategic Plan. Towards the above policy, a series of measures have been taken (or are still in progress), and many others are in the agenda for future action as part of the internationalization of HE. Some of them are the following:

- **Cross-border collaborative arrangements**

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

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

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

- **Establishing programmes in English in Public Universities**

The official languages of the Republic of Cyprus, as stipulated by the Constitution, are Greek and Turkish. Within this framework, according to the Public Universities' Laws, their languages of instruction are Greek and Turkish.

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

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

The Private Universities and Institutions of Higher Education offer most of their programmes in English, due to flexibility as stipulated by the relevant legislations.

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

Making European education systems more visible and more attractive to international students is one of the primary objectives of the Lisbon Strategy and the Bologna Process. Within this framework, Cyprus has adopted certain policies to attract international students. DHTE is making information regarding the Cypriot HE system available to international students by:

- a) Printing information material on higher education in Cyprus, in various languages such as Arabic, Chinese, English, Greek and Russian.
- b) Publishing information on its official website (www.highereducation.ac.cy)
- c) Marketing Cyprus as an attractive destination for excellent students, scholars and researchers as well as investors in HE, primarily through the Ministry's participation in Higher Educational Fairs abroad. Hence, the DHTE as well as the public and private universities and other HE Institutions participate in international fairs in Europe (e.g. Greece, Russia, Bulgaria, Spain, the Ukraine), as well as in Asia (e.g. China) and the Arab World (e.g. Oman, Egypt, Jordan, United Arab Emirates, Bahrain). Additionally, the MOEC addresses or receives invitations by foreign countries for official visits in order to exchange information and promote the collaboration regarding the education system of Cyprus, as well as the education systems of other countries.

In 2017, the DHTE organized the participation of Cypriot Delegations in the following events:

- «World Education Fair», Bulgaria, –25-26February, 2017
- «International Higher Education and Ongoing Training Fair», Spain, 2-4March 2017
- «EDUTEX – 5th Bahrain Education and Training Exhibition», Bahrain, 21-23 March, 2017
- «Global Higher Education Exhibition», Oman, 18 - 20 April, 2017
- Information Days «Studies in Cyprus», Alexandroupolis and Kavala, 3 and 5 - July, 2017
- Information Days «Studies in Cyprus», Krasnodar Russia, September 2017
- «China Education EXPO», Beijing, 21-22 October 2017
- «Education abroad», Ukraine, 16-18 November 2017
- «NAJAH», Abu Dhabi, 25-27 October 2017
- «Academia Lebanon 2017», 15-16 November , 2017
- Information Days «Studies in Cyprus», Athens, Greece, 19-20 November 2017

- **Scholarships**

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

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

HE Institutions in Cyprus have also been applying their own scholarship policy regarding international students. At private universities, international students receive a subsidy of up to 30% of their tuition and they are eligible to receive grants based on their academic performance.

- **Institutional activities**

The universities of Cyprus have signed international agreements for research collaboration with high ranking European universities and Erasmus agreements to equip students with the knowledge, skills and international perspective required by all professions.

3.

PARTICIPATION IN EUROPEAN PROGRAMMES

3.1 EURYDICE NETWORK

The Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States since 1980 to boost cooperation, by improving the understanding of educational systems and policies.

As from 2008 the Education, Audiovisual and Culture Executive Agency (EACEA) has taken over responsibility for the European-level activities of the network and a new European Eurydice Unit has been established in the Agency.

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

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

The Cyprus Eurydice Unit has been operating within the Ministry of Education and Culture since June 2002.

For more information on Eurydice, visit the following website:

http://eacea.ec.europa.eu/education/eurydice/index_en.php

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

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

The objective of the programme is to reinforce the democratic institutions by adopting an intense democratic culture, by emphasizing the feeling for participation, and commitment but in addition also the acceptance of basic essential values for the creation of a free, tolerant and fair society at a National as well as European level.

I. EDC/HR in Cyprus Schools

In Cyprus schools EDC is offered together with History lessons but is also integrated into the entire curriculum, and activities or functions of our schools. It includes concepts such as ‘education for peace’, ‘universal (or global) education’, ‘intercultural education’, ‘democratization’ and participation in public affairs. These concepts, which are closely related (or joined) to the teaching of democratic citizenship and human rights, are included in the goals to emphasize as they have been defined by the Ministry of Education and Culture for all schools during the school year of 2015-16 and 2016 - 17:

Targets for the School Year 2015-16

- The improvement of learning outcomes.
- To make the students more sensitive to racism and intolerance and to promote equality and respect in the context of the campaign by the Council of Europe against “hate talk”.

- The school, as a carrier of state policy is called upon to institute an implementation standard of anti-racist policy, which recognizes the diversity as the most basic component of the school community, which should operate as a mechanism for the social inclusion of children with any type of diversity and to ensure, for all members of the school community an environment of security, tolerance, respect and equality.
- Timeless lessons learned from the struggles of the Cypriots for freedom.

Targets for the School Year 2016-17

- The improvement of learning outcomes with an emphasis on the implementation of the Remodelled Curricula and in particular the “Indicators of Success” and “Indicators of Proficiency” during the teaching process.
- Raising awareness on racism and intolerance and promoting equality and respect.
- The exploitation of the cultural wealth of all European residents and the emergence of the common elements and the diversity of European cultures through cultural actions within the framework of the European Capital of Culture “Paphos 2017”.

II Activities for EDC/HR in Cyprus Schools

The EDC/HR is of direct interest to the educational authorities, schools, non-governmental organizations, local authorities, municipalities and Mass Media. A wider-scope education that emphasizes school life and extracurricular activities and that plans and fulfils relevant activities and functions, has a particular role to play in the success of this programme. These activities are either defined centrally by the Ministry of Education and Culture or they are initiatives applied by different school units.

Activities that are defined centrally:

- The promotion of Further Education Seminars for all teachers in cooperation with the Pedagogical Institute and Pestalozzi Programme of the Council of Europe.
- The integration of and Support for children with special abilities by applying specialised programmes in public schools aimed to secure equal opportunities in education. Special units work in several Gymnasiums, Lyceums and Technical Schools.
- The application of Z.E.P (Zones of Educational Priority), in all towns, aimed to generate school success for all students and the social integration of foreign national students.
- The promotion of measures for the smooth integration of foreign nationals in our schools and generally in our society.
- The establishment of the Youth Parliament aimed at the active participation of youths in decision making by identifying and solving their problems.
- The implementation of a democratic process for electing Student Councils. (In some schools the election of foreign students in student councils is encouraged).

Activities implemented through individual school initiatives:

Within the framework of the E.D.C/HR Secondary Schools participated, alongside all the Council of Europe (C.E) country members, in a project entitled ‘Learning and Living /experiencing Democracy for all 2010-14’. Our schools informed the Programme Coordinator about all the activities and functions they are planning in relation to D.C/HR.

During the school years 2015 - 2016 and 2016-17 the following activities were initiated by schools:

We should first mention that the art project entitled “Immigrants”, created by students from the Kolossi High School “Apostolos Loukas”, won the overall Saatchi Gallery/Deutsche Bank art prize for schools, as well as the award for the secondary school category, and is among the 50 winners of the European Parliament’s European Citizen’s Prize 2016.

An event was hosted by the European Commission in Cyprus, attended by MEPs and the school was awarded the European Citizen Prize.

- Poetry contest in memory of Evagoras Palikarides
- Religious tours under the title of “Fellow travellers of Holy worship within our country”
- 1st prize – Corporate Innovation Award – SN-Box, the world’s first smart mailbox
- Solar car competition
- ERASMUS project entitled “Drop Out: One is too many”

- Kato Paphos mosaics
- Sterna Winery in the village of Kathikas
- Visit to the construction industry (by the students specialising in Construction)
- Visit to the Cooked meats processing industry
- Participation in the 2nd National Youth Meeting
- School participation in "Paphos 2017"
- "Lady of the Lemba, linking continents - bridging cultures"
- A talk by a health visitor on aphrodisiacs and AIDS for 1st grade Lyceum students and for 2nd grade Lyceum students on contraception
- Participation in the 28th Pancyprian School Games
- Participation by pupils in Cypriot Children's Club
- An artistic event to support students with economic difficulties
- Student volunteers offered their support to the Cancer and Red Cross Funds
- The organization of a Marketing and Safety Conference on the Internet
- An interactive debate with the Minister of Health
- Bronze medal achieved at the International Olympiad for European Union Science, EUSO 2017, in Copenhagen, Denmark
- eTwinning program with the Italian Lieco Marconi Milan school
- Talks by Dr. Kirsi Lorenz on "The people of the Modern Greek and Chalcolithic Age", "The diver from the wells in Kissonerga - Mylithia"
- European Back to School program
- Competition by the ΚΕ.ΠΑ.Κ.Υ. Foundation entitled "The environment in our hands"
- Making of fresh juices, fruit salads and smoothies and the sale of Easter candles to raise funds for students with economic difficulties
- Talk by a doctor on alcohol
- Talk on remote sensing applications
- Global awards for a competition launched by the Spanish non-governmental organization "Pazy Cooperation" for the year of Don Quixote (Gymnasio Panagia Theoskepasti, Paphos)
- Visits to museums and institutions
- Teleconference on Terrorism - insecurity and ways of addressing it
- Regional Competition entitled "Disability through the eyes of our children"
- The creation of a logo - bow tie - bookmarks on Internet problems
- Workshop in cooperation with the Police Headquarters on Social Inclusion and the Development of Democratic Citizenship
- 'DRA.SE' conducted a project entitled "The tradition meets the contemporary design"
- Greek language learning program for non-Greek speaking students
- Human Rights seminar on the theme of Racism
- Participation in the AWARE Seminar on the Acceptance of Migrants and Refugees
- Students participated in the European Parliament Ambassador School Program on "The Rights of people with Disabilities"
- Honourable mention in the Castello di Duino, Italy competition
- Attendance at the European Ambassador School
- Participation in the Vocational Education Program implementing the Code of Conduct against Racism and the Guide to the Management and Recording of Racist Incidents; Implementation of the Program for the Management of the Polar and Social Diversity and a talk on racism and hate speech
- Participation in the EU AMBASSADORS programme
- Experimental activities on how EU institutions operate (eg. a presentation of the Lisbon Treaty with emphasis on the European Citizens' Initiative)
- A workshop entitled "If you cannot find spring, you create it yourself" in cooperation with the CARDET organization of the European Future Youth School Forums (Erasmus)
- A school "grocery" for less affluent students
- Seminars on the recycling of Plastic-Metallic-Drink Cartons (PMD)
- Painting Competition on the environment organized by ΚΕ.ΠΑ.Κ.Υ
- The establishment of "A poem a week", Lessons in the library and Mathematical logic puzzles
- Activities to promote ethical principles and behaviour – Bioethics and Blood donation
- During the European Week of Sport, a dance routine and circuit training were presented
- Activities within the Europe wide MOVE WEEK

- Participation in the International Student Competition - short duration film
- Teacher training for the application of “Indicators of Success” and “Indicators of Proficiency” - talks and workshops
- Bioethics lectures (organ transplants - euthanasia - abortion)
- Involvement of students in activities and other events within the context of events held during “Paphos 2017”, Cultural Capital of Europe - visits to cultural sites - creation of visual artistic figurines based on the traditional cross statue
- As part of the Information and Communication Technology course, students individually and in groups produced work on issues related to human rights. In the Philosophy module the concept of citizenship, within the framework of ancient Greek philosophy, was discussed intensively.
- Adoption of a code of conduct against racism.
- An experiential workshop entitled 'Building a culture of peace and non-violence’
- Poetry night on "Red string tied to peace tangled."
- Programme «Schools for future youth»
- Art exhibition: caricatures by French karikatourista Plantu on "Cartooning for Peace".
- Participation of students in MEDIMUN and European Youth Parliament.
- The creation of an online antiwar Museum.
- Radio marathon: A joint event between Gymnasium students and students with special needs of various institutions.
- Students’ Participation in the Teenage Advisors’ team instructed and trained by the Commissioner for Children's Rights
- International Women's Day
- Conferences on "We need teachers who inspire their students."
- Participation in the European Mobility Week «Move Week»
- VISC programme for the prevention of violence and delinquency.
- ‘The Mitos of Diversity’ visits to the School for Deaf Children. Activities adopted by ZEP/DRASE
- School children submitted an approved resolution on human rights to the President of the European Parliament and ambassadors of foreign countries.
- A basketball Tournament for the paraplegic.
- Artistic performance "Art purifies life" aiming at strengthening all students’ right to participate in any aspect of life.
- Participation of students in Student Town Councils researching "A city that smiles and hopes", "Buildings that once ...were alive"
- Participation in a poster competition on "Bullying"
- Short length film "One planet, one chance"
- Event for the Holocaust
- Visits to the detention centres of Kokkinotrimithia and the Struggle Museum
- Theatrical performances whose topic is issues faced by immigrants and political refugees
- Visits of students from Rizokarpaso to schools in the free part of Cyprus
- Participation in the MEDIM UN programme
- Visits of students to the House of Europe
- Participation in the actions "Weaving on the Road"
- Events titled "Smyrna, Pontus, Cyprus"
- A cooperation with the municipality centre - Polikentro
- Feeding needy students
- Participation in the competition "Safe Internet"
- Reference to peace. Memorial Day to those who died in the two World Wars
- Collection of toys and children's books entitled "TOY & BOOKS DRIVE»
- Creating a monument to honour the relatives of students who sacrificed themselves for freedom.

- Production of a documentary on the invasion of Cyprus by Turkey
 - Programme aiming at the empowerment of young Roma
 - European Programme «Your Europe Your Say», «PARRISE», «DROP OUT», «Where is my Green Environment», MENTEΠ, "ΕΔΣΠΥ"
 - Releasing a CD entitled «Different but the same»
 - Students' visit to a home for elderly people
 - Lyceum Conference titled "The whole world, one World." I Fight Racism and Build a Better World".
 - Ceremony unveiling the monument dedicated to freedom fighters (Hero Modesto Pantelis)
 - Peer Mentorship
 - Participation of schools in the bicomunal programme RENEWAL
 - "Bike to School" Programme
 - Creation of a project on "Filled bags, empty hearts" - Literary memorials for the heroes
 - Participation in the World Art Competition for immigrants
 - • Young reporters for the environment (hunting, poaching) – plots of land in Agios Dhometios equal to rubbish dumps.
 - Artistic events dedicated to the timeless messages drawn from the Cypriots' struggle for freedom
 - Athletic games dedicated to the hero Gregoris Afxentiou
 - Conferences on the religious fanaticism and intolerance
 - Creation of a documentary about the struggle of E.O.K.A
 - Participation of schools in the UNESCO group "Geopark Troodos"
 - Workshop on the Second World War and the Cyprus media
 - Theatrical performance titled "My Beloved Smyrni"
 - Organization of students' conferences (e.g. "Common Cypriot League", "Active Citizen", "Treasures of Lambousa"), competitions (e.g. "Francophonie", «Stockholm Junior Prize», subject «Prospects of our students using tap water in our school:+», AMORA) exhibitions, projects, speeches, theatrical performances on DC/HR with the involvement of Schools, Local Authorities, Parents Association and other non-governmental factors.
 - Participating in European programmes e. g 'Positive Images', 'Innovation against discrimination', 'Euroscola', 'Comenius ' (with the theme of Intercultural Education), equal opportunities and Human Rights, 'BIRDS',CATS, E.U Back to School, EARN, MEDIM, UN (Human Rights), EARIL (Intercultural Education) Eurodesk (Mobility opportunities in Europe) «Junior achievement Cyprus» «Open Discovery Space».
 - Creation of Internet Club in the school environment for the reinforcement of distant communication with people from other countries.
 - Studying institutions promoting social justice in other European countries (e. g. Les restos du Coeur) and applying them at a school level.
 - Action plans for promoting volunteering (competitions, conferences, visits to institutions, in cooperation with NGOs, blood donations, strengthening Heart and Kindney Patients associations, ark)
 - Activities on gender equality within the Commonwealth Week 2011 for «Women as agents of change».
 - Activities for the protection of the environment and sustainable development (Conferences, organizing recycling, tree planting) Save Energy, Green Dot, "Golden-Green Leaf".
- Sustainable Development: "Making our schools greener, improving our quality of life": Fruit offering at break time with the slogan "We eat fruits for health and beauty." Organization of relevant lectures (e.g. Solid waste recycling, renewable energy, Zeolite).Creation of artwork from recyclable materials. Student conference "I love my country, I promote sustainable development," "I know and love my country"
- Participation in Programmes at the Environmental Education Centres Network
 - Green Language Rooms (green educational environment)

- Creation and maintenance of herb and vegetable gardens
- Musical programme with environmental instruments "Music and Natural Environment: playing with water»
- Creating online communication opportunities with children from other European countries
- Participation in actions organized by local authorities related to children poverty (food collection, breakfast donation), social exclusion, prevention and dealing with violence in the community
- Conducting of small studies-researches (e.g. participation in "Researcher's night") about subjects related to contemporary social problems and active citizenship. Practical Workshops of "ASPIS" anti-drug association, "MikriArktos" (drug prevention youth organization)
- Cooperation with the Office of the Commissioner for the protection of children's rights.
- Film and theatrical viewing relevant to social problems and discussion about the part of citizenship on resolving them (e.g. short film "Life lessons") related to xenophobia and social exclusion (or isolation)
- Participation in European programmes e.g. Comenius, Leonardo Da Vinci, "Young Journalists", "BIRDS", "CAM-media", EDSPY (internet safety), THIMUN
- Formation and activation of Voluntary Groups in school
- Further education of teachers in pedagogical conferences and European seminars emphasizing education for D.C/HR. sensitization in subjects of bullying, ADHD et.c.
- Our schools cooperating with equivalent schools of the E.U.
School incorporation to Pasch worldwide school association. Internet communication and exchange of experiences. Hosting students from European countries.
- Twinning with other schools
- Putting in practice the institution of social work.
- Infringing students entering special programmes of artistic creativity and 'ecological' schools (or 'green') oriented schools.
- There is an attempt to develop the feeling of acceptance of others through various subjects. Practical Workshops "I respect my immigrant classmates", "Diversity and Empathy" with the participation of students with optical disability. Preparation of mosaic "Boat of hope" with the participation of foreign students.
- In the English language classes there are discussions on the existence of shops selling second hand items and clothing for charity purposes.
- Adopting children from Kenya for three years and sending of foreign books
- Distributing the book 'Youths in Europe'
- Giving lectures on the topic "The role of Cyprus in the European Union"
- Lectures about Holocaust
- Schools cooperation with the 'peace center' of U.N.E.S.C.O in Korea
- Activities for the European Year of energetic old age in the year 2012
- A conference on the Human Rights in Cyprus.
- Video making competition about "Bullying", Internet rights and obligations "Online Rights and Possibilities".
- Participation in the European stop-smoking campaign "EX – SMOKERS ARE UNSTOPABLE"
 - Workshops entitled «Fred goes to school» for smoking cessation
- Group of schoolgirls participating in television programme "Economic crisis through the eyes of the young".

Cyprus schools and generally our society is sensitive when it comes to subject related to DC/HR. The above mentioned consist indicative steps applied aiming at a continuous enrichment and their improvement.

- Participation in the "1st International Students and Youth Stage" in Ancient Olympia
- Participation and distinction in the PanHellenic Competition "Cyprus 1974-2014, 40 years I do not forget, I contest, I create."

- Participation in European Programmes of Intercultural Education and Education for Peace e.g. Comenius “A Rainbow of cultures”, “National Wonders in Europe”, “Water Europe’s treasure” «Regio 2013” “Bullying among teenagers: ways of preventing and dealing with acts of violence in Greek and Cypriot school environment” «Tasting food”, «Green European Eco Project», “Be smart, be safe” “school 4.0 the future”. Comenius RISK. «Expansion of Economic crisis, what measures do we take”, PROFILES, Young Journalists. GRUDVIG Meeting – Points of our European cultural heritage. European Parliament Road Show. Euroscola Programme (Children’s Parliament). Stockholm Junior Water Prize. Marisko (clean seas), European Health Network
- European Competition Euroquiz, European Schools’ Competition, Meteorological Competition,, Math Europe 2014
- Meetings “Don’t Forget – Fight- Claim”, “Young Ambassadors for Asylum” and Student Conferences for instance “School as a medium of cultivating and developing social solidarity and European citizenship”, “Challenges and Outlets. Identity formation of the citizen of the 21st century citizen”. "Spiritual mental/intellectual Resistance for quality of life". "Improving learning outcomes results," "The timeless struggles of Cypriots for freedom from the 21st century youths point of view ", "glimpses of the confused state of life"
- Local Competitions e.g. writing of a poem or a short story on “Social solidarity as a solution or oloresin in economic and ethical crisis” Essay about the poet Kostas Montis. Visual arts “limits and activism”
- International Programme ME.DI.MUN. (UN simulation) organised by Nicosia English School
- First European Delphian Games (art)
- Eufolio – EU Classroom
- Globe International Programme (weather conditions in our country)
- Erasmus+ Programme
- School participation (as a Partner) in a programme examining the role of formative evaluation in Mathematics’ teaching and learning
- SEMEP Programme (network of environmental education), Project “Water pollution and suitability for human consumption”
- worldwide competition: Short film with the subject “a planet for all”, “Act Eco-logically, Act sustainably”
- 43rd *International Letter-Writing Competition* for Young People up to 15 years old
- Participation in the 9th International Children's and Youth Art *Exhibition "Stories for Today"*.
- UNESCO (events of twinned schools)
- *LOG IN: Laboratories on Gender Violence in New Media*, DAPHNE European Programme. Research with the collaboration of the University of Cyprus, Council of Europe and Leventis Foundation” Children Protection against sexual exploitation and abuse”
- “Cyprus knows: refugees concern us - Together with others, together with ourselves” (concerning Beneficiaries of International Protection)
- Students of Vocational Education of the Faculty for Hotel and Catering services have worked in Latvian Hotels. Collaboration with theirs European colleagues, first taste of European work market
- workshop about Bullying organized from «Hope for Children” organization
- KENΘEA «LifeJourney»
- Participation in anti-bullying programmes e.g. ViSC, European Anti-bullying Campaign (Implementation of Interactive Educational Tool). Participation in a relevant survey by the University of Neapolis
- anti-drug association, “Mikri Arktos” (drug prevention youth organization) workshops “Communication, collaboration, self-esteem, addictions, violence, and prevention”
- Charity Activities: Raise funding (eg. hard diseases, kidney diseases, disabled, Christodoula marathon, radio marathon, Makarios marathon, St George special school), blood donation, collection of food for ‘social markets’. Voluntary work in Alkionides warehouse, Juice bazaar in order to help indigent students.
- Olive collection from a school’s olive grove and support to indigent students. Voluntary work (Greek lessons) for a student with Greek as a foreign language. Bazaar with Easter candles by the students of the specific unit.
- Voluntary work in not profit organizations of the community, in the Museum of History and Heritage. Voluntary work at school e.g establishment of a recreation room, creation of a herb garden ‘Sunday Children’ (accompanied elder people to the church of the community)

- School competition ' Voluntary work against financial crisis
- National knowledge competition for European affairs LCEducational 2014?
- Collection of plastic caps in order to buy wheelchairs
- Voluntary cleaning of the beaches. Recording of biodiversity?
- Financial coverage for a Uganta child's baptism and care
- Programme "Tiganokinisi" (Converting our cooking oils to fuel)
- Students from 10 different schools participating in an event about the right of political asylum for children. Under the auspice of UN
- Microsoft's Digigirlz day for 16-18 year girls (youth mutual understanding)
- European Union Office seminar in collaboration with the Mediterranean Institute for gender equality 'Proposal of a Bill for the improvement of the participation percentage in Public Companies
- Cooperation with the NGO "equal rights and equal opportunities for Women". Programme "Embracing" (for combating trafficking of people for sexual exploitation)
- Programme "En polieuZo' Newsletter, song composition, movie 'Offering is Contagious', TV spot Competition in order to promote blood donation
- Accept II programme (facing delinquency, school-specialist collaboration)
- Collaboration with Adult Day Centre "Access" Trainees attended school classes
- Inclusion of Special school students at Woodwork – Furniture manufacture faculty workshops
- Hosting of Special needs children, lunch and tour at a community's museums
- Limassol Municipality Student's Councils" study of Lighting a park, public presentation
- Participation of the Turkish –Cypriot students as students with Greek as a second language at a European Programme organized by the Centre of Parasitimon «MITOΣ» at Paramalli
- Radio emission every Friday for cultivation of active citizenship and social solidarity
- Alternative activities programme for the inclusion of children with adjustment difficulties
- Conflict resolution and mediation at school,
- MOEC 'Health Education and violence prevention' E-twinning. Collaboration with other European Schools 'Evzen'
- Rizokarpaso students hosting (in the context of the 2nd goal)
- European (E.M.C.) and World (W.W.F.) competition participation
- Memories of the Turkish occupied areas of Cyprus. Exhibition of student's items 1960-1980, issues of 1974, Research project 'Do you remember not to forget? Questionnaire 'How much I know, how much I don't forget and how much I fight or acclaim?
- Anti-war Internet museum
- Cooperation with the Limassol Bishopric for financial and other support of needy students providing them with the necessary means for survival (e.g. breakfast, clothing and footwear, medication, psychological support).
- Distinction in Pancyprian Illustration Contest of "Evagoras Pallikarides Red notebook".
- Calendar with heroes from the 1955 -59 struggle.
- European Programme "Youth in Action, Climate changes as fast as fashion» of the Cyprus Youth Organisation (56 youths from 7 countries)
- Cooperation with the Parents Association of the Foundation of Adult Children with Intellectual Disability.
- Programme "Polish Robert Schuman Foundation from Warsaw Poland".
- Production of the film "The sustainable schools" within the competition "European Year of Development 2015"
- Event "Recycling heritage – hewing the stone"
- Inter-school poster competition as part of the European Day of Languages
- Pancyprian Competitions Information Technology, Sciences
- Create Frescoes on poor taste school walls
- «Wall of Love", laminated hearts with messages about the values of love and peace.
- Schoolgirl team participation in TV shows e.g. "Financial crisis through the eyes of youth", "Eating habits of teenagers."
- "Phaethon" programme for road safety lectures by REACTION organization. Student Debate on Road Safety
- Lecture "Music therapy - a new form of therapeutic intervention"
- Lecture on the economic crisis and job orientation
- Theatrical performance "Scarlet threads"

- Production of historical documentary "The Cyprus Unionist Issue. Area of Contradictions "
- Cooperation with the public organisation Cyprus Lyons Quest Foundation. Three-Year Programme "Our strength WE!"
- Teleconference with the research centre CERN
- Cyprus Friendship Programme (Bi-Communal Programme)
- Lecture "Dynamics of the Groups and Social Skills in the Classroom"
- Information on the Fundamental Rights of the EU Charter.

3.2 ELECTRONIC PLATFORM FOR ADULT LEARNING IN EUROPE - EPALE

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

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

EPALE supports the following goals:

- make lifelong learning and exchange of experience a reality,
- improve the quality and efficiency of adult learning, 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, media, and so on, employed at adult education organisations within the participating countries can take part, among others.

3.3. HIGER AND TERTIARY EDUCATION

3.3.1 PROGRAMMES FOR INTERNATIONAL STUDENTS AND STUDENT MOBILITY

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

Considering that international cooperation programs with third countries in the field of HE contributes towards enhancing the quality and international visibility of HE and fostering mobility and intercultural dialogue, the MOEC encourages and supports HE Institutions of Cyprus to actively participate in European and international cooperation programs, such as Marie Curie, Erasmus +, UfM.

• Erasmus+

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

The aim is to foster learning mobility in Europe, institutional exchanges and cooperation between educational institutions, businesses, youth organizations, local and regional authorities and NGOs. More than four million young people will be eligible for funding to study, train, carry out volunteer work or take part in youth or sports activities in a EU country other than their own during the programme's seven-year period.

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

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

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

• Marie Curie

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

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

3.2. 2 REGIONAL CO-OPERATION PROGRAMMES

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

• Asia-Europe Meeting (ASEM)

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

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

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

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

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

4.

OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME – 22nd SESSION 2016 – 2017

This year the 22nd session of the Youth Parliament was held at the venue of the Greek Parliament in Athens, from 6th to 10th of July, 2017, with the participation of 20 Cyprus Young Members of the Parliament (seven from Lefkosia, four from Lemesos, three from Ammochostos, two from Larnaka, two from Pafos, one from Keryneia and one from Karpasia). The Greek Parliament Foundation carried out a public draw in order to select the Young Members of the Parliament.

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

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

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

At the final phase of the Programme, the 20 Cyprus Young Members of the Parliament participated in the work of the YOUTH PARLIAMENT as houseguests of the Greek Parliament, who covered all their expenses. Young Members of the Parliament were offered the opportunity to take a tour on Acropolis and at the Cultural Centre "Stavros Niarchos Foundation" and attend cultural activities in the Parliament yard.

Pupils dealt with topics such as: Democracy in school, Human Rights, Culture, Social Solidarity, Information Age and Environment. The Young Members of Parliament were divided into six groups, independently of their geographical origin and school. They worked on and studied the topics above, one in each group. Pupils felt free to express their points of view, during lectures / discussions and experiential workshops, with specialists on each topic. Groups ended up with various proposals from which one was chosen and submitted to the plenary session of the Youth Parliament, which was presided by Mr. Nikos Voutsis, the Chairman of the Greek Parliament.

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

4.2 UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK IN CYPRUS

UNESCO Associated Schools Project Network (ASPnet) (ASPnet - www.unesco.org/new/en/education/networks/global-networks/aspnet/) was established in 1953, aiming at encouraging contact and enhancing cooperation among young people in the member states of the Organisation. Thus, contributing towards the effective implementation of the UNESCO's vision. This global network comprises of more than 10.000 educational institutions in 181 countries today.

Cyprus has been participating in the network since 1969 – 1970 under the auspices of the Ministry of Education and Culture. Today 22 public and private member schools, plus four schools-observers, are participating. They organise conferences, prepare projects and participate in events organized by the ASPnet schools abroad. The Secretariat of the UNESCO Network of Associated Schools in Cyprus is under the Department of Secondary Education at the Ministry of Education and Culture. The Network's main objective is to promote the ideals of UNESCO among young people, especially those related to the study and promotion of literature, arts, and sciences and the protection of the environment, cultural heritage and human rights.

The main activities of the network for 2016 - 2017 include the following:

- a. On 10th December 2016, on Human Rights Day, the ASPnet schools from Lefkosia, Lemesos and Pafos presented a short artistic programme in collaboration with the UNESCO National Committee, aiming at informing and sensitising public on Children's Rights. They presented activities in public places or songs on human rights. On all occasions, printed material was disseminated to the public offered by Ms. Leda Koursoumba, the Commissioner for the protection of the Children's Rights.
- b. Participation in the 2nd Symposium of the Cooperating ASPnet Attiki Gymnasia (Pyreus, 28 – 29 April 2017), on the topic of "Administration of the Cultural Monuments Heritage within the framework of the Sustainable Development". It was organized by the Experimental Gymnasium of the Ionidios School in Pyreus. The Cyprus ASPnet was represented by the Nikolaidio Gymnasium of Pafos with five pupils and two teachers.
- c. Organisation of the 40th Pancyprian Symposium of the Cyprus UNESCO Associated Schools, on 16 – 17 March 2017, by the Archbishop Makarios C' Lyceum of Pafos. The topic was "Pafos, 3200 years of History and Culture". All the Cyprus ASPnet schools and four schools from the ASPnet Greek schools participated. It was organized in cooperation with the UNESCO National Committee and the "Pafos 2017" Organisation within the framework of the institution of the European Cultural Capital City 2017. The Chairman of the Governing Board of the Organisation of the European Cultural Capital City "Pafos 2017", Dr. Christos Patsalides was present. Ms. Georgia Deutser, the Director of the Artistic Programme of the Organisation presented to the participants the institution of the Cultural Capital City. During the Symposium, both pupils and teachers participated in plethora of educational workshops, organized with topics from the long lasting history of Pafos and were given the opportunity to be taken on a tour to various archaeological and cultural places.

4.3 28th PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 28th Pancyprian School Theater Competition constitutes a remarkable educational event. Its organization falls under the responsibility of the Ministry of Education and Culture in cooperation with the Cyprus Theatrical Organization once a year. The cultural centre of the Bank of Cyprus sets the

prizes. The interest and love of the pupils and teachers for the multidimensional art of the Theatre which is rapidly increasing leads to the conclusion that our youth, under the appropriate guidance can express themselves creatively, exercise their critical ability by coming into contact and familiarize themselves with culture in creative and original ways.

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

During our days when materialistic values overwhelmingly overshadow spiritual values leading to the utopian pursuit of contemporary prosperity and posing a threat to the spiritual development of our pupils, the art of acting becomes a soothing consolidation for their souls. Their teachers desperately look for ways to initiate them into the great ideals and values of life which are expressed through theatre that undoubtedly constitutes one of the major features of the Greek Civilization. The Art of performing which is the offspring of knowledge and language shapes consciousness and contributes towards the multidimensional fostering of young people's personality. The 28th Pancyprian School Theatre Competition, in which 63 schools took part, was held between February 20th and March 24th, 2017.

4.4 OTHER ACTIVITIES OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

- Pupil and parent guidance, aiming to inform students and parents about the fields of study and prospects of Secondary Technical and Vocational Education
- Co-operation with CEDEFOP
- Co-operation with stakeholders and social partners, including the Committee for the Monitoring of the Upgrading of Secondary Technical and Vocational Education, Employers and Manufacturers Associations, the Trade Unions, the Advisory Body for Post Secondary Institutes of Vocational Education and Training, and so on.

5.

OTHER ACTIVITIES

5.1 European and International Affairs Office (EIAO)

5.1.1. EU and international policy coordination

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

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

5.1.2 Support for maximising the use of European and International Resources

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

5.1.3 Implementation of Projects

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

5.2 THE STATE INSTITUTES FOR FURTHER EDUCATION

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

Lessons offered at the State Institutes for Further Education

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

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

Examinations

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

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

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

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

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

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

5.3 Information and Communication Technologies Unit

The Ministry of Education and Culture (MOEC), has set high priority on the integration and exploitation of Information and Communication Technologies (ICT) in the educational process as well as on the development of those technologies that will advance school administrative procedures. The ICT Unit has got a new structure since the 1st of September 2015. It is divided into 4 sectors:

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

5.3.1 The Sector of Administrative Procedures Management

5.3.1.1 Web Services Department

The Web Services and Communication Department is responsible for the organisation and presentation on the web of all information related to directorates, departments, services, and programmes of the MOEC, as well as all the educational material for Primary and Secondary General Education. Specifically, it maintains and updates the main websites of the MOEC: (www.moec.gov.cy, total: 81 websites), the Educational Portal (www.schools.ac.cy, total: 41 websites) and the sites of independent services (i.e. www.kysats.ac.cy, www.geonoma.gov.cy, www.dipae.ac.cy).

Additionally, the Department is responsible for the presentation and dissemination of information through social media (Facebook: <https://www.facebook.com/ypourgeiopaideias>, YouTube: <https://www.youtube.com/user/cymoec>, Twitter: <https://www.youtube.com/user/cymoec>).

Moreover, it provides training and technical support to teachers who are responsible for creating and updating the public schools' websites. It also provides web hosting for public school websites, supports public schools with web services, design template and website development.

It also manages the email accounts under the domain www.schools.ac.cy

During the school year 2016 - 2017 the following projects were completed:

- Transfer of the websites of MOEC to new servers at CYTANET.
- Restructure, development and update of new interactive websites (Content Management System - Joomla) for the school subjects of Primary and Secondary Education (total: 17 websites), in collaboration with the consultants and inspectors of the curriculum subjects for the evaluation of the material.
- Technical support to schools and teachers regarding the design, development, and management of school websites (Content Management Systems: Joomla, Get Simple)
- Design, development and maintenance of new websites for services and programmes of the MOEC (e.g. http://www.moec.gov.cy/monada_esoterikou_elenchou/, http://www.moec.gov.cy/paratiritirio_via/, http://www.moec.gov.cy/dme/programmata/scholiki_paravatikotita/, <https://www.re-cvet.org>, <http://filanagnosia.schools.ac.cy>, http://www.moec.gov.cy/dme/programmata/mathitika_dokimia/, http://www.moec.gov.cy/monada_tpe/).
- Management and update of the Ministry's Social Media accounts (Facebook, Twitter, YouTube).
- Design, creation and upgrade of web applications for e-forms, submitting applications and distributing circulars.
 - Web form for participants of the Adult Education Centers and integration of online payments JCC billing system.
 - Web form for seconded posts at the MOEC.

- Web platform for uploading and distributing Circulars of the MOEC (Primary, Secondary General and Technical and Vocational Education and Private Education).
 - Back end system for management.
 - Front end system for presentation.
- Web platform for the presentation of Circulars of the MOEC (Primary, Secondary General, Secondary Technical and Vocational and Private Education) on mobile devices.
- Web application for uploading and distributing Internal Circulars (General archive) of the MOEC.
- Web forms for the Examination Service (examiners and assessors).
- Web platform for the management of sample exam papers given by the Department of Higher Education - Examination Service Department.
- Web forms for work in the Educational and Summer Camps (pre-primary teachers, primary teachers and university students).
- Web form for the learners at the Post-Secondary Institutes of Vocational Education and Training.
- Web form for work in the State Institutes for Further Education.
- Web platform for the management of music files (Primary and Secondary Education).
- Web form for participation in the “Internet Safety” seminar.
- Web form for buying services from trainers and specialists in New Modern Apprenticeship.
- Web platform for showing interest in participation in ECDL exams.
- Web platform for the management of all the authorized users of the above platforms/forms.
- Web platform used by the Web Services and Communication Department for the purposes of better organization and management of MOEC files.
- Design and development of a web form for buying services from trainers for the hairdressing teaching in Technical and Vocational education.
- Design and development of a web form for the participation in Teachers’ Recruitment Exams.
- Management of National Open Data Portal on behalf of MOEC.
- Management of departmental accounts of the MOEC for purposes of payment through JCC billing system.
- Software design, development και upgrade for the purposes of internal file management of Web Services and Communication Department.
- Standalone programme for the management of applications collected from the electronic forms of the Adult Education Centers.
- Software design, development and upgrade for the support of the Accounting Department.

5.3.1.2 Educational Management System

The purpose of the Educational Management System is to:

1. computerize the three main entities of the educational system – teachers, schools and pupils – in one centralized environment.
2. improve the procedures that deal with any educational planning procedures between the Ministry and the schools.
3. provide the Ministry with the necessary tools for obtaining statistics and giving immediate answers to all kind of queries regarding teachers, schools and pupils (e.g. number of teachers per school, per specialty etc.).

The SEP development team of the ICT Unit is responsible for the development of new functionalities for the SEP based on the Ministry’s needs, for upgrading existing functionalities to meet users’ and Ministry’s current demands and for the technical support and proper functioning of the SEP.

SEP includes a number of functionalities such as the electronic submission and processing of teachers' leaves (sick leaves and leaves of absence), the electronic submission and processing of the school placement application forms for Preprimary, Primary and Secondary Education teachers every year, the placement tool that assists in the placement of teachers at each school according to their specialty, school needs and so on.

During the school year 2016-2017 the system was extended with the upgrade of the following functionalities:

- a. The electronic submission and management of teachers' leaves (sick leaves and leaves of absence).
- b. The electronic submission and management of violent incidents at schools.
- c. The electronic submission and management of Safety and Health Committees at schools.
- d. The electronic submission and management of Civil Defence exercises at schools.
- e. Upgrade of various existing functionalities based on the users' feedback and Ministry's needs.

The system is being used by the teachers of all levels for the electronic submission of various applications, by the school units for the submission of data in regard to pupils, teachers and school data and by the ministry officers and management for the data processing and management of data collected through SEP.

5.3.1.3 School Management System (SMS)

The School Management System (SMS) is an integrated e-Government electronic information management and process automation system (Turnkey e-Government Solution), which is in the first stages of planning and design for development. The SMS is intended to provide all stakeholders (School Units, School Unit Management, District Education Offices, Directorate and Ministry of Education and Culture Services, Educational Service Commission, the Pedagogical Institute, OELMEK, OLTEK, POED, Teachers, Parents and Pupils), improved service quality as regards the processing of administrative tasks and/or expediting procedures and the MOEC's response time to any demands of the above entities.

The Ministry of Education and Culture officially launched the process of integrating e-Government in Cyprus Education on the 7th of November 2016 with the inaugural meeting to implement the SMS project for the preparation of the Business Requirements Document (BRD). The contract was completed in April 2017.

On 19/05/2017 the Final Report of the BRD was presented. The BRD is an explanation of the business needs of the IT system at a high level and describes all the necessary areas that will be covered. The presentation was made to all the MoEC Directorates by the contractor consultant who was the Cyprus University of Technology (TEPAK), in the presence of the Minister of Education and the Permanent Secretary.

On 01/06/2017, a second presentation of the Final Report of the BRD, by the contractor consultant of the Cyprus University of Technology (TEPAK), took place. The BRD was presented to all teacher unions (OELMEK, OLTEK, POED), the Parents Association of Secondary/Technical and the Parents Association of Primary Education, the organization of pupils (PSEM) and representatives of the School Councils, was presented.

The formal completion of the contract for the writing of the BRD between TEPAK and the EU Structural Reform Support Service (SRSS) took place on 23/06/2017 with the acceptance of all deliverables by the Reception Committee appointed by the Permanent Secretary of the MoEC for this contract.

In order to be able to implement and complete the SMS project it had to be approved by the e-Government Council. The approval was given on 24/07/2017 during the 8th Session of the e-

Government Council, where the MoEC presented the project and requested the approval so that it can be implemented.

Conclusions/Next steps

In order for the Project to be co-funded by the European Funds and the General Provisions of DGEP CD, it was decided to approve a study by an Implementation Consultant. It is therefore expected that upon completion of the study by the Consultant and the preparation of the tender documents, the Project will be re-submitted to the e-Government Council with a detailed timetable and cost for its final approval.

In September 2017 the SMS team and the European Funds Management Unit undertook the preparation of the Terms for Purchasing Implementation Consultant Services to meet the needs of the co-funded SMS project.

The process was completed at the end of 2017. The intention to tender for the Purchase of Implementation Consultant Services was posted to the e-Procurement system on 28/12/2017.

The Process of the Purchase of Implementation Consultant Services is expected to be completed by April 2018.

5.3.1.4 Sector for the Use of ICT in the Learning Process

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

During 2017, the aim of the ICT in the Learning Process sector has been supported by the activities of the CPI Educational Technology Department. At the same time, under the collaboration with the Ministry's Departments of Education (Primary, Secondary General and Technical and Vocational), a policy towards the internet access in schools is being planned, including WiFi radiation measurements in schools along with the implementation of a safe internet filter provided by CYTA. In addition, in collaboration with Microsoft, training was provided for school academies.

The actions focus on the Education and Training 2020 European priorities as well as the Cyprus Digital Agenda. Under this scope the following actions on Opening up Education through digital technologies have been taking place during the year 2017, covering the following areas:

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

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

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

2. **HELPLINE AND HOTLINE 1480 SERVICES ON THE SAFE USE OF THE INTERNET**
<https://www.cybersafety.cy/helpline>, <https://www.cybersafety.cy/hotline>

3. **OPEN EDUCATIONAL RESOURCES ONLINE REPOSITORIES, PORTALS AND LEARNING ENVIRONMENTS**
 - <http://www.e-epimorfosi.ac.cy>
 - <http://photodentro.pi.ac.cy>
 - <http://elearn.pi.ac.cy>
 - <http://mahara.ats2020.eu>
 - <http://o365.ats2020.eu>
 - <http://www.pi-elearning.ac.cy>
 - Happy Onlife online game (https://web.jrc.ec.europa.eu/happyonlife/webgame_en.html)

4. **COMPETITIONS**
 - **Short video production on Safe internet by pupils – competition**
(internetsafety.pi.ac.cy/competitions)
 - **Webradio messages and songs by students - competition** (www.pi.ac.cy/kantonakoustei)

5. **CONFERENCES**
 - ICT in the learning process
<http://www.pi.ac.cy/imeridaTPE2017>
 - Safer Internet Day
<http://internetsafety.pi.ac.cy/saferinternetday>, internetsafety.pi.ac.cy/sid2017
 - Short video competition awards (internetsafety.pi.ac.cy/conferences-details/is-short-video-event-2017)

6. **ICT PROGRAMMES IN THE LEARNING PROCESS**
 - **Innovative schools and teacher coaches for ICT in teaching and learning**
 - <https://innovativeschools.pi.ac.cy>
 - **The use of the online self-assessment tool for the schools' digital competence SELFIE: Self-reflection on Effective Learning by Fostering Innovation through Educational Technologies**
 - ec.europa.eu/jrc/en/digcomporg/selfie-tool
 - selfie.jrc.es
 - innovativeschools.pi.ac.cy/selfie
 - **Learning designs and educational material for the use of digital technologies in the learning process**
 - photodentro.pi.ac.cy
 - **Safe school for the Internet**
 - <http://esafeschools.pi.ac.cy>
 - **Young coaches for the internet**
 - <https://youngcoaches.pi.ac.cy>
 - **European project EduWeb: Children educate digitally illiterate adults in a safe and creative web**
 - www.pi.ac.cy/eduweb
 - **European project NESTOR: Networked European School Web Radio**
 - www.pi.ac.cy/eduweb
 - **European project CYberSafety** (<http://www.pi.ac.cy/InternetSafety>)
A project for a safer internet for children.
 - **eSafetyLabel**
 - <http://www.esafetylabel.eu/web/guest>

- **European project ATS2020 - Assessment of Transversal Skills 2020 (<http://ats2020.eu>)**

A European Policy Recommendation project on the assessment of transversal skills through an e-Portfolio approach and self-regulated learning.

- **European project MENTEP-MENtoring Technology Enhanced Pedagogy (<http://mentep.eun.org>)**

A European Policy Recommendation project on the development of digital skills for teachers through online courses and a self-assessment tool.

5.3.1.5 Technology Infrastructure and Equipment Sector

During the 2016-2017 school year the ongoing effort of supporting as many schools as possible and exploiting the existing computer equipment in the most productive way was continued. Towards this direction, many computers were repaired and upgraded, satisfying the needs for up to date hardware and software.

By the means of using Electronic Catalogues for IT Equipment published by the Treasury of the Republic, 686 personal desktop computers, 37 portable computers, 250 video projectors, 53 color printers, 780 monochrome printers and 13 A3 printers were ordered for schools of all educational levels. Additionally, 281 personal desktop computers were ordered and are scheduled for delivery in the beginning of 2018. Furthermore, a thorough analysis for the needs of the following academic year has been conducted.

Using the software assurance advantage from Microsoft's contract, the license offering for the Office 365 suite has continued for all the computers of Public Schools and for all teachers and pupils. Furthermore, the creation of recovery images for all major computer supplies has facilitated the computer administrators to install the new software. The existing recovery images were initially created in a dual boot setup between Windows and Linux (mainly Edubuntu), whereas newly created images no longer come in dual boot setup as the open source Virtual Box application was used, allowing users to concurrently boot a Linux operating system with Windows. These new images are created aiming to the complete migration to Windows 10, which is scheduled for the next school year. Additionally, these images include the alternative open source office suite (Libre Office) and other educational open source software. It is worth noting that the infrastructure created within the Data Center of the MoEC is supported using existing equipment and with no extra financial cost. The equipment facilitates the creation, management and deployment of recovery images.

Moreover, the procedure for the withdrawal and environmental management of obsolete computer equipment that is being used in public schools has continued.

Structured Cabling

Up to now, 79 schools in total (Secondary General and Technical and Vocational Schools) are equipped with fiber optics backbone network and are capable to connect to the Internet from every room in the school (administration offices, teaching rooms and labs). The fiber optics backbone network offers high-speed networking and enables fast transfer of large volume of data. During the school year structured cabling was installed in 10 Secondary Education Schools, which were checked and temporarily delivered according to the contract terms. The structured cabling analysis phase competition for the remaining 22 schools of Secondary and Technical Education has successfully completed and concluded to contract at the end of the year and in the meantime the initial kickoff meeting with the contractor was held between the two parties. A new competition for the deployment of the remaining 10 schools of phase D was announced and is expected to conclude in contract within 2018, following the completion of the respective analysis phase. Both the analysis and deployment phases of the structured cabling project were co-funded from the European Regional Development Fund.

5.4 THE EDUCATIONAL PSYCHOLOGY SERVICE (EPS)

The Educational Psychology Service (EPS) is an inter-departmental service answerable to the Permanent Secretary.

Its mission is to protect and promote mental health and to facilitate learning and development by empowering all students within the educational system, from preschool to the end of secondary education.

The work of the EPS is organized around five main areas or sectors of the activity: (1) the Individual Case Sector, (2) the Programs Sector, (3) the participation in a number of permanent and ad-hoc interdisciplinary committees for designing, implementing and monitoring policies and programmes, (4) the training of different groups-pupils, teachers and parents and (5) the supervision of Psychology Postgraduate students at the University of Cyprus.

1. The Individual Case Sector

Educational Psychologists (EPs) respond to requests from teachers and parents /guardians for specialised help in a wide range of difficulties that pupils may present at school, including learning, emotional and behaviour problems.

EPs may intervene at the level of the whole school, at the level of the group or of the individual and may work with the child, with its parents and teachers and, if deemed necessary, with other professionals or agencies.

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 assessment and recommendations.

During the school year 2016-2017, the EPS worked with 5509 individual cases of schoolchildren.

It's important to point out that 39% out of these cases were referred from the District Committees on Special Education and Training.

2. The Programs Sector

Besides its traditional pre-occupation with individual cases of pupils presenting with learning and/or emotional problems, the EPS invests enormously in preventive programs and actions directed at the pupil population as a whole. Their primary aim is the prevention of school failure and functional illiteracy, the promotion of health and citizenship behaviour and the integration of pupils with disabilities in ordinary schools.

During the 2016-2017 academic year the EPS contributed to the development of preventive programs in kindergartens, primary and secondary school concerning emotional education, school success, violence, juvenile delinquency and substance abuse.

The EPS was also involved in support programs for secondary school pupils in response to their needs (literacy, learning difficulties, and physical disabilities).

The EPS has organised or participated in talks, presentations, lectures and various training activities directed at teachers, parents and pupils concerning issues of child development and education.

Finally, the EPS was represented in various national, ministerial and interdepartmental committees.

3. Representation of EPS in a number of permanent and ad-hoc interdisciplinary committees

EPS is also represented with Ed.Psychologists in various national, ministerial and interdepartmental level committees and councils such as School Violence Intervention Team (SVI), Observatory for School Violence, Council of Anti-Crime Council of Prevention of Domestic Violence etc.

The Educational Psychologists in the above committees offer their professional guidance in designing, implementing and monitoring programmes and interventions.

4. Training of different groups-pupils, teachers and parents

EPS organizes and participates in discussion groups, presentations in mass Media, workshops in primary and secondary schools, lectures and various training activities focusing on teachers, parents and pupils concerning issues of child development and education

5. The supervision of Psychology Postgraduate students at the University of Cyprus.

EPS supervises every year a number of postgraduate students studying Educational Psychology at the University of Cyprus in order for them to do their clinical practice

5.5 SCHOOL CLERKS ADMINISTRATION OFFICE

The Department of School Clerks Office Administration, headed by the Chief School Clerk operates under the jurisdiction of the Permanent Secretary of the Ministry of Education and Culture and forms part of the Civil Service. It is a service of applied managerial presence imperative for and totally compatible with the aims of the state for the sustainable development of education.

It is responsible for planning, appointing and managing the School Clerks of 107 Secondary Education Schools, 5 Evening Schools, 13 Technical Schools, 2 Evening Technical Schools, 8 Afternoon and Night Technical School Classes, 44 School Boards, 42 State Institutes for Further Education, 5 Musical Schools and the Library of the Pedagogical Institute.

The Department keeps records for all the School Clerks (about 472) which among others, include Personal Records and Leave Records. It monitors and controls the posts and arranges for appointments for vacant posts. It also approves annual leaves, sickness or maternity leaves, medical councils, confidential reports and retirement.

Prepares for the Department of Public Administration and Personnel the annual budget for the recruitment of extraordinary School Clerks, according to the needs of the Office.

As from June 2005 the service has undertaken the Appointment Procedure for Temporary Clerks. It sets criteria, assesses the applications, draws up and publicizes preliminary and final lists and proceeds to appointments of Temporary Clerks according to submitted needs.

In their effort to improve the quality of their services, the Administration Office organises seminars, where and when feasible, for training staff.

- a) Seminars for the Lyceums Clerks on how to support the AVACIO programme (July 2017).
- b) Seminars for the Lyceums Clerks in Nicosia on "Office Organization Secretarial Schools" in cooperation with the Department of Cyprus Academy of Public Administration (November-December 2017).
- c) Seminars for the School Boards in Nicosia Clerks on how to support the ILATIS programme (December 2017).

The Administration Office Clerk created its own website in which useful information, forms, helpful material, etc is provided for the clerks of the school units, State Institutes of Further Education and School Boards.

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

5.6 THE STORE HOUSE

The main objective of the Ministry of Education and Culture Store is the dispatching of scholastic stationery to the public schools. Additionally, the store assists in every way all the schools throughout the year.

The store House in co-operation with all the parties conveyed (C.D.U., Directors, DSTE, Inspectors) invites tenders for all the items that are sent to schools: books, stationery, material for Art, Music, Gymnastics, Chemistry, Physics, Biology, Home Economics, Teaching methodology, Design and Technology and so on). Meetings are then held with the successful tenderers and arrangements are made for receiving and storing all the items until they are dispatched to schools. The store is responsible for the follow-up of the contracts and has to ensure that all the terms and conditions are fully met. The store works in close co-operation with the Accounts Department of the Ministry of Education and Culture and makes arrangements so that the suppliers are paid soon after they deliver the items ordered. The preparation of dispatches is carried out within the Store in close co-operation with the schools, school boards and community councils.

The Store prepares a timetable and undertakes the responsibility to serve the needs of all DSTE, public schools, nursery schools and the community schools after receiving their orders. The delivery of the required items in each district is undertaken by a transporter under contract and a store employee. Books donated by various authors and approved by the Ministry of Education are delivered by post to school libraries.

Apart from the above, the Store gives stationery, art material and teaching methods to all public schools. Additionally, books published by C.D.U. are sold to individuals.

During the current year the Store has attended approximately 1.000 orders.

5.7 THE COMPETENT CYPRUS GEOGRAPHICAL NAMES AUTHORITY FOR STANDARDISATION

The competent Cyprus geographical names authority for standardization has been functioning as a state institution since 1977. During the first years it functioned under the auspices of the council of ministers. Today it functions within the framework of law, passed by the House of Representatives. It is appointed by the Minister of Education and Culture for five years and consists of the national authority and the only one internationally recognized government of the Cyprus Republic for the standardization of geographical names.

Its establishment is enlisted within the United States programme of universal standardization of geographical names. According to its establishment goal it represents the Republic of Cyprus at conferences, every five years, sessions, every two years, and meetings, periodically, of the United Nations towards the implementation of this programme. The authority not only standardizes the Cyprus geographical names, but it also expresses its opinion within the framework of the universal programme for standardization.

The authority's mission is the representation of the Republic of Cyprus to the United Nations, the standardization of the names in Cyprus, the editing of books, which are placed among United Nations programmes, and research. The Authority generates work, which represents the Republic of Cyprus at a national and international level, plans and sets aims and studies prospects.

The standardization of the names of the Cyprus Republic includes two axes: the national and the international standardization. The national standardization is the nomination of the type of the geographical name, which will be officially used. The types which are not nominated as the official ones belong to other levels of avocation.

The international standardization for the Greek language, which does not use the Roman alphabet, is the creation of a conversion system of the Greek alphabet into the Roman one by the national authority and its approval by the Plenum of the United Nations conference. The Roman system of conversion is created for the foreigners, who do not have access to the Greek alphabet and must correspond to certain requirements: it must ascribe letter-perfect the dictation of the Greek writing and be invertible, from the one writing to the other.

The international standardization of the geographical names of the Republic of Cyprus presupposes the national standardization, which consists of a reflex replica. The non-existence of changeless toponyms and changeless systems of conversion, and their Anglicism and Latin accordingly, abolish this kind of standardization. Within the framework of the standardization of the geographical names their protection from any others, non-licensed, interventions, is also made. The United Nations with a

resolution, after the application of the Cyprus Republic declared that they do not acknowledge toponyms given by anyone not acknowledged by the state government, which is not acknowledged by the United Nations.

The authority's task includes work which is expected by the United Nations. Therefore, the authority:

1. established the conversion system of the Greek alphabet into the Roman one, which was approved by the Plenum of the United Nations conference. The official toponyms of the Republic of Cyprus were locked according to this system, which like a kind of passport they can travel and be acknowledged all over the world,
2. submitted to the United Nations the Cyprus Synoptic Toponymic Dictionary, which was a presupposition for the approval of the conversion of the Greek alphabet into the Roman one,
3. submitted to the United Nations the Cyprus Synoptic Toponymic Dictionary, which was recorded in their proceedings as «The National Gazetteer of Cyprus», «splendid, excellent, perfect»,
4. submitted to the United Nations maps of Cyprus, township and touristic, and street maps of towns and cities, which were drawn up by the Land Registry and Survey Department during the standardization of the names,
5. submitted to the United Nations a list of the names of villages and towns (2012),
6. submitted to the United Nations a draft of Guidelines for the Standardization of the geographical names in the Republic of Cyprus: «Toponymic Guidelines for Map Editors and Other Editors»,
7. submits regularly to the United Nations reports as regards the progress for the standardization of the geographical names for the Republic of Cyprus,
8. disseminated in the Greek language, according to the United Nations, a brochure of the group of experts of the United Nations for the geographical names about the universal importance for the standardization of the geographical names,
9. disseminated a Guide of Standardization of Names for local use by the public services and public foundations and so on, and
10. standardized the street names of cities, towns and villages of Cyprus, which were delivered to it.

Among the aims under development the following ones are included:

1. Digitalization of a Complete Toponymic Dictionary and its reedition.
2. Reedition of the Synoptic Toponymic Dictionary of Cyprus for easy international use.
3. Addition to the Synoptic Toponymic Dictionary of Cyprus of a map in order to be reproduced by international cartographic organisations and publishing companies.
4. Addition to the Synoptic Toponymic Dictionary of Cyprus of a DVD with the pronunciation of the toponyms, according to the Department of Pronunciation of the Group of Experts of the United Nations for the Geographical Names.
5. Publication of the final document with the Guidelines for the standardization of the Geographical Names of the Republic of Cyprus: «Toponymic Guidelines for Map Editors and Other Editors».
6. Formation of a webpage for the Authority including the Synoptic Dictionary of Cyprus and other information about the toponyms of the Republic of Cyprus.

Within these prospects the Authority has the recording of the toponyms in Cyprus of various periods of history, from the ancient years till today, in the morph and language, they are given, and the creation of an electronic archive. This archive will contribute towards research about the origin, the history and etymology of the toponyms and will help any kind of academic studies.

5.8 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY MISSION

The Civil Defence, Health and Safety Officers' mission is to provide a safe and healthy environment for all the stakeholders and participants in the Cyprus Educational System, who are all involved within the educational institutions and services, as well as all the pupils who attend public schools. At the same time, they are straightforwardly involved in actions in case of an emergency at a school unit. Their main concern as Health and Safety Officers is to ensure healthy and safe conditions at work according to the European Directives and the Cyprus legislation in all educational institutions (pupils and staff in all public schools) and services of the Ministry of Education and Culture (MOEC).

PERSONNEL

The Office is an independent service associated directly with the Permanent Secretary. It has an interdepartmental character and the personnel consists of three officers that represent the three levels of education, that is, Primary, Secondary and Technical / Vocational Education.

ACTIVITIES

- First Aid Seminars to Primary Teachers.
- Risk Evaluation training for Secondary and Technical Education Head Teachers.
- MOEC's First Aid and Evacuation Teams training.
- MOEC's central building evacuation drill exercise.
- Provision of automated external defibrillators (AED) in schools (Secondary and Technical Education)
- Visits / Inspections in schools and services of the MOEC for counselling on Civil Defence and Health and Safety Issues such as:
 - Preparing a Health and Safety Report,
 - Performing evacuation exercise so as to check if the school's emergency plan complies with the minimum requirements set by the legislation,
 - Providing advice and additional information,
 - Investigating accidents and complaints, and
 - Giving lectures to school's personnel, pupils and parents.

5.9 EUROPEAN FUNDS MANAGEMENT UNIT

The European Funds Management Unit of the Ministry of Education and Culture was established after the accession of Cyprus to the European Union in order to manage and supervise co-financed projects by the Structural Funds of the EU undertaken by the Ministry of Education and Culture (MOEC).

The Partnership Agreement for the Development Framework 2014-2020 constitutes the main strategic plan for growth. The contribution of significant resources originating from the European Structural and Investment Funds (ESIF) of the European Union in the 2014-2020 Programming Period further promotes the MOEC's commitment to successfully and efficiently implement the education policy agenda.

The measures adopted comply with the Country Specific Recommendations for Cyprus and focus on the following operational objectives:

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

Structure of the Unit

Head

Dr Costas Hampiaouris, First Education Officer, Department of Primary Education, has been appointed, as of October 2nd 2015, Head of the European Funds Management Unit. The Head of the Unit is responsible for preparing and submitting, on behalf of the MOEC, proposals for co-financed projects. The Head undertakes responsibility for the daily management of the projects and oversees their smooth implementation.

Staff

The European Social Fund Management Unit is staffed by one administrative officer, eight officers on full or partial secondment, a secretary and an assistant account officer.

The European Social Fund

The European Social Fund is one of the EU Structural Funds and the European Union's main financial instrument for supporting employment as well as promoting economic and social cohesion in all member states, through actions implemented within the framework of the EU Employment strategy.

The European Regional Development Fund

The European Regional Development Fund (ERDF) aims to strengthen economic and social cohesion in the European Union by correcting imbalances between its regions. The ERDF focuses its investments on several key priority areas, known as "thematic concentration", as follows:

- Innovation and research;
- The digital agenda;
- Support for small and medium-sized enterprises (SMEs);
- The low-carbon economy.

The ERDF resources allocated to these priorities depend on the category of region.

Projects of the MOEC Co-Financed by the European Union

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

In the current 2014-2020 programming period, the MOEC runs seven projects co-financed by the European Union, which are consistent with the Strategic Planning and promote its implementation.

Co-financed projects under the ESF:

1. Project Title: Activities of School and Social Inclusion

Budget: €14.400.000

The project "Activities of School and Social Inclusion" refers to the implementation of actions aiming to support and strengthen public school pupils and at the same time to promote school and social inclusion. The project aims to support, expand and improve the outcomes of the project against "Early School Leaving, School Failure and Delinquency in Zones of Educational Priority", which was implemented during the 2007 - 2013 programming period. For the current school year 2017-2018, the project runs in 96 school units.

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

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

The project's main objectives are the following:

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

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

Budget: €1.400.000

The Project aims at:

- Mapping the current situation in Cyprus regarding the validation of non-formal and informal learning;
- Elaborating a National Action Plan for the creation of validation mechanisms;
- Piloting mechanisms which will focus on adult education, youth and volunteering.

3. Project Title: Development of the Technical and Vocational Education and Training (VET)

Budget €15.900.000

The project is focusing on meeting the EU recommendations for improving and upgrading VET in Cyprus and aims mainly at:

- Improving the Advisory service and orientation education.
- Upgrading and modernizing the school curriculum in VET schools.
- Improving the Post-Secondary Institutes of Vocational Education and Training.

The New Modern Apprenticeship (NMA) project is also being implemented by the Ministry of Education and Culture. The NMA has the following objectives:

- To provide pupils who left formal education without basic learning competencies or vocational skills, with technical and vocational methodologies and skills.
- To further enhance the connection between the Technical and Vocational Education with the industry sector and thus increase the supply of labor (technicians) with certifiable vocational qualifications in line with the needs of the economy.

4. Project Title: Counselling and Career Guidance for NEETs

Budget: €1.200.000

The aim of the project is to enhance Career Guidance and Counselling Services for young people aged 16 - 24 who are not in Education, Employment or Training (NEETs). The project falls under the framework of the 'Europe 2020' Strategy and the Council Recommendation of April 22, 2013 for establishing guarantees for young people. *Youth Guarantee* is a commitment by all member states to ensure that all young people under the age of 25 will receive a good-quality employment offer, continued education, apprenticeship or traineeship upon leaving formal education or becoming unemployed, in the context of an effort to abolish youth poverty and social exclusion. During delivery of the project individual career guidance and counselling will be delivered to young people aged 15 - 24 who are not in employment, education or training (NEETs). The proposed services comprise 12000 counseling sessions with young NEETs and at least 3000 assessment papers/ career guidance questionnaires throughout Cyprus. The beneficiaries, as prescribed in the MOEC proposal, will be 4000 NEETs aged 15 - 24. The Project is part of the National Action Plan for Youth Employment (ages 15 - 29), submitted to the European Commission in December 2013.

Co-financed projects under the ERDF:

1. Project Title: School Management System

Budget: €9.000.000

The School Management System (SMS) is an integrated e-Government electronic information management and process automation system (Turnkey e-Government Solution). The SMS is designed to provide all stakeholders (School Units, School Administration Officers, District Education Offices, Departments and Services of the MOEC, Education Service Commission, Pedagogical Institute, Teacher Unions, Teachers, Parents and Pupils) with improved service quality in terms of carrying out their administrative tasks and / or expediting procedures of the MOEC in any demands that the above entities might have. An important element of the implementation is the accessibility of the system regardless of where they are and the equipment that is being used by users (PCs or tablets or "smart" phones). The system will recognize each user - administrative staff, teachers, pupils, parents, MOEC personnel - and give adequate access to the system through specialized portals for each category of users.

2. Project Title: Structured cabling and wireless networking in Secondary General Education And Secondary Technical And Vocational Education

Budget: €3.500.000

The MOEC prioritised to complete the wired-structured cabling in all schools of secondary education thus finalising a decade of efforts in accomplishing the schools' structured cabling.

The aim is to provide to the whole educational community (pupils and teachers) Internet services in ways that strengthen and support the learning process and learning outcomes. Through the application of wireless networking systems and structured cabling infrastructure, the whole education

community will be able to work efficiently in a common network that will allow the seamless exchange of information among them. It will also give pupils the opportunity to access modern technologies and Internet services within the schools.

1. Wired-structured cabling

Wired-structured cabling infrastructure in schools of General Secondary and Vocational Education so far covers 80% of the schools. The aim of this project is to cover the remaining 20% of schools.

2. Wireless networking

Ease of use, seamless connection to the World Wide Web, low connectivity costs, security and easy set-up will help all stakeholders in a school (pupils, teachers, staff, parents, and so on.) to carry out their work efficiently and quickly.

Co-financed projects under the FEAD:

1. Project Title: Free breakfast for poor students of Puplic Education

Budget: €805.000

In response to finding that many students do not take breakfast before or after arriving at school, the MOEC has launched a free breakfast programme for needy students. To avoid their stigmatization, benefiting students take breakfast from their school canteen, just like all the other students. The only difference is that beneficiaries take their breakfast for free. The co-financed programme will cover additional needs of the free breakfast programme already implemented by the MOEC that have arisen due to the termination or reduction of sponsorships during the school years 2016-2017 and 2017-2018, in relation to in previous years. Implementation of the project started in February 2017 and is expected to be completed in December 2018.

The number of benefiting students is approximately 2.000 students in Primary and Secondary Education.

Part B'

Culture

1.

CULTURAL SERVICES

The very first service at the Ministry of Education and Culture exclusively responsible for culture was established in 1965 under the name of Cultural Service. In 1992, having been upgraded to a Department it was renamed as Department of Cultural Services.

The Cultural Services reflect the state's cultural policy regarding contemporary culture. Its competencies include developing Letters and Arts in Cyprus, informing and involving the public in the cultural life and activities and promoting our cultural achievements overseas, thus playing a particularly significant role in shaping the cultural features of the country.

The total budget of the Cultural Services (including that of the Cyprus Library and of the Council of Historical Memory of the EOKA Struggle - ΣΙΜΑΕ) reached €17.126.022 (Regular and Development Expenditure).

1.1 LETTERS

1.1.1 Dispatches of Cypriot Literature and Cypriot Studies books abroad

The Cultural Services sent a significant number of literary and other publications of a general interest to university institutions, libraries as well as embassies of the Republic of Cyprus abroad with the aim of projecting Cyprus through the work of Cypriot authors.

1.1.2 Periodical Publications with a Cultural Content

Through a scheme entitled "Supporting Periodical Publications with a Cultural Content", the Cultural Services aim at supporting the publication of important periodical journals containing articles and studies that promote aspects, personalities and events from the world of Cypriot literary and artistic creation, historical and cultural heritage. The periodicals/ newspapers that are financially supported include journals (including annual yearbooks issued by not-for-profit cultural agencies) issued in Cyprus by Cypriot publishers which have been in circulation for at least 1 year.

The evaluation of the periodical publications is based on the criteria below:

- a) Level of excellence of the publication (artistic editing and printing),
- b) Quality of content
- c) Contribution to the study and promotion of the literature, the arts, the history and cultural heritage of Cyprus
- d) Reach of periodical circulation and frequency of publication

In the course of 2017, fourteen (14) periodical publications were subsidised for a total amount of €57,130. The following journals were funded in particular: *Επιστημονική Επετηρίς Κυπριακής Εταιρείας Ιστορικών Σπουδών, Διόραμα, Κυπριακή Μαρτυρία, Ζήνων, Θέματα, In Focus, Κυπριακά Σπουδαί, Φιλολογική Κύπρος, Άνευ, Ανέμη, Κυπριακή Βιβλιοφιλία, Ακτή, Νέα Εποχή, Μικροφιλολογικά.*

1.1.3 Purchase of Publications to enrich Cypriot and non-Cypriot Libraries

The Cultural Services implemented the Measure entitled “Purchase of Publications to enrich Cypriot and non-Cypriot libraries” which aims at establishing a transparent methodology for the selection and purchase procedure or publications to be purchased by the Cultural Services. On the basis of this Measure, a number of publications were purchased in 2017 which were deemed appropriate for the needs of the Cultural Services.

1.1.4 Literary Events hosted in Cyprus

1.1.4.1 Poetry Gathering and Artistic Photography Exhibition on the subject of «Stone and Sea»

The Cultural Services of the Ministry of Education and Culture together with the Pafos 2017 European Capital of Culture co-hosted a poetry gathering and an artistic photography exhibition on the subject of “Stone and Sea”, in the context of the *Pafos 2017 European Capital of Culture*. This event took place on 9th October in the Pafos Municipal Library in the presence of the Minister of Education and Culture Mr Costas Kadis who addressed the event. An address was also made by Mr Simos Tselepos on behalf of the Chairman of Paphos2017.

Greek-Cypriot and Turkish-Cypriot poets read their poems on this theme in Greek and in Turkish. Translations of their poems respectively in Greek/Turkish as well as in English were simultaneously projected on a screen.

The curator of the photography exhibition which included Greek-Cypriot and Turkish-Cypriot photographers was Platon Rivellis.

1.1.4.2 Event dedicated to the poems by Nicos S. Vrahimis

On Monday 8th May 2017, the Cultural Services of the Ministry of Education and Culture in conjunction with Theatre ENA hosted an event on “The Poems by Nicos S. Vrahimis” in Theatre ENA in Nicosia, to honour this distinguished personality of Cypriot letters.

The publication by Mrs Rina Katselli entitled “Nicos S. Vrahimis, Poems Found”, ed. Chrysopolitissa was presented during this event.

1.1.4.3 Lecture by the Montreal University Professor of Modern Greek, Jacques Bouchard

In the context of the month of Francophonie 2017, the Cultural Services of the Ministry of Education and Culture hosted a lecture given by the Montreal University Professor of Modern Greek, Jacques Bouchard on the topic: “The innovative influence of French Letters at the dawn of Modern Greek Enlightenment”. The French Ambassador in Cyprus Mr René Troccaz addressed the meeting. The lecture was given in Greek on 22nd March at the Castelliotissa Hall.

1.1.4.4 Symposium on George Seferis

The 3rd Symposium on George Seferis was successfully held in the Ayia Napa Municipal “Thalassa” Museum between 3 and 5 November 2017. The Symposium which was organised by the Ayia Napa Municipality, the Pafos Neapolis University and the Cultural Services of the Ministry of Education and Culture was dedicated to the memory of the leading Seferis researcher and scholar, Demetris Maronitis.

1.1.4.5 Scientific Day-conference about Vassilis Michaelides

The Cultural Services in collaboration with the Department of Byzantine and Modern Greek Studies of the University of Cyprus co-hosted a scientific day-conference on Vassilis Michaelides on the occasion of 100 years from his death. The conference was held on Saturday 18th November in the University of Cyprus Archaeological Research Unit.

1.1.5 Grant-aid Scheme for the Translation of Works by Cypriot Literary Writers from Greek into Foreign Languages

With the aim of providing incentives for the promotion and dissemination of Cypriot literature abroad and enhancing the circulation of Cypriot literature and Cypriot writers internationally, the Cultural Services have established the “Grant-aid scheme for the translation of works by Cypriot literary writers from Greek into foreign languages”. Those eligible for participating in this scheme are publishing houses abroad and Cypriot publishing houses that have teamed up with partners abroad.

1.1.6 Grant Programme for the Translation and Publication of Works of Turkish-Cypriot Literature into Greek and works of the Greek Literature into Turkish

Aiming at achieving a deeper mutual acquaintance of the two communities of Cyprus through their respective works of literature and letters in general, the Cultural Services continued in 2017 for the seventh year running the implementation of the grant programme for the translation and publication of works by established Greek-Cypriot and Turkish-Cypriot literary writers from Greek into Turkish and from Turkish into Greek.

Applications are considered for subsidising the translation and publication of works which have already been published in the source language (Greek or Turkish respectively). Those eligible are publishing houses in Cyprus or abroad which have found accredited translators, or translators who have signed contracts with publishing houses.

The eligibility criteria for the works are (a) the quality of the work, (b) its contribution to the promotion of the cultural tradition of Cyprus and the development of elements of co-existence of the two communities across the ages (c) its contribution to the mutual understanding of the two communities, but at the same time its capability to echo the cultural specificities of the two communities (d) the universality of the messages conveyed therein (e) the general contribution of the work to the development of literature.

1.1.7 Sponsorship of literary events in Cyprus and abroad and of other expenses incurred by literary associations

1.1.7.1 Sponsorship of literary events in Cyprus and abroad in the context of the programme entitled “CULTURE” (2015-2020)

The Cultural Services sponsor bodies, agencies, groups of physical persons and of course individuals to organise literary events in Cyprus and abroad, as well as to participate in conferences and events abroad via the *Scheme for supporting literary and writing activities* (under the *CULTURE* Programme, Sub-programme *Literature*). In the course of 2017, nineteen activities submitted by various literary associations were approved for funding.

1.1.7.2 Grants Scheme for Cultural bodies to cover their needs for their Outreach Activities, Communication and International Networking

In the context of the Grants scheme for Cultural bodies to cover their needs for Outreach Activities, Communication and International Networking, the Cultural Services funded three literary associations

for preparing and maintaining an official website, for their annual fees as members of a European or International Body and for their representation in the proceedings of a European or other international body to which they belong as members

1.1.8 Hosting/ Subsidising literary events abroad

The Cultural Services are part of the European Union National Institutes for Culture Network (EUNIC) and also take part in FICEP's activities (Forum des instituts culturels étrangers à Paris), as well as in international festivals promoting Cypriot literature abroad. In this framework, they participated with Cypriot writers at EUNIC's 4th European Literary Walk in Athens through the Athens-based House of Cyprus, at EUNIC's Literary Evening 2017 held in Amsterdam and at the Literature Night 2017 organised every year by FICEP in Paris.

1.1.9 State Prizes for Literature

To support and promote the literary work of Cypriot writers, the Cultural Services award the State Prizes for Literature on an annual basis.

1.1.9.1 State Prizes for Literature Award Ceremony

On the 12th December 2017 the award ceremony of the State Prizes for Literature was successfully held at the Pallas Theatre. The awards were presented by the Minister of Education and Culture, Costas Kadis. The President of the State Prizes for Literature Jury, Frangiski Ambatzopoulou, read out the rationale for awarding the prizes in the categories of Poetry, Novel, Short Story/Novella, Treatise (Monograph)/ Essay on Literature as well as the Young Literary Writer Award. The President of the State Prizes for Literature for Children and Adolescents Jury, Anastasia Katsiki-Givalou, read out the rationale for awarding the prizes in the categories of Literature for Young Children and Literature for Older Children and Adolescents, while the President of the Jury on State Prizes for the Illustration of Literary books for Children and Adolescents, Mrs. Artemis Eleftheriadou, read out the rationale for the award in the category Illustration of Literary Book for Children and Adolescents. The awarded books were on display for the duration of the ceremony.

The following prizes were awarded for books published in 2016:

POETRY

Antonis Pillas, *Θραύσματα: Σειρά δεύτερη (Fragments: Series two)*

NOVEL

Stavros Ant. Charalambous, *Άνυδρη γη: Θνητοί και ημίθεοι ανατολικά του Αιγαίου (Arid land: mortals and semi-gods in the Aegean)* (Armos publications)

SHORT STORY/ NOVELLA

Renos Christoforou, *Βγάλε το σκυλί στον κήπο (Take the dog out in the garden)* (Plethron publications)

TREATISE (MONOGRAPH) ESSAY ON LITERATURE

Yiorgos Yiorgis, *Η συνάντηση Στρατή Τσίρκα - Γιώργου Σεφέρη: Μια φιλία που βράδυνε (The encounter between Stratis Tsirkas and George Seferis: a friendship that lagged)* (Kastaniotis publications)

YOUNG WRITER AWARD

Andreas Antoniou, *Τα μάτια της Aelún (Aelún's eyes)* (Odos Panos publications)

LITERATURE FOR YOUNG CHILDREN

Pamela Anastasiou Papaiakovou, *Όνειρα στην άμμο (Dreams in the sand)* (Nostos publications)

LITERATURE FOR OLDER CHILDREN AND ADOLESCENTS

Sandra Eleftheriou, *Ο φύλακας του οκτώ: Η αρχή (The guard of eight: the beginning)* (Ellinoekdotiki publications)

ILLUSTRATION

Zoe Piches-Kyriakou for the illustration of the work *Ο Πίνος ο ρινόκερος και ο Αμφιβιούλης ο βατραχούλης* (author: Efthymia Christou-Demetriou, Parga publications)

The State Prizes for Literature Jury is made of Frangiski Ambatzopoulou (President), Leonidas Galazis, Stefanos Efthymiades, Kika Olymbiou and Nicos Orphanides.

The State Prizes for Literature for Children and Adolescents Jury is made of Anastasia Katsiki-Givalou (President), Katerina Karatasou, Maria Michaelidou, Marina Rodosthenous-Balafa and Flora Timotheou.

The State Prizes for the Illustration of Literary books for Children and Adolescents is made of Artemis Eleftheriadou (President), Constantinos Georgiou, Sandra Eleftheriou, Demetris Kokkinolambos and Tereza Lambrianou.

1.1.10 Libraries Branch (State, Municipal, Community and School Libraries)

A total of thirty-two libraries belonging to state Services/Government Departments continue the cataloguing work of their collections through the upgraded scientific librarian system ABEKT 5.6.

The ABEKT 5.5 and 5.6 system has been installed in thirty-eight municipal and community libraries, provided with technical and librarian support. This year, as each year, financial support was given to the Municipal Libraries, as well as financial assistance to the Community Libraries through the method of equal subsidization.

The latest version of ABEKT 5.5 and 5.6 was developed based on the Client/server architecture, fully in a Windows 98/NT/2000/XP/2003 environment. ABEKT's user interface is available both in Greek and in English.

During 2016 an upgraded technical support was offered to the school libraries of Primary and Secondary Schools. To date, ABEKT has been installed in 144 school libraries.

The **Elipinikeios Library** is housed in an owned property in Pallouriotissa which was donated especially for this purpose. It started its operation in April 2001 and continues to serve the local public whilst at the same time it is being computerised with the ABEKT 5.6 system.

The **Libraries Support Team** of the Cultural Services provides support to the Cyprus Library through the necessary actions with respect to creating the required infrastructure for the downloading of digital material, by means of the data transferred to the Europeana Digital Library. This has contributed to the promotion and projection of the cultural heritage of Cyprus which has been extremely beneficial...

1.1.10.1 Cyprus Library

The operation of the Cyprus Library is governed by Law 51/87. The Library operates in four different buildings (three rented premises and one self-owned). The Main Building (self-owned) is located at the D'Avila Bastion next to the Nicosia Town Hall on Eleftheria Square. This is where the Lending Library, the Children's Book Library, the Journals and Periodicals as well as the National Copy Registration Centres are located.

Location of the building for the new Cyprus Library

The concession of a plot of land of an area of 3000m² in the above area was approved by the Cabinet.

Information Department – Faneromeni Reading Room

It has considerable research material for issues related to Cyprus and reference books, such as encyclopaedias, dictionaries, bibliographies etc. The Reading Room provides free Wi-Fi access to the Internet.

Periodical Press Department (Main Building)

It includes more than 2500 titles of Cypriot, Greek and foreign periodicals as well as the daily press in microfilm form from 1999 to the present date.

Copy Registration Centre (Main Building)

This Centre is competent for granting ISBN, ISSN and ISMN numbers for books, periodicals and music scores published in Cyprus.

Library cooperation Centre (Main Building)

There is a centre for inter-lending and exchange of material between libraries. The Library is a member of the Council of European National Libraries (CENL), International Federation of Library Associations and Institutions (IFLA) and a full member of The European Library (TEL).

Literature Archive/Museum

The procedure for the operation of the Literature Archive/Museum has been launched. The Museum is found in the Research Collections Centre of the Cyprus Library near Faneromeni Church.

Digital Platform

The Cyprus Library has created a digital platform (www.cyprusdigitallibrary.ogr.cy) presenting in digital form the collections of the periodical Cyprus Today from 1963 to date, of the Official Gazette (The Cyprus Gazette) from 1878 to date, the Cyprus Blue Books presenting the financial and other aspects related to the activities and expenses of all government departments during the period 1886-1946, digital collections from local authorities' bodies, the collection of the Cyprus National Commission for UNESCO, works of art which have been digitised in the context of the Europeana 280 Programme, Cypriot Studies material, etc.

European Digital Library “Europeana”

Book Conservation Centre (Warehouse)

The Centre was established with the aim of conserving old books and periodicals kept by the Library.

Cyprus Reference Bulletin

The Cyprus Library issued the Cyprus Reference Bulletin for 2016. This has been issued since 1999 and it covers all the published work in Cyprus for the specific year.

The preparation of a publication on a retrospective bibliography for the years 1979-1998 has been completed. .

1.2 MUSIC

1.2.1 Music Events in Cyprus – Sponsoring bodies, foundations, individual artists and music ensembles

Activities in the music domain have multiplied in the last few years with the staging of many performances and events by various bodies, such as choirs, music groups, foundations, clubs, associations, cultural organisations, non-profit making enterprises etc. The financial support by the Cultural Services plays a substantial role in the implementation of all these activities. In the context of enhancing activities in the field of music, the Cultural Services subsidise choirs, music groups, foundations, clubs, associations, cultural organisations and non-profit making enterprises amongst others for carrying out their annual programme of activities, thus basically promoting important aspects of the public cultural state policy. As in previous years, in 2017 23 cultural bodies and 6 music groups received funding to host music programmes and develop their activities in Cyprus. The total number of funded activities reached 39.

1.2.2 Music Events Abroad – Sponsoring bodies, foundations, individual artists and musical ensembles

The Cultural Services provide financial support to cultural bodies, Cypriot individual artists and groups of artists for their participation at cultural events or festivals abroad as well as for organising cultural events/ festivals abroad. In the course of 2017 several music ensembles, groupings as well as individuals/ music groups that participated and/or organised musical events abroad received funding. In the course of 2017 4 cultural bodies, 6 music groups and 5 artists were funded. The total number of funded activities were 17.

1.2.3. Subsidisation for participating at music conferences and residencies programmes abroad

The Cultural Services subsidise Cypriot artists and musicologists for their participation at music conferences or symposia abroad. In the course of 2017 2 artists were funded. In total 3 activities were funded.

1.2.4 Purchasing CDs

In the context of supporting Cypriot musicians and creators, the Cultural Services of the Ministry of Education and Culture have established the Scheme of purchasing their CDs. A number of digital copies from 24 music discs were purchased during 2017.

1.2.5 Funding the “Pafos Aphrodite Festival” Organisation

For the 19th consecutive year, on the basis of Ministerial Council Decision number 47.222 dated 14/01/1998, the Ministry of Education and Culture has been supporting the «Pafos Aphrodite Festival». This is one of the most successful institutions which contributes to cultural localisation, the development of local communities and boosting cultural tourism. The 19th PafosAphroditeFestival

was included in the Organization European Capital of Culture Pafos2017 and in September 2017 the famous masterpiece by W.A. Mozart Die Entführung aus dem Serail (The Abduction from the Seraglio) was staged in a co-production by the Italian Parma Opera Organisation C.E.F.A.C. and the Pisa Theatre together with the participation of the Cyprus Symphony Orchestra.

1.2.6 Music Publications and co-hosting of events

The Cultural Services of the Ministry of Education and Culture, in collaboration with the Cypriot Composers_Centre and the Music Information Centre hosted the “6th Festival of Contemporary Music” in the Castelliotissa Medieval Hall and the Pallas Theatre between the 23rd and 27th October 2017. Musical works by Cypriot composers and other works from the contemporary repertoire received their premieres at the Festival.

1.2.7 Promoting Cypriot musical creativity abroad

As of 2005, with the aim of projecting and promoting contemporary musical creativity abroad, the Cultural Services launched their participation at very important music events outside Cyprus. During 2017 the Cyprus Music Information Centre participated for the second time in the jazz ahead! Exhibition in a joint pavilion along with other overseas Centres, under the umbrella of the International Association of Music Information Centres, as well as with other promoters and music agents, attending meetings and providing information to professionals on the international music arena regarding musical life in Cyprus. Jazz ahead! is organised every year in Bremen, Germany and is considered to be the most important event in the jazz industry. In 2017 it hosted 1356 companies and organisations from 60 countries including 3169 professionals in the field, whereas it is estimated that the festival concert were attended by more than 17600 spectators.

Furthermore, it should be noted that the musical formation “RumbaAttack” successfully represented Cyprus at the «17th Athens Technopolis Jazz Festival» in Technopolis, Athens Municipality, following a collaboration with the House of Cyprus in Athens and the Cultural Services of the Ministry of Education and Culture.

1.2.8 Cyprus Symphony Orchestra Foundation

The Cyprus Symphony Orchestra Foundation was founded in 2006 by decision of the Council of the Ministers, with the aim of developing and promoting the art of orchestral music, of improving musical life and education in the country, as well as the involvement of society in musical activities.

On 1st January 2007, the Foundation started by undertaking the management of the State Chamber Orchestra and the State Youth Orchestra, which were renamed to Cyprus Symphony Orchestra and Cyprus Youth Symphony Orchestra respectively. The aim was to further expand and promote their activities. In addition, the Foundation, took over the management of the Music School of the Youth Orchestra and the Pallas Theatre and in collaboration with the Ministry of Education and Culture – Cultural Services, it undertook the implementation of the Strings Workshop programme as well as the Music Information Centre. The CySO Foundation also undertook the operation of the Creative Europe Cyprus Office in 2016 and 2017 as well as of “Europe for Citizens” contact point in 2017.

The main sponsor of the Foundation is the Government, which undertakes all the expenses of the Foundation and the Orchestras. In addition, the Foundation seeks to collaborate with various organisations in order to promote its activities more efficiently, to organise more challenging programmes as well as further develop its interaction in the community.

1.2.8.1 The Orchestra

An orchestra addressing all Cypriots, the CySO presents around 30 different programmes: regular evening concerts, community outreach concerts, educational and family concerts as well as chamber music concerts, which amount to 80-90 concerts annually, in all cities of Cyprus.

Within the promotion of its international profile, the CySO has toured on numerous occasions abroad (Greece, Germany, Denmark, Bulgaria, France, Malta, U.K.) has organized international competitions and master classes, and promotes flash mobs and concert excerpts on the internet and social media.

1.2.8.2 CySO 2017 artistic programme

In the course of 2017, the Cyprus Symphony Orchestra presented 25 different concert programmes.

1.2.8.3 Evening concerts

Throughout 2017, the Orchestra has given 19 series of evening concerts i.e. a total number of 41 concerts.

1.2.8.4 Educational concerts

The educational concert organised in 2017 was entitled “Theme and Variations” and was addressed to Secondary School pupils.

1.2.8.5 Social Outreach Concerts

In 2017 the Orchestra presented two series of social outreach concerts with a total number of 8 concerts.

The first programme entitled “Autumn Night Music” was held on 15th September in the Faneromeni Square in collaboration with the Association “Friends of Nicosia”.

The second programme entitled “One Orchestra – One Warm Hug” was held in the period 16-24 November and comprised 7 concerts in different communities and municipalities around Cyprus.

1.2.8.6 Musicians and Repertoire

Apart from the Chief Conductor Alkis Baltas and the new Artistic Director and Chief Conductor Jens Georg Bachmann, in 2017 the Orchestra was conducted by conductors of international renown such as Andreas Tselikas, Daniel Raiskin, Nicos Tsouchlos, Constantinos Diminakis, Esa Heikkila, Michalis Economou and the Cypriot conductors Yiorgos Koundouris, Yiannis Hadjiloizou and Petros Stylianou.

1.2.8.7 Chamber Music Concerts

Two different chamber music programmes were presented in 2017 in a total number of 4 concerts in Nicosia, Pafos and Limassol: the first one included works by Debussy, Francaix, Bax and Roussel for wind, string instruments and harp and the second one for string quartets by Tchaikovsky and Wolf.

1.2.8.8 Audience

In 2017 the CySO concerts were attended by a total number of approximately 25000 people. The audiences were comprised of people of all ages and all communities living in Cyprus. The evening concerts were attended by people above the age of 15, several young couples, young, middle-aged

and retired persons. The majority of the family concert audiences is made up of children below the age of 12, whereas the social outreach concerts and chamber music concerts are attended by a mixed audience.

1.2.8.9 Cyprus Youth Symphony Orchestra

The Orchestra

With over 80 members selected through auditions, the Cyprus Youth Symphony Orchestra, is the most important youth music ensemble of the country. During its 30 years history, the CyYSO has given hundreds of concerts in Cyprus and abroad, covering a wide-ranging repertoire.

CYSO 2017 Artistic Programmes

In 2017 the Cyprus Youth Symphony Orchestra presented a very rich programme of activities.

On 10th and 11th April it presented both in Nicosia and in Limassol the concerts entitled “Young Soloists in Concert” which included talented young soloist pianists Nicolas Georgiades (9th PanCyprian “Avantgarde” Competition for Young Pianists, 2014) and David Anastasiou (10th PanCyprian “Avantgarde” Competition for Young Pianists, 2016).

On 10th May, the Cyprus Youth Symphony Orchestra, was invited by the Ministry of Finance to participate at a gala event which was held in the framework of the EBRD (European Bank for Reconstruction and Development) Annual Meeting and Business Forum which the Republic of Cyprus had the honour to host on 9-10 May 2017.

Furthermore, following an invitation by the Cypriot Cultural Centre of Vienna, an ensemble of the Cyprus Youth Symphony Orchestra participated for the second consecutive year in the established annual “Zypriotisches Galakonzert” in the Brahms-Saal of the famous Vienna Musikverein. The concert was given on 25th November with the participation of distinguished Cypriot and Greek lyrical singers along with the Nicosia Music Lyceum Choir.

Summer and Spring Music Academies

At the end of the Music Academy Camps, the prepared programme is presented at an evening concert open to the public at the Events Hall of the Pedoulas Gymnasium and later in Nicosia and other cities.

This year the Summer Music Academy took place in the mountain village of Pedoulas between 21st and 29th August where talented musicians prepared the programmes for the CyYSO concerts of the following Artistic Season.

Music School

The Music School of the Cyprus Youth Symphony Orchestra (previously known as Music Workshop) was established in the early 1990’s with the task of fulfilling an urgent need to educate young performers due to the lack of state-provided musical education.

Selected applicants at an age suitable for beginning (or further developing) work on a certain musical instrument, following preliminary interviews, are offered scholarships for the Music School and are taught by experienced and highly qualified instructors. In the course of 2017 83 scholars had the chance to take part in this programme.

Ensembles

The Cyprus Youth Symphony Orchestra has a number of ensembles, such as the strings ensemble, the percussions ensemble, the brass ensemble, the woodwind ensemble and the band. The CyYSO ensembles are widely known and very popular and are frequently invited to play at various events hosted by important bodies and organisations.

1.3 VISUAL ARTS

1.3.1 Purchase of Works of Art

The Cultural Services of the Ministry of Education and Culture purchase works of art with the aim of encouraging artistic creation and mainly establishing a State Collection of works of art documenting in the best possible way the course of modern and contemporary Cypriot art from the late 19th century to the present date.

In parallel to this, these works are used at exhibitions in Cyprus and abroad, as well as for the embellishment of the Presidential Palace, the buildings of the Cyprus Republic embassies abroad and the offices of government Ministers and Permanent Secretaries. The purchase of works of art is based on recommendations by the Selection Committee for the Purchase of Works of Art, which is composed of independent experts in the field of the visual arts.

In 2017, twenty three works of art were purchased with the aim of enriching the collection of the State Gallery of Contemporary Cypriot Art.

1.3.2 State Gallery of Contemporary Cypriot Art

The State Gallery of Contemporary Cypriot Art houses the permanent State Collection of Contemporary Cypriot Art. The Gallery keeps an artists' register, including details about their lives and works and an archive of slides and photographs. There is also an art library which is regularly enriched with publications in the field of history and theory of art, catalogues of great international exhibitions, monographs of important historical and contemporary artists etc.

During 2017 the Gallery received around five thousand visitors.

1.3.2.1 New State Gallery Annex – SPEL Building

By the end of 2017 construction works on the old SPEL building in the Famagusta Gate area were completed. This is intended to be used as the State Gallery Annex housing the most contemporary works of the State Gallery collection as well as periodical exhibitions from Cyprus and abroad. The next phase will include the tendering and contracting procedures for the interior lay-out and decoration as well as the auxiliary functions of the building. At the same time, the process of the institutional upgrading of the State Gallery is on-going with the ultimate aim of establishing the broader legal entity of the State Museum of Contemporary Art.

1.3.2.2 Educational Programmes

Throughout 2017 the Gallery continued to offer an educational programme for Primary Education pupils in collaboration with the Department of Primary Education.

1.3.2.3 International Museum Day 2017

In the course of 2017, the State Gallery together with the National Struggle Museum took part in the events to celebrate International Museum Day, under the theme "Museums and Contested Histories: Saying the Unspeakable in Museum".

The aim of the International Museum Day is to raise public awareness on the multiple functions Museums have and the role they play in society. The events to mark International Museum Day are organised every year around the 18th May and last between one day and one week. The participation of museums year after year is increasing worldwide. In 2016 more than 35000 Museums in 145 countries took part in the events. In Cyprus, the 2017 programme included events held in 22 different Museums from 10th to 27th May.

1.3.2.4 Universal Children's Day (20th November 2017)

On the occasion of the UN Universal Children's Day, a special event was co-organised by the Nicosia District Education Office of the Department of Primary Education and the Cultural Services on 18th November 2017.

1.3.3 PROMOTING CONTEMPORARY CYPRIOT ART ABROAD

1.3.3.1 57th International Art Exhibition at the Venice Biennale

The 57th International Art Exhibition was organised by La Biennale di Venezia from 13th May to 26th November 2017 with preview dates on 10th, 11th and 12th May and was curated by Christine Macel.

For the 57th international exhibition titled *Viva Arte Viva*, Macel developed her humanistic vision for art, as the most important part of human existence in a world full of conflicts. She approached art as the ultimate ground for reflection, individual expression, freedom, and for fundamental questions. Art is the last bastion, a garden to cultivate above and beyond trends and personal interests. It stands as an unequivocal alternative to individualism and indifference with emphasis on the crucial role played by artists in contemporary debates.

The painter Polys Peslikas was the central artist who was selected through the Open Call Procedure to represent Cyprus at the 57th Venice Biennale. The Cyprus Pavilion exhibition entitled "The Future of Colour", focused on the medium of painting, hosting at the same time a series of interventions and exchanges with artist group Neoterismoï Toumazou, ceramic artist Valentinos Charalambous and the Lebanese-born writer Mirene Arsanios.

The curating of the Cyprus Pavilion exhibition was assigned to curator and writer Jan Verwoert, also following an Open Call procedure. The curatorial selection process will be entrusted to the Advisory Committee for the Selection of Artists and Works of the Ministry, comprising a number of independent art professionals in Cyprus.

1.3.3.2 18th Biennale of Young Artists from Europe and the Mediterranean (Biennale des jeunes créateurs de l'Europe et de la Méditerranée)

The 2017 edition of MEDITERRANEA 18 took place in Tirana and Durres Albania from 4th to 9th May 2017 under the title: History + Conflict + Dream + Failure = HOME

Cyprus was represented in the areas of Visual Arts, Performance and Literature.

In the field of Literature, following the procedure that applied in previous Biennales whenever Cyprus was taking part in this particular field, the novelist Giorgos Panagi was selected who has been most recently awarded with the Young Writer State Award.

In the field of Visual Arts, the proposals of artists Anastasia Mina and Theodoulos Polyviou were selected, whereas in the field of Performance the proposal of the group «En.act Theatre Group» entitled The Dust is Expected to Retreat by Tomorrow was selected.

1.3.3.3 7th Beijing Biennale

The 7th Beijing Biennale was held in the National Art Museum of China between 24th September and 15th October 2017.

Cyprus participated with three artists, Katerina Neofytidou, Giorgos Gabriel and Georgia Michaelidou Saad who were selected following an Open Call for participation by the Committee for the Selection of Artists and Works of the Ministry of Education and Culture and the Curatorial Committee of the Beijing Biennale.

1.3.3.4 Supporting individual exhibitions by Cypriot artists abroad and their participation in established and ad hoc artistic activities

Beyond the organisation of official state participations, in the course of 2017 the Cultural Services supported the participation of Cypriot artists to present their work abroad and take part in important international artistic events and group exhibitions.

One of the most important ones was Maria Hassabi's performance at documenta14, under head curator Adam Szymczyk.

1.3.4 Supporting the Cyprus Chamber of Fine Arts and other Visual Arts Organisations

The Cultural Services are subsidising the work of the Cyprus Chamber of Fine Arts (E.KA.TE.), as well as that of other bodies that collectively represent groups of artists, both professionals and amateurs, such as the "Visual Arts" association, the Society of Cypriot Engravers, the Cyprus Creative Association and the Union of Self-taught painters (EN.A.Z).

In the course of 2017 the Cultural Services sponsored the activities of organisations such as: The Cyprus Engravers Society, the Pierides Foundation, the not for profit organisation Undo Point Contemporary Arts, the Telemachos Kanthos Foundation, the ARTos Cultural Centre and NeMe Cultural Association.

1.3.5 Artistic Photography

In the context of the policy to support artistic photography, in 2017 the Cultural Services funded the activities of the Association of Artistic Photography 'FOTODOS' as well as "EX-ARTIS" Cultural Movement.

1.3.6 Co-hosting Exhibitions with other bodies

Focused on the development of visual arts, the Cultural Services collaborate with various organisations co-hosting events.

During 2017, the Cultural Services worked alongside the Evagoras and Kathleen Lanitis Foundation to host the exhibition entitled "LANDSCAPES". This exhibition was mounted at the Evagoras Lanitis Centre in Limassol from 20th January to 24th February 2017. Through this initiative the Foundation together with the Ministry of Education and Culture set the objective to provide an opportunity to the broader public to get to know part of the State Collection of Works of Art, which is enriched on an annual basis by recommendations made by the Selection Committee for the Purchase of Works of Art.

1.3.7 Enriching Public Buildings with Works of Art

Having identified a shortcoming of the state bodies in fulfilling their obligations, the Ministry of Education and Culture which monitors the implementation of the legislation, has prepared and submitted a Note to the Council of Ministers for information and possibly decision making.

At its meeting of 19th July 2017, the Council of Ministers decided (Decision 82.992) the following:

(a) on the one hand, for all public buildings to be constructed from now onwards, the relevant legislation shall apply to include the cost of placing works of art in the Budget of each respective project and

(b) on the other hand, the Minister of Education and Culture shall be authorised to suggest to the Council the inclusion of works of art in public works under construction, provided that the cost ensued shall be covered by savings by the respective Ministries.

To implement the Decision by the Council of Ministers, the Ministry of Education and Culture sent a Circular to all Ministries.

1.3.8 Creation of the Lemba Cultural Village

In the course of 2017 the preparation of the architectural studies (preliminary and final design) was initiated with the intention to begin construction work within 2018. .

1.3.9 Limassol Municipal Arts Centre – Apothikes Papadaki

On Sunday 17th December 2017 the new Limassol Municipal Arts Centre – Apothikes Papadaki was inaugurated in Limassol. This is a significant work of cultural infrastructure which was realised thanks to a partnership between the Municipality of Limassol, the Cultural Services of the Ministry of Education and Culture, and the family of the donor Stathis Papadakis.

The event that marked the beginning of the functioning of this new space was connected to the participation of Cyprus at the 57th Art Biennale in Venice (10th May – 26th November 2017), the leading international visual arts event at which Cyprus has an institutional and historical representation.

The Centre was officially opened by the President of the Republic of Cyprus Mr Nicos Anastasiades. The Limassol Municipal Band, the Strings Quartet comprising students from the Papadakeion Municipal Conservatory of Limassol and the Limassol Municipality Strings Quartet also took part in the event.

1.3.10 Monuments Committee

The Monuments Committee was established in 2006 by virtue of Law (N79)/2006 and functions under the chairmanship of the Cultural Services of the Ministry of Education and Culture that are also responsible for it. This Committee is composed of independent experts appointed by the Council of Ministers for a three year mandate and are exclusively competent to provide advisory opinions to the Competent Town Planning Authority, regarding the construction or placement of monuments in open-air spaces in order to secure the necessary town planning permission/ approval every time.

During 2017, the Monuments Committee was in charge of approximately 16 cases of construction of monuments to honour those fallen or missing during the Greek-Cypriot liberation or resistance struggles, or important scholarly, artistic or historical personalities of Cyprus. On the basis of the

Opinions issued by the Monuments Committee, the Cultural Services may provide funding for the construction of monuments fulfilling the necessary specifications.

1.4 POPULAR CULTURE/ CULTURAL HERITAGE

The Cultural Services promoted a large number of activities in the domain of Popular Culture, a domain which has been significantly well received on an on-going basis by bodies and individuals alike. This year the financial support was given in the framework of the new programme CULTURE: sub-programme Popular Culture-Support of activities of traditional culture.

1. Subsidisation of traditional music and dance groups with respect to their participation in events of a traditional character in Cyprus and abroad.
2. Encouragement of dance teachers and students to attend seminars in Cyprus and abroad.
3. Subsidisation of festivals by rural communities and areas with the aim to achieve decentralization.
4. Encouragement of Shadow Theatre artists.

1.5 THEATRE

The main objectives of the development policy of the Cultural Services in the field of theatre is to further develop theatre education, to stimulate the public's interest in theatrical creativity, to project Cypriot artistic potential abroad, to encourage the experimental theatre and involve the youth in the creative process.

Over the last years, theatre activity has constantly been on the rise and this is manifested with the hosting of performances, theatre workshops and other events organised by various bodies. The Cultural Services support these efforts which provide the nurseries to grow new talents and significant artistic creation.

1.5.1 Ancient Greek Drama Festival 2017

The International Festival of Ancient Greek Drama attracted once again thousands of spectators this year both from Cyprus and elsewhere and offered unique moments of quality acting to all those who converged on the Pafos Ancient Odeon, the Ancient Theatre of Curium and the Skali Aglantzias Amphitheatre to enjoy the high standard performances presented in the context of the Festival.

Despite the hard economic conditions both in Cyprus and worldwide, the Festival which is jointly organised by the Cultural Services of the Ministry of Education and Culture, the Cyprus Centre of the ITI and the Cyprus Tourism Organisation, presented a varied programme of performances to theatre lovers and friends of the Ancient Greek Drama Festival.

The 2017 International Festival of Ancient Greek Drama, which took place from 2nd to 28th July 2017 hosted separate performances from local and non-local theatre companies, of a high calibre and with a distinctive and diverse hallmark. The Festival presented a total of five theatre productions from Greece, Latvia, Israel and Cyprus in 12 performances.

1.5.2 Funding theatre activities in Cyprus and abroad in the framework of the "CULTURE" programme (2015-2020)

The Cultural Services are funding bodies, groups of persons and individual persons to organise theatre activities in Cyprus and abroad as well as to participate in theatre activities, festivals, platforms abroad through the Support of Theatre Creation and Development Scheme (CULTURE programme,

Sub-programme Theatre). In 2017 the funding of a total number of forty one actions in the field of theatre was approved.

1.6 “KYPRIA 2017” INTERNATIONAL FESTIVAL

The «Kypria 2017» International Festival was successfully held during September and October. In the context of the festival 12 high level productions from Cyprus, Greece, Canada, Israel, Bulgaria and the Czech Republic were presented. For a second year running, the Festival hosted special performances for children, whereas for the third year running some shows had free entrance. These are some of the changes implemented over the last few years aiming to make access to the public easier. The following events were included in the Festival's programme:

Songs by Gatsos which we loved - Music

Alexia: the untold story of women in jazz - Music

Story of the blues - Music

Caligula by Albert Camus - Theatre

American Buffalo by David Mamet - Theatre

The best of image (Prague black light theatre) – Children's Play

(ID) Double – Contemporary Dance

All as One – Stamatis Kraounakis - Music

Grand Concerto – Cyprus Symphony Orchestra and Cyprien Katsaris - Music

Yama – Contemporary Dance

The shows with free entrance were:

Arizona by Juan Carlos Rubio - Theatre

Oda ki ekeia (Here and There) - Theatre

1.7 DANCE

The Ministry of Education and Culture supports in various ways the development of dance in our country through a series of different activities, events and programmes.

The main objectives of the Cultural Services' development policy in the field of dance are: 1) to support research and artistic creativity by encouraging both collective and individual initiative, 2) to enhance the public's interest in dance through the correct training and awareness-raising, 3) to promote youth education in the domain of classical and modern dance, 4) to promote our artistic potential in the field of dance in Cyprus and abroad and 5) to encourage exchanges, contacts and cooperation of our artists with those in other countries. These objectives are fulfilled by strengthening and supporting the cultural agencies and individuals involved in dance activities and developing activities in this field through subsidies.

1.7.1 Contemporary Dance Platform

In 2001 the Ministry of Education and Culture adopted the institution of the “Dance Platform”, which this year was held for the seventeenth consecutive year. This event, exclusively financed by the Ministry of Education and Culture, provides the opportunity for Cypriot choreographers to present in a structured way to the public and to dance experts invited from abroad their creative work and choreography in the field of modern dance.

1.7.2 Cyprus Contemporary Dance Festival

Upon the Cultural Services' initiative and with the aim of raising public awareness regarding contemporary dance, the European Contemporary Dance Festival has been taking place in Cyprus every year since 1998. (Until 2014 it was known as the European Modern Dance Festival). The Festival is organised by the Cultural Services together with the Rialto Theatre and with the embassies of foreign countries based in Cyprus.

This year's 20th Cyprus Contemporary Dance Festival was held between 11th and 27th June. Representative contemporary dance ensembles from the following countries took part: Austria, Israel, Switzerland and France with performances in the Rialto Theatre and Spain and Japan with performances in the Attikon Theatre in Pafos in the context of the Pafos2017 European Capital of Culture. Cyprus was represented at the Festival by Eleana Alexandrou with the work *10'* and Alexandra Waierstall with the work *ANNNA* and both were staged at the Pallas Theatre.

1.7.3 The Terpsichori Programme

The Terpsichori Programme for the Reinforcement of Creativity and Research in the field of Dance aims at supporting choreographers in making new productions and conducting research in the field of contemporary dance.

In 2017 the programme was held in Pafos in the context of the Pafos2017 European Capital of Culture and the subject was abandonment, isolation and desertion of the urban landscape of Pafos. These characteristics are particularly marked in the old city as well as in the Turkish-Cypriot neighbourhood of Mouttalos which has been abandoned by its inhabitants. In this context, two contemporary dance ensembles were subsidised in 2017 to produce new work and carry out research

1.7.4 Subsidisation of Dance Events in Cyprus and Abroad in the context of the "Culture" Programme

The Cultural Services subsidise dance groups and choreographers to produce new choreography works and host activities in the field of dance in Cyprus, and they also fund the participation of dance ensembles, dancers and choreographers at international festivals and conferences abroad through the Literary Activities Support Scheme (CULTURE Programme, Sub-programme Dance). In 2017 the funding of twenty nine (29) activities submitted by dance ensembles, dancers and choreographers was approved.

1.7.5 Grants Scheme for Cultural Bodies to cover the needs for their outreach activities, communication and international networking

In the context of the Grants Scheme for Cultural bodies to cover their needs for outreach activities, communication and international networking, the Cultural Services funded the Limassol Dance House for creating an official website and for being represented at the meeting of the Aerowaves Dance Network to which it participates as a member.

1.7.6 Summer Dance Festival of New Movement

The Summer Dance Festival of New Movement of Dance Groups, Dancers and Choreographers of Cyprus sponsored by the Ministry of Education and Culture, took place for the 14th consecutive year from 20th to 30th July 2017 in Limassol. The Festival is held in various venues within the town of Limassol. This year the following ensembles and choreographers took part: Elena Antoniou, JuliaBrendle, Evi Demetriou, Group Five Dance Theatre, Milena Ugren Koulas, ARttitude, .pelma.Lia Haraki, Amphidromo Dance Theatre.

1.8 CINEMA

1.8.1. Objectives

Being fully aware of the power of the art of cinematography and its importance in forging and shaping modern societies, of its huge cultural and intercultural value as well as of all the multiple benefits the development of cinema can bring to the economy and the market of a country, the Cultural Services have been very active in the various aspects constituting the development of cinema: film production, cinema education, professional training and incentives for foreign productions.

1.8.2 Film Productions - Distinctions

1. Production

Despite the cuts in the funding of cinema films compared to the years prior to the financial crisis that affected the country, the Cultural Services of the Ministry of Education and Culture, in an effort to maintain and further develop cinema creation in Cyprus, approved the support of a significant number of films. As a result of this support, 5 films are nowadays in the category “development of a productive plan for a low budget fiction film, 9 films in the “screen-writing of a scenario for a fiction film” and 14 short films at the stage of “production”. Moreover, in October 2017 the New Regulation for Funding Programmes to Support Cinema Films was published and will be valid from 2017 to 2020.

2. Festivals/ Awards

Despite the limited number of films produced in the last few years due to the cuts to the cinema budget, Cypriot films continue to honour Cyprus worldwide.

Moreover, several of the recent Cypriot films continue to be screened at festivals and special events dedicated to the cinema organized by the Embassies of Cyprus in the various countries around the world.

3. Incentives for Foreign Productions

In 2017, Cyprus adopted financial and tax incentives aiming at further developing the domestic film industry, attracting foreign cinema productions to Cyprus and rekindling the interest of private enterprises (foreign and local ones) to invest in the audio-visual sector. The Incentives are expected to be implemented in early 2018.

1.8.3 International and other Film Festivals

1. Cyprus Film Days” International Festival

The “Cyprus Film Days” International Festival is jointly organized by the Cultural Services of the Ministry of Education and Culture and the Rialto Theatre. In 2017 it was held for the 15th consecutive year from 27th April to 6th May in Limassol (Rialto Theatre) and in Nicosia (Zena Palace Cinema). Once again this year, the two main festival programmes were Glocal Images (International Competitive Section) and Viewfinder (Aspects of the Modern International Cinema). All films under Glocal Images and Viewfinder are screened for the first time in Cyprus.

A three-member strong Artistic Committee, composed of Tonia Mishiali (director), Dr Costas Constantinides (academic) and Marios Stylianou (director) was responsible for the selection of the films, the drawing up of the screening programme and parallel events.

The following awards were presented:

Best Film Award to the Cypriot film Rosemarie by Adonis Florides.

Special Award of the Jury to the film Indivisible by Edoardo De Angelis (Italy)

The Glocal Images Best Director Award went to the film Godless by Ralitza Petrova (Bulgaria).

Distinctions were awarded:

1. To the film Indivisible for the soundtrack signed by Enzo Avitabile

2. To Makis Papademetriou for his interpretation in the film Suntan by Argyris Papademetropoulos

3. To Elli Triggou for her interpretation in the film Suntan by Argyris Papademetropoulos

4. The Cypriot film by Petros Charalambous, Boy on the Bridge won the Public's Award.

5. The Student Prize was awarded by a University of Nicosia student jury to the film Harmonia by Ori Sivan.

2. 7th International Short Film Festival of Cyprus

The International Short Film Festival of Cyprus, which is the official competitive short film festival in Cyprus, took place at the Rialto Theatre from 14th to 21st October 2017 co-hosted by the Ministry of Education and Culture and the Rialto Theatre. The

Festival programme included 62 films in its International Competition Section and

11 films in the National Competition Section, 1 masterclass and six (6) parallel programmes which included for the second time screenings for children.

2017 Awards:

International Competition Section

Best Film Award presented to the film A gentle night, by Qiu Yang from China.

Best Director Award for the film Allofus, by Katja Benrath a Kenya-Germany co-production.

Second Best Film Award, presented to the film State of Emergency Mother fucker! by Sébastien Petretti from Belgium.

Best Documentary Award, presented to the film Kaputt by Volker Schlecht and Alexander Lahl from Germany.

National Competition Section

The Best Cypriot Film Award was presented to the film Natas by Harris Agiotis.

The Second Best Cypriot Film Award was presented to the film Οι Κόρες by Marinos Panagiotou.

The Second Best Cypriot Film Award was presented to Marianna Christofidou for her film Black Mountain.

The Best Montage Award was presented to Magda Stylianou for the film Catch by Giorgos Evangelou.

A Distinction Award was presented to the film Birthday by Issa Amalia Michael.

For the fifth consecutive year, students from the Multimedia and Graphic Arts Department of the Technological University (TEPAK) voted the Best Musical Video, distinguishing Someone that loves you, directed by Malia James and produced by Taylor Vandegrift.

3. «The Drama Festival is travelling to Cyprus»

In the last nineteen years it has been established to screen in Cyprus the films that have been awarded at the Drama Greek Short Film Festival. This event takes place in cooperation with the Organising Authority of the Drama Festival, the Greek Ministry of Culture, the Rialto Theatre, the Nicosia Friends of Cinema Society, the Limassol Cinema Club, the Larnaca Cinema Club, the Pafos Friends of Cinema Society and Pafos 2017. It is a four-day event of screenings, a tribute to Greek Short Film, especially loved by young filmmakers.

4. European Film Academy Awards

The Ministry of Education and Culture, the European Film Academy and ARTos Foundation, in collaboration with the Technical University School of Fine Arts held for the eleventh consecutive year the European Awarded Short Film Festival ShortMatters! The films were screened at the ARTos Foundation in Nicosia on 20th, 21st and 22nd September 2017 and at the Technical University in Limassol on 23rd and 24th September 2017.

5. “Images and Views of Alternative Cinema” Festival

14-20 June 2017, “The Weaving Mill” Book Club, Nicosia

An initiative of the Ministry of Education and Culture in conjunction with Brave New Culture, the Festival “Images and Views of Alternative Cinema” is already in its 17th year running.

6. Summer Movie Marathon 2017

This year once again the Cypriot and foreign public responded well to the Summer Movie Marathon screenings hosted for the 19th consecutive year by the Cultural Services of the Ministry of Education and Culture and Theatro Ena in cooperation with the Friends of Cinema Society from 12th July to 10th September 2017. As every summer, this event was held at the oldest working open-air cinema in Nicosia, the “Constantia” cinema.

The Summer Movie Marathon is one of the most important institutions of the Ministry, both in the field of cinema and in upgrading the social and cultural life of the island.

1.8.4 Other Actions

Apart from the above, the Ministry of Education and Culture subsidises the following institutions and annual events:

1. Subsidising Cinema Societies

Cinema Societies are subsidised to organise tributes to national cinemas and screenings from the classical and contemporary quality filmmaking.

At the same time, cultural bodies that further cinema education and aesthetics are also subsidised.

2. Subsidising the activities of the Cyprus Film Directors Union for purposes of vocational training.

3. Limassol International Documentary Film Festival

The Limassol International Documentary Film Festival was organised for the 11 years with a very broad programme including 21 important documentary films from around the world, featuring those invisible aspects of reality on the big screen.

The Festival was held from 1st to 8th August at the Evagoras and Kathleen Lanitis Centre.

1.8.5 Cinema Development in Rural Areas

In the context of developing cinema in rural areas, the Cultural Services have carried out the following activities:

1. Supporting cinema theatres in rural areas

Providing annual support to cinema theatres in rural areas through a special programme.

2. Screening Cypriot and European films

Screening Cypriot and European films in the rural areas through funding provided by the Pelathousa Cinémathèque and by local municipalities/ communities.

3. International Animation Festival “Views of the World”

Subsidising the non-profit making organisation “Views of the World” which in conjunction with the Hambis Printmaking School/Museum and the International organisation ASIFA hosted the 16th edition of the International Countryside Animation Festival “Views of the World”.

1.9 REGIONAL CULTURAL DEVELOPMENT

1.9.1 Cultural Decentralisation Programme 2017

The goal of the programme is to promote cultural decentralisation through a series of quality activities held in rural communities. The application of the programme aims at implementing activities to project, develop and disseminate culture and provide opportunities to the broadest possible layers of rural societies in order to become familiar with culture, understand it, participate in it and be creative, and to encourage the mobility of artists and other cultural professionals as well as their artistic work and finally to shape an artistic perception and an sense of art from both the angle of the creator but also of the viewer.

1.10 “EUROPE FOR CITIZENS” PROGRAMME

The competitive programme “Europe for Citizens” aims at projecting European “citizenship”: bringing Europe closer to its citizens and enabling them to participate in its construction.

1.11 CULTURAL CENTRES / OFFICES ABROAD

1.11.1 House of Cyprus in Athens

From January to December 2017, the House of Cyprus hosted 141 events.

In detail: 40 book presentations, 7 exhibitions, 7 theatrical and cinema events, 11 musical events, 10 literary events (Special dedicated events, Debates), 21 lectures (12 of which in conjunction with the Ioannis Kapodistrias Research Society (EMEIK), 5 with the Open University and EPOK and 4 with various other bodies), 2 one-day conferences, 1 seminar 15 events hosted by various bodies, Foundations and Universities from Greece and Cyprus (National Kapodistrian University of Athens, Cypriot Organisations, Publishing houses, etc.), 4 school visits.

1.11.2 Office of the Cultural Attaché at the Cyprus High Commission in London

By systematically applying an ambitious strategy of cultural diplomacy, the Cyprus High Commission has been boosting its rich cultural activities over the past few months by focusing on two main axes.

On the one hand, through diverse activities it lays emphasis on enlarging a framework of outward-looking promotion of Cypriot history, tradition and culture. On the other hand, it stresses and projects the cultural and intellectual maturity of the Cypriot diaspora with activities and events involving Cypriots living in the United Kingdom.

1.11.3 Office of the Cultural Attaché at the Cyprus Embassy in Berlin

A Cultural Attaché has been serving at the Cyprus Embassy in Berlin since the beginning of 2005, mainly in charge of organizing events with the aim of promoting the culture and contemporary artistic and intellectual creation of Cyprus in Germany.

One characteristic of the cultural programmes organised by the Office of the Cultural Attaché at the Cyprus Embassy in Germany is the participation of artists of other nationalities, thus creating multicultural programmes focusing on Cyprus, building cultural bridges between countries and new synergies between artists.

Another important objective of the office is to promote works by Cypriot composers to musicians and musical ensembles in Germany.

The Cultural Attaché works hard to achieve synergies with German entities and include Cypriot artists in German events. She also proposes programmes to artists and makes her recommendations for possible collaborations between artists, which often gives rise to new projects and new ensembles or groups with new dynamics.

During 2017, the Berlin Cultural Attaché organised and curated the 3 cultural institutions: “Cyprus Miniatures” – Berlin, “Cyprus Spring” – Munich, “Cyprus Moments” - Köln. She also supported events in Berlin, Recklinghausen, Frankfurt and Füssen (a city in Bavaria).

1. Cyprus Miniatures – Berlin, 3rd March – 25th June 2017, for the 5th consecutive year

The cultural series “Cyprus Miniatures” was organised for the 5th consecutive year in Berlin.

One of the objectives set by the Cultural Office at the Cyprus Embassy in Berlin is to establish this cultural series and create an institution in the German capital city which would become a spring-board for future performances by Cypriot artists.

2. Cyprus Spring - Munich, 21 - 30.4.2017, for the 12th consecutive year

The series of cultural events entitled “Cyprus Spring” is amongst the leading events organised and curated by the cultural office at the well-known Gasteig Cultural Centre in Munich.

3. Cyprus Moments - Köln, 10 – 25.11.2017, for the 10th consecutive year

The events were held in the Altes Pfandhaus venues which are known mainly for jazz concerts.

1.12 CULTURAL COOPERATION AGREEMENTS AND PROGRAMMES

With the aim of cooperating with other countries in the fields of education, culture and science, Cyprus has to the present date signed a large number of bilateral agreements. To implement these Agreements, the contracting parties draft and co-sign the Executive Programmes of Educational, Cultural and Scientific Cooperation. The Agreements and Programmes include a series of provisions that set the necessary institutional framework for carrying out cultural and educational exchanges between Cyprus and other countries.

1.13 “CULTURE” SUB-PROGRAMME OF THE EU “CREATIVE EUROPE PROGRAMME”

As of 2014, “Creative Europe” has replaced the programme “Culture 2007-2013”, “MEDIA” and “MEDIA Mundus”. The new Programme supports artists and professionals in the cultural sector and cultural organizations in areas such as performing arts, fine arts, publishing, cinema/audio-visual, television, music, interdisciplinary arts, cultural heritage and the video games industry, to allow them to operate in other countries and develop the skills needed in the digital era. By increasing the visibility of European cultural works in other countries, the programme also promotes cultural and linguistic diversity.

There is a Creative Europe Desk in Cyprus (for the Culture and the MEDIA sub-programmes) aiming at providing assistance to cultural and creative agencies 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 for 2016 was the Cyprus Symphony Orchestra.

1.13.1 Cultural Routes of the Council of Europe

As of 1st January 2011, the Ministry of Education and Culture participates in the Cultural Routes programme of the Council of Europe and the Enlarged Partial Agreement on Cultural Routes (EPA) of the Council of Europe established in April 2011. The Cultural Routes Programme considers that cultural routes are very important tools for the development of intercultural dialogue, the rapprochement of civilizations, sustainable development, the promotion of cultural tourism and European integration. The cultural routes that have been declared as “European Cultural Routes,” receive the badge of the Council of Europe. The programme aims at promoting ethical and responsible tourism that respects local communities and their cultural identity and singularity.

1.14 EUROPEAN CAPITAL OF CULTURE 2017

In 2017, Cyprus and Denmark hosted the European Capital of Culture institution. Aarhus was the city in Denmark that shared the title with Pafos in 2017. The management committee of the European Capital of Culture competition in Cyprus was the Ministry of Education and Culture of the Republic of Cyprus. The European Capital of Culture is one of the most important initiatives of the European Union in the sphere of culture, enhancing intercultural dialogue and promoting cultural cooperation. The Programme of Events of Pafos2017 was built around three basic themed programme lines: Myth and Religion, World Travellers and Stages of the Future. In addition, it includes The Travelling Stage, a platform providing a unifying thread running through all three thematic lines.

1.15 INSTITUTIONAL PARTICIPATION IN THE COUNCIL PREPARATORY BODIES ON THE TOPIC OF CULTURE

During the Maltese as well as the Estonian Presidencies of the European Council, a plethora of important issues were put forward and the Cypriot side developed very intense action and participation in formulating issues, such as the Work Plan on Culture, the Council Conclusions on participatory governance of cultural heritage and the European Year of Cultural Heritage (2018). The work carried out by the Cyprus Presidency of the European Council (2012) laid the foundations for a new approach on issues of strategy and development for culture at a European level. On this basis, several Presidencies based their work on the conclusions of the Cyprus Presidency on Cultural Governance.

1.16 MUSEUMS

1.16.1 Legislation on the Recognition of Museums

The orientation and objectives of Law 58 (I) 2009 - Recognition of Private Museums and of Museums of the Local Government Authorities (Procedure and Requirements) Law – are clearly of a regulatory nature. The law specifies the requirements that need to be satisfied in order for the museums falling into the above categories to obtain state recognition if they so wish. The Law also offers suitable incentives to Museums to pursue their recognition, since recognized museums would be eligible for a state grant under terms and conditions specified in a special financing tool (Scheme for the Provision of State Grant to Recognised Museums).

During 2016 the Museums Committee recognised the Cyprus Medical Museum and the Costas and Rita Severis Museum – Centre of Visual Arts and Research (CVAR).

1.16.2 Houses of Letters and Arts

During 2017, the Cultural Services continued to lease premises in Nicosia, Limassol, Larnaca and Pafos in order to house associations that serve the letters and the arts. The associations use the Houses of the Letters and the Arts to hold assemblies, meetings, visual art exhibitions, literary events, film projections, theatre rehearsals, etc.

1.16.3 The Museum of National Struggle

The Museum of National Struggle has been operating permanently in its new premises next to the Holy Archbishopric of Cyprus, inaugurated on 30 April, 2001. During 2016 it received roughly 19 thousand visitors.

This year, The Museum of National Struggle took part in the International Tourism Day and organised an event in the context of the European Night of Museums and the International Museum Day on the topic: “The Museum of National Struggle and saying the unspeakable: challenges and conflicting stories”.

The programme of The Museum of National Struggle on International Museum Day (26th May 2017) included a guided tour as well as a lecture on “The Museum of National Struggle and saying the unspeakable: challenges and conflicting stories”, with Dr Andreas Karyos (historian) and Dr Maria Paschali (Museologist, Art Historian).

1.17 CYPRUS NATIONAL COMMISSION FOR UNESCO

The Cyprus National Commission for UNESCO operates under the supervision of the State as exercised by the Minister of Education and Culture through the Permanent Secretary of the Ministry. The Commission constitutes a vital link between the state, the civil society and the Organization, and functions as a consultative body vis-à-vis the State. The Ministry of Education and Culture provides the Commission with funding for its organizational needs and the promotion of its programmes.

The Commission actively promotes the implementation of the UNESCO Conventions and Programmes in Cyprus in conjunction with all Ministries and Government Services, as well as with Non-Governmental Organisations the activities of which are related to those of UNESCO, in other words, education, culture, social studies and humanities, natural studies and communication and information.

1.17.1 Revision of the Statutes and Establishment of an Institution named “Cyprus National Commission for Unesco”

Aiming to upgrade the Commission, in relation to the specifications required by UNESCO and in an effort to reinforce its role so that it can fulfil its mission more effectively in the context of international UNESCO network, the Council of Ministers decided to approve the creation of a Foundation by the name of “Cyprus National Commission for UNESCO”

1.17.2 Promoting UNESCO Conventions

The Commission has been actively promoting the implementation of the cultural conventions of UNESCO ratified by Cyprus. It has been actively participating in the safeguarding of Intangible Cultural Heritage, both by attending regional and international meetings of UNESCO and implementing targeted actions at national level, particularly for the promotion of the three elements that Cyprus has inscribed on the Representative List of Intangible Cultural Heritage: the Lefkara Lace or “Lefkaritika” (2009), the “Tsiattista” poetic dueling (impromptu oral poetry) (2011) and the Mediterranean diet (2013).

- **National List of Intangible Cultural Heritage**

The Commission coordinated the process of enriching the National List of Intangible Cultural Heritage (ICH), with the aim of recording and preserving traditional cultural expressions which constitute up until today part of the life of the inhabitants of Cyprus. Upon the completion of the process it was decided to inscribe the following elements on the National List of Intangible Cultural Heritage:

- Traditional red clay pottery
- Shadow Theatre - Karagiozis
- “Fervolites” lace
- Customs of a Cypriot traditional wedding
- Glazed pottery from Lapithos
- Weaving-loom embroideries from Fyti – the fythkiotika woven patterns
- The craft of basket-weaving in Mesogi

- **Submission of a multinational nomination for the inscription of drystone on the The Representative List of the Intangible Cultural Heritage of Humanity**

In March 2017 a multinational nomination was submitted for the inscription of the art of drystone on The Representative List of the Intangible Cultural Heritage of Humanity by France, Switzerland, Greece, Spain, Italy, Cyprus, Croatia and Slovenia.

- **Plan for preserving and enhancing the intangible cultural heritage**

In the context of the efforts to preserve the intangible cultural heritage of Cyprus with the ultimate objective of transferring it to the future generations, the Cyprus National Commission for UNESCO worked in tandem with the Cultural Services of the Ministry of Education and Culture to draft a special “Plan for preserving and enhancing the intangible cultural heritage of Cyprus”. The aim was to support organized bodies in the implementation of activities contributing to the enhancement of the sustainability of elements of intangible cultural heritage included on the National List.

- **Conference on “The Role of Museums in Promoting and Safeguarding Intangible Cultural Heritage”**

On 27th April 2017, the Cyprus National Commission for UNESCO in collaboration with the A. G. Leventis Gallery organized a one-day conference on: “The Role of Museums in Promoting and Safeguarding Intangible Cultural Heritage”.

- **Book Presentation: “Lefkaritika – Art and Tradition”**

In February 2017, the Cyprus National Commission for UNESCO in collaboration with the Cultural Services of the Ministry of Education and Culture placed under its auspices the presentation of the book “Lefkaritika – Art and Tradition” by researcher and author Androula Hadjiyasemi, held in Nicosia.

- **Exhibition staged by the Cyprus National Commission for UNESCO on the “Lefkara Lace: Modi and Modulation”**

In April and May 2017, the Cyprus National Commission for UNESCO in collaboration with the Cultural Services of the Ministry of Education and Culture presented an exhibition at the Council of Europe in Strasbourg entitled “Lefkara Lace: Modi and Modulation”. The exhibition was part of the Cultural Program of the Chairmanship of the Committee of Ministers of the Council of Europe, in collaboration with the Ministry of Education and Culture.

- **2005 Convention on the Protection and the Promotion of the Diversity of Cultural Expression**

The Cultural Services of the Ministry of Education and Culture and the Cyprus National Commission for UNESCO completed the bilingual publication Πολιτιστικές Εκφράσεις και Πλουραλισμός: Όψεις της σύγχρονης δημιουργίας στην Κύπρο / Cultural Expressions and Pluralism: Aspects of contemporary creativity in Cyprus. This publication was prepared in the framework of the implementation of a series of actions for furthering the UNESCO 2005 objectives in Cyprus.

1.17.3 Promoting UNESCO’s Programmes

The Commission works together with the competent departments of the Ministry of Education and Culture to promote UNESCO’s goals through educational programmes and especially through the activities of the school networks and the UNITWIN networks which operate under the auspices of UNESCO:

- **UNESCO Network of Associated Schools (ASPnet)**

UNESCO Network of Associated Schools (ASPnet) was established in 1953, with the aim to encourage contact and to enhance cooperation among youth in member states of the Organisation. Cyprus has been participating in the network since 1969-1970 under the supervision of the Ministry of Education and Culture in conjunction with the Cyprus National Commission for UNESCO.

The 40th Symposium of the Network of Associated Schools was held on 16th and 17th March 2017 at the Ethnarchi Makariou III Lyceum in Pafos, on the occasion of Pafos being the European Capital of Culture in 2017. The topic of the Symposium was “Pafos, 3200 years of History and Culture” and was included in the programme “Schools in Action” of Pafos2017 European Capital of Culture.

South-Eastern Mediterranean Sea Project (SEMPEP Network)

SEMPEP in Cyprus participates in the European programmes «Ark of Inquiry» and «PLATON» (<http://platon-project.eu/>) as well as the competition “Students in Research – MEPA” launched and organised by the Research Promotion Foundation.

- **UNESCO / UNITWIN CHAIRS**

The Commission maintains close links with both UNESCO Chairs (“Cultural Diversity and Intercultural Dialogue for a Culture of Peace” at the University of Nicosia and “Gender Equality and Women’s Empowerment” at the University of Cyprus), hosting events, disseminating information, exchanging views and preparing reports for UNESCO on specialized subjects that fall under the research field of the UNESCO Chairs.

In November 2017 UNESCO approved the application submitted by the Cyprus Technological University/ Digital Heritage Workshop for the creation of a third UNESCO Chair in Limassol on “Digital Cultural Heritage”.

1.17.4 Other Activities by the Commission during 2017 include

- **European Heritage Days 2017**

The Cyprus National Commission for UNESCO took part at the meeting of the Special Cyprus Committee for hosting the European Cultural Heritage Days, under the coordination of the Town Planning and Housing Department. The topic selected for 2017 was “Landscape: the heritage surrounding us”

- **Conference on the “Man and the Biosphere” Programme by UNESCO**
- **UNESCO 12th World Conference on Bioethics**
- **International Literacy Day**
- **Akamas Geopark one-day conference**
- **One-day conference on World Tsunami Awareness Day**
- **Library**

1.17.5 Internet

The Commission has its own website (www.unesco.org.cy) and is present on social media (Facebook, YouTube: Cyprus National Commission for UNESCO) with the aim of providing direct and effective information to the public on issues related to the programmes run by the Commission and by UNESCO in Cyprus.

1.17.6 International Relations

The Commission was represented at intergovernmental committees and conferences in order to be up-to-date with UNESCO’s programmes, exchange best practices and enhance international cooperation:

- **Meeting of the European Network of National Commissions for UNESCO Thessaloniki**
- **General Assembly of the Regional Centre for the Safeguarding of intangible Cultural Heritage in South-Eastern Europe (under the auspices of UNESCO, in Sofia, Bulgaria)**
- **Sixth Ordinary Session of the Conference of Parties to the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, Paris**
- **11th Expert Meeting on Intangible Cultural Heritage (ICH) in South-Eastern Europe, Sarajevo**
- **7th Intergovernmental Conference of the Mediterranean Diet, Tavira, Portugal**
- **39th Session of the General Conference of UNESCO in Paris**
- **12th Session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage, Republic of Korea, Jeju**

2.

CYPRUS RESEARCH CENTRE

2.1 OBJECTIVES AND MEANS FOR REALIZING THEM

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

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

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, the Oral Tradition Archive and the Folklore Archive was accomplished with the long-term aim of creating a Unitary Data Base for Oral History.

2.3 PUBLICATIONS

From 1965 until present the C.R.C. has published important works covering a broad range of academic subjects, including scholarly monographs, editions of documents and historical source materials, translations of historical sources, reprints, conference proceedings and an annual academic journal. At present these publications number 187 scholarly works, including 38 Annual Reviews, 8 Conference Proceedings 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 2017

In the year 2017, the Cyprus Research Centre has published the following five books:

1. *Andrea Cornaro, Historia Candiana. Μια αφήγηση του Δ' Βενετοτουρκικού Πολέμου (1570 – 1573) Κύπρος – Ναύπακτος*, edited by Stephanos Kaklamanis
2. *Le Consulat de Venise à Chypre. Documents inédits (1750 – 1751)*, Tome II, edited by Nikos Karapidakis
3. *Le Consulat de Venise à Chypre. Documents inédits (1752 – 1753)*, Tome III, edited by Nikos Karapidakis
4. Benjamin Arbel, *Studies on Venetian Cyprus*, Collected Studies III
5. *Τα Παραμύθια της Κύπρου από το Λαογραφικό Αρχείο του Κέντρου Επιστημονικών Ερευνών*, Volume II, edited by Maria Matthaiou, Argyro Xenophontos

In addition, within the context of publication and promotion of the conclusions of research on Cyprus, the Cyprus Research Centre in co-operation with the House of Cyprus presented on 1 November 2017 the publications of the C.R.C. for the year 2016 at the House of Cyprus in Athens.

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 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

ARTISTIC ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION DURING THE PERIOD 1.10.16-30.9.17

MAIN STAGE

C/C	Play	No. of Performances	No. of Audiences
1.	THE GENERAL SECRETARY by Elias Kapetanakis Direction: Vassilis Nikolaides Period: 19.11.16-12.3.17	39	5.220
2.	LONG DAY'S JOURNEY INTO NIGHT by Eugene O'Neill Translation: Nikos Gatsos Direction: Yiannis Houvardas Period: 22.4.17- 3.6.17	15	1.558
3.	PERSIANS by Aeschylus Direction: Aris Biniaris Period: 13.7.17- 28.7.17	8	6.730
	TOTAL OF MAIN STAGE	62	13.508
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	91	34.345
	COMPARATIVE FIGURES 1.10.14 - 30.9.15	49	20.741

NEW STAGE

C/C	Play	No. of Performances	No. of Audiences
1.	SOURINAM by Stefanos Stavrides Direction: Magdalena Zira Period: 13.10.16-21.12.16	21	1.556
2.	WOLFGANG by Yiannis Mavritsakis Direction: Marios Mettis Period: 3.11.16-18.1.17	25	1.570
3.	THE OMISSION OF THE COLEMAN FAMILY by Claudio Tolcachir Translation: Maria Hadjiemmanouil Direction: Maria Kyriakou Period: 12.1. - 2.3.17	17	2.122

	SCORCHED by Wajdi Mouawad Translation: Efi Yiannopoulou Direction: Paris Erotokritou Period: 26.1. - 24.3.17	25	2.886
	TOTAL OF NEW STAGE	88	8.134
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	75	6.141
	COMPARATIVE FIGURES 1.10.14 - 30.9.15	92	8.403

STAGE 018

C/C	Play	No. of Performances	No. of Audiences
1.	PETROS'S WAR by Alki Zei Direction: Takis Tzamargias Period: 9.10.16-7.4.17	105	38.482
	TOTAL OF STAGE 018	105	38.482
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	131	43.458
	COMPARATIVE FIGURES 1.10.14 - 30.9.15	174	40.716

NATIONAL THEATRE LIVE			
	FRANKENSTEIN	1	314
	DEEP BLUE SEA	1	119
	HAMLET	1	371
	ONE MAN, TWO GUVNORS	1	104
	WAR HORSE	1	190
	THE TREPENNY OPERA	1	191
	NO MAN'S LAND	1	291
	AMADEUS LTD	1	234
	HEDDA GABLER	1	248
	SAINT JOAN	1	113
	OBSESSION	1	124
	TWELFTH NIGHT	1	120
	TOTAL	12	2.419
	GRAND TOTAL	267	62.543
	COMPARATIVE FIGURES 1.10.15 - 30.9.16	303	85.274
	COMPARATIVE FIGURES 1.10.14 - 30.9.15	315	69.860

PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2017, 2016 AND 2015

	Play	No. of Performances	No. of Audiences
2017	PERSIANS by Aeschylus	3	13.910
2016	Sophocles "ANTIGONE". Co-production National Theatre of Greece, State Theatre of Northern Greece, Cyprus Theatre Organisation	-	-
2015	Tadeusz Slobodzianek "OUR CLASS"	CANCELLED	-

COMPARATIVE CHART OF NUMBERS OF PLAYS, PERFORMANCES AND AUDIENCES IN CYPRUS AND ABROAD

1.10.16-30.9.17	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	3	1	62	-6-	13.508	16.039	29.547
New Stage	4	-	88	-	8.134	-	8.134
Stage 018	1	-	105	-	38.482	-	38.482
TOTAL	8	1	255	6	60.124	16.039	76.163

1.10.15-30.9.16	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	91	--	34.345	-	34.345
New Stage	3	2	75	2	6.141	100	6.241
Stage 018	1	-	131	-	43.458	-	43.458
TOTAL	8	3	297	2	83.944	100	84.044

1.10.14-30.9.15	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	49	6	20.741	3.300	24.041
New Stage	6	-	92	-	8.403	-	8.403
Stage 018	4	-	174	-	40.716	-	40.716
TOTAL	14	1	315	6	69.860	3.300	73.160

* The figures above include all performances given by The Cyprus Theatre Organisation abroad.

COLLABORATION OF THE CYPRUS THEATRE ORGANISATION WITH THEATRE GROUPS IN CYPRUS AND ABROAD

Within the framework of collaboration, exchange and guest performances, the Cyprus Theatre Organisation presented the following plays in 2017:

Play	No. of Performances	No. of Audiences
1. SOCRATE'S APOLOGY	2	294
2. LAMBENTOUZA	1	376
3. SIMVOLEOGRAFOS	2	575
4. THE LOAN	2	151
5. ALAVROSTISHIOTIS	2	240
6. RELIC – DUBITANDA	2	176
7. THE HERO - DUBITANDA	2	85
TOTAL	13	1.897

3.2 DEPARTMENT OF THEATRE DEVELOPMENT

SUBSIDISATIONS OF THYMELI

	2017 €	2016 €	2015 €
SATIRICO THEATRE	179.000	196.915	211.743
THEATRE ENA	130.000	165.500	199.643
ETHAL	178.000	206.800	218.363
THEATRE SKALA	155.000	174.000	207.051
THEATRE DIONYSOS	175.000	116.416	57.400
THEATRE ANEMONA	128.000	54.000	44.500
THEATRE VERSUS	20.000	20.000	37.000
THEATRE DENTRO LTD	20.000	-	5.000
PARAVAN PROACTIONS	-	14.000	-
KAT' EKON	-	14.000	-
PERSONA THEATRE GROUP	-	20.000	13.100
AMFIKTIO IDRIMA	-	-	18.600
THEATRICAL TEAM POINT 2	10.000	-	18.400
IMAGINARY THEATRE	10.000	-	19.700
ACT THEATRE	-	-	15.000
FRESH TARGET THEATRE	55.000	39.200	11.500
EROS THEATRE FAMAGUSTA	10.000	-	10.000
PARAPLEVROS PRODUCTIONS	-	17.800	9.500
"OLVOS" THEATRE GROUP	-	-	7.700
ANTONIS GEORGIU	-	-	6.200
LEDRA MUSIC SOLOISTS	-	-	5.000
LITTLE MUSE THEATRE LARNACA	-	-	5.000
MARIOS METTIS	-	10.000	5.000
NICOS ZAVALLIS	-	-	5.000
MARIOS KAKOYLLIS	-	-	5.000
CHRISTODOULOU YIOLANDA	-	-	5.000
ANDRIA ZENIOU	-	-	3.500
"SOLO GIA TRIS" THEATRE GROUP	-	28.000	3.000
EDEKANOU GROUP	-	-	3.000
SOFIA KALLI	-	-	2.000
ELEANA CHARALAMBOUS	-	-	1.500
"DROPS OF LIFE" THEATRE	-	-	1.500
ALPHA SQUARE ORGANISATION LTD	10.000	41.272	-

OPEN ARTS	-	10.000	-
“ANTILOGOS” THEATRE GROUP	-	10.000	-
“LIBERTAD” THEATRE GROUP	-	10.000	-
PRIMA LUX	-	10.980	-
KENTRO PARASTATIKON TECHNON “MITOS”	-	14.000	-
POCKET THEATRE	24.000	-	-
TOTAL	1.104.000	1.172.883	1.154.900

3.4 INFASTRUCTURE

INFASTRUCTURE CONSTRUCTION/ RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS	2017 €	2016 €	2015 €
• THOC NEW BUILDING	130.793	139.584	131.658
• THEATRE APOTHIKES THOC	11.280	24.568	50.000
• MAKARIOS III AMPHITHEATRE	3.486	6.769	1.673
• ANCIENT THEATRE OF KOURION	3.332	-	-
TOTAL	148.891	170.921	183.331

3.5 OTHER SUBSIDIES AND ACTIVITIES

AMATEUR THEATRE	2017 €	2016 €	2015 €
30° PANCYPRIAN FESTIVAL AMATEUR THEATRE	22.866	-	-
29° PANCYPRIAN FESTIVAL AMATEUR THEATRE	3.107	20.330	-
28° PANCYPRIAN FESTIVAL AMATEUR THEATRE	-	468	30.027
27° PANCYPRIAN FESTIVAL AMATEUR THEATRE	-	-	742
TOTAL	25.973	20.798	30.769

SCHOOL THEATRE	2017 €	2016 €	2015 €
PANCYPRIAN STUDENT THEATRE GAMES	28.760	27.323	23.246
TOTAL	28.760	27.323	23.246

SUBSIDISATION OF ORGANISATIONS	2017 €
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	40.000
CYPRUS THEATRE MUSEUM	35.000
CYPRUS PLAYWRIGHTS COMPANY	4.000
ACTORS UNION OF CYPRUS	2.000
SI.DI.K.E.K.	2.000
TOTAL	83.000

OTHER ACTIVITIES	2017 €
THEATRE AWARDS	45.127
TOUR – STRASBURG "A FEAST TA AL-NOURI'S	26.596
WEBSITE	11.736
SUBSIDISATION OF CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDISED THEATRES	10.800
THEATRE SHELTER	5.517
MEETINGS/SEMINARS - DUBITANDA	2.717
SCENOGRAPHY EXHIBITION ANDY BARGILLY	2.500
THEATRE WORKSHOP IZUMI ASHIZAWA	409
TOTAL	105.402

Part C'

Sports

1.

THE CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organization, being the Supreme Sport Authority in the Republic of Cyprus is responsible for enhancing the development of both the out-of-school sport activity and the “Sports-For-All” (SFA) program, pursuant to the 69-96 Cyprus Sports Organization Law.

The CSO’s functional structure is as follows:

- 1.1 Sports Sector
- 1.2 Technical Services , Monitoring and Inspecting Private Gymnastics Schools
- 1.3 CSO-owned Sport Facilities Management
- 1.4 Financial Management Sector
- 1.5 International Sport Relations , protocols and European Issues
- 1.6 Sports Academy
- 1.7 Staff Issues
- 1.8 Cyprus Sport Research Centre (CSRC)
- 1.9 Senior Counsel for Athletes’ Health (SCAH) – Athletes’ Health Sheets

The Competitive Sports, the Sports-For-All and all the Organization’s individual programs are placed under the Sports Sector: (High Performance Scheme, Talent National Scheme, National Developmental Sports Support Scheme, Anti-violence, etc).

Creating and or improving the sport infrastructure all the CSO-owned sport facilities are placed under the Sport Facilities & Technical Services Sector.

The Sector of Administration and Maintenance of Owned Sport Facilities

The planning use of owned facilities but also the supervision and maintenance of all the owned sport facilities come under the Sector of Administration and Maintenance of Owned Sport Facilities.

The CSO’s entire financial planning, the financial procedures auditing and the CSO-owned sport facilities management come under the Financial Management Sector.

The Human Resources Sector and the Cyprus Sport Research Centre are responsible for the training of the Organization’s permanent staff and the follow-up of the Sport Research Centre but also the relations with the trade unions.

Analysing Sectors and Branches

1.1 Sports Sector

The Sports Sector comprises two branches, the first one of the Competitive Sports and the second one with the Mass Sports.

-Competitive Sports

The Competitive Sports depended financially on the CSO’s subsidies amounting to €9.948.000 compared to €9.929.980,00 in 2016. In 2017 the under-mentioned sectors have being subsidized as follows:

CSO’s programs - €1.884.500 Insurance, Violence and Fair Play, National Development Sports Support Scheme, Talent National Scheme, High Performance Athletes, Researches, Volunteerism and European Sports Week)

-Subsidies

- **Branch A: Bottom Sports** (Clubs) - **€2.514.001**
- **Branch B: Top Sports** (Federations) - **€5.549.498**

The CSO programs are in fact national programs covering a wide extent of activities, in which the individual programs stated below are subsumed:

-Insurance €150.000

It is related to the high yield insurance scheme, which more than 700 National Teams male and female athletes benefit from.

• Violence and Fair Play €25.000

The program becomes operational under the supervision of the CSO National Committee against Violence, which, in 2014, has been renamed «Fair Play Committee». Meetings, debates and other events are co-organized by the Committee in the context of its activities and Sport Institutions and organized groups on topics related to the prevention and the suppression of violence on the grounds. Furthermore, the competent officer of the CSO participates in annual meetings of the Council of Europe Sport Unit (TRV) in Strasbourg, during which the various Recommendations like for example the 1/93 and 1/94 ones of the Council of Europe upon which the current 2008 – 2014 Law on the Prevention and Suppression of Violence on the Sport Grounds, has relied.

In December 2012 the Regulations on the Match Stewards have been voted by the House of Representatives by virtue of the above stated Law. In accordance with the Regulations the CSO was involved in whatever has to do with the stewards' training cost, the suitable equipment market and the setting up and the management of a Match Stewards Registry. The CSO pursued in 2015 too, the training of match stewards based on the decisions by the Match Stewards Committee as it is defined by the Regulations, while it also delivered approximately 200 radio receivers to the Administration of the Ground where the First League Championship matches take place.

The Match Stewards mechanism is enforced for the 2nd competitive period and has relieved the police of some specific duties, which helps reducing the number of the police officers recruited on the grounds and consequently the policing cost of sport events.

-Researches €6.000

This sum is related to the various scientific researches undertaken by the CSO aiming at making regular efforts to solve the problems in the Sport Sector and at enhancing the scientific knowledge on the Cypriot reality. Research on violence-related incidents on the sport grounds, the involvement of women in sports etc.

-European Sports Week €65,000

The above planning has been considered for the third time in the context of this year budget. The European Commission aims at promoting the physical exercise and sport-practising on all levels.

Subsidies to Sport Institutions €8.063.500

The above sector is divided in two sections:

Section A – Bottom Sports €2.514.001

It is related to the subsidies intended to clubs, groups, associations etc. It becomes operational through six (6) basic schemes:

-Coaching program €355.000,00

Covering part of the expenses faced by Individual Sport Clubs, Gymnastics Clubs and Nautical Clubs from employing coaches.

-Rewarding Champions of Clubs of Team Sports €178.000

Supporting financially the basketball, handball, volleyball, tennis table, female football and futsal team sports clubs for participating in the relevant European events under a specific planning

-Aid to deportees' clubs €781.734

Providing financial aid to our deportees' clubs dealing with all sports being active even prior to 1974, which pursue their competitive activities after that year. This program is operational on three levels:

- Supporting football clubs
- Supporting clubs dealing with other team and individual sports further to football
- Granting a lump sum to clubs members of the Cyprus Confederation of Local Federations - CCLF
- Covering a loan granted to deportees' clubs enjoying membership in the Cyprus Football Association

-Subsidizing team sports €461.285

Providing financial aid to basketball, handball, volleyball clubs based on their competitive activities related to men and women. The sum of €280.000,00 is related to semi professionalism.

-CCLF Clubs €330.000,00

Financial aid granted to both the Federation and the clubs involved in rural football; supporting academies and enhancing development programs for the rural football clubs.

-Individual sports €327.981

Financial aid based on the competitive evaluation of the Individual Sports Clubs, the Nautical Clubs and the Gymnastics Clubs. The aim is further financial aid given to individual sports clubs, which do not have any other income sources (games tickets etc).

-Unpredictable €80.000

It is deemed necessary to the sum of €80.000 be noted as «Unpredictable» in order to cover any non-predicted needs of our sport institutions that are likely to come up during the year.

-SECTION B - TOP SPORTS €5.549.498

It is mainly related to our Federations and it becomes operational through eleven (11) basic schemes. The said eleven schemes – in relation to fifteen (15) schemes being operational in 2012 - came up following a decision dated 15/5/12 made by the Board when schemes were merged without being abolished; they were operational as sub-schemes. The aim of such merge has been a more flexible functioning of the Federations. The CSO's Board made further decision at its meeting dd 13/1/2015 and negated its decision on grouping the Schemes set up by Certified Staff and Officers together. Therefore, the two above stated sections are running as independent Schemes.

-Scheme: Certified Staff's earnings €877.148

It has to do with covering the expenses deriving from the pay of the Federations' staff.

-Overall expenses €360.850

It has to do with supporting the Federations to cover their overall expenses. It mostly covers the Federations' staff-related expenses but also the other overall expenses like T.T.T, Board members' travelling expenses, office running costs, office equipment, stationery, etc.

-Athletes' incentives €511.500

Supporting financially the Federations' champions according to their annual performance, the incentives sum covers Olympic Sports athletes who according to their Federations' criteria are classified as elite athletes and they are simultaneously members of our national teams. The distribution of such sums is carried out through a specific rating system used for athletes in conjunction to their performance. The Scheme is worked out by the Federations considering each sport's particularities as it is communicated to and approved by the CSO.

-Federations' Coaches €708.700

It has to do with the recruitment of coaches by the Federations. The coaches are responsible for our national teams.

Each Federation is precisely the one which appoints national coaches and assistant national coaches who are responsible for implementing our national teams' planning. It is noted that the Federations' Coaches are qualified experts in each sport.

-National Teams' Planning €1.415.300

• International Games in Cyprus €156.000

Supporting the Federations to organize international games in Cyprus. Our Federations enjoy precisely membership in European and International Bodies within the European and International Environment and as such they should or they have the discretion to get involved in and claim for participating in various European or international events. This is helpful in terms of sports by acquiring experience by our athletes, but also in terms of organizing such international events, while at the same time Cyprus is promoted abroad. It is noted that according to the CSO organizing international game in Cyprus has become an important step in tourism sports developing in our country.

-Participating in international games €921.700

Supporting financially the Federations to participate in international games. Our Federations enjoy membership in European and International Bodies and they are responsible as part of their obligations to participate in international games, which are organized by these international bodies.

The CSO's aim is to achieve our participating in international events being substantial. The CSO's ultimate objective is to our athletes achieving excellent performance and not limiting themselves to participating in order to acquire experience.

-Specific programs favouring the athletes €234.300

This is related to specific programs favouring the athletes pursuing an international career in view of specific international games.

As regards precisely the participation of our athletes in big games, special preparation is required in order that they may be fit to reach their top performance ever. Therefore, they train in places – areas disposing of the suitable environment for games but also in places where they can train with athletes coming from other countries equally efficient in order to push them become more competitive.

-Medical care €103.300

Covering the medical treatment (vitamins etc) administered to the Federations' athletes. Our Federations are given the possibility to provide, through the said scheme, insurance cover for more athletes beyond the number of those already integrated in the CSO's Insurance Scheme. They may also provide support to our athletes by means of recovery programs like massage, physiotherapy sessions, aqua therapy sessions, etc.

It is noted that the sharp development of sports requires further scientific support for our athletes with the medical care and treatments to prove a hugely important aspect of such support.

-Development programs planning €384.500

-Talents' development €131.000

Supporting specific programs by the Federation favouring the development of gifted athletes to become the future champions. Our Federations elaborate specific programs through their planning to identify and value new gifted athletes to become our country's future national teams.

The stated planning covers specialized camping in Cyprus and abroad by qualified coaches who are trained in both education and in child psychology, so that the said planning may be in line with the particularities of the childhood and adolescence.

Such talent development planning is valued by the CSO as our Federations' future investment favours all the sports' development.

- Developing a Bottom Line and the Relevant Material €253.500

It is a Federations' program to ensure the inclusion of youngsters / young athletes in the said sport.

Our Federations are responsible for the inclusion of young athletes, simultaneously to the development of each Federation's sport, aiming at enlarging the bottom line of each sport. The said planning becomes also useful for both the Federations in their competitive claims but also for the sport becoming a mass one. Part of the above stated sum is conceded to the Federations in order that they may cover their needs in terms of specialized sort material.

-Professional establishment €845.779

Inclusion and recruitment of "elite" athletes having accomplished big achievements on an international scale.

-Domestic Games €265.400

Supporting the Federations to ensure the Cyprus-scale Championships are taking place unhinderedly. As it is known, a pretty requiring organizational plan is imperative in order that the national championships may take place, which signifies high cost that must be paid by the organizer, being in this case our Federations.

The countries' preparation and the judges' / referees' / secretariat's and observers' compensation come under these expenses. The Cyprus-scale championships take place considering the international regulations applied by each Federation in order that such organizing may be valid and reliable.

-Congresses abroad €87.000

It has to do with the participation in the respective European and World congresses of the Federations' representatives.

Our Federations' Boards, which are involved in the respective international bodies should attend the meetings of such respective international bodies, in order to support the position and the interests of the Cypriot Sports.

At the same time many of our members claim to and are elected as members of the international bodies' board, which gives an identity to the Cypriot sports and the Republic of Cyprus in general.

-Rewards (Partial Benefits)

The CSO enforces the Partial Benefits Scheme through which athletes who have obtained a remarkable position in big international sport events are rewarded in the form of money given to them. The CSO applies the «Partial Benefits Scheme» for high sport performance of able-bodied athletes and athletes with a disability, according to which both athletes and coaches are rewarded with money for their excellent performance in high sport events.

The year 2016 may be called a positive and successful one in terms of competitive sports and in the light of the new economic situation generated in our country.

The most important successful results achieved in 2017 in our sports are reported below in detail:

- Nektaria Panayi, 2nd place World Universiade -Athletics
- Antonis Aresti, 3rd place World Championship – Athletics IPC
- Milan Trajkovic, 6th place Pan European Games – Athletics
- Panayiota Andreou, 5th place Pan European Championship - Shooting
- Karolina Pelendritou, 1st place World Championship IPC
- Giorgos Achilleos, 3rd place World Games – Shooting
- Andri Eleftheriou, 3rd place World Games – Shooting & 2nd place Pan European Championship
- Pavlos Kontides, 1st place World Championship & 3rd place in the Pan European Championship Sailing

- Subscriptions €87.580

The Federations sent to the CSO by 2005 the relevant forms related to their membership subscriptions in the World and the Pan European Federation, and the CSO was the one to pay such subscriptions. Since 2006 the sums of money are given to the Federations to be more flexible and such Federations are the ones to carry out the activities.

-Unpredictable €1.241

It is deemed necessary to report and keep the above stated sum as «Unpredictable» in order to cover any non-predicted needs of our sport institutions that are likely to come up during the year.

-Sports for persons with a disability and for vulnerable groups amongst the population in 2017

The Social Sports (Sports for Persons with a Disability and for vulnerable groups amongst the population) have been sustained financially by the CSO with the amount of €345.000,00, equal to the one incurred in 2016. Considering the above sum for 2017 the following sectors have been subsidized:

- Regular annual subsidy in favour of sport institutions, which support sports in Cyprus, persons suffering from paraplegia and disabilities, with special needs, transplants, deaf and blind. The total amount for 2017 reached €243.000,00, equal amount in 2016.
- Special planning based on criteria and conditions aiming at supporting various organized groups by enhancing employment through physical exercise in favour of targeted groups amongst the population. The total amount reached in 2017 to €67.000 compared to €74.319,00 in 2016. The detailed planning is as follows:
 - «Coping with Addictive Substances» Scheme
 - Religious Groups National Scheme
 - «Supporting Vulnerable Groups amongst the Population» SchemeAn amount of €30.000,00 has been used to cover the Paralympics Athletes' expenses abroad.

-Sport Tourism

Developing and promoting Sport Tourism is amongst the CSO's priorities.

The CSO has undertaken the upgrading of the sports map, which is available online for both Cyprus society and the concerned visitors abroad who are interested in using sport facilities. The parties concerned may through the sport map locate everywhere in Cyprus all the sports facilities for all sports and at the same time the services provided in the sports facilities surrounding area, i.e. airports, pharmacies, accommodation etc. The sport map is available in three (3) different languages (Greek, English, Russian). The users may also visit the sport map even with a relevant application on the mobile. Yet, the CSO enhances the promotion of its Sport Facilities by issuing a special brochure in Greek and in English but also an e-printout, which is inserted on the CSO's web site, with information on all its Owned Sport Facilities.

The CSO subsidizes its member Federations to organize international games in Cyprus, to participate in international events for club sports held abroad and in Cyprus. Furthermore, the CSO also subsidizes member Federations to participate in Pan European and World Conferences.

A web site collecting information on local, international and European events held or to be held in Cyprus will be available soon. The aim of this concept is to establish networks between sport federations and tourist organisms or agencies and media through the CSO to provide direct and relevant updating on sport events in Cyprus.

The CSO is working with Universities and the Cyprus Tourism Organism in order to engage in conferences and conduct congresses and events on Sport Tourism in Cyprus - CTS. It also trains and supports the sport institutions on sport tourism.

The joint CSO – CTO Sport Tourism Committee is still operational with such collaboration aiming at ensuring the coordinated actions by the two institutions in order to attract sport tourism in Cyprus, where meetings are held regularly in the context of which common actions undertaken by the two Organisations are readily understandable.

The CSO has been involved in the Public Consultation on the study conducted in relation to forming a National Tourism Strategy for the period 2017-2030 of the Cyprus Chairmanship, in the context of which it stated its positions.

-Subsidizing School Boards - €245.000

The CSO granted €245.000 to 47 School Boards (91 school rooms) for school rooms use during afternoon hours by recognized Clubs, Federations and CSO National Programs (185 sections of clubs, federations and national programs), according criteria as agreed jointly by the Ministry of Education and Culture, the CSO and the School Boards Coordinating Committee.

-MASS SPORTS

The Sports-For-All Program is successfully operational for 32 years.

The "Sports For All" Mass Sports Program is performing successfully a very important work and has a multi-year consistent orientation towards accomplishing its sport, social, cultural, education but also its psychological mission.

The Sports For All Program is getting upgraded and is supported in applying strictly general and specific structured programs, which have been set up based on modern life needs and world sport reality. The SFA program dictates the conscious option of movement – sport-practising not for rivalry or competition purposes but for physical activity, joint physical exercise, human communication and improving all persons' psychosomatic health.

Sport-practising is all citizens' right no matter the sex, the age, the origin, the body constitution, the economic strength and body integrality. The value of physical activity is recognized and evidenced not only for health maintenance purposes but also for using the movement as a proactive cure and a recovery treatment for health.

The Cyprus Sports Organization has recognized the scientifically evidenced results of sport-practising and its beneficial role in improving man's quality of life and applied in Cyprus too the "Sports For All" program through specific tailored-made packages for all persons and all ages. The application of such program in early childhood, third age people, people with special needs and population minority groups is translated in activities, which are implemented for "life-long learning" purposes.

-Vision

This program's vision is to the big majority of the population in Cyprus getting involved in sports, benefitting from the physical activity and providing equal sport-practising opportunities to all the citizens, no matter their ethnicity, sex, age, social position, mental or physical status, education, body integrality, economic standing and social stratum.

-Aims

The key objectives of this Program are:

- The life-long physical exercise and the physical activity as part of one's life
- Improving the physical and mental health of a person
- Character and personality developing in the spirit of fair play and sportsmanship
- Sport education of people and mainly of children has an ultimate aim, to eliminate violence in sports
- Youth healthy hobby and avoiding bad habits, reducing crime rate, getting rid of drugs and eliminating other social problems
- Social cohesion, tolerance and understanding amongst citizens through the physical activity programs

-Programs for children

- The «General Sport-practising» program addresses all the children attending Elementary Education and has as key aim to gravitate towards the sport-practising and knowing about it.
- The Specialized Programs address children who wish to get rigorously involved in their favourite sport and such sport becomes the choice of children who are gifted with special sport properties. They are through this Program given the opportunity to participate in regional, district and Cyprus scale games.
- The «Child and Swimming» program is implemented during summer months. It gives the opportunity to all children to get in the water and learn how to swim properly.
- The «Early Childhood Education» Program addresses early childhood children with the aim to learn about sport-practising while playing.

-Programs for Adults

The Program is implemented in big urban areas and is extended in country centres too.

The programs that are operational are the following ones: Aerobics, Pilates, Yoga, Zumba, Pound, Adapted Gymnastics, Basketball, Volleyball, Swimming, Tennis, Futsal, Hapkido.

-Programs for persons with Special Needs for Groups intended to be Reintegrated and Tourists

The Cyprus Sports Organization fosters special programs for pupils attending Special Schools, embracing the "Sports-For-All" concept of the relevant Program to provide equal opportunities for sport-practising to all people, no matter their sex, age, social position and mainly their mental and physical health level. Furthermore, the Program is operational for persons who are involved in social inclusion groups and for long stay tourists who visit Cyprus.

-Staff Training

Training seminars are held for the Trainers involved in the Program. Local, regional and Cyprus-scale sport events are also organized in the program's constant upgrading concept.

-Members – Expenses – Revenue

About 15.700 persons (children and adults) were involved in the Program implemented in more than 530 centres and 94 Trainers and Administrative Staff provided their services under it.

The Program's overall cost is expected to reach about €1.900.000.

The revenue from the Program is expected to reach €1.300.000.

-Physical Education Program pursued by the National Guard (Cypriot Army) and the Security Corps

The Cyprus Sports Organization runs for 18 consecutive years the Sport-practising program for the National Guard in collaboration with the Ministry of Defense and the Staff.

Under this program, 25 trainers are employed all over Cyprus in military camps mainly special forces camps and big land army ones. Two trainers have been appointed as Coordinators to ensure a better monitoring of the program. One Coordinator is responsible for the regions of: Larnaca, Nicosia and Famagusta and the second one is responsible for the regions of: Pafos and Limassol.

The sport-practising in the Security Corps has been launched in the context of the upgrading of the program with a view to provide the Police Force, the Fire Brigade, the Civil Defense and other Security

Corps personnel with the opportunity to be involved in sport-practising and improve their operational skills.

Sports is an important social phenomenon and that is it is deemed necessary to keep it going even in the army, where the soldiers are, therefore, given the opportunity to consolidate and improve their fitness.

The sport-practising programs set up with a view to create a modern army and therefore, a powerful defense system in terms of fitness, are improved and readjusted according to the conditions and needs faced by the National Guard from time to time. This year a pilot program has been implemented, which comprises fitness exercises and martial arts sessions. Following an enquiry before and after completion of the program, conclusions have been reached that helped to improve even more the level of the programs applied.

The number of soldiers who undergo daily training in the military camps all over Cyprus is 1300 indeed. They triple during the recruitment period when recruits join the army and their total number is approximately 4000 depending on their number registered at the Recruits Training Centres.

-Sport-practising in the National Guard (Cypriot Army)

Morning sessions are held for improving Fitness. The aim is:

- To improve fitness (aerobic skills)
- To improve motor skills
- To improve general strength

Στόχος είναι : Afternoon games and play sessions are also held.

The basic principles governing the team games of basketball, volleyball, football and handball are taught.

- Sport-practising - recreation
- Developing leadership skills
- Self-confidence
- Team spirit
- Promoting fair play

-The aim of Physical Education in the National Guard:

- Combining physical activity and recreation for the soldiers through playing.
- Ensuring the soldier athletes pursue their competitive activity.
- Promoting the fair play where ethics, properly behaving and fair conduct are developed.
- Staffing the National Guard with brave soldiers, who will be able to cope with the challenges and difficulties, accomplishing successfully any military mission is the final objective

Further to the physical activity sessions provided to the units where they are appointed, the trainers meet further needs accordingly like:

- Organizing local military championships amongst units
- Providing organizational assistance upon the recruits joining the Recruits Training Centres
- Organizing and monitoring the selection tests for the candidates applying for the position of voluntary officers (five-year commitment volunteers) but also for the special forces high ranking military
- Evaluating the permanent high ranking military's fitness once annually.

-Sport-practising in the Security Corps

The CSO has conceived the "Sport-practising in the Security Corps" in the context of the mass sport-practising program, with a view to improve the fitness of all the Security Corps' personnel. Such programs are operational for the sixth consecutive year.

The sport-practising program in the Security Corps aims at consolidating and improving the fitness, achieving the best physical appearance, controlling daily stress, improving flexibility, combining physical activity and recreation for the participants through playing.

It is desirable through this program to contribute to the effort made collectively for the Security Corps and help our way to their personnel undertaking their security duties as best as possible.

-Social Sports Programs

Sports, is a powerful tool to achieve socializing and inclusion of persons with special needs and particularities. Providing equal opportunities no matter the sex, age, social status, mental and physical health is the concept of such programs implemented.

Making 5 gym centres created in the Central Jail operational is an innovation by the CSO. Moreover, 5 male and female trainers who staff these gym centres and provide daily sport-practising services to the prisoners detained in the male and female Jail have been recruited by the CSO.

The overall expenditure for the Program related to the National Guard and the Security Corps is expected to be approximately €520.000.

1.2 TECHNICAL SERVICES AND PRIVATE GYM SCHOOLS SUPERVISING SECTOR

The Technical Services and Private Gym Schools Sector is divided in two main branches:

-Setting Privately-owned Sport Facilities and subsidizing Non privately-owned Sport Facilities

-Supervising Private Gym Schools.

-Setting Privately-owned Sport Facilities and subsidizing Non privately-owned Sport Facilities

This sector deals with setting new Privately-owned Sport Facilities, upgrading the existing Sport Facilities and supervising projects of Non privately-owned Sport Facilities subsidized by the CSO.

The CSO's Technical Services cannot implement directly these projects by using CSO's resources (due to their small size), neither can they study such projects nor can they have them constructed. The Technical Services act in a Staff-style way, coordinating and supervising, buying services from external partners (study, construction etc) assigned such projects through a tender-selection process in accordance with the Law N73(I)/2016 on Tenders and the circulars distributed from time to time, but also the instructions by the Authority of Public Works, the Auditing Unit and the Ministry of Education and Culture. Further to the above, internal procedures are followed in compliance with the Law on the CSO and in general the national laws related to each case individually. Implementing projects through the purchase of services is currently the practice pursued by the broader Public Sector.

It is important to note that further to its other activities the CSO considers particularly the necessity to promote and implement every individual sport development as provided for in its criteria in relation to its subsidy policy.

The sum of approximately €900.000, which is crucially reduced with respect to past budgets due to the economic restrictions, has been spent for the development of the sport infrastructure for projects carried out in 2017.

Completed or under construction projects

- Larnaca Tennis Club Grounds and Facilities
- Farmakas regional Ground
- -Larnaca AEK Ground (Generator)
- -Kapedon Village Ground
- -Repairing the Floor of the Keravnos Sport Room
- Ethnikos Deferas Turf
- Ayios Theodoros Larnaca Regional Ground (Lighting)
- Studies on the Static Sufficiency and Reinforcement of the Tsirion Stadium's Canopy and Tiered Seating
- Doxas Paliometoho Turf
- Anayia Pano Deftera Football Ground

Mass / Social Sports Projects completed or under process

- Yeroskipou Municipality's Futsal Ground
- Tseri Municipality's Futsal Ground
- Nicosia Municipality Skate Park
- Moniati Futsal Ground
- Livadia Municipality three Playing Grounds

New Football Ground at Kolossi in Limassol

The CSO launched a public procurement for the New Football Ground at Kolossi in Limassol and the project is going through the assignment process. The pre-estimate of the expenditure amounts to €29.300.000 and the project's duration is 28 months.

Department in charge of Building-related Remarks for Sport Development Projects

Remarks are submitted by this Department for further consideration by the Competent Authorities, the Surveyors and or the Applicants, in compliance with the Law and the Regulations on CSO. This is done in the context of the supervision and the monitoring in relation to the setting of Sport Facilities (Private Gym Schools and other Sport Infrastructure).

This department helps setting Sport Facilities in compliance with the relevant legislation and therefore they may be approved to be operational as per the law. In 2017 the CSO's Technical Services have forwarded 100 opinions both in writing and verbally.

Private Gym Schools Monitoring

The CSO has put in place and follows a monitoring, inspection and licensing procedure related to the Private Gym Schools by virtue of the article (2) ("κα") of the Cyprus Sports Organization Law and the relevant Regulations.

The Law and the Regulations are enforced through a specific mechanism applied by the CSO competent Department, aiming mainly at making the Gym Schools providing gymnastics sessions or courses enjoying a status protected by law.

Furthermore, a procedure has been institutionalized in the context of such mechanism and it has become an established system based on the qualifications as defined by the Private Gym Schools Regulations in relation to keeping a registry of accredited trainers/fitness instructors who are interested in being recruited by the Private Gym Schools.

The detailed information of activities in this sector for 2017 is stated here below.

Supervising Private Gym Schools

Supervising the Private Gym Schools is done with s software. The classification of the 807 Private Gym Schools registered by the CSO by the 31/12/17 is as stated on the following Table:

Private Gym Schools with a valid licence	76
Private Gym Schools, which are approved but have not yet paid the operation licence issue fees	3
Private Gym Schools, which are approved but have not applied for their licence to be reissued / renewed	48
Private Gym Schools, which are approved and are reconsidered for their licence to be reissued / renewed	7
Private Gym Schools, which are approved but have then terminated the their operation	11
Private Gym Schools, which are approved but have then referred to the Legal Advisor to take measures against them	1
Private Gym Schools, the applications of which are under consideration (their file is incomplete)	60
Private Gym Schools, which are referred to the Legal Advisor to take measures against them	112
Private Gym Schools, the file of which has been returned by the Legal Advisor for further enquiry	10
Private Gym Schools that are not operational	194
Private Gym Schools under consideration to check whether they comply with the provisions of the law	82
Private Gym Schools that are operational and have never applied to the CSO for becoming licensed.	203
TOTAL	807

Inspecting Private Gym Schools

Inspectors of the CSO perform inspection planned visits at the Private Gym Schools (either licensed or not) with no anticipated notice. The inspection visits that took place in 2017, precisely by the 31/12/17 are stated per district on the Table here below:

	NICOSIA	LIMASSOL	LARNACA	FAMAGUSTA	PAFOS	TOTAL
VISITS	209	134	42	39	56	480

Licensing Private Gym Schools

The inspection visits in view of licensing are performed following an application submitted by the owners of the Private Gym Schools, provided the application submitted is duly completed. Such inspection visits focus mainly on inspecting the premises, the sport equipment and the trainers/fitness instructors employed by the school. The inspection of the sport equipment and the fitness instructors is performed by the Inspectors of the Private Gym Schools and the inspection of the premises by Officers of the CSO's Technical Services. The operation licence is issued for the specific sport activity or sport provided at this very school and it is valid for one year. The licensed Private Gym Schools are classified in the relevant Registry kept by the CSO. In 2017 76 Private Gym Schools are licensed by the CSO.

Taking judicial measures

If a Private Gym School does not fulfil its obligations then the CSO takes legal action against the owner (natural or legal person). 413 cases were referred to the Legal Advisor by the 31/12/17, 196 out of which have been put on trial, 10 have been returned to the CSO by the Legal Advisor requesting additional data, 86 are under trial process; for 14 cases the process of issuing and delivering summons and 107 have been withdrawn for the following reasons:

- 40 have obtained the relevant operation licence
- 43 have suspended their operation
- to 24 the process server could not deliver the indictment.

Registry of trainers / fitness instructors

In accordance with the Regulations, further to the operation licence registry, a registry of gym trainers / fitness instructors for those who are interested in being employed by gym schools after applying to the CSO. 957 persons have applied so far for registration 785 out of whom have been approved, 55 have been rejected while 117 are still under consideration.

Determining Future Development-related Decision by the Council

The CSO Council has set the future path to follow in relation to the inspections performed and the Private Gym Schools Licensing and decided that the new Regulations on the Private Gym Schools should focus but on the Sport side. The CSO aims through this decision at:

- Reducing the administrative cost for the State as two Institutions (CSO & Local Administration) require the same certificates and go through equal inspections.
- Avoiding the additional charges and the inconvenience caused to the citizens / applicants.
- The CSO focusing on the sport side, which is its mission indeed.

Modernizing the Regulations on Private Gym Schools

The CSO Council decided at its Meeting dated 26/7/2016 to set up a Commission to Modernize the Law on the CSO. The above stated Commission deals also, in accordance with its tasks, with the Amendment of the Regulations governing the operation of the Private Gym Schools in order to comply with the above Decision by the Council and reflect the new requirements of the sport industry, filling the gaps identified throughout time.

Study on the Modernization of the Gym Trainers' Qualifications as they are determined by the 1995 to 2012 Regulations on Private Gym Schools

An important issue in the Regulations needing improvement is the Gym Trainers;/Fitness Instructors' qualifications. The CSO recognizes such necessity and has concluded an agreement following a

public procurement with a private group to conduct a study on the Modernization of the Gym Trainers' / Fitness Instructors' Qualifications as they are determined in the 1995 and 2012 Regulations on the Private Gym Schools.

The study has been accomplished and in accordance with the terms and conditions of the Agreement, the mapping of the existing situation, the particularities, the problems and the perspectives of the Gym Trainer / Fitness Instructor field has been drafted. An action plan to modernize the qualifications has then been submitted.

Implementing the Action Plan on Modernizing the Gym Trainer's / Fitness Instructor's Qualifications

The CSO's Council adopted at its meeting dated 6/9/2017 the above stated study and decided to implement the Action Plan in collaboration with the Human Resources Development Authority (HRDA). Standards for the Professional Qualifications in relation to the main jobs in the Sector of Gym Trainers / Fitness Instructors will precisely be fixed. Further to this, an evaluation and curriculum certification system will also be established for life long vocational training.

The sector of Fitness Instructor will be regulated pursuant to the European and National Policies, by implementing the said reform, aiming at ensuring high quality services and Fitness space safety, enhancing the mobility of the labour force involved in the sector from and to the European Union Countries, reducing the unemployment rate and connecting education to the labour environment.

Setting Standards for Sport Coaches' Professional Qualifications

Furthermore, the collaboration between the CSO and the HRDA is extended to the Sport Coaches field. Firstly, standards for specific Sport Coaches' Professional Qualifications will be set, aiming at securing legally the coach profession in order to prevent non-qualified persons from exercising this profession considering the consequences.

1.3 DEPARTMENT OF CSO-OWNED SPORT FACILITIES MANAGEMENT & MAINTENANCE COMPETENCES

The Department of the CSO-owned Sport Facilities Management & Maintenance accomplishes a highly important task for the CSO, because the facilities are, therefore, maintained and preserved on a high safety and suitability level for the users (workers, athletes, coaches, visitors etc.). Further to the above, the facilities are assigned daily (7 days a week) to third parties – mainly to sport operators – in order to have their events held there, either they are international, national or club level ones or training sessions. The facilities are also assigned for sport events like concerts, stock fairs, pre-election meetings, president proclaiming ceremonies, rituals celebrating by various religious groups.

In order that all the events may be properly organized and be successful, it is imperative to ensure:

-The constant and uninterrupted inspection of the facilities in full compliance with the laws in force on the structure suitability.

-The specialized monitoring of the events that are not classified as standard special world sport events and commercial and or social nature events.

-Considering and drafting the Pricing Policy in terms of fixing the charges to be paid by the users, the events pricing and statements producing in order to issue invoices by the Accounts Department

-Organizing suitably the staff of the sport facilities in order to provide their services for the events to be smoothly carried out.

-Constantly readjusting the federations' annual competitive programs to be operational while the social events are taking place and or hosting extraordinary (postponed) events.

-CSO's Facilities

The CSO's sport facilities are composed of:

- 2 football and sport field grounds:

«MAKARIO SPORT CENTRE» in Nicosia and «STELIOS KYRIAKIDIS» in Pafos

- 3 international standards indoor stadia:

«TASSOS PAPADOPOULOS-ELEFThERIA» in Nicosia, «SPYROS KYPRIANOU» in Limassol and «KITION» in Larnaca

- The multi-training «EVANGELOS FLORAKIS» centre in Nicosia

- 4 national standards indoor stadia:
«LEFKOTHEO» in Nicosia, «GLAFKOS CLERIDES» in Agros, «AFRODITI» in Pafos, «COMMUNITY CENTRE» in Larnaca
- 3 training football grounds with natural turf at Makario Sport Centre
- 2 50m swimming pools with 20m + 23m training pools respectively:
LARNACA OLYMPIC SWIMMING POOL and LIMASSOL LIMASSOL OLYMPIC SWIMMING POOL;
further to these, the NICOSIA OLYMPIC SWIMMING POOL, which is co-managed by the CSO and the Nicosia Municipality based on a respective agreement.
- 2 indoor 25m swimming pools:
«GLAFKOS CLERIDES» in Agros and an INDOOR SWIMMING POOL in LIMASSOL
- 2 sport parks:
OLD GSO ground in Limassol and OLD GSZ ground in Larnaca
- The Sailing Centre in Limassol

-Facilities Maintenance

Weekly and monthly inspection of each individual facility is included in the maintenance. The inspections extend to the mechanical facilities of each building, i.e. daily inspection of the engine room, the swimming pools, construction inspection (masonry, doors) and inspection of the permanent equipment (synthetic and or wooden floors).

The maintenance is accomplished through an approximately €4.000.000 agreement.

In 2017 the indoor LEFKOTHEO stadia were equipped with wooden floors (in replacement of the old ones) and in AFRODITI (in replacement of the destroyed one). Protective fire-resistant sponges were placed in the Judo room at TASSOS PAPADOPOULOS – ELEFThERIA and AFRODITI Judo room.

The most important task accomplished in 2017 have been:

- Repairing the (seats) of the Makario Stadium and increasing its capacity from 5.700 spectators to 9.500
- Full replacement of the TASSOS PAPADOPOULOS – ELEFThERIA roof insulation
- Restoration of Limassol Olympic Swimming Pool and its bathhouses
- Landscaping / painting of the KITION Sport Centre
- Opening new offices for the Higher Sport Judicial Commission – HSJC
- Arranging toilets and urinals for spectators underneath the LEFKOTHEO northern seats resulting successfully to keeping the spectators in separate groups, which is an imperative proactive measure against Violence.
- Assigning the management of the swimming pools and the cleaning of their waters through an open public procurement with excellent results as regards the quality of the water and the cleaning of the swimming pools.
- Hiring workers and cleaning ladies to staff better the cleaning and service departments of the facilities.
- Full restoration of the kitchen / canteen of the CSO's Headquarters in order that the State Sanitary Services may issue a Suitability Certificate.
- Specialized inspections by an independent lab from abroad to check the suitability of all the stadia's wooden flooring.
- Repair works on the diving board of the Nicosia Olympic Diving Swimming Pool and issue of a Suitability Certificate by an independent Agency.
- Building a disabled persons ramp to be used by athletes with disabilities attending the Larnaca Olympic Swimming Pool.
- Creating a space apart for oil storage at the KITION Sport Centre in order to achieve the issue of an Oil Storage Certificate by the Work Inspection Department.

The overall expenses amounted to €1.800.000 for maintenance works and the 19 CSO-owned Sport Facilities' management expenditure reached approximately €4.000.000.

1.4 The Financial Management Sector

The Cyprus Sports Organisation's budget for the year 2018 is balanced and income amounting to €41.677.780 is observed. The amount of €36.405.600 out of this income comes from State subsidy (chapter 1). An effort was made while establishing the budget to keep the various expenses as low as possible keeping in line with the strict policy of reflection experienced by the Cypriot Economy.

The following tables show an overview of the CSO's income and expenses:

SUMMARY INCOME TABLE

Income per Unit	2016 Real Income €	2017 Approved Budget €	2018 Approved Budget €	Increase + Reduction -	
				€	%
01 State subsidy	25.900.000	28.044.000	36.403.600	8.359.600	29,81%
Income from CSO-owned and other	1.034.692	797.070	797.070	----	0,00%
02 sport facilities					
04 Other income	1.876.561	1.847.545	1.977.060	129.515	7,01%
09 Bet National Authority	661.691	700.000	2.500.000	1.800.000	257,14%
11 Enforcement of Law on Prevention and Suppression of Violence on Sport Grounds	---	50	50	---	0,00%
Total Income	29.472.944	31.388.665	41.677.780	10.289.115	32,78%

SUMMARY EXPENDITURE TABLE

Expenditure per Unit	2016 Real income €	2017 Approved budget €	2018 Approved budget €	Increase + Reduction-	
				€	%
01 Regular-Administrative Expenditure / Maintenance	11.720.981	12.740.997	13.062.312	321.315	2.52%
02 Regular - Subsidies	13.101.837	12.210.628	14.176.588	1.065.960	16.10%
03 Development - Creation & Improving Sport Facilities	1.339.872	3812.010	11.813.850	8.001.840	209,91%
04 Regular-Payment of Loans & other liabilities	2.190.302	2275.000	2.225.000	-50.000	-2.20%
06 Regular – Non expected expenditure	---	350.000	400.000	50.000	14,29%
07 Regular Law Enforcement Prevention and Suppression of Violence on Sport Grounds	---	20	20	---	0,00%
08 Regular - Anti-violence Programs	---	10	10	---	0,00%
Total Expenditure	28.352.992	31.388.665	41.677.780	10.289.115	32,78%

1.5 International Sport Relations, Bilateral Agreements & Sport Partnership Memoranda

The international sport relations are considerably important both for the Cyprus Sports Organisation – CSO and the Sports in Cyprus in general. Participating in international sport events and representing Cyprus in such events is one of the main aims for establishing the Cyprus Sports Organisation. Working jointly with as many countries as possible in Sports is considered hugely important.

Signing protocols, memoranda, declarations and in general sport partnership agreements between Cyprus and the most advanced in sports foreign countries helps firstly exchanging athletes, teams, coaches & experts in relation to training camps and preparations to participate in institutional games/tournaments, seminars & lectures and any other form of partnership.

The Organisation pursued throughout time its partnership in sports with Greece and signed a new Partnership Protocol for the years 2017 - 2018. Signing the two-year Protocol with the General Sports Secretariat - GSS in Greece ensures a more lasting duration of such partnership, reduces the time-consuming preparation procedures and the signing of protocols, while at the same time not only all the provisions have been followed and sports exchanges have been pursued but more such provisions and exchanges have been added.

A provision has been added in the protocol according to which sport exchanges between sport institutions in Greece and Cyprus will be pursued even after signing the final agreement provided that

it will be anticipated by a written accord between the two sides and the final consensus by the CSO and the GSS in Greece.

The Organisation goes through the final stage of the process and its Chairperson accompanied by a delegation is expected to go to Israel and sign a Declaration on Working jointly in Sports.

Furthermore, the Organisation is in contact with other countries like Serbia and Romania to conclude an agreement and sign a sport partnership. Moreover, in the context of the Partnership Program Agreement with Jordan, which has been signed by the Ministry of Foreign Affairs there is a provision on working jointly dealing with sports issues.

Finally, the memorandum of cooperation between Cyprus and Bulgaria is ready and the two countries are expected to sign it during 2018.

Priority has been given under all the Sport Agreements to make sport exchanges related mainly to coaching preparations but also to the participation in institutional official and friendly games. Yet, it is highlighted that from now on stress is laid under all programs on provisions promoting the cooperation amongst countries on education, scientific research, exchange of information, expertise and know-how topics related to competitive sports.

It is also important to note that the development of actions amongst the countries is provided with a view to encourage peace, tolerance and smooth coexistence through sports.

The Sport Cooperation with as many countries as possible will bring about but positive results and will enhance the sports development and future achievements in big sport events.

- **Memoranda of Cooperation with other Local Institutions**

Another form of cooperation concluded by the Organisation is signing relevant Memoranda of Cooperation between the Organisation and the Cyprus Broadcasting Cooperation (Cybc), the Frederick University, the Cyprus University (PA.KY) and the Cyprus University of Technology (TE.PA.K.).

The Organisation has, by signing the above stated Memoranda of Cooperation the opportunity to cooperate with the Cybc, with which there will be an information interaction on sport issues, but also on promoting sports and the Organisation's work.

The Organisation will be cooperating with the University Institutions on providing training to its staff, its sport senior staff & officers and on research / research projects. The agreement concluded with the University Institutions to grant sport scholarships to athletes involved in the national teams upon consultation with the Organisation has been the most important achievement of the Organisation.

-**EUROPEAN AND INTERNATIONAL ISSUES**

The CSO watches the sport events taking place on a European and international level collaborating and coordinating its actions with the Ministry of Education and Culture and it participates in them actively. In 2017 the following actions took place:

-**Getting involved in the European Council**

The CSO participates through its national representative in the Council's preparatory body for sports (Working Group for Sports) with the Ministry of Education and Sports Advisor at the Permanent Delegation in Brussels. The CSO contributes in forming the European policies and decisions adopted by the Sports Ministers of the Council. Furthermore, the CSO has prepared the participation of the Minister in the formal Council meetings held during the Netherlands and Slovakia's presidencies.

-**Getting involved in the Expert Groups for Sports**

The CSO participated in Expert Groups for Sports set up based on the Working Plan on Sports 2014 - 2017. CSO Expert Officers participated in the following groups:

- Promoting physical activity to improve health (HEPA)
- Fair Governance
- Fixed matches
- Economic dimension
- Developing human resources in sports, skills and double career.

Furthermore, the CSO has appointed an Expert officer as Contact Person between the CSO and the HEPA Focal Points, who follows up the implementation of the indexes for setting up the Board with a view to promote the physical activity in order to achieve health improvement.

-Conference of the European Sports Directors

The CSO was represented in the two Conferences of the European Sports Directors held during the Malta and the Estonia presidencies.

- 3rd Annual European Sports Week

Establishing the first European Sports Week (ESW) in 2015 is an initiative by the Cyprus Presidency of the Council of the European Union in relation to and is included in the 27th November 2012 Conclusions document of the Council in relation to the promotion of the physical activity with a view to achieve. The implementation of such a European initiative aims at taking highly effective measures to raise awareness and mobilize the citizens as regards the physical activity and the overturn of the alarming trend for the European citizens' limited involvement in physical activity according to the research conducted on a Europe level but also on EU members States level.

The Cyprus Sports Organization organized the 3rd European Sports Week (23 - 30 September 2017) as the National Coordination Institution to implement its broad policy and promote the physical activity sports with the aim to the citizens adopting an active lifestyle but also to promote the relevant European policies to improve the public health through the physical activity.

The aim of the European Sports Week through the slogan #BeActive is to enhance all citizens' involvement in physical activity and sports at all levels, in order to adopt an active and healthy lifestyle. The European Sports Week looks for creating a national intersectoral platform, in which volunteer institutions from the public and private sector, non-governmental organizations dealing with physical activity and sports (sports, education, health, local authority, youth, labour environment, free movements, private enterprises etc.) have been involved and become active, promoting through the various actions organized the physical activity and sports aiming at increasing the access opportunities for sport-practising.

The said European campaign works, precisely, as an Open Market, where each involved institution is given the opportunity to promote and enhance on a local, national and European level its existing sport activities and programs, to organize new ones and or co-organize activities with other agencies in the context of the European Sports Week. The citizens will mainly be the recipient of all this, who by participating free in the various sport activities to be held, they will be given the opportunity to get informed about the existing programs and services and to get involved and experience different forms of sporting, choosing, therefore, the one that fits them as sport hobby.

The CSO has been appointed as the National Coordinating Institution to campaign for the European Sports Week in Cyprus, being in responsible for the general coordination of and implementation on a Cyprus scale.

The European Sports Week actions are funded by the European Commission through the Erasmus + European Funding Program. The CSO submitted a proposal with a budget reaching the overall amount of €99,946 (80% funded by the EU and 20% by the CSO).

66 institutions have become active in total in the context of the European Sports Week, which were the main organizers of the various events and actions. Such institutions fall under the following sectors:

- Sports
- CSO, Program Sports For All
- Sport Federations, Sport Clubs/Unions/Academies
- Gym Centres (licensed by the CSO)
- Education
- Ministry of Education and Culture
- Universities
- Secondary, Technical and Vocational Education
- Primary Education
- Pre-elementary Education
- Ministry of Health
- Local Authority (Municipalities)
- Private Enterprises

- **Non-governmental Organizations**

The main organizers of these actions got in their turn, more institutions dealing with the physical activity and sports involved, showing and proving, therefore that the intersectoral cooperation and the synergies bring about the best and desirable results, being in this case the public awareness-raising and ALL the citizens getting involved in the physical activity and sports.

During the European Sports Week 148 Cyprus-scale activities were held in total in which it is estimated that approximately 198,000 citizens participated FREE.

The Ministry of Education and Culture was the most actively involved institution, as it managed to get actively involved in its actions more than 88.000 male and female pupils.

The Local Authority and precisely the Municipalities organized many actions raising awareness and getting actively involved the local society and agencies.

The 148 activities held in the context of the European Sports Week are described as multiform, innovative and accessible. They were carried out without or with the least cost and relied upon the volunteer involvement of the institutions but also the volunteer work and contribution of people who worked for the implementation of such actions.

The program European Sports Week focuses typically on mainly five thematic units: Education, Labour Environment, Outdoor Space Activities, Sport Clubs and Gym Centres, Third Age People / Persons with Special Needs / Persons with Disabilities. As regards the types of actions, sport activities, information days and lectures are inclusive.

- **Participation in European Programs**

Further to the European Sports Week, the CSO was involved in programs funded by the European Commission through the Erasmus + program: Sports Section.

- Program: «SAVE YOU - Strengthening the anti-doping fight in fitness and exercise in youth»
- Program: «Strengthening the Anti-Doping Fight in Fitness and Exercise in Youth»
- Program: «FIX the FIXING: Proactive quelling of sports events manipulation»
- «National Sports Governance Observer: Benchmarking sports governance across national boundaries»

- **VOLUNTEERISM IN SPORTS**

Sports and Volunteerism are the biggest world social movements with common elements: they encourage the citizens getting actively involved in common-interest events, they invest in healthy hobbies, they enhance the social cohesion and integration they contribute in man's development, culture and integration and they play a determining part, being the main value-developing pillar mainly in youth. Volunteerism is supported by almost the entire sport world in Cyprus and worldwide.

In 2017 the following actions were held in the context of the Strategic Agreement co-signed in 2014 by the CSO, the Volunteerism Commissioner Bureau and NGOs:

- **«Cycling for One Euro for a world free from leukemia» (2nd June 2017)**

The aim has been to provide economic aid in favour of the Karaiskakio Foundation. Such activity took place in collaboration with the Ministry of Education and Culture, the Cyprus Police, the Karaiskakio Foundation, the Ministry of Health, the Local Authority, the Volunteerism Commissioner Bureau and Non-governmental Organizations, the Cyprus Cycling Federation and the CYPRUS OPAP.

- **1st Physical Activity and Exercise Marathon, 7th May 2017**

The CSO in collaboration with the Volunteerism Commissioner Bureau organized the 1st Physical Activity and Exercise Marathon under the auspices of the Ministry of Education and Culture. The 1st Physical Activity and Exercise Marathon included team fitness programs and was a synergy between the public and the private sector, as 8 licenced gym centres in Cyprus, the Nicosia University and the Sports-For-All carried out the programs. All the earnings from the Marathon were donated to the «House of the Child», which deals with sexual abuse incidents of children. The "Hope For Children" CRC Policy Centre, undertook its coordination and operation, collaborating fully and directly with the Social Welfare Services, which fund this new structure.

1.6 Sports Academy

In 2017 the CSO's Sports Academy pursued its activities in line with the needs of the coaches, referees, judges and sport officials with the subsidy granted to organize training courses both in Cyprus and abroad. Pursuing its activities always with a view to achieve the aims and objectives of its being operational, the Academy multiplied its efforts to upgrade and establish the National Qualifications for the coaches of sports, a project launched since 2016 and therefore, priority was given to subsidizing training courses to be held for the Sport Federations.

Furthermore, the Sports Academy kept on being active addressing the current challenges faced by the athletes, senior staff and in general the human resources of the sport institutions of the country. The Sports Academy has consequently decided to organize training courses in order to achieve the above stated aim. Such training courses will deal with many topics that will contribute positively, efficiently and mainly practically in deed to meet the sports needs under the current economic circumstances.

In 2017, the Sports Academy has considered a priority to deal with the need for a better financial management but also for more efficient, good governance. This is why the Academy organized for the first time in conjunction with the General Accounts Department of the government a Seminar on «Public Contracts New Legislation and Regulations, Changes and Requirements», attended by Sport Federations' staff and executives.

Furthermore, the Sports Academy has organized a training seminar on topics related to the Sport Administration but also on topics and procedures, that have to be applied and followed as determined by the Organization, with a view to upgrade the knowledge of the human resources, the executive staff, the athletes and in general all the partners involved in Sports. The seminars (a total of 12 lasting 3 hours each) have started on 12th October 2017 and they are expected to end in January 2018.

Finally, the Sports Academy has subsidized more than forty (40) training programs in Cyprus and abroad with the amount of €85.000,00, covering travel expenses for thirty (30) Sports Federations' participants like Tennis, Basketball, Boxing, Sea Skiing, Sailing, Archery, Judo, Handball, Volleyball etc.

1.7 STAFF ISSUES

Thirty (30) employees belong to the Organization's permanent staff; there are also one hundred fifty nine (159) temporary employees, six (6) collaborators and fifty eight (58) workers, who are recruited under the various sport programs run by the Organization.

The Board of the CSO has finally decided to open a public procurement process in order to make a feasibility study on its organizational structure.

The CSO works out the study and a consultation with the Trade Unions will soon take place about the study's coming into force. The new organizational structure is believed to help the CSO become operational in a more efficient and effective way. Then the members of its staff will be given the opportunity to enhance their functionability in an improved environment.

The CSO was responsive, by submitting corrections and suggesting solutions to relevant remarks on staff issues, reported in the General Auditor's annual report. He also tackled other staff issues and problems regarding the CSO's smooth and efficient functioning.

The CSO tried to provide the athletes and the sport institutions with upgraded services. It, therefore, decided to follow a new health factsheet issue procedure aiming at easing this process and at facilitating and accelerating the issue of the health factsheet. It has introduced technology in carrying out these procedures and achieving its above stated objectives.

1.8 Cyprus Sport Medical Research Centre (CSMRC)

The CSMRC creation relies upon the resolution (73) 27 of the European Council following the 26/10/1973 decision by the European Ministers of Sports, in accordance with which **the Member States are forced to have at least one National Sport Medical Research Centre.**

The CSMRC aims at improving the people's Biological Level and the Athletes' Competitive Performance based on the scientific knowledge, the research and the enforcement of its findings.

The CSMRC has created the conditions to found a scientific infrastructure in the Cypriot Sports through the ergometric and sport medical tests, training seminars, lectures, scientific events and the

daily contact with the coaches and the athletes. It covers, therefore, the great sport need in our country fully meeting the international requirements of constantly developing modern scientific sports. In 2017, 1200 ergometric tests in almost all sports for athletes and sport-practising people and in all categories, the control groups for research purposes inclusive.

The detailed number of male and female athletes having undergone a lab test was the following one:

National Teams' Male and Female Athletes (308)

Clubs' Male and Female Athletes (299)

Research Programs Specimen (103)

Exams for Police Officers to be (490)

The tests performed on people in the context of the Centre's research programs are related to measurements for the General Population in order to evaluate their fitness and the factors affecting their health. Various groups of people involved in different professional and motor activities, like for example the State Security Units (Police, Fire Brigade, Cyprus Police Emergency Response Unit, Anti-terrorism Unit, the Army Special Forces), sedentary professions, retired sport-practising people and non, people suffering from chronic diseases, people with reduced mobility and also control groups amongst the population.

The above stated information and data recording on physical activity of various groups amongst the population, is a commitment for the CSO towards the recommendations on Sports by the European Commission and the WHO, in the context of the Health Enhancement Physical Activity (HEPA), that is Promoting Health through Physical Activity.

As far as staffing is concerned, the Centre employs currently 7 people. One permanent employee, 5 temporarily recruited partners for an indefinite duration and 1 external partner who cover the various scientific subject-areas related tasks and duties within the Centre's departments and labs.

The running research tasks related to factors affecting the public health and their becoming papers subject to be presented in international and local sport and sport medical conferences during 2017, are expected to be completed.

1.9 SENIOR COUNSEL FOR ATHLETES' HEALTH (SCAH)

Information regarding the SCAH and its 2016 activities are stated here below:

-The SCAH's objectives and competences:

The SCAH (Senior Counsel for Athletes' Health), is operating for the 26th consecutive year and is the Scientific Counselling Institution (and a distinct Department of the CSO), which deals with the sport practising people's proactive tests. Further to the above, it is responsible for issuing a health factsheet named after SCAH's Health Factsheet, dealing mainly with the prevention of sudden athletes' heart attack death. The SCAH deals also with training the medical, paramedic and other services staff involved in the care of sport practising people. It organizes seminars and deals with lectures related to sport medicine issues being delivered. Furthermore, it deals with First Aids issues and whatever has to do with the athletes' medical care. It publicizes printed material on training, prevention and counseling on the protection of the athletes on the sport grounds.

-Aim and competences of the SCAHThe SCAH (Senior Counsel for Athletes' Health), has been operating for the 26th consecutive year and is the Scientific Counselling Institution (and a distinct Department of the CSO), which deals with the sport practicing people's proactive tests. Further to the above it is responsible for issuing a health factsheet named after SCAH's Health Factsheet, dealing mainly with the prevention of sudden athletes' heart attack death. The SCAH deals also with training the medical, paramedic and other services staff involved in the care of sport practising people. It organizes seminars and lectures on sport medicine issues. Furthermore, it deals with First Aids issues and whatever has to do with the athletes' medical care. It issues and publicizes printed material on training, prevention and counselling on the protection of the athletes on the sport grounds.

-Health Factsheet

One of the SCAH's main aims is to provide all the athletes participating in the formal domestic events by the Sport Federations under the CSO with a Health Factsheet. No athlete may be entitled to compete unless he/she presents the Health Factsheet prior to the commencement of each game, pursuant to the statutory provisions of all the Federations representing either individual or team sports. The Health

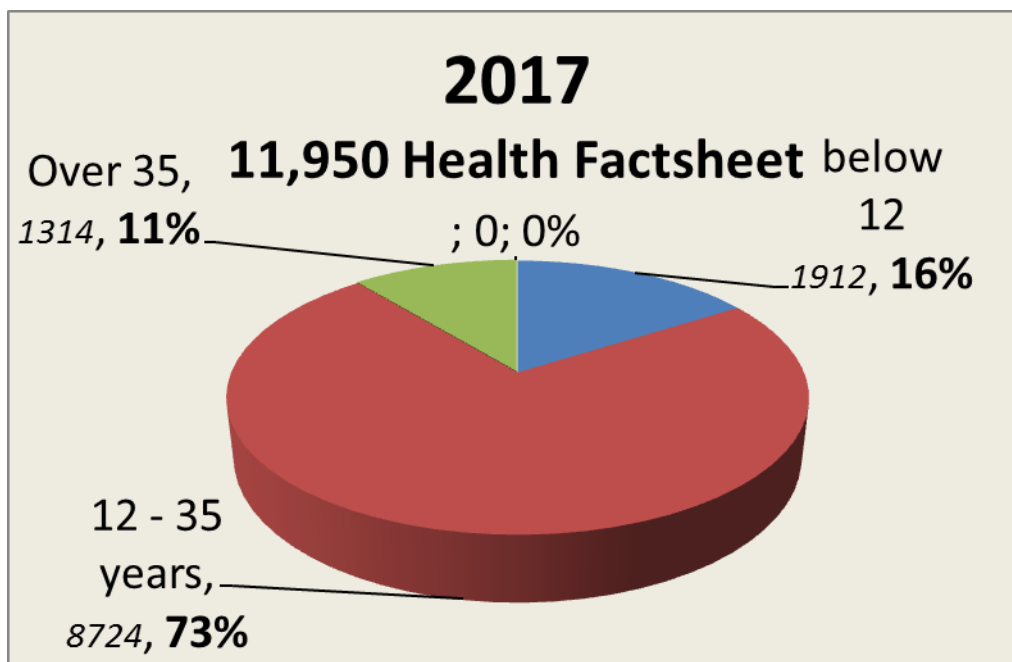
Factsheet is renewable every three years for athletes up to 35 years of age and every 2 years for athletes older than 35 years.

Procedure followed to have a Health Factsheet issued:

Completing the SCAH specific form by a club's or any other practitioner

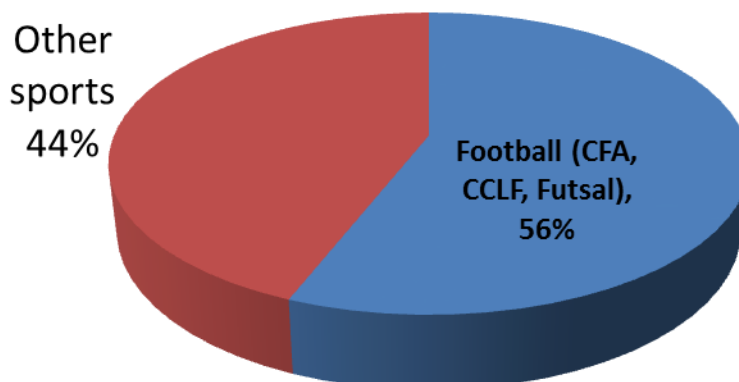
- Completing the «Application Form» in order to have a Receipt Advice issue,
- Paying «service fees» (€5 for a normal issue, €30 in case of acceleration of the deadline, and €3 in order to have the Factsheet in force re-issued),
- Submitting the paraclinical tests as requested in anticipation (see attached table),
- Evaluating the findings by a team of doctors who decide whether the athlete's health factsheet will be issued,
- In case it is deemed necessary by the evaluation team of doctors, the athlete is referred to for further medical exams,
- Once the evaluation form is certified and signed by the team of doctors, the athlete may compete; yet, a special SCAH card is issued (plastic form),
- The Health Factsheet is valid for 3 years for athletes younger than 35 and 2 years for athletes older than 35 years.

In 2017, the SCAH has issued approximately 12,000 Health Factsheets. See below some statistical data:



2009-2017 Health Factsheet

81,897



Full name	Capacity
Evaluation team 1	
Dr Petros Agathangelou	Cardiologist
Dr. Fivos Christofides	Inner Medicine Practitioner
Evaluation team 2	
Dr. Giorgos Georgiou	Cardiologist - Inner Medicine Practitioner
Dr. Costas Schizas	Inner Medicine Practitioner
Evaluation team 3	
Dr. Argyris Kythreotis	Cardiologist - Child Cardiologist
Dr Giorgos Miltiadous	Inner Medicine Practitioner
Evaluation team 4	
Dr. Ioannou Stefanou	Cardiologist
Dr. Era Eracleous	Cardiologist
Evaluation team 5	
Dr Loizos Antoniadis	Cardiologist - Inner Medicine Practitioner
Dr Georgia Daniel	Cardiologist

Evaluation doctors: From November 2016 the Evaluation Teams for the Health Factsheets have increased from 4 to 10 and they are each one composed of a Cardiologist and an Inner Medicine Practitioner. This is so in order to achieve an increase in the number of evaluation activities to provide better service to the public. The evaluation teams are stated in the table here below. In 2017 paying service fees to have the Health Factsheet issued as enforced from 1st September 2014 still persists.

- €3 Re-issue
- €5 Normal Issue
- €30 Sped-up Issue

It is estimated that the Department's annual income from the above service fees amounts approximately to €126,000. These extra charges make the SCHA's Department self-sufficient (see table below), all the Department's activities inclusive, with a Surplus amounting to €46,749 too. The Surplus observed provides the Department with the possibility to support further its staff, making it become operational in an ideal and professional fashion.

Table of SCHA's annual income – Expenses

ANNUAL INCOME		ANNUAL EXPENDITURE	
Income from H.F. sped-up Issues (10,100 X €5)	€50,500	Πλαστικές Κάρτες και Ribbon (14,400 cards & 58 Ribbon)	€1,028 (Cards)
			€4,072 (Ribbon)
			€5,100
Income from H.F. sped-up Issues (2300 X €30)	€69,000	Printing Material (SCAH forms and Claim Tables)	€500
Income from H.F. Re-issues (2100 X €3)	€6,300	Athletes' data entry (SCAH clerks' pay)	€45,951
		SCAH doctors' fees (Evaluation & EGGs)	€22,000
		SCAH medical material (for the CSO's privately-owned Stadia)	€4,500
		Stadia's Staff & Doctors Training	€1,000
TOTAL	€125,800		€79,051
<u>BALANCE: + €46,749</u>			

-SCAH's Counseling Committee

The SCAH Committee is a counseling body under the CSO's Board. The Committee's members and its Chairperson are appointed by the CSO's Board of Administration. They are reputed scientists, experienced in issues related to scientific sports and medicine.

The SCAH Committee is composed of seven members. It puts forward recommendations. It has a three-year term.

In November 2016 the CSO's Board appointed a new SCAH Counseling Committee. The SCAH's Committee is composed of the following doctors, and its mandate expires on 31/10/2019:

- President - Dr. Petros Agathangelou, Cardiologist (President of the Pan Cyprian Medical Association)
- Member - Dr. Loizos Antoniadis, Cardiologist (President of the Cyprus Cardiology Society)
- Member - Dr. Fivos Christofides General Practitioner
- Member - Dr. Gioros Moustras, Pathologist
- Member - Dr. Argyris Kythreotis (Child Cardiologist)
- Member - Dr. Marios Lemoniatis (pathologist)
- Member - Dr. Aram Katsios (Pathologist)

In 2017 the Committee had five (5) meetings during which it made decisions on issues related to the Health Factsheets but also on the smooth functioning of the department.

A training seminar was held in 2015. Yet, the SCAH is collaborating closely with the Cyprus Sport Medicine regarding the «Stadium Sport Doctors Training Program», which is financed partially by the CSO Sport Academy. The SCAH recognizes this training course and considers obtaining the relevant diploma, a necessary prerequisite for the sport doctors providing their services during all the official championships.

Part D'

Youth Board

THE CYPRUS YOUTH BOARD

Who We Are

The Youth Board of Cyprus (YBC) is a public organisation, responsible for youth issues. It was founded in 1994 and since then it has actively contributed to Cyprus youth empowerment in multiple ways.

The Organisation is governed by a Board of Directors of seven people who are appointed by the Council of Ministers.

Vision

To establish ourselves as the organisation that sets young people in the centre of its focus, inspiring and empowering them to pursue their dreams and ambitions.

Mission

We believe in the power of Youth. We offer young people the opportunity to reach their full potentials through modern policies, innovative programs and high quality services today, for a better tomorrow.

Contribution to youth policy

One of the main aims of the YBC is the creative contribution to forming youth policies that focus on modern day challenges, and that have a positive impact on youth. Only if the state is well aware of the young people's real needs can it offer effective solutions to youth related problems. The YBC is responsible for providing the state with suggestions and proposals on youth empowerment policies. To this purpose, it conducts specialised surveys and is in constant contact and consultation with young people, through the use of multiple tools, such as its Counselling Services, the National Youth Conference, the National Team of Structured Dialogue, open discussions and public consultations. As a result, in 2017 the following have been realised:

Surveys

One of the most significant tools that enhance the work of the Youth Board in policy and projects development is surveys. Taking into account the current crucial issues and needs of young people, the YBC has chosen to focus on the following topics:

- a) Project Based Learning, b) Positive Youth Development, c) Skill Gap.

The results of these surveys are expected to be announced in 2018 and will be taken into consideration for the YBC policy development.

National Youth Strategy

The National Youth Strategy (NYS) of Cyprus was adopted by the Council of Ministers on the 18th of May 2017 and it was formally presented to the public on May 30th at the Presidential Palace, under the auspices of the President of Cyprus, Mr. Nicos Anastasiadis.

The National Youth Strategy (NYS) puts the government's plan on youth empower in action. It is the first policy document that addresses youth issues and which outlines the state's vision for the next six years. The NYS defines the targets and priorities on eight action pillars, which have a direct impact on young people's lives. At the same time, the mechanism which enables specific measures and actions to be implemented is formed. This process brings together a cross-sector cooperation among public

services. As a result, public resources are deployed in the best possible way through cooperation and long-term planning. To this purpose, a Cross-sector Working Group made of people from all relevant services was put together.

At the same time, the Monitoring Consultation Committee was formed in order to ensure that a constructive dialogue between the youth and relevant public bodies will be carried out on youth issues, enabling youth participation in decision making on issues of their concern. The NYS itself was drafted through the participation of about 3000 young people, who have now become significant partners of the government in drafting, implementing and monitoring youth related policies.

The YBC is responsible for the coordination of all development and implementation actions of the NYC, fulfilling the fundamental pillar of its mission.

The 1st Meeting of the Monitoring Consultation Committee was held on the 30th of June 2017 with the guidance of experts from the Council of Europe (CoE). The meeting was part of the support measures of the Youth Department of the CoE towards its member states. The aim of these measures is to transfer knowledge and good practices on youth policy. The youth policy sector is promoted actively by the CoE which considers the youth as the wealth of each country, as well as an unfathomable source of inspiration, knowledge, skills and competences.

This meeting was a starting point for discussion among the YBC, public services and young people aiming at the practical implementation of the priorities set by young people through the NYS. The dialogue with young people was facilitated through the online consultation platform **Opin**, which has been developed by the YBC through its participation in the European Project EUth Tools and Tips for Mobile and Digital Youth Participation in and across Europe. EUth is a three-year research program, funded by Horizon 2020, with 11 partners from 8 countries. Its objectives are the encouragement of youth participation in youth policy development processes and the development of trust among young people towards decision making structures.

European and International Relations and Policies

Participation in Working Groups on Youth Related Issues

The YBC participates in the Working Groups on Youth related issues that are held in Brussels during each Presidency of the European Council, as well as in Youth Conferences and in General Directors' meetings that are hosted by each Presidency. In 2017 the YBC participated in Youth Working Groups and conferences held during the Presidencies of Malta and Estonia. The youth policy documents that were drafted during these meetings were sent for approval and adoption by the Council of Ministers. It is worth mentioning that in 2017, the 3rd review/report of the renewed cooperation framework on youth 2010-2018 was completed (EU Youth Report).

Structured Dialogue

In 2017 the Structured Dialogue process continued, based on the guidelines of the European Steering Committee for Structured Dialogue which consists of the European Youth Forum, the Presidency and the European Committee. All member states which have a National Group for Structured Dialogue are involved in this process. In Cyprus, the National Group for Structured Dialogue consists of representatives of the Ministry of Education, the Youth Board of Cyprus and of the Cyprus Youth Council, and it is coordinated by the Cyprus Youth Council. In the context of this process, a large number of consultations was held in urban and rural areas, there were events and

activities for promoting the Structured Dialogue, as well as meetings among representatives of the Group for Structured Dialogue, so as to plan actions and analyse the consultation results.

Youth Wiki

In the context of the renewed framework of European cooperation in the field of youth, the Education, Audio-visual and Culture Executive Agency has created the Youth Wiki network in order to promote a comprehensive knowledge and understanding on youth policies. It aims at collecting data on youth policies in every member state. To this purpose a special platform was created in order to improve information access, publicity, implementation and modernisation of these policies and their results.

Through its participation in the network in 2017, the YBC has completed the following five chapters, in close cooperation with the Cross-sector Working Group on Youth Issues (based on its contractual obligations):

1. National Youth Policy
2. Voluntary Activities
3. Participation
4. Social Integration
5. Employment and Entrepreneurship

Participation at the European Steering Committee for Youth (CDEJ)

The YBC participates at the meetings of the Steering Committee for Youth of the Council of Europe twice a year, where policies and other youth related issues are discussed and strategies are put forward in the member states.

A highlight of the Committee's activities in 2017 was the Recommendation CM/Rec(2017)4 of the Committee of Ministers to CoE members states on youth work. With this Recommendation, the CoE encourages the member states to develop a policy with practical measures on youth work and calls on its member states to adopt measures that will empower and support young people in the field of youth work on local, regional, national and European levels.

European Knowledge Centre on Youth Policy (EKCY) of the Council of Europe

The YBC attended the annual meeting of the national correspondents of the Centre in order to monitor the drafting and implementation of youth national policies. In 2017 the correspondents' work concentrated on reporting the situation in the field of youth work in every country. The results of this report will be announced in 2018.

United Nations

The YBC takes the United Nations policies under consideration and tries to incorporate them in the general framework of its youth policy. In 2017 the YBC participated in the 6th Youth Forum of ECOSOC which was held in January 2017 in New York with two delegates (a representative of YBC Executive Committee and a youth organisation member).

Commonwealth

In 2017, the YBC paid its annual financial contribution to the Commonwealth Program for Youth, like every year, and it always considers the relevant youth related programs. The YBC encourages young people's participation at the Commonwealth Youth Forum providing financial and other kinds of support. During the conference "Youth Cooperation for Peace", organised by the YBC in December

2017, there was a meeting with representatives of the Commonwealth who attended the conference. A more detailed description of the conference follows.

International Conference

Youth Cooperation for Peace (You Coop): Building Bridges to counter radicalization and extremism - Nicosia, 12-14 December 2017

On 13-14 December 2017, YBC organised the international conference: Youth Cooperation for Peace (You Coop): Building Bridges to counter radicalization and extremism with 30 participants aged 18-35 years old.

The conference was organised with the cooperation of the Ministry of Foreign Affairs and the Ministry of Education and Culture and it was attended by young people from Albania, Bulgaria, Cyprus, Egypt, Greece, Italy, Jordan, Lebanon, Oman, Qatar and Slovakia, who exchanged ideas on finding new ways to promote tolerance, understanding and the fight against stereotypes.

The conference focused on two main topics: 1) recognition/ exposure of youth policies' contribution towards extremism and radicalisation; 2) creation of tolerant societies that promote a peace culture.

Some of the conference conclusions were the following:

A) With regard to preventing radicalisation, the governments should empower the youth in the following ways:

- Creation of special youth empowerment centres
- Promotion of critical thinking, citizen education, etc.
- Elimination of social and economic inequalities, such as unemployment and poverty
- Recovery of the relation between citizens and the state.

Memoranda of Cooperation

Aiming at building mutually beneficial strategic partnerships with other institutions, organisations and Universities in Cyprus, that will benefit not only the youth in particular but also society as a whole, in 2017 the YBC signed four memoranda of cooperation with a) Cyprus University of Technology, b) University of Nicosia, c) University of UCLan, d) YoungShip.

Programs and Services

Funding Opportunities

Youth Initiatives Project

The "Youth Initiatives Project" funds activities organised by young people and youth organisations. It aims at promoting active citizenship through volunteerism by motivating young people to have an active role in cultural, sport, political and social activities in Cyprus.

In 2017 there were 3 applications submission rounds. The first two were held in the context of the current Program Guide, and it addressed the following beneficiary categories:

1. Youth Organisations – Members of the General Advisory Body
2. Cyprus Youth Council
3. Municipal and Community Youth Councils
4. Youth Clubs
5. Cultural Bodies and Organisations (under certain circumstances)

6. Departments of Youth Societies /Associations
7. Young Overseas Cypriots (NEPOMAK)
8. Informal Youth Groups
9. Non-Profit and Non-Governmental Organisations
10. Bodies that develop specialised youth projects and who deal with young people with fewer opportunities
11. Greek-Cypriot and Turkish-Cypriot political youth organisations.

The third applications submission round was held based on the revised Program Guide, addressing the following categories:

- (a) Young people and youth groups
- (b) Youth Organisations
- (c) Youth Clubs

In 2017, a total of €906,000 was approved for 670 applications.

European Program Erasmus+ Youth

The European Program Erasmus+ funds activities in the fields of education, training youth and sports for the period 2014-2020. The YBC is the National Agency responsible for funds allocation in the fields of youth and non-formal learning. All the information about the European Program Erasmus+ can be found at www.erasmusplus.cy.

It is worth mentioning that in 2017 all funds that were granted to the YBC for the Erasmus+ Youth Program by the European Commission were fully absorbed.

More specifically, 230 applications were submitted, from which 88 were approved, based on the available budget. From the approved proposals, 71 involved youth mobility projects, 7 were strategic partnerships and 10 were projects in the framework of Structured Dialogue. As far as the 2017 Mobility Projects are concerned, their participants' number was 1.664, whereas the number of youth workers was 469.

The 2017 beneficiaries were non-governmental / non-profit organisations from all over Cyprus, youth organisations, informal youth groups, universities, research centres and private organisations.

In 2017 the Agency participated at the Erasmus 30-year anniversary celebrations, along with other National Agencies from all over Europe. The celebration in Cyprus started with a formal event in January, whereas many more related events, such as festival participations, competitions and full day events, were organised throughout the year. The highlight event was a big festival, co-organised with the Foundation for the Management of European Lifelong Learning Programmes. Furthermore, the Agency celebrated the European Youth Week in May, with a full day event with information desks, live music, treasure hunt, live link, etc. in Larnaka. These events were attended by more than 1000 people. Finally, like every year, the Agency cooperated with other services and bodies, such as the Foundation for the Management of European Lifelong Learning Programmes and the European Commission Representation in Cyprus, on the organisation of various events, lectures, the Europe Day celebrations and the event on Erasmus+ good practices dissemination.

European Voluntary Service (EVS)

European Voluntary Service (EVS) is one of the main activities of Erasmus+. It addresses people between 17 and 30 years old who want to volunteer in non-governmental organisations and public

bodies overseas for 2-12 months, in order to acquire experience and skills. The volunteers' accommodation, transport and food costs, as well as a large part of air tickets, are covered by the Program, in addition to a monthly allowance for personal expenses. The volunteer is registered in a special insurance plan and can attend free language classes in the hosting organisation's working language.

In 2017, 145 foreign volunteers conducted voluntary services in Cyprus through 22 EVS funded projects. Moreover, in 2017 the number of accredited hosting organisations in Cyprus rose to 19.

The National Agency organised 11 volunteer trainings (On-arrival trainings and Mid-term evaluations) in the context of EVS Training and Evaluation Cycle (EVS-TEC). The trainings were organised for foreign volunteers serving in Cyprus for more than 2 months and the objective was to assist the creation of an informal network of volunteers, the formation of an environment that promotes learning and the evaluation of volunteers' experiences.

Transnational Partnerships

Transnational Partnerships are educational events or seminars that promote Erasmus+ priorities and objectives. Through these partnerships, Agencies and participants develop partnerships and exchange good practices, amplifying the social impact of the program. These activities concern people who are involved in the field of youth, being members of a youth organisation or an informal group of young people, and who organise activities (e.g. seminars, forums, trainings) addressing specific target-groups.

In 2017, more than 200 people participated at Erasmus+ training activities and seminars abroad. Moreover, the Youth Board of Cyprus, being the Erasmus+ Youth National Agency, organised 2 activities in Cyprus: You(th) in the Centre of Youth Exchanges, in Nicosia, and Sports Activities as a tool for empowering social inclusion, in Kakopetria. These were attended by 50 people from European countries. The participants exchanged ideas and knowledge, and developed skills, such as the use of native and foreign languages, numeric and technological skills, initiative development and entrepreneurship skills.

ENTREPRENEURSHIP

Youth Entrepreneurship Development Program

In 2017 the Youth Board of Cyprus implemented this new program, aiming at providing support to 15-29 year-old unemployed people who would like to take an entrepreneurial initiative, thus promoting a culture of entrepreneurship in Cyprus.

The Program was presented at a press conference at the Journalist House in Nicosia on November 16th 2017. The press conference was attended by a large number of young people, representatives of youth NGOs, services and institutions that deal with employment and entrepreneurship.

This supportive mechanism will provide young people with knowledge and network, as well as with the opportunity to discover and develop their entrepreneurial skills, to create sustainable businesses and to generate decent job posts for themselves, as well as for other young people.

To this purpose, a series of 28-hour training seminars were organised in all cities. Following the seminars, each participant received personal consultation by mentors with experience in entrepreneurship for a period of 6 months.

Moreover, the YBC created a specialised platform for this program: www.youthentrepreneurshipcy.eu. Here, young people may access more information on the Program, the dates and venues of every training event, along with further information on how to create a new business.

The Program is funded by the European Social Fund by 85% and may be co-funded by the Youth Employment Initiative.

“Youth Guarantee to ACTIVate and EmpowerYOUTH in Cyprus: an integrated communications campaign” (Project Acronym: “Active Youth”)

This YBC project was launched in 2017 aiming to inform and “activate” young people (especially NEETs- not in education, employment or training) with regard to available employment projects, to encourage them to register at the Public Employment Service and to provide substantial help in job search, education or training through the EU commitment “Youth Guarantee” projects. This Project’s main objective is to battle youth unemployment and to provide education to young people and other bodies that are involved with youth through participating at educational workshops and seminars.

The “Youth Guarantee” is a commitment by all member states to ensure that all young people under the age of 25 receive a good quality offer employment, continued education, apprenticeship, traineeship, within a period of four months of becoming unemployed or leaving formal education.

The implementation of the Project involves two large surveys and ten focus groups for identifying the current situation and the young people’s knowledge level on Youth Guarantee, followed by a big campaign on all media. In addition, 5 young people will be appointed Youth Guarantee Ambassadors and will participate in the campaign through the video spots, as well as on TV programs, etc. The website www.youthguarantee.org.cy was created in order to provide more information on the Project and on education, training and employment opportunities in Cyprus.

YBC partners for the implementation of Active Youth Project are the Department of Labour – Ministry of Labour and Social Insurance, the Cyprus Youth Council and the Cyprus Youth Clubs Organisation.

The Project is co-funded by the European Commission’s Directorate General on Employment, Social Affairs and Inclusion.

1st Entrepreneurship and Start-up Conference

The Youth Board of Cyprus, Larnaka Municipality, Larnaka Europe Direct and the Larnaka Chamber of Commerce and Industry, organised the 1st Entrepreneurship and Start-up Conference on the 7th of December 2017, in cooperation with the Embassy of Israel in Cyprus and Larnaka Junior Chamber International.

Speakers from Israel, the Start-up Nation, talked about the significance of start-up companies in the future of entrepreneurship in Cyprus. The conference was attended by more than 100 young people who had the chance to learn interesting facts about the development of start-ups and to participate at group workshops on more specialised matters, such as communication, promotion, funding, and other related topics. During the Conference there was a competition on the best start-up idea. The winners were Ms. Rafella Aristidou and the group of Mr. Marios Georgiou.

Youth Makerspace Larnaka

Youth Makerspace Larnaka has been created following the standards of Makerspaces formed by university institutions and communities abroad and provides access to high quality and high tech equipment for the development of prototypes and for the implementation of business ideas.

Makerspaces around the world have democratised the fields of design, engineering, construction, creation and education.

This new YBC Project is implemented in cooperation with Larnaka Municipality. It was introduced to public at a press conference on the 11th of October 2017 at the Arts and Literature House in Larnaka.

In this place, young people can learn about technology, crafts, creative production processes, they can share knowledge and skills and put them in action. A vast range of creative production is supported. Among others, the equipment consists of 3D printers, laser cutters, drones, virtual reality, robotics, arduino, raspberry pi. At Makerspace one may attend various workshops on how to use the equipment provided, idea and project development workshops, etc.

This place also operates as a Youth Entrepreneurship Development Centre, within the framework of YBC program.

Youth Makerspace Larnaka welcomes young people of 6-35 years old, as well as youth groups, school classes, etc.

Scheme for the Enhancement of Youth Entrepreneurship

The YBC actively supports the Scheme for the Enhancement of Youth Entrepreneurship offered by the Ministry of Energy, Commerce, Industry and Tourism through providing information on the Scheme and support for application submission to young people aged 20-40. The Scheme's objectives are the development, support and promotion of entrepreneurship and the creation of new and sustainable businesses through funding and training seminars.

On the 20th of December 2017 the 2nd call for application was announced which will be open until the 19th of March 2018.

Two seminars were organised at YBC premises in Nicosia and Limassol, on 12 and 18 of December respectively, so as to present the Scheme. The seminars were attended by a large number of young people.

Information

Youth Information Centres (YIC)

The main purpose of the Centres is to provide young people with general information on topics of their interest, making them part of social inclusion as independent individuals.

They also provide one stop-shop services to young people:

1. Counselling services such as career advice and guidance, psychological support, youth support on entrepreneurship, etc.
2. Skill development programs
3. Information on employment, education, training and European programs
4. Information on youth policies and opportunities throughout Europe, as YICs operate as Eurodesk Cyprus contact points

Youth Information Centres operated in Nicosia, Limassol, Larnaka, Paphos and Agros. In 2017 the YBC created a new Youth Information Centre in Famagusta area, in cooperation with the Municipality of Sotira. Therefore, YICs are currently found in all districts of free Cyprus.

YICs operate according to the standards of the European Youth Information and Counselling Agency (ERYICA). YICs can be contacted via email, which can be found on the YBC's website, on social media and on the pancyprian number 77 77 27 57.

In 2017 the YICs organised events and participated at festivals, education fairs, school events and presentations on topics such as Employment, Mobility, Skills Development, Entrepreneurship, Education, Social Media, and European Programs. The events which were held at YICs premises were attended by more than 4000 people.

“Student Empowerment Summer Schools”

The Youth Information Centres in Nicosia, Larnaka and Limassol organised Student Empowerment Summer Schools for high-school students. The summer schools were held at the YIC premises and lasted for two weeks. The summer schools were attended by 50 students, who participated in numerous events, workshops, field-trips and developed valuable skills that will help them be more effective students at school and more active citizens in society.

Eurodesk Cyprus

Eurodesk aims at providing information to young people and youth workers regarding European policies and opportunities, giving immediate access to specialised and accurate information on topics such as work, studies, mobility, volunteerism, funding, exchanges, non-formal learning, etc. Those interested may contact Eurodesk at eurodeskcy@eurodesk.eu, visit the European Youth Portal, or call 77772757. Eurodesk is co-funded by the European Commission, it operates in 34 European countries and in Cyprus it is operated by the YBC.

In 2017, apart from participating at festivals, information events and education fairs, Eurodesk Cyprus organised a large festival in Larnaka, in cooperation with Erasmus+ Youth National Agency. The festival was held on the 6th of May 2017 and offered various activities, events, live link, a flash mob and live music by youth bands. Attendees had the opportunity to find out information on education, mobility and volunteerism opportunities offered by Erasmus+ and the Youth Board of Cyprus.

European Campaign “Time to Move”

“Time to Move” is the largest European campaign of Eurodesk network which started in 2014. It consists of various online and offline activities and events addressing young people and it is organised every October. As every year, the campaign was organised by Eurodesk Cyprus and YBC Youth Information Centres, which operate as Eurodesk Program multipliers. 17 events were organised during which attendees were informed about the numerous opportunities to travel abroad and participate in an international program, explore Europe or acquire valuable experience for the future.

Photo Competition “From you Neighbourhood to Europe”

In the context of Time to Move Campaign, the YICs organised a national amateur photo competition “From your Neighbourhood to Europe”. The competition aimed to encourage young people to choose various aspects of their daily life, and present them in a creative and artistic way. The Competition was held in memory of Thrasivoulos Thrasivoulou, Executive Secretary of the Youth Board of Cyprus.

European Youth Portal

The European Youth Portal contains information and opportunities that interest people who live, study and work in Europe. There are nine main information categories: education and professional training, creativity and culture, health and welfare, employment and entrepreneurship, volunteerism, participation, travelling, etc. The Youth Portal covers 34 countries and is available in these countries' languages. The YBC is responsible for the operation of the European Youth Portal for Cyprus.

Counselling Services

Career Counselling and Career Management Services

Career Counselling and Career Management Services are provided to young people up to 35 years old, aiming at helping them to take the best possible decisions in terms of education and professional development, while they are planning their professional career and during job hunting. They offer guidance and support, personal and professional skills development, they help identify and create opportunities, they assist in drafting CVs, in job search and job interview, they enhance the development of entrepreneurial initiative, they inform about European and local opportunities, etc. In 2017 the Youth Board of Cyprus offered a free career test, whereas 1.515 personal career consultations with young people were conducted.

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, etc. The line Consultants handle all the cases with professionalism, without discrimination, on a confidential basis and they never ask for personal details. The line operates all year round, Monday to Sunday and the calls are free.

The website of 1410 is found at www.onek.org.cy. It deals with the same issues and follows the same principles and deontology as Help Line 1410. The conversation with the consultant is conducted through a software that supports confidentiality, hence, no one has access to it, apart from the caller and the consultant.

More than 1000 calls were made to the two programs. The majority of the callers were women and when it comes to age, the majority of callers were teenagers and young people (15-29 years old). Help Line 1410 seems to be quite well established as a way to acquire information and express concerns among students. The main topics risen by student callers were related to family relationships, peer relationships, stress and phobias, school bullying, physical and psychological violence, self-confidence and self-awareness.

As in previous years, some issues that require further consideration are Parent Counselling (questions and concerns regarding teenage addictions, issues of bad behaviour, the impact of divorce on children), drugs related questions, relationship problems and callers' mental health.

“Protasi” Counselling Services

The aim of “Protasi” Counselling Services is to provide support and counselling to young people, couples and families that face difficulties and wish to speak to a professional counsellor confidentially on issues such as (a) relationship problems (friendships, sexual relationships or marriages), (b)

substances addiction problems, (c) domestic violence, (d) antisocial/ delinquent behaviour, (e) any other issue of concern.

PROTASI CS received calls from 265 people, 80% of which were women. 998 meetings were conducted in 2017, in comparison to 724 in 2016. More specifically, the meetings in 2017 were as follows: 64,5% personal, 23% parents, 7% couple and 1,5% family meetings (in the presence of both parents and children). As far as the cases development is concerned, 55 cases were interrupted (20%), 85 cases completed the process (32%) and 125 cases were in process and are expected to be completed in 2018 (48%). Stress and negative feelings management was the main issue, related to 124 cases. The second most popular issue concerned Parent Counselling (children and teenagers' problematic behaviour), raised in 118 cases. The third most common issue brought forward by 104 cases was relationship problems. When it comes to demographic details, 54% of the people contacted the Limassol-Paphos Complex and 46% the Nicosia-Larnaka Complex. 16.2% were teenagers (15-18 years old) and 51,5% were young adults (19-35 years old). 44,5% of people stated that they were not in a long-term relationship during counselling. As far as their educational background is concerned, the majority (41,1%) were degree owners from a tertiary institution (3 years+) and 43,4% had a full-time job, while 18,5% stated that they were unemployed.

“Mikri Arktos” Program of Psychosocial Empowerment

The aim of the Program of Psychosocial Empowerment “Mikri Arktos” 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 program addresses young people, aged 16-35 years old, who wish to participate individually, as well as groups and organisations.

“Mikri Arktos” organised 15 Group Meetings in 2017 which were attended by 117 people, and 87 fragmented activities which were attended by 1405 people. In total, 1582 individuals were served by “Mikri Arktos”, compared with 667 in 2016.

Most of the activities were held in the YBC premises, whereas a significant number of activities was conducted at Youth Centres and schools. “Mikri Arktos” took part in Alcohol Week, which was organised by the Cyprus Anti-Drugs Council and in awareness raising events organised by the YBC at the University of Cyprus, at the Technological University of Cyprus and at the Mall of Cyprus.

Creative Activity

Youth Multicentres – “The Steamers”

“Youth Multicentres” operated in Nicosia, Limassol and Paphos until July 2017. Youth Multicentres aimed to facilitate young people’s engagement in creative activities and to encourage a more active social involvement. Among others, several workshops were offered on various topics, such as Music, Dance, Sports, Computers, Art, Drama, etc. In addition, the program encouraged and supported the organisation and hosting of events and other activities by young people and their organisations. In the period 2016-2017, 134 workshops were organised as follows:

<u>Multicentre</u>	<u>Number of Workshops</u>	<u>Number of Participants</u>
Nicosia	38	217
Limassol	21	148
Paphos	75	513

Taking into account young people's current needs as they are expressed through surveys and public consultations among the youth, the Youth Board of Cyprus has decided to change the "Multicentres" program, evolving it to a new program called "The Steamers".

Based on the international STEAM standards (Science, Technology, Engineering, Arts, Maths), the Youth Board has launched a new series of workshops which bring together Robotics, Photography, Coding, Art, Music and Drama. The workshops are conducted by specialised trainers at YBC premises in Nicosia, Limassol and Paphos every afternoon from Monday to Saturday.

The program aspires to cultivate critical thinking among young people, contributing to their personal development and wellbeing. Apart from these, the workshops enhance young people's intelligence, creativity, as well as other useful skills that will be valuable in their daily lives and career development. For some of the participants, the workshop attendance may even serve as a step that will bring them closer to more formal education, training and employment programs.

Other Benefits for Young People

European Youth Card

The European Youth Card for young people aged 13-30 years old offers benefits and discounts on plenty of products and services in Cyprus and 37 European countries. In addition, the YBC, in cooperation with the Ministry of Education and Culture, issues a free student card, which is connected with the European Youth Card and is distributed to all the students of recognised and accredited institutions.

7520 cards were issued for students and young people in 2017. Furthermore, after an agreement between the Youth Board of Cyprus and the Ministry of Defence, about 4200 cards were issued and distributed to young conscripts. Moreover, in 2017 the Youth Board of Cyprus attended the 33rd General Assembly of the European Youth Card Association (EYCA) which was held in Belgrade, Serbia on June 1-4.

On 30-31 January 2017 the international seminar "**Countering violent extremism and youth radicalisation: using the European Youth Card to promote peaceful communities**" was organised at Classic Hotel in Nicosia. The seminar was organised during the Cyprus Presidency of the Council of Europe Committee of Ministers in order to contribute productive ideas in the battle against extremism and radicalisation among the European youth. The seminar was attended by about 40 representatives of Ministries and Public Services which deal with education, youth and social services, representatives of EYCA member organisations, NGO representatives, young immigrants, etc.

Finally, in an attempt to provide card holders with more benefits, the YCB distributed well-appreciated presents (tablets, smartphones, laptops, etc.), tickets to cultural events (concerts, theatre performances, etc.) and free participation at educational seminars through online contests.

Open Air Youth Events Venue

The YBC has acquired and installed the required equipment at Famagusta Gate Moat in Nicosia, in order to facilitate the organisation of events by young people and youth organisations. The YBC can provide this equipment to youth organisations free of charge whereas the equipment is available for use by other organisations as well with a fee. The equipment can also be provided for the support of events in other locations outside Famagusta Gate Moat.

Municipal and Community Youth Councils

Municipal and Community Youth Councils are an institution that contributes towards a constant and substantial connection and dialogue between local authorities and the youth. Through this institution young people and their organisations have an active involvement in issues of their interest and to decision-making processes within their communities. The YBC provides financial, technical and advisory support to the Municipal and Community Youth Councils.

In 2017 five new Municipal and Community Youth Councils were formed, in three Communities (Ag. Marina Xyliatou, Milia and K. Dikomo) and two in Municipalities (Sotira and Geri). The YBC supports Municipal and Community Youth Councils by providing consultation and advice on their role, by actively participating at their General Assemblies and meetings, as well as by providing financial support through the Youth Initiatives Project.

Youth Festival

For a third consecutive year, the Youth Board of Cyprus has organised the Youth Festival, which does not only address young people, but is also entirely organised by young people who present their talents and work while developing their knowledge and skills, and of course having fun.

The Festival was held on September 16th at Acropolis Park. Young people and youth organisations came together, interacted and attended exhibitions, workshops, installations, creations, games, concerts and many other activities.

The Festival's objective was to promote young people as the liveliest and most hopeful part of the population, while inspiring young people to become more actively engaged in creative, social and artistic activities.

The Festival's slogan Up to You(th) sent a resounding message that the power and hope are in the hands of the young generation and that today and tomorrow depend on each and every young person.

2nd Youth Leadership Academy

The YBC organised the 2nd Summer Youth Leadership Academy between the 28 June and 2 July 2017 in Kakopetria, with the attendance of 30 young people aged 19-26 from all over Cyprus.

The Academy's aim was to empower young people who have a vision in positive change and social progress. Young participants were introduced to creative ways of thinking and to ways to develop and exhibit leadership skills in order to put their innovative ideas in action.

Experienced trainers and facilitators helped the participants develop their skills and acquire new knowledge and experiences. The participants were introduced to Design Thinking methodology with the guidance of the trainer Natasa Christou and learned about the basic principles of preparing a presentation by the trainer Leonidas Christou. A group of trainers from "Akti" NGO presented the notion of sustainable development and how it can be combined with entrepreneurship through examples of good practices. The participants were inspired by the personal stories of people who

pursued their dreams, like Giorgos Andreou, the first Cypriot who climbed Everest and the well-known stand-up comedian Louis Patsalidis.

The YBC Summer Academy brought together theory and action, since after the lectures and workshops, participants worked in groups to detect issues and challenges faced by Kakopetria local community. They looked into these matters more carefully and then came up with solutions in the form of business ideas. These were presented on the last day of the Academy in the presence of the YBC President, the president of Troodos Development Company, the YBC Executive Secretary, officials and residents of Kakopetria. In fact, some business ideas were particularly attractive and Troodos Development Company expressed interest in funding them.

Youth Awards

The Youth Board of Cyprus, in cooperation with the Cooperative Central Bank, organised “Youth Awards” for the first time, aiming at promoting and rewarding young people who have accomplished a remarkable work in their field.

The “Youth Awards” honoured young people who were distinguished through specific actions/initiative/work/achievements in various fields and act as positive role models, encouraging them to believe in their abilities and in the efforts for a better world.

The awarded people were selected through an impartial and fair process and the award ceremony was held on the 15th of February 2017 at Rialto Theatre in Limassol.

Youth Awards were given for the following categories:

1. Environmental Action Award
2. Innovation Award
3. Science Award
4. Culture Award
5. Entrepreneurship Award
6. Sports Award
7. Social Contribution Award
8. “Young Person of the Year” Award
9. “Youth Organisation of the Year” Award
10. Cooperative Central Bank Award

YBC Personnel Training

In 2017 a two-day training seminar was organised for all the employees, during which the trained personnel decided and set the Organisation’s targets and mission, drafting the Organisation’s vision that everyone aspires and experiences as a driving force.

Furthermore, the trainees – YBC employees drafted the values and behaviours that should guide the Organisation today and in the future, enhancing cooperation and the feeling of mutual trust among them. Cooperation is based on recognition, genuine cooperation and effective communication. At the end of the training, the YBC group committed towards a continuous and common effort for achieving the set targets.