

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Strasbourg, 29 July 2026

MIN-LANG (2026) IRIA 4

**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Information Document  
on the implementation of the  
Recommendations for Immediate Action  
based on the 7th monitoring cycle**

**Submitted by Cyprus**

**on 28 July 2026**

Response of the Republic of Cyprus to Recommendations for Immediate  
Action as Contained in the Seventh Report of the Committee of Experts on  
the Application of the European Charter for Regional or Minority  
Languages by the Republic of Cyprus

The Government of the Republic of Cyprus submits the Information on the Implementation of the Recommendations for Immediate Action included in the Seventh Evaluation Report by the Committee of Experts of the European Charter for Regional or Minority Languages. The Government of the Republic is fully committed to continuing the fulfillment of the recommendations/obligations arising from the ratification of the Charter for Regional or Minority Languages.

## Armenian

In regard to the recommendations for immediate action by the Committee of experts on how to improve the protection and promotion of Armenian in Cyprus

### a) Facilitate the training of teachers of Armenian

Armenian Language is taught and safeguarded in Nareg Armenian Schools, which are fully funded by the Ministry of Education, Sport and Youth, hereafter referred to as "MoESY". Armenian language is also being taught in upper secondary education since September 2021 (please refer to par. 11 of the 7<sup>th</sup> Report of the Republic of Cyprus hereafter referred to as the previous Report). A recent development is the introduction of Western Armenian as a subject at one Gymnasium in Limassol, commencing with the 2026–2027 school year. This initiative will further strengthen the preservation and promotion of the Armenian language by enabling pupils graduating from the Nareg Armenian Primary School in Limassol to continue studying their mother tongue at lower secondary level.

The MoESY continues to promote, facilitate, and fully fund the organisation of professional development training seminars of Armenian language teachers that work at the Nareg Armenian Schools<sup>1</sup>.

The Nareg Armenian Schools Committee in collaboration with the Principal of the schools and the MoESY continues to organize school- based teacher training and development for two weeks every year (please refer to par. 76 of the previous Report).

---

<sup>1</sup> For the effective implementation of the Council of Europe's recommendations and for coordinating the involved departments, the MoESY assigned coordinator duties within the Ministry to an authorized official.

Following a request by the Representative of Armenians in the House of Representatives to further enhance and support the professional development of Armenian language teachers, MoESY has approved full funding for the extension of the collaboration between the Nareg Schools and a Western Armenian language instructor based abroad. Specifically, the existing collaboration will be expanded to include monthly online meetings as well as daily one-to-one support for teachers. This initiative is expected to contribute to improving the quality of teaching in the areas of Armenian language, history and religion<sup>2</sup>.

The Cyprus Pedagogical Institute of the MoESY organized a 15-hour Continuing Professional Development (CPD) programme in English for Armenian language teachers and teachers delivering their subjects in Armenian across the Nareg Armenian Schools in Nicosia, Larnaca and Limassol. The programme was attended by 25 teachers from the Pre-primary, Primary and Secondary levels

The training covered key areas of contemporary educational practice, including formative and summative assessment, social emotional empowerment through classroom practices, characteristics of quality teaching beyond methodological choices, differentiated instruction with an inclusion-oriented perspective and modern teaching methods. Collectively, these sessions contributed to the systematic enhancement of instructional quality, reinforced evidence-based and inclusion-oriented practices, and supported the continuous professional advancement of teaching staff across all three Nareg Schools.

Professional development opportunities, were also created for the teacher of Armenian language in upper Secondary Education. The teacher participated in

---

<sup>2</sup> The annual cost of the initiative is €6,000.

compulsory seminars (required sessions that a teacher must attend to fulfill a requirement) for Language Teachers which were delivered twice a year in September and in February by the Inspectorate of English. The seminars included themes on 'Inclusive Teaching Practices', 'Formative Assessment', 'Student Motivation', and 'Autonomous Learning'. All language teachers were involved in collaborative discussions and worked together on the importance of sharing a common vision as regards teaching to cater for all pupils diverse needs.

- b) Step-up efforts to support the creation of a Chair of Armenian, as well as to start a study programme in Armenian building on the already developed research programme at the University of Cyprus.

Regarding the recommendation for the establishment of a Chair of Armenian Studies in Cyprus the following must be noted:

MoESY is in the process of examining the possibility of creating a Chair for Armenian studies in the University of Cyprus (UCY). The MoESY, the UCY and the newly established Embassy of the Republic of Armenia in Cyprus, recognize the significance of establishing a Chair of Armenian Studies, as it would contribute, among other things, substantially to the preservation, documentation and teaching of the Armenian language. Furthermore, it would attract researchers, students and academics, strengthening the role of the UCY, as well as Cyprus as a whole, as a cultural and academic hub for Armenians across the wider Middle East region.

Following also a diplomatic note from the Embassy of the Republic of Armenia in Cyprus, the Cypriot authorities asked the UCY (April 2026) administrative bodies to submit a comprehensive proposal for the creation of a Chair of Armenian Studies in Cyprus (cost, organizational structure, research capacity,

thematic units, etc.). The newly estimated annual budget (€467.600) submitted in April 2026 includes, among other components, positions for specialized academic staff, funding for research activities, annual lectures and postgraduate scholarships. Since then, further consultations are being held among the involved parties, to identify and secure the necessary funding.

The Co-ordinator of Religious Groups<sup>3</sup> examined another possibility and held discussions regarding the creation of a Chair of Armenian Studies with both the Representative of Armenians in the House of Representatives and with the Executive Director of the Open University of Cyprus. He considered the possibility of conducting a feasibility study, which would include offering four thematic units on Armenian Culture and History, Armenian Literature, Western Armenian Language, and life skills educational technology (TUMO Center for creative technology)<sup>4</sup> by implementing an Armenian TUMO program), via an online platform, using distance learning, taught by highly qualified members of the Collaborating Academic staff. These courses are expected to be certified with systematic remote monitoring for Armenians in Cyprus, Armenians in the Middle East, Armenians in the Diaspora, as well as any interested citizens.

Regarding the reference to the “already developed research programme at the University of Cyprus”, it should be noted that the KARMELA project (please refer to par. 28 of the previous Report), cannot provide the foundation for a

---

<sup>3</sup> In December 2025, the President of the Republic of Cyprus appointed a Presidential Commissioner with expanded political responsibilities, including humanitarian issues and the implementation of the Republic of Cyprus' obligations to the Council of Europe. The institution of the Co-ordinator of Religious Groups was established by the President of the Republic of Cyprus as the body for coordinating interventions and projects among Ministries, Deputy Ministries, Services and Independent Committees to ensure the effective implementation of government work, in full cooperation with the Representatives of Religious Groups in the House of Representatives and operates under the political guidance of the Presidential Commissioner.

<sup>4</sup> <https://tumo.org/whatistumo/> ;  
[https://www.youtube.com/watch?v=DvHN38RxMC&ab\\_channel=tumotube](https://www.youtube.com/watch?v=DvHN38RxMC&ab_channel=tumotube)

study programme in Armenian or for the development of a comprehensive Armenian language curriculum, since its objectives are too limited in scope.

- c) Promote the use of Armenian in television and newspapers, both online and printed and develop a media offer for children and youth.

Cyprus Broadcasting Corporation (CyBC) radio continues to broadcast a one-hour daily programme in Western Armenian with distinguished guests from various fields of expertise (please refer to par. 33 and 59 of the previous Report). Broadcasting and recording of other programmes concerning the Armenian Religious Group continue as scheduled (please refer to par. 59 of the previous Report). The programmes are available on audio on demand on the CyBC website.

During the reporting period, a special monthly segment entitled “The Voice of Nareg” was introduced as part of the programme to engage children and young people. Students aged 12–15 are invited to the studio, accompanied by their teachers and/or parents and are encouraged to discuss topics of interest to them in Western Armenian. This marks the first time in the history of the Armenian Radio Programme that Armenian students have had a programme of their own. Each segment lasts between 15 and 30 minutes. The topics are selected jointly by the Principal, the teacher responsible for the Nareg Intermediate School in Nicosia, the teacher responsible for the Nareg Armenian Elementary School in Larnaca (with the involvement of different Western Armenian language teachers) and the programme producer. Some of the broadcasts are complemented by Armenian music and songs. Indicative topics include “Why we attend Nareg Armenian Intermediate School”, “Armenian Alphabet Day and Holy Translators’ Day”, “The poems speak”, and many

others. The programme is available on audio on demand on the CyBC website<sup>5</sup>.

In addition to the above, Toumanyankan Hekyather (Fairy Tales of Toumanyar), a production by the Hamazkayin Cultural Association Youth Theatre, was recorded and broadcasted in three parts on 1 July, 23 August and 13 September 2025. The recordings are available on audio on demand on the CyBC website<sup>6</sup>.

A recording of *The Magic Flute*, another production by the Hamazkayin Cultural Association Youth Theatre, is also due to be broadcast during 2026.

With regard to the broadcast of programmes by CyBC Television, Religious Groups may produce audiovisual recordings of their events, which, subject to editorial review and compliance with CyBC's technical, editorial and content standards and procedures, may be broadcast by CyBC. In addition, upon invitation by the representatives of the religious groups, CyBC may provide television coverage of selected events for the purpose of including them in its television news bulletins.

It should be noted that a coordination meeting, convened and chaired by the Co-ordinator of the Religious Groups, was held between the Director General of the CyBC, the Directors of CyBC Television and Radio Services, representatives of the Ministry of Education, Sport and Youth, and the Principals of Nareg Armenian Schools and Agios Maronas Primary School, to discuss the implementation of the recommendations contained in the Seventh Evaluation Report on Regional or Minority Languages. Following the meeting, an Action Plan was developed by the Office of the Co-ordinator of the Religious Groups and shared among the relevant parties on the 25<sup>th</sup> June 2026 setting out

---

<sup>5</sup> <https://radio.rik.cy/show/e-phone-tou-narek-the-voice-of-nareg/>

<sup>6</sup> <https://radio.rik.cy/show/neanikos-theatrikos-omilos-khekiat-youth-theatre-group-hekyat/>

the measures and activities jointly agreed upon for the implementation of the recommendations.

### Cypriot Maronite Arabic

In regard to the recommendations for immediate action by the Committee of experts on how to improve the protection and promotion of Cypriot Maronite Arabic in Cyprus

- a) Take resolute measures to ensure the teaching and study of Cypriot Maronite Arabic at all levels of education, including pre-school education.

Agios Maronas Primary School organises a range of actions and events yearly to celebrate diversity and to promote the Cyprus Maronite Arabic (CMA). Specifically, the teaching of CMA at Agios Maronas Pre-Primary and Primary School continues to be offered as an optional subject during the afternoon timetable of the optional all-day school. The pupils of Agios Maronas Pre-Primary and Primary school attend the CMA class twice a week education in two 40-minute sessions, according to their language proficiency (please refer to par. 124 of the previous Report).

Beyond language lessons, the pupils of both schools are exposed to CMA throughout the daily programme. A variety of educational activities are implemented to strengthen pupils' cultural identity, the implementation of an enriched curriculum, and a strong emphasis on preserving and promoting the rich cultural heritage of the Maronite Religious Group, both tangible and intangible (please refer to par. 127, 193 of the previous Report).

The research team of the MoESY developed and illustrated a story book with narratives from the archive of oral tradition of CMA. The storybook titled

“Caşra zcar χklat fi sanna” (*Ten short stories in sanna*), contains authentic stories narrated by native speakers of the endangered language. Pupils listen to the original audio recordings while following the text in the book, allowing them to experience authentic pronunciation, intonation, and storytelling traditions. In addition, well-known contemporary children’s literature was translated into the CMA, building on pupils’ prior language knowledge from their English and Greek language classes.

Furthermore, Agios Maronas Primary school successfully implemented a two-year project (2024-2026) on culture education supported and funded by the MoESY and the Deputy Ministry of Culture. Within this programme, various activities were developed with the aim of preserving and presenting the identity and language of the Maronite Religious Group. One of these was "The Maronites' history Suitcase", a suitcase that carries elements of the history, the religion, and the language of the Maronites.

The research for the creation of an Archive of Oral Tradition for CMA continues as scheduled. The action plan launched for the period 2024–2027, emphasizes the development of educational material for preschool pupils, with the support of specialised early childhood educators (please refer to par. 152 of the previous Report).

At the initiative of the MoESY, the private Terra Santa School, which is attended by a significant number of students from the Maronite Religious Group, has agreed to introduce CMA as an optional subject in its lower and upper secondary school curriculum since 2025-2026 school year. This development is expected to make a significant contribution to the revitalization of the language, as it will extend language instruction to older age groups by offering CMA at both lower and upper secondary levels.

Given the challenges involved in identifying teachers who are proficient in and able to teach CMA, the MoESY is exploring the possibility of establishing a training programme for teachers or native speakers who could undertake the teaching of the CMA language. To this end, the MoESY has communicated in writing with the representative of the Maronite Religious Group in the House of Representatives, requesting the compilation of a list of teachers of Maronite origin (both appointed and non-appointed), as well as native speakers of CMA.

b) Introduce incentives for the recruitment of teachers of Cypriot Maronite Arabic and ensure their basic and further training.

As mentioned above under recommendation (a), given the challenges involved in identifying teachers who are proficient in and able to teach Cypriot Maronite Arabic (CMA), the MoESY is exploring the possibility of establishing a training programme for teachers or native speakers who could undertake the teaching of the CMA language. To this end, the MoESY has communicated in writing with the representative of the Maronite Religious Group in the House of Representatives, requesting the compilation of a list of teachers of Maronite origin (both appointed and non-appointed), as well as native speakers of CMA. Following the parliamentary elections held last May and the election of a new representative, the current period is considered a transitional phase. As a result, the office of the newly elected representative of the Maronites, in the House of Representatives, has not yet responded to the MoESY request.

c) Promote the use of Cypriot Maronite Arabic in the media, including an offer for children.

CyBC continues to promote the cultural significance of CMA in radio. The radio programme “The Voice of the Maronites” (VOM) continues its weekly broadcast on CyBC’s First Radio Channel every Saturday from 16:00 to 17:30 (please refer to par. 175 of the previous Report). It is livestreamed on the CyBC

website and is available for listening on audio on demand on the CyBC website<sup>7</sup>.

In 2024, the duration of the programme was extended from 60 to 90 minutes. In August 2025, the programme recorded and broadcast on location the closing celebration of the Sanna Camp, which included speeches, presentations, theatrical sketches and songs related to CMA. Additionally, CMA songs were collected in 2025 and 2026 and have been regularly featured in the programme, with additional material to be broadcast as it becomes available.

Particular emphasis is placed on the participation of students who are learning CMA and who share their experiences of engaging with the language. In spring 2025, the programme featured a special series of interviews with young CMA learners from the Agios Maronas Primary School in Nicosia. This was followed in autumn 2025 by an additional series of interviews with pupils from other schools, recorded in occupied Kormakitis. Furthermore, presentations focusing on CMA, including the views and experiences of pupils and native speakers, were broadcast during the winter and summer of 2025.

Native speakers from occupied Kormakitis will also be featured regularly on the programme in order to promote the language. They will share short stories, memories and experiences of everyday life in CMA, accompanied by translations into Greek to ensure accessibility to the wider audience.

In April 2026, an interview with Prof. Karyolemou who is the Scientific Supervisor of the Project for the Creation of an Archive of Oral Tradition for CMA, was recorded. During the interview the first CMA teaching textbook published by the MoESY was presented, in order to raise awareness and

---

<sup>7</sup> <https://radio.rik.cy/show/e-phone-ton-maroniton/>

encourage interest in learning CMA. The discussion also focused on the preservation, teaching and learning of CMA.

In May 2026, a competition for CMA students was launched for the creation of a poem, story and/or song in CMA, with completion scheduled for October 2026. The competition was advertised on CyBCs social media (Facebook, Instagram) Webpages that are managed by Maronites <sup>8</sup>.

With regard to the broadcast of programmes by CyBC Television, Religious Groups may produce audiovisual recordings of their events, which, subject to editorial review and compliance with CyBC's technical, editorial and content standards and procedures, may be broadcast by CyBC. In addition, upon invitation by the representatives of the religious groups, CyBC may provide television coverage of selected events for the purpose of including them in its television news bulletins.

As mentioned previously during the discussion for recommendation (c) under the Armenian Language, a coordination meeting, convened (20/5/2026) and chaired by the Co-ordinator of the Religious Groups, was held between the Director General of the CyBC, the Directors of CyBC Television and Radio Services, representatives of the Ministry of Education, Sport and Youth, and the Principals of Nareg Armenian Schools and Agios Maronas Primary School, to discuss the implementation of the recommendations contained in the Seventh Evaluation Report on Regional or Minority Languages. Following the meeting, an Action Plan was developed by the Office of the Co-ordinator of the Religious Groups and shared among the relevant parties on the 25<sup>th</sup> June 2026 setting out the measures and activities jointly agreed upon for the implementation of the recommendations.

---

<sup>8</sup> <https://kormakitis.net/?p=56350>

