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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

Seventh periodical report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter

CYPRUS



**EUROPEAN CHARTER FOR REGIONAL OR
MINORITY LANGUAGES**

**SEVENTH PERIODICAL REPORT
BY THE REPUBLIC OF CYPRUS**

**OFFICE OF THE
LAW COMMISSIONER**

**Nicosia,
1 February 2024**

INTRODUCTION

1. The Seventh Periodical Report on the Application of the European Charter for Regional or Minority Languages (hereinafter the “present Report”) was prepared in accordance with the Outlines for the periodical reports on the implementation of the European Charter for Regional or Minority Languages that were approved by the Committee of Ministers at its 1345th meeting on 2 May 2019 [CM (2019)69 final]. It addresses the issues raised by the Committee of Experts [MIN-LANG (2021) 16] and the recommendations made by the Committee of Ministers [CM/RecChL(2022)1] in the Sixth Evaluation Report on the Application of the Charter in Cyprus, based on the Sixth Periodical Report of Cyprus (hereinafter the “previous Report”).
2. The present Report has been prepared by the Law Commissioner of Cyprus who, pursuant to a Decision of the Council of Ministers, is entrusted with ensuring compliance by the Republic of Cyprus with its reporting obligations under international human rights instruments.
3. The present Report is based on information and data provided by the Ministry of Education, Sport and Youth (hereinafter “MoESY”), competent authority for the implementation of the Charter, the Ministry of Interior (hereinafter “MOI”), competent authority for the protection of national minorities¹, the Ministry of Foreign Affairs, the Deputy Ministry of Culture (hereinafter DMoC)² the Presidential Commissioner, the Press and Information Office (hereinafter “PIO”), the Cyprus

¹ For the Republic of Cyprus, the term “national minorities” within the meaning of the Framework Convention for the Protection of National Minorities is understood to designate only those national minority-groups which had a traditional presence on the island at the time of the establishment of the Republic of Cyprus in 1960 and hold the Cypriot citizenship; thus, “religious groups,” as defined in Art. 2 (3) of the Constitution, are treated as national minorities for the purposes of the Framework Convention for the Protection of National Minorities.

² The Deputy Ministry of Culture hereinafter DMoC has been established on the 1st of July 2022 by Law 55(I)/22. Throughout the whole Report reference will be made to the Department of Modern and Contemporary Culture of the DMoC and not to the Cultural Services of the MoECSY.

Radio Television Authority (hereinafter “CRTA”) and the Cyprus Broadcasting Corporation (hereinafter “CyBC”). Information was also given by the Scientific Supervisor of the Project on the Creation of the Archive of Oral Tradition for Cypriot Maronite Arabic and on KARMELA project. The Representatives of the Armenian and Maronite Religious Groups and their respective Offices were implicated in the process by the Law Commissioner and the MoESY from the beginning and all information that was given by them was taken into consideration. The final draft was also communicated to them. The present Report will, upon submission, be posted on the website of the Office of the Law Commissioner and the MoESY. It will also be forwarded to the Representatives of the Armenian, Maronite and Latin Religious Groups.

4. Due to the continued illegal occupation of 36.2% of the territory of the Republic of Cyprus by Turkey since 1974, the Government is not in a position to exercise effective control over all of its national territory and cannot ensure the application of the rights guaranteed by the European Charter in areas not under its control. Consequently, the Government of the Republic of Cyprus is prevented to ensure full realization of its policies and to apply its laws, policies and programs concerning the rights prescribed in the Charter, to those living in the occupied part of the country. It is relevant to recall that, according to Protocol No.10 on Cyprus Annexed to the 2003 “Act concerning the Conditions of Accession of the Republic of Cyprus and the adjustments to the Treaties on which the European Union is founded”, the application of the *acquis* is “suspended in those areas of the Republic of Cyprus in which the Government of the Republic of Cyprus does not exercise effective control”. Consequently, all information and data presented in the present Report concern the Government-controlled areas.
 - I. *The numbers of the following headings/paragraphs relate to the Outlines of the Committee of Ministers approved on 2 May 2019. As it is stated in the Instrument of Ratification, the Republic of Cyprus undertakes to apply Part II of the Charter in accordance with Article 2, paragraph 1, both to the Armenian language and Cypriot Maronite Arabic.*

I. Armenian Language

Part 1– General provisions

Article 6 - Information

What measures have been taken to inform the authorities (including regional and/or local), organisations and persons concerned of the rights and duties established by the Charter, as required by its Article 6?

5. The European Charter for Regional or Minority Languages is posted on the website of the MoESY, the competent authority for the implementation of the Charter. Furthermore, the link³ to the relevant website of the Council of Europe is also posted on the website of the MoESY, so that visitors can access all the information regarding the Reports of the Republic of Cyprus, as well as the Reports and recommendations of the Committee of Experts of the Charter and the Committee of Ministers of the Council of Europe. Similarly, the website of the Office of the Law Commissioner posts the Reports of the Republic of Cyprus⁴.
6. During the preparation and the drafting of the Reports submitted by the Republic of Cyprus, a number of public services and other entities, as well as persons concerned, are being consulted and involved in the procedure. We deem very important that the people working for these services are aware of the rights and duties established by the Charter, because they are the ones that will primarily work for the more efficient implementation of the relevant recommendations for the protection of the Armenian and Cypriot Maronite Arabic languages.
7. The MoESY and/or his representatives, as well as other officials of the Government, when addressing issues concerning the Maronites and Armenians always refer to the signing and ratification of the Charter by the Republic of Cyprus and the commitments that derive under the ratification instrument.

³ http://www.moec.gov.cy/eiao/el/symvoulia_evropis.html

⁴ <http://www.olc.gov.cy/olc/olc.nsf/All/FDA359B95C65CCB9C225846A00344F32?OpenDocument>

Part 2 – Objectives and principles pursued in accordance with Article 2, paragraph 1

Article 7 – Objectives and principles

Paragraph 1

In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

- a. the recognition of the regional or minority languages as an expression of cultural wealth***
- i) Implementation measures taken in policies and/or legislation; any other relevant legal changes;**
- 8.** As it was stated in par. 8 of the previous Report the Cultural Services of the MoECSY and as of 01/07/2022 the Department of Modern and Contemporary Culture of the DMoC⁵, in close consultation with the Religious Groups Representatives, continue to implement the grand-aid Scheme for the Cultural Activities of the Religious Groups. The Scheme aims at providing incentives for the promotion and dissemination of the history and culture of the Armenian and the Maronites of Cyprus through quality cultural activities (literature, theatre, music, cinema, folklore, dance, visual arts). In order to facilitate the subsidisation of the cultural activities the Department of Modern and Contemporary Culture of the DMoC reserves funds up to €80.000 per year⁶.
 - 9.** The Office of the Presidential Commissioner considers actions and decisions taken for the benefit of the members of the Religious Groups and with his coordinated

⁵ See reference on footnote 2

⁶ There has been a gradual increase of the funds from €50.000 (2019, 2020) to €60.000 (2021, 2022), and to this year's €80.000.

actions gains support and cohesion on issues concerning the religious groups, including the preservation and promotion of their language, history and culture.

- 10.** The Office of the Presidential Commissioner is in the process of consultation with Public and Private Educational Institutions of Cyprus for the drafting of Memoranda of Understanding (MoU) (please refer to par. 9 of the previous Report).
- 11.** The Armenian language is promoted as an expression of cultural wealth at Nareg Armenian Schools, which are fully funded by the MoESY. Armenian language is also being taught in upper secondary education since September 2021, following a Decision of the Council of Ministers⁷, in one Lyceum in Nicosia, where a significant number of pupils that belong in the Armenian Religious Group is enrolled. The Armenian language is also promoted in the NANOR Armenian Childcare Centre which is partly financed by the MoESY following a Decision of the Council of Ministers⁸. Armenian language lessons are also offered in Paphos once a week, on Sunday mornings in a public primary school and are fully subsidised by MoESY.⁹ The Armenian language is also taught in the Adult Education Centers of the MoESY¹⁰.
- 12.** The CRTA encourages the presentation of the Armenians and Maronites in the mass media, as well as the use of their languages. See also par. 11 of the previous Report.

⁷ Number of decision 91.791,

[http://www.cm.gov.cy/cm/cm.nsf/All/7A4DAA347CAAD4E1C225879C0030EC70/\\$file/91.791.pdf?OpenElement](http://www.cm.gov.cy/cm/cm.nsf/All/7A4DAA347CAAD4E1C225879C0030EC70/$file/91.791.pdf?OpenElement)

⁸ Number of decision 92.930,

[http://www.cm.gov.cy/cm/cm.nsf/All/F7F688488B32D96EC225886A00248E6A/\\$file/92.930.pdf?OpenElement](http://www.cm.gov.cy/cm/cm.nsf/All/F7F688488B32D96EC225886A00248E6A/$file/92.930.pdf?OpenElement)

⁹ The duration of each class is 45 minutes. During the academic years, 2020-21 and 2021-22 classes were divided according to three age groups [5-8; 9-12 and 13-20]. The classes were interrupted during the Covid-19 quarantine periods (March – May 2021 and January – March 2022). Lessons in Paphos resumed at the start of the 2022-23 academic year for two groups (one group for under 10 year olds and one for over 10 year olds).

¹⁰ Armenian language lessons in the Adult Education Centers are offered free of charge since September 2023.

13. CyBC has a policy of promoting the cultural wealth of Cyprus, as well as the values of coexistence and respect for multiculturalism. Within that framework, it continues to broadcast certain programs specifically for the Religious Groups of Cyprus. These programs include several elements regarding the religion, history, language and culture of the Armenians and the Maronites of Cyprus.
14. The MOI acknowledging the importance of the Armenian and CMA languages as an expression of cultural wealth, has a policy of providing annual financial support to the Armenians and Maronites for publications of their choice. More specifically the PIO, ensuring transparency and consistency in the allocation of funds in the scope of its mission and services offered, has its resources available to all three Religious Groups, as well as its expertise to create more informational material, always in cooperation with the Representatives of each Religious Group.
15. Following the enrichment of curricula in the framework of the continuous Educational Reform for the Subject of History, in the 2021-22 school year, the MoESY proceeded to the reform of the curricula of Secondary General Education. In this context, separate teaching periods for the Religious Groups were included in the History course.

ii) Implementation measures taken in practice (including concrete examples);

16. On the occasion of the International Mother Language Day, the pupils of Dasoupolis Lyceum that attend the Armenian language program (see also par. 11 of the present Report), in collaboration with their teacher, participated in a school event dedicated to the Armenian language. The event aimed to promote awareness of linguistic and cultural diversity and to present and empower the Armenian Language. It took place on 18th March 2022, under the auspices of the Minister of Education, in the presence of the Armenian Representative in the House of Representatives, members of the Armenian Religious Group, as well as representatives from the MoESY. The event was also attended by pupils from Dasoupolis Lyceum and Armenian pupils from Nareg Armenian Gymnasium. Another activity organised by the group of Armenian pupils, in relation to the International Mother Language Day, was the subtitling of

the documentary “Remembrance: Our Mere Heritage” into the Armenian language. The documentary had been prepared by classmates and focused on the reminiscence of the occupied territories.

17. The Hamazkayin Cultural and Educational Society and the Office of the Representative of the Armenians organise an annual event at the end of the school year, with the participation of Nanor Juniors, formed by the Armenian Representative Vartkes Mahdessian, SIPAN Nicosia, ANI Pafos and KILIKIA Limassol. Each presentation had a different theme: All events were subsidised by MoESY and by the Department of Modern and Contemporary Culture of the DMoC.
 - In 2020, the program was shortened due to COVID-19, however, there was a performance on 31st October 2020. Hamazkayin SIPAN Nicosia, KILIKIA Limassol, ANI Paphos and NANOR Junior Dance Ensembles performed on the 31st of October 2020 and the performance was dedicated to the Armenian Soldiers, at HMEM – AYMA grounds.
 - Hamazkayin SIPAN Nicosia, KILIKIA Limassol, ANI Paphos and NANOR Junior Dance Ensembles performed on 21st November 2021, and the performance was dedicated to 21 years of SIPAN DANCE ENSEMBLE, at Strovolos Municipal Theatre.
 - Hamazkayin SIPAN Nicosia, KILIKIA Limassol, ANI Paphos and NANOR Junior Dance Ensembles performed on 29th May 2022 and the performance was dedicated to the historic MELKONIAN Educational Institute, at Strovolos Municipal Theatre.
 - Hamazkayin SIPAN Nicosia, KILIKIA Limassol, ANI Paphos and NANOR Junior Dance Ensembles performed on 6th May 2023 and the performance was dedicated to the 95th Anniversary of Hamazkayin Armenian Cultural Association, at Strovolos Municipal Theatre.
18. Following the enrichment of curricula in the framework of Educational Reform, the teaching of history of the Religious Groups is included in the analytical study program of the 2nd class of Gymnasium and 2nd class of Lyceum. The pupils of the Gymnasium are asked to explain when and under what conditions the Religious

Groups arrived and settled in Cyprus and to comment their contribution to the socio-economic and cultural development. The pupils of the Lyceum, examine the change in the demographic composition of the Religious Groups from the time they settled in Cyprus until today, the provisions of the Cyprus Constitution, such as the election of a Representative for each Religious Group in the House of Representatives and their rights. (please see also par.15 of the present Report).

- 19.** In order to further promote the teaching of history of the Religious Groups and race awareness about their presence amongst primary and secondary education pupils, 15 short videos produced by CyBC for all Religious Groups, has been posted on the website of MoESY¹¹. Please see also par. 24 of the present Report.
- 20.** The reason d'être of the Nareg Armenian Schools in Cyprus is the promotion and preservation of the Armenian language. Pupils are given the chance to speak, read and write their mother tongue through a timetable which accommodates daily language classes. Armenian History and Religion, as well as Maths and Science in lower classes, are also taught in Armenian. Ceremonies and events are organised where pupils perform in Armenian, reciting poems, singing and acting in theatrical plays. Pupils are encouraged to speak Armenian during school breaks. Fun days and sports days are organised where pupils from all three Nareg schools meet, play and interact in their mother tongue. The Nareg Summer School, which operates for four weeks during July, also gives pupils of ages 3 ½ to 12 years old, the opportunity to play, learn and interact in Armenian.
- 21.** Armenian language was safeguarded during the COVID-19 pandemic, when the Ministry of Health issued directives, closing schools and setting all citizens, including pupils and teachers, under quarantine. In this context, the MoESY provided free Microsoft Office 365 accounts to all pupils of the fourth, fifth and sixth classes of public primary schools and Gymnasiums. Office 365 accounts were also given to teachers, who attended online training sessions organised by the CPI. During the two quarantine periods [March – May 2021 and January – March 2022], special

¹¹ <https://istom.schools.ac.cy/index.php/el/yliko/chrisimo-yliko/15-chrisimo-yliko/136-oles-oi-taxeis>

timetables were prepared that covered all subjects, including Armenian and Armenian History. When physical classrooms resumed, the Nareg Armenian Schools provided hybrid education, whereby pupils confined due to COVID-19 infection, could follow the lessons online. Nareg Armenian Gymnasium teachers provide hybrid education to date, for the benefit of pupils who are forced to stay away for health reasons.

22. The Armenian language is also promoted through interschool cooperation. The cooperation of Nareg Armenian Schools with Agios Maronas Primary School is on an annual base through a planned educational project with a different subject every year, having always though an intercultural perspective.

- During the school year 2019-2020, pupils and teachers of Nareg Armenian Schools participated in a project organised and hosted by Agios Maronas Primary School that was titled “Meeting Along the Bridge”.
- During the school year 2020-2021 pupils and teachers of Nareg Armenian Schools participated in an online project organised and hosted by Agios Maronas Primary School that was titled “We smile...we create”.
- During the school year 2021- 2022 pupils and teachers of Nareg Armenian Schools participated in a project called «Cultural Routes», organized and hosted by Agios Maronas Primary School.
- During the school year 2022-2023 pupils and teachers of Nareg Armenian Schools participated in a project called “Museumschool”, organized and hosted by Agios Maronas Primary School.

23. In order to strengthen and raise awareness among the general public about the presence, culture and language of the Religious Groups, CyBC’s news, present regularly reports, events and issues related to them.

24. In order to support, promote the identity and culture of the Armenian Religious Group and provide overall awareness to the general public about the history, religion, values,

and contribution of all Religious Groups to the Cypriot society, the MoESY in close collaboration with the Representatives of the Religious Groups in the House of Representatives, the Presidential Commissioner and the CyBC, produced 15 short films/videos on the history, culture, language and traditions of the Religious Groups. Five videos were dedicated to the Armenian Religious Group. The videos have been broadcasted several times since October 2021, in CyBC channel 1 and channel 2.

25. A press conference was held by the MoESY on the 19th of November 2021 where the above-mentioned videos were presented. During this event, the Representatives of the Religious Groups in the House of Representatives, the president of the administrative board of the CyBC and, on behalf of the Minister of MoESY, Dr Kyprianos Louis, the General Coordinator for issues concerning Religious Groups addressed speeches. The event was broadcasted by CyBC and other private media. A press release was published by the PIO.¹²

26. CyBC in close cooperation with the Armenian Religious Group presented a documentary dedicated to Melkonian Educational Institute, during the TV Program "Χρονογράφημα, Chronografima". The documentary explored the history of the Melkonian Educational institute and its cultural and educational significance for the Armenians in general and for the Armenians of Cyprus. During the documentary archival material from CyBC historical archive was projected, accompanied by narratives from a school graduate and captures of the building and the surrounding area of the school. The documentary was broadcasted several times by CyBC 1 and 2 and it is available on line on CyBC webpage¹³.

¹²<https://www.pio.gov.cy/%CE%B1%CE%BD%CE%B1%CE%BA%CE%BF%CE%B9%CE%BD%CF%89%CE%B8%CE%AD%CE%BD%CF%84%CE%B1-%CE%AC%CF%81%CE%B8%CF%81%CE%BF.html?id=24197#flat>

¹³ <http://cybc.com.cy/video-on-demand/%cf%81%ce%b9%ce%ba-1/%cf%87%cf%81%ce%bf%ce%bd%ce%bf%ce%b3%cf%81%ce%ac%cf%86%ce%b7%ce%bc%ce%b1/episodes/%cf%87%cf%81%ce%bf%ce%bd%ce%bf%ce%b3%cf%81%ce%ac%cf%86%ce%b7%ce%bc%ce%b1-06-11-22/>

27. The Cyprus Research Centre (CRC) of the MoESY functions to promote academic research on the history, folklore, social anthropology, linguistics, literature, ethnography, and sociology of Cyprus from ancient times up to the present day. Its publications are available in university libraries throughout the world and are also sold within Cyprus and overseas. Among its numerous publications, over 200 to-date, are several on the Religious Groups of Cyprus. The volume edited by the late Professor Zacharias Tsirpanlis, first published in 1973 and reprinted in 2023, contains hitherto unpublished documents from the Vatican Archives covering the years 1625-1667, many of which concern the history of the Maronites during the era of early Ottoman rule. The French Professor Gerard Dedeyan published in 2018 a monograph on the settlement on Cyprus and activities of the Armenians during the Byzantine Era, between the years 577-1211. All the above-mentioned publications along with a selection of 15 other publications of the CRC have been granted to the offices of the three Religious Groups to enrich their collections of books.

28. The MoESY is committed in preserving and promoting the language, tradition and culture of the Religious Groups. In this context, in close collaboration with the Representatives of the Armenians and the Latins in the House of Representatives, a new project was launched on the 1st of December of 2022, called KARMELA. The KARMELA project is submitted by the University of Cyprus through the CRC of the MoESY and it is supervised by Professor Marilena Karyolemou of the Department of Byzantine and Modern Greek Studies, of the University of Cyprus. The main objective of the KARMELA research project is the creation of an Archive of Oral Tradition (hereafter Archive) with digitized audio-visual material collected through individual interviews with members of the Armenian and Latin religious groups. Two (2) researchers from each community are currently working on the collection of oral data from the members of the community. A fifth special scientist is working on documenting the history of the Armenian and Latin communities in recent during the 20th and 21st centuries. The project is currently undergoing its second phase. For more information, see also the “Information Document on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.

- 29.** In order to prepare researchers for participating in KARMELA project two (2) formative seminars were organised by the University of Cyprus: one of these concerning the Armenian Religious Group was held on 23/05/2023. Participants included Prof. M. Karyolemou (UCY), Prof. Anaïd Donabédian-Demopoulos (INALCO), Prof. Fabienne Baidier (UCY), Dr Spyros Armostis (UCY), Alexandros Hadjilyras and E. Zonias (researcher/Archive of Oral Tradition for Cypriot Arabic). Regular meetings between the researchers and the coordinator Prof. Karyolemou are also taking place. The conclusion of the first phase of the KARMELA project is expected for the first semester of 2024.
- 30.** A kick-off meeting to present the KARMELA project in the form of a press conference was held by the MoESY on 24/02/2023 on the premises of the MoESY in the presence of the Minister of Education, Sport and Youth, the Representatives of the Armenian and the Latin Religious Groups in the House of Representatives, the Presidential Commissioner, a representative of the European Commission, representatives of the University of Cyprus, researchers, academics, a significant number of members of the two Religious Groups and journalists. The event was broadcasted by CyBC and other private media. A press release was published by the PIO¹⁴. The KARMELA project was also presented on CyBC radio.
- 31.** The MoESY in collaboration with the Department of Byzantine and Modern Greek Studies of the University of Cyprus have launched a school competition for the creation of logos for the Archive of Oral Tradition for CMA and the KARMELA Archive. The competition was meant to raise awareness about the Armenian, Latin and Maronite Religious Groups history and culture and incite pupils to make a creative representation of them. The logos that will be chosen will receive an award at a ceremony in 2024.
- 32.** The Department of History and Archaeology of the University of Cyprus continues to present elements of the history of the Armenian Religious Group in the module

¹⁴<https://www.pio.gov.cy/%CE%B1%CE%BD%CE%B1%CE%BA%CE%BF%CE%B9%CE%BD%CF%89%CE%B8%CE%AD%CE%BD%CF%84%CE%B1-%CE%AC%CF%81%CE%B8%CF%81%CE%BF.html?id=33132#flat>

called “The Medieval History”, “Modern History” and “Modern Greek Cypriot History” (see also the document “Information on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”). At the Department of Byzantine and Modern Greek Studies, Western Armenian is presented in the course Minority Languages of Eastern Mediterranean, as a case in point for the category of Diasporic minority languages, with extensive reference to the history and current sociolinguistic situation of the Armenian communities of the diaspora in Eastern Mediterranean countries and beyond.

- 33.** As also mentioned in par. 22 of the previous Report CyBC also promotes the cultural significance of the Armenian language in radio. In particular, a one-hour program continues to be broadcasted daily at 17:00 and during the weekends. The program is also repeated in the morning.
- 34.** The Armenians of Cyprus published a bi-monthly newspaper entitled “*Artsakank*” up to 2020¹⁵, which was registered in the PIO. At present the newspaper is available only in electronic form¹⁶. Furthermore, the Armenians of Cyprus also have two on-line e-magazines entitled “*Gibrahayer*”¹⁷ and Artsakank Media¹⁸. In these media the Armenian language is used and its cultural significance is recognised and promoted. As it was mentioned above (par. 14) the MOI provides annual financial support for publications to the Armenians of Cyprus when they submit a specific request.
- 35.** In order to support and promote the identity and culture of the Armenian Religious Group, the MoESY in close collaboration with the appointed Armenian Committee of Experts and the PIO is planning to publish a book dedicated to Melkonian Educational Institute (MEI). The MEI was an Armenian boarding school with high academic and cultural standards, that was established in 1924 and closed down in

¹⁵ The printed newspaper has been paused. Up to 2020 they received annually €10.000.

¹⁶ <https://newspaperhunt.com/papers/cyprus/artsakank.php>

¹⁷ <https://www.facebook.com/Gibrahayer>

¹⁸ <https://www.facebook.com/profile.php?id=100092389542317>

2005, following a unilateral decision by the Central Board of the Armenian General Benevolent Union (AGBU), notwithstanding Panarmenian and Pancyprian reactions. The book will be written in three languages Western Armenian, Greek and English (see also par. 24 of the previous Report concerning PIO publications for Armenian Religious Group).

ii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

36. Not applicable.

b. the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

37. In the Instrument of Ratification the Republic of Cyprus has declared that the Armenian language is a “non-territorial” language. There are no administrative divisions that constitute any hindrance to the promotion of the Armenian language.

ii) Implementation measures taken in practice (including concrete examples);

38. Please refer to answer directly above in par. 37 of the present Report.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

39. Not applicable.

c. the need for resolute action to promote regional or minority languages in order to safeguard them;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

- 40.** The Office of the Presidential Commissioner, as stated in the previous Report, is appointed by and is directly accountable to the President of the Republic of Cyprus. The contribution of the Office of the Presidential Commissioner considers actions and decisions taken for the benefit of the members of the Religious Groups. The Presidential Commissioner was in constant cooperation with the Ministries and other public services and worked towards the implementation of the European Charter for Regional or Minority Languages.
- 41.** The MoESY, has an earmarked budget exclusively for the requests and needs of the Religious Groups. At the same time, there is a different increased budget for the operation of the Armenian School Board¹⁹.
- 42.** Please refer above to par. 8 of the present Report, regarding the funding provided to the Religious Groups by the Department of Modern and Contemporary Culture of the DMoC.
- 43.** Please refer above to par. 14 of the present Report, regarding the policy of the MOI for the provision of funding for publications of the Religious Groups.
- 44.** Please refer above to par. 12 and 13 of the present Report, regarding the policy of the CRTA and CyBC, regarding the broadcasting of programs for the Religious Groups.

ii) Implementation measures taken in practice (including concrete examples);

- 45.** The Office of the Presidential Commissioner continued to show a particular interest in the education of children belonging to Religious Groups. In this respect, visits were conducted in various private schools of the Religious Groups showing the commitment and support of the Government to the preservation of their religion, national identity and language. On 2/11/2021 the Presidential Commissioner accompanied by the Representatives of the MoESY and in the presence of representatives of the Parents' Association and of the Maronite's community, visited the St. Mary's school in Limassol. During the visit, decisions were taken concerning the curriculum, high

¹⁹ The amount was increased €200.000.

school diplomas, the infrastructure maintenance and upgrading of various facilities. It should be noted that the Presidential Commissioner stood by, supported and in cooperation with all Governmental departments resolved issues that the schools of Religious Groups had concerning matters like students' scholarships, teachers' residence permits etc .

- 46.** In June 2020, the Office of the Presidential Commissioner in cooperation with the MoESY, convened a meeting with all public and private schools of the Religious Groups. During the meeting many issues were discussed regarding the operation of the schools during COVID-19 pandemic.
- 47.** In April 2021, the Office of the Presidential Commissioner in collaboration with the CPI, organised a training webinar on " Safe and responsible use of the Internet". Pupils belonging to the Religious Groups participated.
- 48.** The MoESY competent authority for the implementation of the Charter continues to have close cooperation and consultation with the Armenian Representative, the Headmistress of the Nareg Armenian Schools and the members of the Armenian School Board, in order to promote measures for the support of the Armenian language and identity.
- 49.** The promotion of the Armenian language is safeguarded through the operation of the Nareg Armenian Schools in Nicosia, Limassol and Larnaca that are fully financed by the MoESY. Armenian language is also being taught in upper secondary education since September 2021 (see par 11 of the present Report) in one Lyceum in Nicosia. The access to education of Armenian children living in Paphos is safeguarded with the provision of Armenian language lessons, once a week, on Sunday mornings in a public primary school²⁰. Furthermore, the teaching of the Armenian language is provided at the Adult Education Centers of MoESY.

²⁰ The duration of each class is 45 minutes. During the academic years, 2020-21 and 2021-22 classes were divided according to three age groups [5-8; 9-12 and 13-20]. The classes were interrupted during the Covid-19 quarantine periods (March – May 2021 and January – March 2022). Lessons in Paphos resumed at the start of the 2022-23 academic year for two groups (one group for under 10 year olds and one for over 10 year olds)

50. The MOI is the competent Ministry regarding the issues concerning the Religious Groups in general. The Ministry continues to be in constant consultation and dialogue with the elected Religious Groups Representatives, as well as with relevant non-governmental organisations (NGOs). The Minister of Interior, at the request of the Representatives, holds meetings with the Representatives of each religious group for addressing any specific issues of their concern.

51. Please also refer to par. 23-24,26, 33, 59 regarding specific programs of CyBC for the promotion of the Armenian language in broadcasting.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Further recommendation of the Committee of Experts

Extend teaching of Armenian in upper secondary education

52. Since the school year 2021-2022, following a Council of Ministers Decision²¹ the teaching of Armenian language is taught in upper Secondary Education, in one Lyceum in Nicosia, where a significant number of pupils that belong in the Armenian Religious Group is enrolled. The language Learning Program has been implemented in Archbishop Makarios III Lyceum in Dasoupolis. This program is specifically designed for pupils of Armenian descent and a representation of the State's actual and practical support for the protection of one of the minority languages in Cyprus. Through the program, the teaching and acquisition of Armenian language proficiency among Armenian pupils who graduate from Nareg Armenian Gymnasium and pupils of Armenian descent, in general, is promoted. Pupils have the opportunity to continue learning their mother tongue in upper secondary education an essential component of their national identity and a fundamental parameter of their culture. The program includes teaching Armenian Language and Literature in all three grades of Lyceum

²¹ Number of Council Decision 91.791, available at [http://www.cm.gov.cy/cm/cm.nsf/All/7A4DAA347CAAD4E1C225879C0030EC70/\\$file/91.791.pdf?OpenElement](http://www.cm.gov.cy/cm/cm.nsf/All/7A4DAA347CAAD4E1C225879C0030EC70/$file/91.791.pdf?OpenElement)

for 3.5 teaching periods in Class A', while in Classes B' and C', the subject is taught for 4 periods. ²²

d. the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

53. Please refer above to par. 12 of the present Report, regarding the policy of the CRTA for the presentation of the Armenian language in the mass media.

54. The CyBC continues to encourage and facilitate the use of the Armenian language in the public sphere. Within this framework, certain programs are broadcasted specifically for the Armenians of Cyprus. These programs include several elements regarding the religion, history, language and culture of the Armenians. Moreover, five videos dedicated to the Armenian Religious Group were broadcasted since October 2021, in CyBC channel 1 and channel 2, one of them was dedicated to the Armenian language. See also par. 24 of the present Report²³.

55. The MOI continues to facilitate and encourage the use of the Armenian language in writing through its policy of providing annual financial support to the Armenians for publications. See also par.14,34 of the present Report.

56. The MoESY fully facilitates and encourages the right of children belonging to the Armenian Religious Group to speak and write their language and this is evident by the operation of the Nareg Armenian Schools that are fully subsidised by the Government. Since September 2021 pupils of Armenian origin can speak and write their language in upper secondary education, in one school in Nicosia and since academic year 2020

²² The course requirements include examinations based on the syllabus taught and all pupils who opt for it are exempt from Religious Studies and French. The teaching of the course was assigned to an Armenian Language and Literature teacher of Armenian descent.

²³ Programs produced by CyBC's Television and Radio Departments are uploaded on the website on Video and Audio on Demand and on the Mobile Application. The content is also live-streamed on the website and on the application.

in afternoon lessons in Paphos, once a week (see also paragraph 11 of the present report). The MoESY subsidizes the training of Armenian language teachers who teach in Nareg Armenian schools and in upper secondary education, the purchase of books in Armenian language for Nareg Armenian Schools and for Upper Secondary Education and the organisation of events that promote the Armenian language and identity.

57. Please also refer above to par. 8 of the present Report, regarding the funding provided to the Religious Groups by the Department of Modern and Contemporary Culture of DMoC.

ii) Implementation measures taken in practice (including concrete examples);

58. Please refer above to par. 23-24,26 of the present Report, regarding the broadcasting of a television programs for the Armenians by CyBC.

59. CyBC radio broadcasts a daily one-hour program in the Armenian language. This program is prepared and presented by the Armenian speakers. Every year the Armenian Christmas holy Liturgy as well as the Easter holy Liturgy is broadcasted live. Special Programs broadcasted were dedicated to the Independence Day of Armenia, the Independence Day of Artsakh, the Armenian Genocide Commemoration day, as well as interviews with important personalities of the Armenian Religious Group and the Armenian Diaspora. A part of the program is dedicated to the Armenian Literature. CyBC channel 2 also broadcasts daily news in the Armenian Language. All programs are available on audio on demand on the CyBC website ²⁴.

²⁴ <http://cybc.com.cy/audio-on-demand/%ce%b4%ce%b5%cf%85%cf%84%ce%b5%cf%81%ce%bf/%ce%b1%cf%81%ce%bc%ce%ad%ce%bd%ce%b9%ce%ba%ce%b7-%ce%bb%ce%bf%ce%b3%ce%bf%cf%84%ce%b5%cf%87%ce%bd%ce%af%ce%b1/http://cybc.com.cy/audio-on-demand/%ce%b4%ce%b5%cf%85%cf%84%ce%b5%cf%81%ce%bf/%ce%b5%ce%b9%ce%b4%ce%ae%cf%83%ce%b5%ce%b9%cf%82-%cf%83%cf%84%ce%b1-%ce%b1%cf%81%ce%bc%ce%ad%ce%bd%ce%b9%ce%ba%ce%b1/>

60. Please refer above to par. 14, 34-35 of the present Report, regarding publications in the Armenian language and publications about culture, tradition and education of the Armenian Religious Group.
61. Please refer above to par. 20- 22 of the present Report, regarding examples of the promotion and actual use of the Armenian language in public life through activities and practices of Nareg Armenian Schools.
62. The headmistress of the Nareg Armenian Schools, Ms. Vera Tahmazian, has given a series of lectures on public TV and radio, as well as during Erasmus+ visits abroad, presenting the Armenian language, the Nareg Armenian Schools and the Armenian Religious Group of Cyprus.
63. Please refer above to par. 17, 24 of the present Report, regarding examples of events that demonstrate the use and promotion of the Armenian language in the public sphere.

iii) **If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.**

Recommendation of the Committee of Ministers

Strengthen the presence of Armenian in broadcasting

64. Please refer above to par. 13, 33 of the present Report. As it is evident, the Armenian language continues to have a regular daily presence on CyBC radio. As far as television is concerned see par. 24, 26 of the present Report.

Further recommendation of the Committee of Experts

Promote the use of Armenian, in speech and in writing, in different fields of public life, especially in television and print media.

65. Please refer above to par. 13, 24, 26, 33 of the present Report, regarding the promotion and use of Armenian language in radio and television.

66. Please refer above to par. 14, 34, 35 of the present Report, regarding the promotion and use of the Armenian language in publications.

67. Please refer above to par. 8, 11, 16, 17, 20-22 of the present Report, regarding the promotion of Armenian in the field of culture and education.

e. the maintenance and development of links, in the fields covered by the Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

68. Cyprus Government continues to encourage the development of links between the Armenians and the Maronites of Cyprus, as well as with other groups, in all matters, including the promotion of their languages and the establishment of cultural relations amongst them.

ii) Implementation measures taken in practice (including concrete examples);

69. Please refer above to par. 22 of the present Report, regarding examples of interschool cooperation.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

70. Not applicable.

f. the provisions of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

71. The MoESY continues to have an earmarked budget specifically for the educational needs of the Religious Groups of Cyprus, as well as a different budget for the operation of the Armenian School Board. The budget for the Armenian School Board was increased in 2022.²⁵

ii) Implementation measures taken in practice (including concrete examples);

72. In practice, the teaching of the Armenian language is fully funded in all Nareg Primary Schools (Nicosia, Limassol and Larnaca), Nareg Gymnasium (lower secondary school in Nicosia), in one Lyceum in upper secondary school in Nicosia. In the framework of the operation of all Nareg Armenian Schools the MoESY is also fully funding the teaching of subjects taught in the Armenian language, such as history, religious education, geography, art and mathematics. Armenian children also have the opportunity to use and learn the Armenian language since the school year 2020 in afternoon lessons that are held in Paphos, once a week. Moreover, Armenian language is promoted through various activities during the one-month operation of the Nareg Summer School in Nicosia.

73. The MoESY continues to support and fully fund the organization of training seminars for teachers of the Armenian language, as well as the rest of the staff of the Nareg Armenian Schools. Additionally, the MoESY is funding the purchase of books for the teaching of the Armenian language in Nareg schools and in one Lyceum in Nicosia where the language is taught.

74. In the Nareg Armenian Schools, the MoESY is funding the purchase of books for the teaching of the Armenian language, as well as subjects taught in the Armenian language. Moreover, MoESY is funding the purchase of books for the teaching of Armenian language in upper Secondary Education. Textbooks, workbooks and teacher manuals continue to be imported from Lebanon and the Western Prelacy of the Armenian Apostolic Church of America. Furthermore, Nareg Armenian Schools continue to be subscribed and receive monthly journals and magazines in the

²⁵ The amount was increased €200.000.

Armenian language from Lebanon. Some of these journals are targeted to children while others to older pupils and teachers.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Recommendation of the Committee of Ministers

Provide teacher training for Armenian

75. The emphasis on professional development at the Nareg Armenian Schools focused on promoting teaching skills, allowing teachers to master new knowledge, as well as to improve their classroom management techniques and ICT skills. Relevant professional learning courses were provided to all Nareg Schools teachers (both Armenian and Greek) by trainers from the MoESY.

76. The MoESY also encourages, facilitates, and fully subsidizes the organization of training seminars of Armenian language teachers employed at the Armenian Nareg Schools. The Armenian Schools Committee in collaboration with the Principal of the schools and the MoESY organized school-based teacher training and professional development, for the Armenian teachers who teach in all Armenian Schools, with a trainer from Lebanon. During the period 2020 to 2023 teacher trainings were scheduled twice a year. One session occurred per term, each with a duration of one week, at the Nareg Armenian Schools (Kindergarten, Primary and Gymnasium in three towns (Nicosia, Larnaca and Limassol). Teacher training activities were disrupted due to the COVID-19 pandemic during 2020-2021. Trainings resumed in November 2021 and have since taken place during the following dates, with trainers arriving from Lebanon and Armenia:

- 15-19 November 2021
- 23-27 May 2022
- 5-9 December 2022
- 8-12 May 2023

77. Armenian language is taught in upper Secondary Education. The teacher of the Armenian language participated in professional development courses, via seminars and pedagogy meetings at schools of secondary education from 2021- to date. Teacher professional development has been organized in the form of interactive seminars, being delivered by the Inspector of the Armenian Language at specific times of the school year. For more information on teacher training see also the “Information Document on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.

78. The MoESY continues to support the training of all teachers at Nareg Armenian Schools and to provide annual funding to the Armenian School Board. In particular, the CPI of the MoESY organises in-service teachers’ training seminars, on a school basis, as well as a series of seminars where teachers can attend in the afternoon, as an optional choice. Amongst the seminars offered are training sessions regarding language learning methodologies and teaching methods in multilingual environments.

Recommendation for immediate action of the Committee of Experts

Facilitate training of teachers of Armenian

79. Please refer above to par. 75-78 of the present Report, regarding the provision of teacher training for Armenian. See also the “Information Document on the implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.

g. the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

80. The MoESY continues to have a policy of providing opportunities for non-speakers of Armenian to learn the language and provides facilities and specific programs to that end.

ii) Implementation measures taken in practice (including concrete examples);

81. The Armenian language can be learned at the Nareg Armenian Schools (Nicosia, Limassol, Larnaca), in one Lyceum in Nicosia, in afternoon lessons in Paphos area and at the Adult Education Centres.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

82. Not applicable.

h. the promotion of study and research on regional or minority languages at universities or equivalent institutions;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

83. The Republic of Cyprus continues to implement the policy of offering supernumerary positions for Armenians of Cyprus, as well as Maronites and Latins, in order to study at public universities. See also par. 73 of the previous Report.

ii) Implementation measures taken in practice (including concrete examples);

84. The University of Cyprus promotes the study of the Armenian language, culture and identity through the organization of various events. To this end, the University of Cyprus co-organized the press conference and the kick-off meeting of KARMELA project (see par. 30 of the present Report) and one formative seminar (see par. 29 of the present Report). In the same context, the Department of Byzantine and Modern Greek Studies of the University of Cyprus launched a school competition (see par. 31 of the present Report). The Department of Byzantine and Modern Greek Studies of the University of Cyprus presents Western Armenian language in the course called Minority Languages of Eastern Mediterranean. For more information on teaching the history of Armenians and of the Armenian Religious Group at the Department of History and Archaeology of the University of Cyprus, see the “Information Document

on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.

ii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Recommendation of the Committee of Ministers

Promote study and research on Armenian at university level.

85. Please refer above to par. 84 regarding the promotion and research on Armenian at university level.

Further recommendation of the Committee of Experts

Consider creating a Chair of Armenian and make efforts in order to start a study program in Armenian at the University of Cyprus.

86. Please refer above to par. 28, 29, 32 of the present Report. See also the “Information Document on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.

i. *the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.*

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

87. The Religious Groups continue to have historic, religious, linguistic and cultural bonds with people and communities in other states. The Armenians have bonds not only with Armenia and Armenian diaspora, but also with Lebanon (see also par. 76 of the previous Report). Through bilateral relations, regular meetings with officials and/or religious leaders of Armenia and Lebanon, were held.

88. Following the Protocol of Cooperation on Diaspora Affairs signed between Cyprus and Armenia in June 2017, Cyprus, Greece and Armenia have decided to strengthen and

deepen the cooperation between them on this field. Thus, on 24/06/2022 a Trilateral Memorandum of Understanding (MOU) has been signed, with emphasis on the active participation of the expatriate youth as one of the top priorities, as well as on further developing cooperation through the implementation of specific initiatives involving the diaspora, in countries such as France, UK, USA and Australia, where the three countries have well-organised diaspora communities.

ii) Implementation measures taken in practice (including concrete examples);

- 89.** The three countries apply emphasis on organizing joint events dedicated to their national holidays, memorial days and anniversaries of genocides. In the same context, a photo exhibition dedicated to the three tragedies of the 20th century: the Turkish Invasion in Cyprus 1974, the Genocide of the Greeks of Pontus 1919, and the Armenian Genocide 1915, was scheduled to take place in Cyprus in November 2022 but was postponed due to the tragic passing of H.B. Archbishop of Cyprus.
- 90.** The Nareg Armenian Primary Schools collaborated with schools in Beirut and France. During the academic years 2021-2022 and 2022-2023 the pupils of the Nareg Primary school corresponded with pupils from Armenian schools in Beirut and France. The letters were written in Western Armenian, aiming to promote cooperation among young Armenians in the diaspora in their mother tongue.
- 91.** Following an initiative of the Armenian Representative 30 displaced children aged 12 to 17 years old and three escorts from Nagorno-Karabakh (Artsakh) were accommodated in Cyprus for 12 days in December 2023. The children traveled all over Cyprus and met members of the Armenian Religious Group. The children visited Nareg Armenian Schools in Nicosia, Larnaca and Limassol and interacted with the Armenian pupils. They participated in Armenian language lessons and in Christmas celebrations. The expenses for the visit of the Armenian displaced children were covered by the MoESY and by the Armenian Representative.
- 92.** Furthermore, the Nareg Armenian Schools continue cooperation with a trainer from Lebanon that provides training, mentoring and evaluation to Armenian teachers every year. Please refer above to par. 76 of the present Report.

- iii) **If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.**

93. Not applicable.

Paragraph 2

The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

94. As it is stated in the Instrument of Ratification, the Constitution and laws of the Republic of Cyprus “uphold and safeguard effectively the principle of equality and non-discrimination on the ground of a person’s community, race, religion, language, sex, political or other convictions, national or social descent, birth, colour, wealth, social class or any ground whatsoever”.

95. The CRTA continues to take all necessary action to combat effectively any forms of discrimination and intolerance that may emerge in the programs provided by audio-visual media service providers. Please also refer to par. 84 and 85 of the previous Report.

96. The right of education for all children is safeguarded by Article 20 of the Constitution of the Republic of Cyprus. In addition, the equality of all the children enrolled in schools is guaranteed by the legislation. Please refer to par. 86 of the previous Report.

97. Please also refer above to par. 56 of the present Report, regarding the right of Armenians to learn and use their language.

Paragraph 3

The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives and training provided within their countries and encouragement of the mass media to pursue the same objective.

98. Please refer above to par. 5-6, 7, 22, 24-25, 68-69 of the present Report, regarding raising awareness events organized, as well as links and interschool cooperation.

99. Please refer above to par. 45- 50 of the present Report, regarding the cooperation of the Presidential Commissioner, the MoESY, competent authority for the implementation of the Charter, and the MOI, with the Armenian Religious Group.

100. The antiracist policy of the MoESY continues to be implemented in public schools. The creation of a sensitization culture against racism and intolerance and the promotion of equality and respect is an integral part of the Curricula of various subjects (e.g. History, Literature, Modern Greek language, Religious Education).

101. The MoESY implements human rights, antiracist and intercultural education through the Health Education Curriculum since 2011. More specifically the CPI continues to support teachers and schools, by providing trainings and workshops for the implementation of the anti-racist policy, such as the “School Network for the Support of Antiracist Policy Implementation”, the yearly two-day teacher training for primary and secondary school teachers, and by organizing conferences and optional afternoon seminars on issues of racism and human rights. All material from different trainings and guides is available online at the website of CPI²⁶. Indicative titles for the period 2020-2023 can be seen below:

- "I do not forget" and Critical Education for peace: New openings;
- Bullying;

²⁶ https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1429&Itemid=448&lang=el

- Conflict resolution
- Cultivating empathy;
- Human relations and crisis management in the school community: From conflict to respect of diversity;
- Implementing the antiracist policy at our school: Challenges in the management of racist incidents;
- Overcoming prejudice and racism;
- Stereotypes, prejudices, racism: Towards an education on the basis of human rights; What if it was you? An approach for human rights and peace education.

102. The CPI also participates in many European projects that aim to reinforce intercultural education and promote acceptance of cultural diversity, such as the project BODI²⁷ and the transnational project SAFER: Systematic Approaches for Equality of Gender²⁸.

103. Please also refer above to par. 12 of the present Report, regarding CRTA policy and objectives for combating racism and safeguarding the freedom of expression. Please also refer to par. 84-85 of the previous Report.

104. Please also refer to par. 93 of the previous Report and to par. 13, 23, 24, 26, 33, of the present Report regarding the programs for the Armenians broadcasted by CyBC. Please also refer to par. 14, 34-35 of the present Report, regarding publications of the PIO.

Paragraph 4

In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if

²⁷ <http://bodi-project.eu/>

²⁸ <http://gendersafer.eu/>

necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

With regard to Article 7, paragraph 4, please also specify how the bodies or associations which further the protection and promotion of the respective language and/or represent its speakers/users have been consulted with regard to the implementation of the Charter in general, the implementation of the recommendations of the Committee of Ministers and the Committee of Experts and the drawing up of the periodical report.

105. The Youth Organisations of the three Religious Groups are members of the General Consultative Body (GSC) of the Cyprus Youth Board, which is the semi-governmental organisation responsible to advise the government on youth issues. As members of the GSC, they receive immediate and regular information on various actions and mobility opportunities in Cyprus and abroad, funding for actions, as well as invitations to participate in consultations and discussions. Furthermore, they are eligible to submit applications to the National Funding Program "Youth Initiatives".

106. Please refer above to par. 3 regarding the involvement of the Representatives of the Armenians and Maronites of Cyprus in the House of the Representatives in the preparation of the present Report.

107. Please refer above to par. 45- 50 of the present Report, regarding the discussions and cooperation that the Presidential Commissioner, the MoESY and the MOI have established with the elected Representatives of the Armenians and the Maronites in the House of the Representatives, as well as with other responsible bodies of the Armenians and Maronites, regarding all issues of their concern.

Paragraph 5

The Parties undertake to apply, mutatis mutandis, the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of measures to be taken into effect to this Charter shall be determined in a flexible manner, bearing in mind the needs

and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.

108. All measures taken for the Armenian language take into consideration the needs and wishes of the Armenians of Cyprus and their traditions and characteristics are fully respected, as it is evident in all the answers given above in par.8-107.

II. Cypriot Maronite Arabic language (CMA)

Part 1 – General provisions

Article 6 - Information

What measures have been taken to inform the authorities (including regional and/or local), organisations and persons concerned of the rights and duties established by the Charter, as required by its Article 6?

109. Please refer above to par. 5-7 of the present report.

Part 2 – Objectives and principles pursued in accordance with Article 2, paragraph 1

Article 7 – Objectives and principles

Paragraph 1

In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

- a. the recognition of the regional or minority languages as an expression of cultural wealth***
- i) Implementation measures taken in policies and/or legislation; any other relevant changes;**

110. Please refer above to par. 8 of the present Report regarding funding from the Department of Modern and Contemporary Culture of the DMOc.
111. Please refer above to par. 9 of the present Report regarding the contribution of the Office of the Presidential Commissioner on actions and decisions taken for the benefit of the members of the religious groups.
112. Please refer above to par. 10 of the present Report regarding the Memoranda of Understanding with Public and Private Educational Institutions.
113. CMA continues to be promoted as an expression of cultural wealth through the operation of Agios Maronas Pre-Primary and Primary School, the Annual Language Summer Camp in occupied Kormakitis and the ongoing research for the protection and revitalization of CMA.
114. Please refer above to par. 12 of the present Report, regarding the policy of CRTA.
115. Please refer above to par.13 of the present Report, regarding the policy of the CyBC.
116. Please refer above to par. 14 of the present Report, regarding the policy of the MOI for publications of the Religious Groups of Cyprus.

ii) Implementation measures taken in practice (including concrete examples);

117. Every November an event is organized to honour Saint George who is the patron saint of the occupied village of Kormakitis. The event is under the auspice of the Presidential Commissioner. During the celebrations, people sing songs, dance traditional dances and read poetry in CMA. The event is broadcasted by CyBC news.
118. The annual festival of St George is organized by the Maronite Community in the occupied village of Kormakitis. The festival is attended by the Presidential Commissioner and other government officials. See also par. 107 of the previous Report.

- 119.** In February 2020, the Office of the Maronite Representative, thanks to the support of the Department of Modern and Contemporary Culture of the DMoC, organized the first Maronite Art Exhibition which took place at Kasteliotissa Hall in Nicosia. The two-day exhibition gave the opportunity to several Maronite artists to exhibit their works.
- 120.** In May 2022, the Avant-Premiere of the documentary of Carmen Labaki “The Cypriot Maronites” took place at K-CINEPLEX cinemas in Nicosia, in an event organized by the Office of the Maronite Representative. The work of Mrs. Labaki was supported by the Maronite Representative. The documentary mainly concerns the daily lives of the Maronite Religious Group, before and after the Turkish invasion of 1974 and how they are coping until today with the tragic consequences of the invasion and their dispersion all over the island. The avant-premiere was attended by more than 200 people, among them members of the Maronite Religious Group, government officials, MP’s and ambassadors. The event was subsidized by the Department of Modern and Contemporary Culture of the DMoC.
- 121.** In 2022, the book “Agia Marina, the memories give hope” was published by the Association of Agia Marina Skyllouras “Epistrofi” (“Return”). The book which is dedicated to the occupied Maronite village of Agia Marina Skylloura, includes testimonies of village inhabitants, rare photographic material, as well as information concerning daily customs and events. The book was presented in November 2022 in Nicosia. The publication and the presentation of the book was subsidized by the Department of Modern and Contemporary Culture of the DMoC.
- 122.** On the 20th of December 2022 the President of the Republic of Cyprus laid the foundation stone of the “Maronite Sporting Centre” in Nicosia. The construction of the “Maronite Sporting Centre” will be fully subsidized by the Government of Cyprus. “The Maronite Sporting Centre” will enable the community to use its premises for sports and social interactions. During the ceremony prominent members of the Maronite Religious Group and the Cypriot society were awarded. Pupils who attend Agios Maronas Primary School sang songs in Greek and CMA.

- 123.** The cultural significance of CMA is also recognised and promoted in Agios Maronas Pre-Primary and Primary School. Maronite pupils that are enrolled in the school are in constant contact with CMA. Teaching aids (Flashcards of the alphabet in CMA, words in CMA) are displayed in various places in the school. Also, CMA is used on posters, invitations and other school documents. The choir of the Elementary School sang songs in CMA during the Christmas Celebration on the 18th of December 2022 and children of pre-primary sang songs in CMA during a Fun Fair on the 21st of May 2023. A collection of books written by Maronite writers is being displayed in the school library as from December 2022.
- 124.** Agios Maronas Pre-Primary and Primary School operate as an optional all-day school. CMA continues to be taught as an optional course during the afternoon timetable in the Primary School. During the school years 2020-2021, 2021-2022, two groups of pupils attended the afternoon non-compulsory classes of CMA, once a week. Since 2022-2023 school year, CMA is taught twice a week. In 2022-2023 school year, following a proposal of the Maronite Representative in the House of Representatives, CMA was introduced as an optional course during the afternoon timetable in the pre-primary school, once a week. Since 2023-2024, CMA is taught twice a week. The teaching of CMA in Pre-Primary School is based on the different chapters taught in the morning timetable. Children enrich their Knowledge on CMA, in a creative and playful way. Part of Sanna 1 book is used for teaching the alphabet and numbers. Please also refer to the “Information Document on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.
- 125.** In order to support, promote the identity and culture of the Maronite Religious Group and provide overall awareness to the general public about their history, religion, values and contribution to the Cypriot society, the MoESY in close collaboration with the Representatives of the Religious Groups in the House of Representatives, the Presidential Commissioner and the CyBC, produced 4 short films/videos highlighting the history, culture, language, traditions of the Maronites. Two videos were dedicated to CMA and were prepared in collaboration with the Members of the research team on the revitalisation of CMA, with photographic material conceded from Elias Zonias’

personal collection. The videos have been broadcasted several times since October 2021, in CyBC channel 1 and channel 2.

126. A press conference was held by the MoESY on the 19/11/2021 where the above-mentioned videos were presented. Please refer to par. 25 of the present Report.

127. CMA language is also promoted through interschool cooperation. Agios Maronas Primary School aims to a holistic development of every individual child and an efficient use of all learning opportunities with respect to diversity and the unique identity of each one. In this context the school organized various events and participated in several projects.

- In 2019-2020 school year, the project was titled “Meeting Along the Bridge”. It aimed at exploring how to communicate and work together with different groups of people and unique individuals. Agios Maronas Primary School hosted the Nareg Armenian School along with another public school in a whole day conference, which included a speech by the executive director of the Office of the Religious Track of the Cyprus Peace Process.
- In 2020-2021 school year and due to COVID -19 pandemic, the project “We smile...we create” was contacted through the platform Microsoft Teams. Nareg Armenian Primary school participated in the project, that focused on showing ways of wellbeing through being active, learning and communication. All activities were shared through on line presentations.
- In 2021- 2022 the project «Cultural Routes» took place with the cooperation of Agios Maronas Primary school, together with Nareg Armenian Primary School and the Primary School of Evrichou. The pupils observed a fragment of a fresco in an ancient church in occupied Kormakitis, the Armenian churches and two carriages of the Cyprus Railway respectively and made relevant presentations. Anna Marangou, a historian and archaeologist, gave a lecture on the discovery.

- In 2022-2023 and during the celebrations for the 20 years of Agios Maronas Primary School and the 50 years of Nareg Armenian Schools, the pupils of both schools to promote their cooperation created an art work. The art display, that was funded by the MoESY, was installed at the theatre of Agios Maronas in 2003.
- In 2022-2023 the project called “Museumschool”, was effected between the Evrichou Primary School, B Makedonitissa Primary School and Nareg Armenian Primary School. The pupils had the opportunity to present the history of their schools, that it was carried in “museum cases and interact in playing traditional games and theatre.

128. CMA continues to be taught in the Annual Language Summer Camp that is held every August in the occupied village of Kormakitis and it is organised by the Office of the Maronite Representative. The Camp is fully funded by the MoESY. More specifically:

- Due to COVID-19 pandemic, MoESY decided not to run the summer camps for children at the end of the 2019-2020 school year. Following a proposal from the research team of MoESY the Annual Summer Language Camp was offered on-line, using the platform Moodle. Sanna e-Kkamp took place from 3-7 of August 2020 at levels A1 and A2 for Children and A1 and B1 for youth and 23 pupils were enrolled.²⁹
- In 2021, the Annual Summer Language Camp was not offered due to restrictions imposed by the regime in the occupied areas in relation to the COVID- 19 pandemic.
- The Annual Summer Language Camp was held again in occupied Kormakitis during the summer of 2022. The Camp took place from 31 July to 2 August

²⁹ Levels of the Common European Framework of Reference

2022 for children ages 5-11 and from 7 to 12 August 2022 for children and youth ages 12-16.

- The Annual Summer Language Camp was also successfully held during the summer of 2023 in the premises of the Kormakitis Centre for Cooperation, in occupied Kormakitis. The number of young Maronites attending the Camp has been considerably increased since 87 children/youth along with 7 teachers and 10 team leaders took part in it. For the first time pupils and teachers resided in Kormakitis Centre for Cooperation.

129. In 2021-2022 Agios Maronas Primary School participated in the 8th Panhellenic Student Competition "Cyprus, Greece, Diaspora: educational bridges". The school submitted a fiction film with the name "An angelic child, our memories unite..." and it was awarded the 1st prize.

The film was the result of the cooperation and partnership of four schools, Agios Maronas Primary School in Cyprus, the 1st Primary School of Lykovrisi in Greece, the Greek School of St Andreas-Birmingham and the Greek School of St Andreas-Weston-super-Mare in the UK. The film aimed to highlight the timelessness of culture, in Cyprus, Greece and the UK. It was inspired by a discovery of a fragment of a fresco in the ruins of a church in the occupied Kormakitis. CMA was used during the film by the pupils of Agios Maronas Primary School, increasing thus, its visibility ³⁰.

130. The ongoing research for the protection and revitalization of CMA contributes considerably to the recognition of the cultural significance of CMA. Due to COVID-19 pandemic and the temporary close of the checkpoints between the Government-controlled and the occupied areas, the MoESY research team has been unable to proceed as planned with the interviews with native speakers. However, the corpus of oral data from interviews with native speakers of the language continued to be enriched during 2022 and 2023 and 15 more interviews are planned by the end of

³⁰ available at <https://m.youtube.com/watch?v=zh8FSvTPOQ8>

2024. A storybook with illustrations of narratives from the Archive of Oral Tradition is being prepared for publication.

- 131.** In trying to support and promote the identity and cultural heritage of the Maronite Religious Group two museum educational programs were designed and implemented in the Ecclesiastical Museum in the occupied village of Kormakitis, and in the Ecclesiastical Museum of the Maronite Archeparchy.
- 132.** A Maronite writer, Michalis Terzis who used CMA in the popular TV series in Cyprus entitled “*Galateia*”, which was broadcasted by Sigma TV (see also par. 116 of the previous Report), has created with the collaboration of the writer Harrys Ayiotis a proposal for a series called “The Maronite”. The series is about the story of the occupied village of Kormakitis. The distinctive characteristic of this series is the fact that the main language used will be CMA. The idea for “The Maronite” was submitted for the international festival Series Mania (Lille, France) and it was selected amongst hundred ideas to be presented during the festival’s Writer Campus.
- 133.** Of particular cultural significance was a documentary broadcasted by Alfa TV, a private channel of pancyprian coverage. The documentary was presented by the popular TV program “24 hours” and it was filmed in occupied Kormakitis on January 2023. The TV program enhanced the visibility of the Maronites in the public space by bringing to light unknown aspects of their religion, morals and customs. Information about CMA, its historical presence, its native speakers and efforts made for its revitalization were presented.
- 134.** CyBC in close collaboration with the Maronite Representative and the MoESY will broadcast a short documentary with the name "The revival of a language". The screen of the documentary was written by Michalis Terzis, a Maronite writer. The documentary is about the effort made to save the CMA by the Cypriot Authorities, llinguists, teachers and native speakers.
- 135.** CyBC continues to promote the cultural significance of CMA in radio. Please refer to par. 144 of the previous Report.

136. The Maronites of Cyprus have their own publications. “The “*Maronite Press*” is published by the Maronite Representative (see also paragraph 118 of the previous Report). It should be added that Maronites continue to maintain their own web pages which promote the cultural importance of CMA, for example www.maroniteslive.com and www.kormakitis.net. The MOI provided the Maronites with €10.000 each year in the period 2020-2023 for publication purposes. In 2023, the MOI additionally granted the amount of €1.020 to the "Movement for the Relief and Welfare of Maronites" for the publication of a newspaper called "The Community of Maronites".

137. Please also refer to par. 24 of the previous Report, regarding publications of the PIO which promote the cultural significance of the Religious Groups of Cyprus, including their respective languages.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

138. Not applicable.

b. *the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;*

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

139. There are no administrative divisions that constitute any hindrance to the promotion of the CMA. Please also refer above to par. 4 of the present Report.

ii) Implementation measures taken in practice (including concrete examples);

140. Please refer to the answer directly above in par. 139 of the present Report.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

141. Not applicable

c. *the need for resolute action to promote regional or minority languages in order to safeguard them;*

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

142. Please refer to Part 1 par. 9 of the present Report about the role of the Presidential Commissioner.

143. The MoESY continues to have an earmarked budget exclusively for the requests and needs of the Religious Groups. At the same time there is a different budget for the operation of the Maronite School Board.

144. The MoESY continues the effort for the preservation and promotion of CMA, allocating every year a significant amount to support the scientific work carried out by the researchers, in accordance with the Action Plan for the revitalization of CMA and the decisions of the relevant Committee of Experts. The research is now in its 11th phase since a new action plan was launched for the period 2021-2023.

145. Please refer above to par. 8 of the present Report, regarding the funding provided to the Religious Groups by the Department of Modern and Contemporary Culture of the DMoC.

146. Please refer above to par. 14 of the present Report, regarding the policy of the MOI for the provision of funding for publications of the Religious Groups.

147. Please refer above to par. 12-13 of the present Report, regarding the policy of the CRTA and CyBC, regarding the broadcasting of programs for the Religious Groups.

ii) Implementation measures taken in practice (including concrete examples);

148. The MoESY, competent authority for the implementation of the Charter, continues to have close cooperation and consultation with the Maronite Representative as well

as with other members of the Maronite community, in order to promote measures for the support of CMA language and Maronite identity.

- 149.** The promotion of CMA language continues to be safeguarded through the operation of Agios Maronas Pre-Primary and Primary Schools which are fully financed by the MoESY. Furthermore, the teaching of CMA is provided at the Adult Education Centres. MoESY finances the Annual Language Summer Camp in occupied Kormakitis and the summer program for young Maronites operated by the Maronite church committee in Limassol.
- 150.** The Office of the Presidential Commissioner continued to show a particular interest in the education of children belonging to Religious Groups. Please refer to par. 45 of the preset Report.
- 151.** Following a request by the Representative of the Maronites in the House of Representatives and through targeted efforts and actions initiated by the Office of the Presidential Commissioner, in close cooperation with MoESY, the necessary procedures have been completed in order to ensure the operation of the Pre-primary and Primary school in occupied Kormakitis, in the premises of the Kormakitis Centre for Cooperation. Following a Council of Ministers Decision in July 2023, two teachers were appointed, one for the pre-primary and the other for the primary school. Unfortunately, the occupation regime did not allow these teachers to take on their duties and the school remains closed. The reopening of Kormakitis Pre-primary and Primary school is expected to meet the educational needs of the Maronite children that permanently reside in the village with their families, through the Re-establishment Scheme of the Ministry of Labor of the Republic of Cyprus.
- 152.** The research for the creation of an Archive of Oral Tradition for CMA is now at its 11th phase. A three-year action plan has been launched for the period of 2021-2023. The documentation of the language continued with 15 more interviews with CMA speakers that are expected by the end of 2024 as well as the analysis and description of the language at the level of syntax and morphology. At this point, the focus of the researchers is the design and development of new teaching material for children and

adults. The textbooks for children and adults at A2 level of the Common European Framework of Reference (CEFR) and an illustrated story book with narratives from the Archive will be prepared during 2024.

153. Also, since 2021 the textbook titled "Sanna level 1" that was produced by the research team of MoESY and published by the CPI, supports the teaching of CMA to pupils of Agios Maronas Primary School, who attend the optional all day Pre-primary and Primary school and the annual Sanna Camp in occupied Kormakitis. The new book that was designed according to the guidelines of the Common European Framework of Reference for Languages (CEFRL), took into consideration the specificities of an endangered language of oral tradition. It is used as a prototype for the writing system and orthographic conventions, it is promoting language learning through the development of digital skills and it is actively engaging children in language learning activities through play. An advantage of the book is that it contains a lot of cultural elements that relate to the Maronite Religious Group.

154. The MOI is the competent Ministry regarding the issues concerning the Religious Groups in general. The Ministry continues to be in constant consultation and dialogue with the elected Maronite Representative, as well as with relevant non-governmental organizations (NGOs). The Minister of Interior, holds meetings with the Maronite Representative for addressing any specific issues of their concern. As mentioned above the MOI provides an amount for Maronite publications upon request.

155. Please also refer to par. 144 of the previous Report, regarding the specific program broadcasted by CyBC for the Maronites, which is promoting CMA in radio.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Recommendation of the Committee of Ministers

Strengthen and extend the teaching of Cypriot Maronite Arabic

156. Please also refer above to par. 123-124, 127 of the present Report.

Recommendation of immediate action of the Committee of Experts

Introduce pre-school education in CMA and teaching of this language in secondary education

157. Agios Maronas Primary School operates as an optional all-day school. Since 2022-2023 school year CMA is taught as an optional course during the afternoon timetable in the Pre-Primary school. Please refer to par. 124 of the present Report.

158. CMA is also taught to pupils of Secondary Education during the Sanna Camp that is held every year in occupied Kormakitis. See also the “Information Document on the Implementation of the Recommendations for Immediate Action based on the 6th monitoring cycle”.

d. *the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;*

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

159. Please refer above to par. 12 of the present Report, regarding the policy of the CRTA for the presentation of the CMA language in the mass media.

160. Please refer to par. 138 of the previous Report, regarding the legislation of CyBC³¹.

161. The MOI continues to facilitate and encourage the use of CMA language in writing through its policy of providing annual financial support to the Maronite Religious Group for publications.

162. The MoESY fully facilitates and encourages the right of children belonging to the Maronite Religious Group to speak and write their language and this is evident by the operation of Agios Maronas Pre-Primary and Primary Schools that are fully subsidized by the Cyprus Government. The MoESY continues to subsidize the teaching of CMA,

³¹ See the Cyprus Broadcasting Corporation Law [Cap.300A, as amended].

the training of Maronite teachers, the production of teaching material and the organisation of events that promote CMA language and Maronite identity.

163. Please also refer above to par. 144 of the present Report, regarding the policy related to the scientific work on CMA, which contributes to the promotion of CMA in speech and writing.

164. Please also refer above to par. 8,119-121 of the present Report, regarding the policy of the Department of Modern and Contemporary Culture of the DMoC, for the Religious Groups.

ii) Implementation measures taken in practice (including concrete examples);

165. Of particular cultural significance was a documentary broadcasted by Alfa TV, a private channel of pan-cyprian coverage. See also par. 133 of the present Report.

166. CyBC in close collaboration with the Maronite Representative in the House of Representatives and the MoESY will broadcast a short documentary with the name "The revival of a language". See also par. 134 of the present Report.

167. Agios Vasilios Gymnasium in Nicosia produced a ten-minute documentary about the CMA, in the context of the 6th Archaeological, Ethnographic, Historical Film Festival and in particular the 6th cycle of the CO-EDUCATION program in 2022-23, which concerns the production of school and university documentaries. A group of children with immigrant biography designed and produced the documentary with the help of their teachers³². They chose to make a documentary about CMA, as most of the pupils were Arabic speakers. The documentary was awarded the first price offered by Cyprus National Commission for UNESCO³³ and it was presented to several schools all over Cyprus.

³² The group consisted of children from Moldova, Bulgaria, Iran, Congo, Pakistan and Syria that attend an intensive language program for learning Greek as a second language.

³³ Available at <https://vimeo.com/861989006/78605ff181?share=copy>

168. CyBC broadcasts a weekly one-hour program for the Maronites. The program is available on audio on demand in CyBC website³⁴. Please also refer to par. 144 of the previous Report.
169. Please refer above to par. 136-137 of the present Report, regarding Maronite publications.
170. Please refer above to par. 123-124, 127-129 of the present Report, regarding examples of the promotion and actual use of CMA in public life.
171. The Professor of Linguistics at the University of Cyprus and Scientific Supervisor of the Project on the Creation of an Archive of Oral Tradition for CMA, Dr. Marilena Karyolemou, continues to give lectures, interviews and presentations on CMA both in Cyprus and abroad. She has also published articles on CMA in books and scientific journals. All these activities increase the visibility of the language and promote the scientific study of CMA.
172. Please refer above to par. 125, 129, 133-134, 136 of the present Report, regarding examples of events that demonstrate the use and promotion of CMA in the public sphere.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Recommendation of the Committee of Ministers

Strengthen the presence of Cypriot Maronite Arabic in broadcasting

173. Please refer above to par. 125, 133, 134, 168. Several events related to the culture, history and religion of the Maronite Religious Group were broadcasted by CyBC news as for example the visit of Pope Francis in Cyprus on 2-6 of December 2021.

³⁴ <http://cybc.com.cy/audio-on-demand/%cf%80%cf%81%cf%89%cf%84%ce%bf/%ce%b7-%cf%86%cf%89%ce%bd%ce%ae-%cf%84%cf%89%ce%bd-%ce%bc%ce%b1%cf%81%cf%89%ce%bd%ce%b9%cf%84%cf%8e%ce%bd/>

Recommendation of immediate action of the Committee of Experts

Encourage the broadcasting of radio and television programmes in Cypriot Maronite Arabic, including an offer for children.

174. CyBC encourages and supports the presentation of CMA in radio and television programs. The program “*The Voice of the Maronites*” continues to cater for the benefit and interests of Maronite children. Pupils attending Agios Maronas Primary School are often hosted in the program and have the opportunity to listen to traditional Maronite music and songs.

Further recommendation of the Committee of Experts

Promote the use of Cypriot Maronite Arabic, in speech and writing, in different fields of public life, especially in television and print media.

175. Please refer above to par. 168,173 of the present Report, regarding the promotion and use of CMA language in radio and television.
176. Please refer above to par. 136-137 of the present Report, regarding the promotion and use of CMA in publications.
177. Please refer above to par. 117-122, 123-124, 127-129 of the present Report, regarding the promotion of CMA in the field of education and culture.
- e. the maintenance and development of links, in the fields covered by the Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;***
- i) Implementation measures taken in policies and/or legislation; any other relevant changes;**

178. Please refer above to par. 68 of the present Report.

- ii) Implementation measures taken in practice (including concrete examples);**

179. Please refer above to par. 127 of the present Report, regarding examples of interschool cooperation between Agios Maronas Primary School and other schools in Nicosia, including Nareg Armenian Schools.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

180. Not applicable

f. the provisions of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

181. The MoESY has an earmarked budget specifically for the educational needs of the three religious groups of Cyprus, as well as a different budget for the operation of the Maronite School Board.

ii) Implementation measures taken in practice (including concrete examples);

182. The teaching of CMA is fully funded in Agios Maronas Primary and Pri-primary School and the Adult Education Centres. The MoESY is funding the teaching of CMA at the Annual Summer Language Camp. On the initiative of the Maronite Representative, CMA is taught to groups of children through a specific program of the Office of the Representative of the Maronites. Due to the pandemic, the lessons were only held until December 2020 in occupied Kormakitis. In March 2020, after the temporary close of the checkpoints between the Government-controlled and the occupied areas, classes continued online until 2021.

183. The MoESY also supports the organization of training seminars for teachers of CMA, as well as of all the staff of Agios Maronas Pre-Primary and Primary Schools. The MoESY is also funding the production of teaching material for CMA by the researchers involved in the project for the revitalization of CMA. It is important to add that the existing curricula for various subjects used in Agios Maronas Primary School

were enriched with new material. Based on the new curricula, supporting teaching material was produced that covers aspects of the Maronite catholic religion, history, geography, and culture. Supporting teaching material is posted on MoESY website³⁵.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Recommendation of the Committee of Ministers

Strengthen and extend the teaching of Cypriot Maronite Arabic

- 184.** Teaching of CMA is strengthened and gradually extended as a result of the ongoing research for the revitalization of CMA, which now focuses more on the actual use of the language in everyday life, the production of teaching material and the increase of its proficient speakers of all ages.
- 185.** CMA continues to be taught at Agios Maronas Pre-Primary and Primary School as an optional course during the afternoon timetable twice a week.
- 186.** CMA continued to be taught at the Adult Education Centers of the MoESY. During the school year 2019-2020 5 groups (51 members) attended the lessons. During the school year 2020-2021 and 2021-2022 3 groups (24 members) attended the lessons.
- 187.** CMA is taught every August at the Annual Language Summer Camp taking place in the occupied Kormakitis village. The number of young Maronites attending the lessons has been increased significantly the last few years and pupils have the

³⁵ https://archeia.moec.gov.cy/sd/40/maronitiki_koinotita_arxi_me_efxes_enotita_1_sel_09_27.pdf

https://archeia.moec.gov.cy/sd/239/maronitiki_koinotita_giortazoume_pascha_enotita_4_sel_55_71.pdf

https://archeia.moec.gov.cy/sd/42/maronitiki_koinotita_giortazoume_xristougenna_enotita_2_sel_28_37.pdf

https://archeia.moec.gov.cy/sd/241/maronitiki_koinotita_oi_agioi_ton_maroniton_enotita_3_sel_38_54.pdf

opportunity to learn the language through various educational and cultural activities in a creative way, while teachers of the language were trained at the University of Cyprus on teaching practices and methodology. This year the Language Summer Camp was held for the first time in the “Kormakitis Centre for Cooperation”. Eighty-eight children aged from five to eighteen years old participated in the Camp. Children aged 11 and above had the chance to stay at the premises of the Center and interact in the language more consistently.

188. On the initiative of the Office of the Representative of the Maronites in the House of the Representatives, CMA is also taught to groups of children on a weekly basis (see also par. 182 of the present Report).

Recommendation of the Committee of Ministers

Provide teacher training for Cypriot Maronite Arabic

189. Teacher training of teachers of CMA has been one of the main goals set for the MoESY in cooperation with the Office of the Representative of the Maronites in the House of Representatives. Teacher training occurs once a year, before the Annual Summer Language Camp. Teacher training is organized by the University of Cyprus and it is fully subsidized by the MoESY.

- The Annual Summer Language Camp was offered on line for 2020, using the platform Moodle. Educators and teachers of Sanna were trained on distance learning and digital tools through an online teacher training course, designed by the University of Cyprus. The program had the goal to increase their technical skills and make them ready to adapt to the new way of on-line teaching.
- The University of Cyprus organized a training seminar for the teachers that participate in the Camp of 2022. The seminar offered native speakers or speakers with a good knowledge of CMA the necessary background knowledge in language teaching and pedagogy to help them fulfil their duties as CMA teachers. The seminar was organized around the following three axes: 1. Teaching an endangered language, 2. Description and analysis of CMA

structural properties, orthographic rules, standardization of writing. 3. Teaching methodology and didactics, language teaching and technology.

- The University of Cyprus organized a training seminar for the teachers that participate in the Camp of 2023. The contents of the seminar were organized according to the following three sub-sections: 1. Basic issues related to the process of teaching and learning an endangered language 2. Description and analysis of CMA structural properties and orthographic rules 3. Teaching Methodology and didactics, language teaching and technology. Four members of the Maronite community –non-native speakers of CMA– with pedagogical background (pre-school and primary education) attended the seminars for the first time. Older members of the community who are usually serving as teachers expressed interest in working for lower primary sections during the Camp. They successfully completed the seminar and were subsequently integrated in the team of teachers.

190. The MoESY in close cooperation and consultation with the Representative of the Maronites in the House of the Representatives and the research team of the MoESY responsible for the revitalization of CMA is examining the possibility of introducing a new scheme for further training of teachers of Cypriot Maronite Arabic.

191. The MoESY continues to support the training of all teachers at Agios Maronas Primary School and to provide annual funding to the Maronite School Board. Training opportunities are also available for teachers at Agios Maronas Primary School. In particular, the CPI of the MoESY organises in-service teachers' training seminars, on a school basis, as well as a series of seminars where teachers can attend in the afternoon, as an optional choice. Amongst the seminars offered are training sessions regarding language learning methodologies and teaching methods in multilingual environments.

Recommendation for immediate action of the Committee of Experts

Introduce a scheme for the basic or further training of teachers of CMA

192. Please refer above to par. 189-191 of the present Report regarding teacher training.

Recommendation for immediate action of the Committee of Experts

Introduce pre-school education in Cypriot Maronite Arabic and teaching of the language in secondary education.

193. CMA is used in Agios Maronas Pre-Primary School, in several school events, such as theatrical plays and Christmas celebrations. CMA is used in the classroom when discussing about Maronite culture and the occupied village of Kormakitis. Maronite pupils that attend Pre-Primary School, participate in Sanna Camp every year.

194. Regarding secondary education, the vast majority of Maronites choose to attend private schools. The MoESY continues to subsidize the tuition fees of all Maronite children enrolled in private schools. The subsidization is significantly higher for Maronite children attending Terra Santa College and St Mary's School, the private schools that are particularly affiliated with the Maronites.

195. Additionally, young Maronites attending secondary schools (aged between 12-18 years), have the opportunity to attend lessons of CMA at the Annual Language Summer Camp in the occupied village of Kormakitis, as well as in the groups created on the initiative of the Representative of the Maronites.

Recommendation for immediate action of the Committee of Experts

Introduce a scheme for the basic and further training of teachers of Cypriot Maronite Arabic

196. Please refer above to par. 189,190-191 of the present Report, regarding teacher training for CMA.

g. the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

197. The MoESY has a policy of providing opportunities for non-speakers of CMA to learn the language and provides facilities and specific programs to that end.

ii) Implementation measures taken in practice (including concrete examples);

198. CMA can be learned by non-speakers at Agios Maronas Pre-Primary and Primary School, at the Adult Education Centers and at the Annual Summer Language Camp.

199. New books that help pupils, students and adults to learn the language will be printed on 2024. See also par. 152-153 of the present Report.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

200. Not applicable.

h. the promotion of study and research on regional or minority languages at universities or equivalent institutions;

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

201. The University of Cyprus is directly involved in the research for the protection and revitalization of CMA and Dr Marilena Karyolemou, Professor of Linguistics at the University of Cyprus, is a member of the Committee of Experts for CMA, as well as Scientific Supervisor of the Project on the Creation of an Archive of Oral Tradition for CMA. Dr Karyolemou is also responsible for the scientific supervision of the Summer Language Camp that takes place every year in occupied Kormakitis. Since 2020, the University of Cyprus is financing an on-line course for young students and graduates from universities in Cyprus or abroad who are members of the community and cannot attend regular classes. The course is taking place from October to May every year.

202. The Cyprus Government continues to have a policy of offering supernumerary positions for Maronites of Cyprus, as well as Armenians and Latins, in order to study at public universities.

ii) Implementation measures taken in practice (including concrete examples);

203. The University of Cyprus continues to promote the study of CMA in many ways. As mentioned in previous reports training seminars are organized every year for the teachers that participate in the Summer Language Camp in occupied Kormakitis. Between the years 2020 and 2023, three formative seminars were offered to teachers: on 30 and 31 July 2020 on-line [15 hours], on 20–22 and 25–28 July 2022 [25 hours], and 24-28 July 2023 [20 hours]. In 2020, the seminar introduced teachers to the use of online resources specially prepared by Dr Elisavet Kiourti for distant language teaching, given that courses were not offered in person due to Covid-19 pandemic.

204. Two courses offered at the Department of Byzantine and Modern Greek Studies, make extensive reference to CMA. In the first course, titled “Minority Languages of Eastern Mediterranean”, CMA is presented as a case in point for the category of language enclaves. Its history, development and current sociolinguistic situation are extensively discussed. The effects of contact with Greek and its specificities as a peripheral variety of Arabic are analyzed and its status as a minority language is discussed. In the second course, titled “Language Planning”, CMA is presented in the framework of Language Planning Actions for severely endangered languages of oral tradition. Special reference is made to acquisition planning and the teaching of the language to the younger generations of members of the community as a way to enhance language use and prevent language loss.

205. Professor Marilena Karyolemou and her collaborators gave several lectures and presentations on CMA both in Cyprus and abroad. Prof. Karyolemou presented the results of the project MapCyARs (financed by the Leventis Foundation at UCY) at the online Symposium on *Assessment in multilingual contexts* organized by the International Language Testing Association (ILTA), the National and Kapodistrian University of Athens, Athens, and the Centre of Excellence for Multilingualism and

Language Planning of the same university, on May 15th 2021. The title of her presentation was “Translanguaging, bilingualism and language assessment: The case of Cypriot Arabic”.

206. On 20 September 2023, Prof. Karyolemou was invited to give a lecture on “Oral cultural heritage in times of war and peace: The case of Cypriot Arabic” at a pilot course organized by the European Security and Defence College (ESDC) (Training Activity Number 23-24/PILOT/1 *Protection of intangible heritage in armed conflict and the post-conflict period*). Michalis Terzis, a Maronite script writer was invited by Prof. Karyolemou to also make a presentation on “Creating with and for Sanna”.

207. Several publications based on the results on the analysis and revitalisation of CMA appeared in collective books and scientific journals. It is worth mentioning the following:

- 2022. Karyolemou, M. “Teaching endangered languages of oral tradition: How and what to assess?”. *Applied Linguistics* 43(2): 389–411. <https://doi.org/10.1093/applin/amab045> (published Dec. 2021)
- 2022. Armostis, Sp. & Karyolemou, M. “Contact-induced change in an endangered language: the case of Cypriot Arabic”. *Languages* 8(1). Special Issue Investigating Language Contact and New Varieties by Angela Ralli & Metin Bagriacik (eds.). <https://doi.org/10.3390/languages8010010>.
- 2021. Karyolemou, M. and Armostis, Sp. « Langue ancienne, écriture nouvelle : codification et standardisation de l’arabe de Chypre ». *Cahiers du Centre d’Études Chypriotes* 50 : 407-429.
- 2021. Christodoulou, Ch., Armostis, S. & Karyolemou, M. “The definiteness marker of Cypriot Arabic: A phonological account”. *Journal of Semitic Studies* LXVI/2: 503-521
- 2021. Karyolemou, M. “MapCyArS 2017-2020. Mapping Cypriot Arabic speakers: An investigation into linguistic demography and the sociolinguistic profile of Kormakiote Maronites”. Collective publication *20 Years of Research at the University of Cyprus*. Nicosia: University of Cyprus Publications.

208. Of particular importance was also the collaboration of Prof. Karyolemou with Dr Maria Maglara, working on the Vlach community of Greece. Their collaboration aimed at comparing the current situation in the two communities and examine whether there can be any possibility to transfer good practices from the revitalisation of CMA to the Vlach community. The results of their investigation are to be published online under

the title “Codification and standardisation efforts for Cypriot Arabic and Aromanian: Challenges in the introduction of writing systems” in the *Proceedings of the Conference Crossroads of Languages and Cultures 6*.

209. In June 2021, the first textbook for children, entitled *Sanna A1*, was completed. The book was presented to the members of the Maronite Religious Group in occupied Kormakitis on 17/07/2022 by Prof. Marilena Karyolemou and Dr Elisavet Kiourti.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Further recommendation of the Committee of Experts

Promote study and research on Cypriot Maronite Arabic at university or equivalent institutions.

210. Please refer above to par. 203-209 of the present Report.

j. *the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.*

i) Implementation measures taken in policies and/or legislation; any other relevant changes;

211. Please refer to par. 189 of the previous Report.

212. Through Bilateral Relations, regular meetings with officials and/or religious leaders of Lebanon, were held. The Presidential Commissioner was briefed on issues of mutual concerto and discussed common traditions, historical similarities, preservation of the languages and national survival struggles. During the meetings specific joined actions and programs were decided to be organized in the near future. On 13/09/2022 the Presidential Commissioner signed a MoU on diaspora issues.

ii) Implementation measures taken in practice (including concrete examples);

213. Please refer above to par.68,129 of the present Report.

iii) If applicable, measures taken to implement the related recommendations of the Committee of Ministers and the Committee of Experts.

Further recommendation of the Committee of Experts

Promote transnational exchanges in the fields covered by the Charter for the benefit of Cypriot Maronite Arabic.

214. Please refer above to par. 129 of the present Report.

Paragraph 2

The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

215. Please refer above to par. 12 of the present Report, regarding the legislation and policy of the Republic of Cyprus and the CRTA in particular for combating discrimination and intolerance.

216. Please refer above to par. 86 of the previous Report, regarding the right of education and the regulations for the operation of public secondary schools.

217. Please also refer above to par. 162 of the present Report, regarding the right of Maronites to learn and use their language.

Paragraph 3

The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives and training provided within their countries and encouragement of the mass media to pursue the same objective.

- 218.** Please refer above 125-126, 127 and 133-134 of the present Report, regarding raising awareness events organized, as well as links and interschool cooperation.
- 219.** Please also refer above to par. 111- 113, 116 of the present Report, regarding the cooperation of the Presidential Commissioner, the MoESY, competent authority for the implementation of the Charter, and the MOI with the Maronites of Cyprus.
- 220.** Please also refer above to par. 114 of the present Report, regarding CRTA policy and objectives for combating racism and safeguarding the freedom of expression. Please also refer to par. 199 of the previous Reports.
- 221.** The program for the Maronites broadcasted on CyBC radio, five videos broadcasted on CyBC , the documentaries on private media and CyBC are promoting mutual respect and understanding between the linguistic groups of Cyprus and are evidence of freedom of expression and tolerance in the mass media. The same applies with the publications of the PIO that include units on the Religious Groups, including the Maronites. These publications promote the historical, cultural, religious and social presence of the Maronites in Cyprus as an integral part of Cypriot heritage and aid the objective of enhancing respect, understanding and tolerance amongst all the people living in Cyprus, including their respective languages.

Paragraph 4

In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if

necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

With regard to Article 7, paragraph 4, please also specify how the bodies or associations which further the protection and promotion of the respective language and/or represent its speakers/users have been consulted with regard to the implementation of the Charter in general, the implementation of the recommendations of the Committee of Ministers and the Committee of Experts and the drawing up of the periodical report.

222. Please refer to par. 105 regarding the Youth Organisations of the Religious Groups.

223. Please refer above to par. 3 regarding the involvement of the Representatives of the Armenians and Maronites of Cyprus in the House of the Representatives in the preparation of the present Report.

224. Please refer above to par. 111,113, 116 regarding the discussions and cooperation that the Presidential Commissioner, the MoESY and the MOI have established with the elected Representatives of the Armenians and the Maronites in the House of the Representatives, as well as with other responsible bodies of the Armenians and Maronites, regarding all issues of their concern.

Paragraph 5

The Parties undertake to apply, mutatis mutandis, the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of measures to be taken into effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.

225. All measures taken for CMA take into consideration the needs and wishes of the Maronites of Cyprus and their traditions and characteristics are fully respected, as it is evident in all the answers given above in par. 129-224.

226. Additional Information

Please specify where the periodical report has been made public.

227. Please refer above to par.5-7.