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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Fourth 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**

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

**OFFICE OF THE
LAW COMMISSIONER**

**Nicosia,
15 January 2014**

INTRODUCTION

The Fourth Periodical Report on the Application of the European Charter for Regional or Minority Languages (hereinafter the “present Report”) was prepared in accordance with the Revised Outline for Three-Yearly Periodical Reports [MIN-LANG (2009) 8]. It addresses the issues raised by the Committee of Experts and the recommendations made by the Committee of Ministers in the Third Evaluation Report on the Application of the Charter in Cyprus [ECRML (2012) 2], based on the Third Periodic Report of Cyprus (hereinafter the “previous Report”), as well as the “Issues to be addressed by the Government of Cyprus when preparing its Fourth Periodical Report” [MIN-LANG (2013) 14].

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.

The present Report is based on information and data provided by the Ministry of Education and Culture, competent authority for the implementation of the Charter, the Ministry of Interior, competent authority for the protection of national minorities¹, the Ministry of Foreign Affairs, the Presidential Commissioner for Humanitarian Issues and the Statistical Service of Cyprus (hereinafter “CYSTAT”).² Information was also obtained

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 Statistical Service (CYSTAT) is the competent authority responsible for the compilation and the publication of most of the official statistical data in Cyprus. Although it functions under the Ministry of Finance, it maintains its autonomy in technical matters and has the sole responsibility for the choice of methodology, technique, definitions and procedures for the realization of the programmes of statistical activities, as well as for the publication of the statistical data produced. Since the accession of Cyprus in the European Union in May 2004, an important part of the basic activities of CYSTAT includes the continuous participation to several committees, working groups and educational programmes as well as the collaboration with the Statistical Offices of the European Union (EUROSTAT).

from the Representatives of the Armenian and Maronite Religious Groups and their respective Offices and representatives of the Committee of Experts for the Revival and Empowerment of the Cypriot Maronite Arabic Language. The present Report will be communicated upon submission to the Representatives of the Armenian, Maronite and Latin Religious Groups.

Due to the continued illegal occupation of 36.2% of the territory of the Republic of Cyprus since 1974, the Government is not in a position to exercise 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 unable to ensure full realization of its policies and to apply its laws, policies and programmes concerning the rights prescribed in the European 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.

The numbers of the following headings/paragraphs relate to the documents mentioned in the first paragraph.

Part I

Please provide updated information, if any new data exists, about the number and geographic distribution of speakers of regional or minority languages and their general demographic situation.

According to the results of the population census of 2011 conducted by the CYPSTAT, the updated information regarding the population and the distribution of the members of the religious groups is the following:

District	ETHNIC/ RELIGIOUS GROUP	
	Armenian Cypriot	Maronite Cypriot
Total	1.831	3.656
Lefkosia District	1.145	3.062
Ammochostos District	35	20
Larnaka District	325	106
Lemesos District	282	436
Pafos District	44	32

Source:CYSTAT, Census of Population 2011
(Reference Date: 1.10.2011)

The census provides information regarding which language the respondents consider to be their first language. Out of 1831 Armenian Cypriots, 668 declared that their first language was Armenian. The distribution of the speakers is the following:

Armenian Cypriots whose first language is Armenian:

District	ETHNIC/ RELIGIOUS GROUP
	Armenian Cypriot
Total	668
Lefkosia District	484
Ammochostos District	2
Larnaka District	112

Lemesos District	59
Pafos District	11

Source:CYSTAT, Census of Population 2011
(Reference Date: 1.10.2011)

Cypriot Maronite Arabic (CMA)

Out of the 3656³ Maronite Cypriots counted in the census and interviewed in the government controlled areas, none declared CMA to be their first language. More information about the speakers of the CMA is expected to be gathered through the activities included in the Action Plan proposed by the Committee of Experts for CMA (regarding the Committee please see previous Report, page 6). According to the proposed Action Plan, data will be collected regarding: the number of speakers of CMA, the percentage of the speakers in relation to the total number of individuals within the Community, the distribution of CMA in the field of communication and the qualitative and quantitative assessment of the codified linguistic data. During the first stages of the implementation of the Action Plan a number of fluent speakers have been identified⁴.

Please provide information about any changes in the general policies, legislation or practice of your state in respect of regional or minority languages. Please also indicate any developments which are expected to occur during the next monitoring cycle, such as envisaged political or budgetary changes, policy plans or any other elements that may have a direct or indirect effect on the situation of the regional or minority languages in your State.

³ A number of Maronites live in the areas not under Government control.

⁴ See Second Periodical Report of Cyprus on the Application of Regional or Minority Languages presented to the Secretary General of the Council of Europe on 18.1.2008 [MIN-LANG/PR (2008) 1], page 8. More recent-unofficial-statistics given by the NGO Khi Fi Sanna suggest that 900 persons are very good or fluent speakers of CMA(Skordis, G., Presentation at the Conference "Cypriot Maronite Arabic in a new era", organized by the Ministry of Education and Cultural (9-10/11/2007)

Three major changes, which are expected to have a direct or indirect effect to the situation of the regional or minority languages in Cyprus, have occurred since the previous monitoring cycle. The changes are expected to be integral parts of the context during the coming monitoring cycle. The first of these can be seen as a challenge, whereas the other two as opportunities. These are:

(a) In 2009, Cyprus was hit by the world financial crisis, the economic impact of which gradually spread over all sectors. This has led Cyprus to sign, in April 2013, a Memorandum of Understanding (MoU) with the European Commission, the European Central Bank and the International Monetary Fund (collectively known as the Troika), for financial assistance. The majority of budgetary cuts are due to the terms imposed by the aforementioned MoU. As a result, Cyprus is currently under an economic adjustment programme, which aims to address the short and medium-term financial, fiscal and structural challenges the Cypriot economy faces. A basic objective of the programme is: “to continue the on-going process of fiscal consolidation in order to correct the excessive general government deficit as soon as possible, in particular through measures to reduce current primary expenditure, and maintain fiscal consolidation in the medium-term, in particular through measures to increase the efficiency of public spending within a medium-term budgetary framework, enhance revenue collection and improve the functioning of the public sector”.

This factor can be considered as a challenge, since it calls for more targeted, effective and efficient public spending in all areas and also the use of public funds in ways that non-public contribution can be leveraged when this is possible.

Despite the economic difficulties that the Government of Cyprus is currently facing, it is determined to continue its efforts to ensure compliance with international human rights treaties to which it is a Party, and safeguard the human rights of all people in Cyprus. Respect of human rights is of paramount importance for Cyprus and the efforts of the authorities to that effect will continue unabated.

(b)The educational reform programme which was initiated in 2005⁵, is now entering an evaluation phase. The process is driven by the effort to modernise the educational system of Cyprus, so as to address the challenges of the 21st century. Issues regarding religion, language, history and culture of the minority groups will be addressed with due consideration and discussed with stakeholders. This can be viewed as an opportunity for further promotion of the minority languages including, via the gradual implementation of the Action Plan, the revitalization of CMA. In the budget of the Ministry of Education and Culture (MOEC) a specific sum is earmarked for the gradual realization of the Action Plan for CMA.

(c) The Government of the Republic of Cyprus elected in February 2013, has demonstrated its commitment for the enhancement of its cooperation with National Minority Groups. As a response to a request by the Representatives of the Religious Groups, a Commissioner for Humanitarian Issues was appointed responsible, inter alia, for issues related to the Religious Groups. The Presidential Commissioner is appointed by and directly responsible to the President of the Republic. She has the responsibility to promote and protect the rights of the religious minorities recognized by the Constitution, as complemented by the participation of Cyprus in international human rights instruments, including the Council of Europe Framework Convention for National Minorities and the European Charter for Regional and Minority Languages. To this end, the Commissioner works closely with the Representatives of the Religious Groups in the Parliament, their leaders and relevant NGOs.

This action is a practical indication of the realization that religious groups in Cyprus have specific issues that need to be addressed in a holistic manner. In addition, the Commissioner for Volunteerism and Non-Governmental Organisations, who was appointed for the first time by the new government in February 2013, will provide an opportunity to address the needs of NGO's, including those working towards promoting minority languages (please refer to point 60, page 17).

⁵ See previous Report, page 4

In principle, the Government of the Republic of Cyprus, regardless of any financial challenges that are expected during the next monitoring cycle, is committed to fulfill its obligations deriving from the European Charter for Regional or Minority Languages to the best of its ability. The new Minister of Education and Culture (assumed office on 1.3.13), had meetings with the Commissioner for Humanitarian Issues and the Representatives of the Religious Groups in the presence of senior technocrats responsible for issues related to the area of education and culture. The Minister was briefed on key issues and reassured the participants of his commitment to consider favorably any proposals promoting and preserving the educational and cultural identity of the groups.

Please, give a detailed account of the legal and /or practical measures that your State has taken to implement each one of the recommendations of the Committee of Ministers.

1. Adopt a structured policy for the protection and promotion of the Armenian and Cypriot Maronite Arabic languages;

A structured approach towards the protection and promotion of the Armenian and Cypriot Maronite Arabic languages includes:

- (a) The overall direction of education which affects the formulation of the attitudes of the general population towards the minority languages, considering them as integral elements of the cultural diversity of Cyprus, which needs to be nurtured and
- (b) Specific Action Plans and/or activities addressing each of the two languages.

(a) The overall direction of education

The ongoing effort for a comprehensive introduction of changes and innovations at all levels and aspects of the educational system aims at modernizing, restructuring and upgrading the national curriculum. The main objective of this effort is to create a democratic and student-focused educational system, which includes all students

irrespective of social, racial, or ethnic background, gender, physical or mental ability and offers high quality education to each student, thus assisting them to maximize their potential and acquire skills and knowledge which will enable them to become active and democratic citizens.

The improvement of the quality of teaching through teacher training has been one of the key objectives of this effort. Within this context, the pre-service training of secondary school teachers, carried out by the Pedagogical Institute, has been upgraded and assigned to the University of Cyprus. It includes the development of multicultural awareness, supporting teachers to enhance the capacity of students to understand ways of life, cultures, and patterns of thought and attitudes of people from various linguistic and ethnic backgrounds. It also includes a series of trainings/seminars on European Democratic Citizenship (EDC) and Human Rights Education (HRE) for all levels of education (pre-primary, primary and secondary). As part of their training on EDC/HRE, participants were requested to create Action Plans for their school and pilot them. Team members gave feedback and suggested improvements.

In public educational institutions, the issue of HRE is approached using the interdisciplinary method in various subjects of the curriculum. The concept focuses on teaching civic education courses in a cross curricular way. In this effort school units have the flexibility to involve a number of governmental and non-governmental organizations which can offer their expertise and valuable knowledge in a way that addresses the specific needs of their students in the best possible way.

All policies related to school governance, management, discipline procedures and inclusion promote a human rights-based approach which allows students and their teachers to be in the center of policy design and implementation. All regulations and practices which affect the school culture and access to education aim to take into account the opinions of all stakeholders after close consultation with them.

The rights-based approach to education is promoted through peace education, citizenship education, global education, education for sustainable development as well as opportunities for Lifelong Learning.

The newly designed curricula which are currently being assessed include specific goals and activities which promote knowledge of Cypriot communities and their languages.

Furthermore, the Press and Information Office published in 2012 information material regarding the history and culture of the Armenian and Maronite communities.

(b) Specific Action Plans and/or activities

(i) CMA

A significant development regarding the CMA language is the adoption and the beginning of implementation of the Action Plan submitted by the Committee of Experts for the revival and empowerment of CMA. The plan includes three main pillars of action:

- recording , coding , standardization and development of CMA: Mapping the language while proficient speakers are still alive in order to create a CMA file and use the recorded data for culture and language development; utilization of written code which has already been adopted by the community, with a short-term goal to stabilize the language and eventually, to produce written texts in CMA ,
- teaching of CMA or improving the language proficiency of those speakers who know it poorly with the help of custom made methods and programmes in order to increase the number of adequate speakers of CMA among younger generations,
- linguistic awakening and informing the Cypriot society and scientific community regarding CMA , the efforts to revive it and the ways in which the community can have an active role in revival, aiming at creating a positive image for the language and the revival process.

A budget for the gradual implementation of the Action Plan has been allocated and specific activities are starting to materialized. The first actions were related to the recording and codification of CMA. These actions, further described below, were chosen to be implemented first as part of the structured approach adopted. The rationale, shared by all stakeholders involved, is that the codification of the language is a fundamental issue upon which further actions, like language teaching and teacher training will be based.

(ii) Armenian

The protection and promotion of the Armenian language is mainly safeguarded through the functioning of the Armenian School Nareg (Preprimary, Primary and Secondary Education in Nicosia, Pre-primary and Primary in Larnaca and Limassol, thus covering the whole Cyprus), which is fully subsidized by the MOEC. The school programme is enriched and complemented by measures decided in close cooperation with the representatives of the Armenian community and in cooperation with relevant stakeholders.

The MOEC further subsidizes the teaching of Armenian Language in two contexts:

- University of Cyprus: Classes of two different levels (150 hour each) for learning Armenian are being held at the University of Cyprus. The classes are open to all students and the successful fulfillment of the course leads to the acquisition of a diploma.
- Adult Education Centres (AEC): The MOEC offers classes of Armenian at the AEC in Acropolis area in Nicosia. The classes are open to all and the MOEC is ready to arrange classes according to the demand.

2. Strengthen the teaching in and of Cypriot Maronite Arabic;

CMA continues being taught in the following contexts:

- Lessons provided at the Ayios Maronas School. The teaching of CMA has been examined by the Division of Primary Education and a new policy for CMA at the St. Maronas School has been formed in collaboration with the Committee of Experts and the Representatives of the Maronite religious group. Regarding the training of teachers as well as the production of teaching materials, specific suggestions that are included in the submitted proposal were materialized. The MOEC emphasizes its will to support all efforts of the Maronite community and encourages it to take initiatives towards the realization of this project and submit additional proposals at any stage. This instructional material is used for the instruction of CMA during the voluntary schedule of the St. Maronas School. The material was designed and developed by Maronite teachers who have some experience in developing curricula and syllabuses.
- The MOEC gave financial support for the *Sanna Project* an initiative of the non-governmental organisation Hki Fi Sanna. The Organization has been receiving in recent years the lump sum of €4650 annually for the realization of this project. Through the project, a 'language nest' was established, offering childcare and language immersion afternoon lessons. The teachers' salary is covered by the MOEC.
- The MOEC also supports the summer camp in the village of Kormakitis, organized by Hki Fi Sanna every year. The camp aims to promote the learning of the CMA language by young people in an enabling and culturally appropriate context. It includes intensive language classes and uses learner centered methodologies. This yearly activity is supported by a specific lump sum of €4000 annually, which is included in the annual budget of the MOEC.

The teaching of CMA shall be enhanced as soon as the CMA language has been recorded and transcribed through the activities included in the Action Plan for CMA. Acknowledging the importance of the afore-mentioned effort and as part of the structured approach for the revival and empowerment of CMA, recording and

transcribing CMA have been prioritized. For this purpose two fundamental activities have already been implemented:

(i) A three year programme of implementation has been designed, consisting of the most urgent priorities of the Action Plan which needs to be addressed. The process of recruiting researchers in a competitive and transparent manner has been concluded. Four researchers have been recruited for conducting interviews with natural speakers of CMA. Two researchers have been recruited for the transcription of the language. The researchers are currently undergoing training which will prepare them to fulfill their tasks in a proficient way.

(ii) For measures related to the transcription and revitalization of CMA a budget of €7.758 was allocated in 2012 .This amount covered the needs for acquiring necessary technical equipment and for supporting language learning by youth through the “Language nest” organized by the Hki Fi Sanna NGO.

3. Provide teacher training for Armenian and Cypriot Maronite Arabic.

(a) *Teacher training in CMA:* Teachers of CMA can benefit by courses organized by the Pedagogical Institute regarding the methodology of second language teaching. More targeted trainings regarding CMA will be possible after the codification and transcription of CMA.

(b) *Teacher training for Armenian:* Considering that one of the most financially viable ways of in-service teacher training in Armenian is through exchanges with Lebanon, such training has been organized twice over the past two years (for more details see point 95). The first training involved a general workshop on the methodology of teaching subjects in Armenian, while the second one was more specific and targeted at teachers of Armenian language and history only.

Presentation of the regional or minority language situation

18. The Committee of Experts asks the authorities to provide detailed information on the use of Kurbetcha in the next periodical report.

The authorities expected that the 2011 population census would provide information on the use of Kurbetcha in the Government-controlled area. However, none of the respondents declared Kurbetcha to be their language, thus the use of Kurbetcha could not be mapped. Under the circumstances, other methods should be investigated in order to obtain information on the use of Kurbetcha in the Government-controlled area. It is understood that the majority of the speakers live in the area in which the Government of the Republic does not exercise effective control.

Particular issue concerning the Turkish language

22. The Committee of Experts invites the Cypriot authorities to provide further information on the situation of the Turkish language.

As stated in the First, Second and the Third Periodical Reports of Cyprus, Turkish is an official language of Cyprus by virtue of Article 3 of the Constitution of Cyprus. This is also reflected in the Official Languages of the Republic Laws, 1988 to 2002. Therefore, Turkish falls outside the scope of the Charter⁶.

Part II

Please indicate what measures your State has taken to apply Article 7 of the Charter to the regional or minority languages as defined in paragraph a of Article 1 of the Charter, focusing in particular on the following aspects:

- ***Please provide information, for each regional or minority language on new developments that have occurred since the last monitoring round concerning the provisions of Article 7;***

⁶ See document of the Council of Europe, "Mission Possible: Looking back at the making of the European Charter for Regional of Minority Languages" at coe.int/minlang.

- *Please give a detailed account of the legal and /or practical measures that your State has taken to implement the encouragements and box recommendations of the Committee of Experts given in the previous evaluation report(s)*

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;*

Please refer to PART I, 1(a)

32. The Committee of Experts ... would welcome more information on any new developments [with respect to the possible establishment of a new constitution and the status of the minority groups].

There have been no further developments since the previous Report.

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

Armenian

37. The Committee of Experts [...] is of the view that there is still the need for a more structured approach with respect to the Armenian language in order to ensure its protection and promotion. A more structured approach means in practice that the most important and/or most immediately needed measures are given priority, based on a comprehensive perspective or plan on the protection and promotion of the language.

Please refer to PART I, 1 (a) and 1(b)(ii)

Cypriot Maronite Arabic

44. ... [I]mportant measures specifically targeting the Cypriot Maronite Arabic language seem to depend on the approval and implementation of the [Action Plan for Cypriot Maronite Arabic]. Bearing in mind the situation of Cypriot Maronite Arabic, the Committee of Experts underlines the need for immediate structured action in this respect.

The Committee of Experts urges the Cypriot authorities to adopt and implement a structured policy with respect to Cypriot Maronite Arabic.

Please refer to PART I, 1(a) and 1(b)(i)

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

Armenian

46. ... The Committee of Experts looks forward to receiving more information [with respect to the exchange of experts for the in-service training of teachers of the Nareg schools in Armenian and the appointment of an expert from Armenia to deal with the language issues].

Please refer to Part I, 3(ii)

50. The Committee of Experts asks the authorities to provide more information with respect to the measures taken to facilitate and/or encourage the use of Armenian in public life.

During the past few years, one of the priorities of the MOEC has been the promotion of multiculturalism and respect of all cultures. As a result, many –non-Armenian- public schools exchanged visits and held joint events with students of Nareg Armenian Schools in the Nicosia, Larnaca and Limassol Districts. Armenian students had the chance to introduce the Armenian language and culture to their peers through

presentations, songs, plays and dances. This interaction served to increase awareness among participating students and teachers of the existence of Armenians as a minority group living on the island, while at the same time it boosted the national pride of Armenian students, making them more eager to speak their language freely.

The MOEC offers Armenian language classes for non-Armenians at one of its Adult Education Centers in Nicosia. Classes are held in the evening once a week, at beginner and intermediate levels. These classes are especially popular among non-Armenian spouses of Armenians as well as Armenians of the diaspora who have not had the chance to learn their mother tongue.

The University of Cyprus also offers Armenian language classes at beginner and intermediate levels, funded by the MOEC. These classes offered by the University have proved to be a popular and effective venue for those who want to learn the language.

Broadcasting media

58. The Committee of Experts ... asks the authorities to provide [information on how they have encouraged and/or facilitated the broadcasting of television programmes in Armenian and Cypriot Maronite Arabic].

The Cyprus Broadcasting Corporation (CyBC) radio continues to broadcast a one-hour programme in Armenian on a daily basis, which covers issues on literature, religion, health and other and includes news bulletins and a children's programme.

The CyBC television broadcasts a forty-minute programme in Armenian once a month, which includes issues concerning the social and cultural activity of the Cypriot-Armenian Community.

Additionally, the CyBC television broadcasts, at least, one live programme per year in Armenian and one in CMA. Regarding the request of the CMA speakers' representative for broadcasting programmes in their language, the CyBC is willing to consider specific proposals from the respective Representative.

- e *the maintenance and development of links, in the fields covered by this 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;*

60. ... [T]he Committee of Experts ... asks the authorities to provide [information on the cooperation of the Armenian and the Maronite groups, outside the cooperation of their Parliamentary Representatives].

The MOEC has encouraged the establishment of relations between the groups using minority languages. A conference on the Maronite and Armenian languages was held in May 2012 at the University of Cyprus, with the support of the MOEC. Further development in these relations would require a more active approach from the representatives and the members of the respective communities. The MOEC is ready to examine proposals on the matter from the representatives of the interested communities.

The relationship of the said groups can also be enhanced through synergies between NGOs working on minority languages. This effort can be facilitated by the recently appointed Commissioner for Volunteerism and NGOs (please refer to Part I, page 7) who expressed his willingness to meet representatives of NGOs to discuss particular issues of interest.

- f *the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;*

Armenian

67. *The Committee of Experts encourages the authorities to strengthen Armenian secondary education.*

The Nareg Gymnasium (public lower level secondary school) is now the only secondary school where the Armenian language and history are taught. It is a public school where children aged between 12 and 15 follow the same curriculum as all gymnasiums on the island. Also with the approval and financial support of the MOEC, students are provided an additional eight 45 minute periods a week of Armenian language, literature and history teaching; the latter, with the consent and financial support of the MOEC.

68. *The Committee of Experts asks the authorities to provide further information in the next periodical report [about the situation of the Library of the Melkonian Educational Institute (MEI)].*

The Director of the University of Cyprus Library has expressed to the Representative of the Armenian community the Library's willingness to help the community in cataloguing the books of the MEI library and to host the whole collection in the new Library of the University. For this process to be initiated, it is required from the Armenian community to take up appropriate initiatives to identify, in cooperation with the University, the specific steps that need to be carried out.

69. *The Committee of Experts asks the authorities to provide further information [about the possible reopening of the MEI school] in the next periodical report.*

No developments have occurred. The MOEC, recognizing the important contribution of the MEI to the Armenian culture, heritage, science and language, has come in contact with the owners of the establishment, suggesting the reopening of the School.

It is reminded that any action towards the reopening of the MEI requires the consent of the owners of the establishment, namely the Armenian General Benevolence Union (AGBU), which determine the use of the property. So far the AGBU has not been forthcoming regarding the MEI's reopening. In an effort to declare the MEI as a national heritage monument, the State has meanwhile obtained a preservation order from the Court.

72.

The Committee of Experts strongly urges the Cypriot authorities to provide teacher training for Armenian.

Please see Part I, 3(ii)

Cypriot Maronite Arabic

76. The Committee of Experts encourages the authorities to offer Cypriot Maronite Arabic classes at other schools [such as St Mary School in Limassol and Terra Santa School].

As stated earlier in the present Report, the teaching of CMA can be further enhanced once the transcription and codification of the language is concluded. Regarding the possibility of offering CMA classes in other schools, other than in Ayios Maronas School in Nicosia, this issue will be considered after the codification process is concluded, depending whether, at that time, the number of Maronite students in the above schools, justify this.

82.

The Committee of Experts strongly urges the authorities to strengthen the teaching of Cypriot Maronite Arabic at all levels and to arrange for the training of teachers and the production of teaching materials.

Development in this direction would require implementation of other steps, namely the recording and transcription of CMA. Taking this into consideration, these two activities have been prioritized in the implementation of the Action Plan 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;***

Please refer to Part I, 1(b) (ii) for Armenian

The issue is not applicable for CMA

86. The Committee of Experts encourages the authorities to provide facilities enabling non-speakers of Cypriot Maronite Arabic to learn it.

See comments in point 82 above.

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

In May 2012 the MOEC put under its aegis the organization of the “International Conference on Endangered Languages of Eastern Mediterranean: Current Challenges”. The Conference was organized by the Department of Byzantine and Modern Greek Studies of the University of Cyprus. The Conference, which was also supported by the *Calouste Gulbenkian Foundation* (Portugal) and the *Institut de Recherche pour le Développement* (France) brought together 40 leading experts from different countries aiming to form a network of researchers with a special interest in the study of endangered languages of Eastern Mediterranean. Various papers, dealing with the study of endangered languages were presented. Themes included: the dynamics of endangered languages, the measurement of the language vitality, the issue of language and education policies and the social requirements and demands related to these areas. In the framework of the conference two workshops with the following themes were organized:

-“Teaching/transmitting Western Armenian grammar today: challenges and solutions”

- “How to teach an oral endangered language: Cypriot Maronite Arabic”.

Armenian

89. ...The Committee of Experts would welcome more information about [the activities of the Chair of Armenian History and Civilisation established at the University of Cyprus].

An agreement was signed between the University of Cyprus and the University of Yerevan entailing the establishment of a Chair of Armenian Studies in the University of

Cyprus and a Department of Ottoman Studies at the University of Yerevan. The University of Cyprus initiated an internal process to promote the issue. The process included deciding whether the Department of Turkish and Middle Eastern Studies or the Department of History was more appropriate to host the Chair, designing the structure of the studies to be offered and securing funds for its functioning. This process was interrupted by the austerity measures imposed on the University because of the economic crisis. The University of Yerevan was also not in a position to proceed with its part of the agreement.

Cypriot Maronite Arabic

90-91. ... The Committee of Experts would welcome more information in the next periodical [with respect to the outcome of the project conducted by experts and the Cyprus Research Centre on data collection about Cypriot Maronite Arabic, with the aim of preserving the language and of creating a database for producing teaching materials].

The Cyprus Research Centre has gathered material from oral tales by people coming from all areas and communities in Cyprus. Among the interviewees there were a number of speakers of CMA. The material gathered has been digitized and is kept in the archives of the Cyprus Research Center for future reference.

90-92. ... The Committee of Experts asks the authorities to provide [specific information with respect to the survey on the language competence of Cypriot Maronite Arabic-speakers and on other socio-linguistic aspects, funded by the University of Cyprus].

There are no data on this issue.

- 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.***

Armenian

95. The Committee of Experts would welcome more information on the promotion of exchanges with Lebanon in relation to the Armenian language in the next periodical report.

Please refer to Part I,3(ii)

Through exchanges with Lebanon, teachers of the Armenian language and history acquired their Teaching Diploma at the local Haigazian University. During the past two years, the Nareg Armenian Schools in Cyprus have organized two teacher training sessions, inviting a trainer from Lebanon. The first session which took place in March 2011 involved a workshop on effective strategies for the teaching of the Armenian language, history and religion. Twenty-three Armenian teachers of the Nareg schools of Nicosia, Larnaca and Limassol attended. The first part of the seminar involved a presentation and discussion on the importance of Classroom Dynamics and Classroom Climate, stressing the vital role played by the teacher on student motivation and learning. The use of Information and Communication Technology (ICT) and innovative teaching methods were also discussed, to stress the changing role of the teacher. The second part involved a presentation on "The necessity and importance of teaching Armenian language and history in the schools of the Diaspora". Following the presentation an interactive workshop was organized, in order to offer practical guidance in lesson planning and student assessment methods for effective teaching.

The training session in November 2012 was divided into two parts. In the first part, class observations were carried out by a consultant and the school principal, in order to observe and record the teaching practices used by each teacher. Following the class observations, meetings were arranged with the teacher where the observers provided feedback and recommendations. On the next day, the consultant taught the same classes herself, giving the teachers the chance to observe an effective lesson and to experience different methods of teaching.

According to the feedback given to the Ministry from the school management, these training sessions have proven to be very constructive for teacher improvement.

Cypriot Maronite Arabic

99. The Committee of Experts asks the authorities to provide information on activities carried out in the framework of the [2002 Agreement with Lebanon in the field of cultural, educational and scientific co-operation, with regard to Cypriot Maronite Arabic].

The 2002 Agreement with Lebanon provides the framework within which specific initiatives can be pursued. For such initiatives to be carried out there should be a planning process which includes the establishment of cooperation programmes and the securing of funds for their implementation. No such initiatives were carried out during the period covered in this monitoring cycle.

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 of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

106. The Committee of Experts asks the authorities to provide information in the next periodical report on measures taken to promote awareness of and understanding for regional or minority languages.

For Armenian please refer to PART I, 1(a) and 1(b) (ii) and PART II, point 50 and 58

For CMA please refer to PART I, 1(a), 1(b)(i) and PART II, point 58

Part III

For each regional or minority language chosen at the moment of ratification as follows from paragraph 2 of Article 2 of the Charter, please, indicate how the

undertakings have been implemented (see Appendix), focusing in particular on the following aspects:

- *Please, provide information on new developments that have occurred since the last monitoring round.*

With reference to the most recent evaluation report of the Committee of Experts concerning the implementation of the Charter in your State:

- *For undertakings for which the Committee of Experts did not have sufficient information to properly evaluate the implementation, please provide detailed information;*
- *For undertakings which the Committee of Experts considered were not fulfilled, please indicate what steps your State has taken, for each regional or minority language, to implement these undertakings;*
- *For the encouragements and box recommendations of the Committee of Experts, please, give a detailed account of the legal/and or practical measures that your State has taken.*

The government has worked with commitment towards implementing the recommendations of the committee of experts.

Chapter 2 - Conclusions of the Committee of Experts on how the Cypriot authorities have reacted to the recommendations of the Committee of Ministers

Recommendation 1

“adopt a structured policy for the protection and promotion of the Armenian and Cypriot Maronite Arabic languages;”

23. There is still no structured policy for the protection and promotion of the Armenian and Cypriot Maronite Arabic languages. As regards Cypriot Maronite Arabic, an Action Plan for the revitalisation of the language has been prepared, but there are still steps to be taken before it is implemented.

Please refer to PART I, 1

Recommendation 2

“make the policy for financial support to the Armenian and Cypriot Maronite Arabic languages more targeted and transparent;”

24. The Cypriot authorities continue to provide support for various activities of the Armenian and Cypriot Maronite Arabic speakers on the basis of submission of applications. The Parliamentary Representatives of the minority groups are consulted during the process related to the funding of projects.

Some activities can be implemented within the framework of the general policy regarding the two minority languages as described above in PART I. The members of the two linguistic communities can also benefit from financial support which is available for civil society organisations and initiatives.

Recommendation 3

“strengthen the teaching in and of Cypriot Maronite Arabic;”

25. There has been little development in this respect. Cypriot Maronite Arabic is still offered only as an elective extracurricular subject twice a week in the afternoon schedule at the St Maronas school. The SannaProject, a non-governmental initiative co-funded by the European Economic Area Grants and the Cypriot authorities, has established, *inter alia*, a “language nest”, offering childcare and language immersion.

Please refer to PART I, 1(a) and 1(b) (i)

Recommendation 4

“provide teacher training for Armenian and Cypriot Maronite Arabic.”

26. There are still no possibilities for teacher training for Armenian and Cypriot Maronite Arabic. The authorities are preparing to start in-service training seminars for teachers who teach pupils of ethnic minority backgrounds

Please refer to PART I, 3.