



Strasbourg, 18 January 2011

MIN-LANG/PR (2011) 1

**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Third 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**

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

**OFFICE OF THE  
LAW COMMISSIONER**

**Nicosia,  
18 January 2011**

## **Introduction**

The Third 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 Second Evaluation Report on the Application of the Charter in Cyprus [ECRML (2009) 5], as well as the “*Questions submitted to the Government of Cyprus requesting information to be included in its Third Periodical Report*” [MIN-LANG (2010) 3].

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 minorities<sup>1</sup>, and the Ministry of Foreign Affairs. Information was also obtained from the Representatives of the Armenian and Maronite Religious Groups and their respective Offices. The present Report has been communicated to the Representatives of the Armenian, Maronite and Latin Religious Groups.

The numbering appearing in the headings/paragraphs relates to the documents mentioned in the first paragraph above.

## **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 the general demographic situation.*

On 27 May 2009, the Members of the Committee of Experts for the Codification of Cypriot Maronite Arabic (CMA) submitted to the Ministry of Education and Culture (MOEC) their proposal for an action-plan for the codification and revitalisation of CMA. The plan was divided into five thematic units covering the following:

- A general description and a pre-assessment of the current state of play of CMA;
- An action plan for the revitalisation of CMA;

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<sup>1</sup> For the Republic of Cyprus, the term “national minorities” within the meaning of the Framework Convention 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.

- Financing suggestions;
- The mandate of the Coordination Committee;
- A proposal for the adoption of an alphabetical codification of CMA.

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.

Additionally, official data regarding the number of speakers of CMA will be available in the 2011 population census. The Statistical Service has introduced a self-identification element to be applied in conducting the survey.

***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.***

As stated in the Second Periodical Report of Cyprus, the Government has initiated an educational reform programme by encouraging dialogue between all stakeholders (political parties, teacher unions, parents associations, associations of students, the Representatives of the Religious Groups and the competent authorities) with the aim of modernising the educational system of Cyprus. In particular, the representatives of the Maronites and the Armenians have been involved in the process of modernisation, restructuring and upgrading of the national curriculum, from pre-primary to upper secondary general and technical vocational education, which is an ongoing process.

This initiative was launched in January 2005 and was based on a report which had identified weaknesses and shortcomings in the existing educational system. A new core curriculum has been designed and is expected to be applied in all state schools by September 2012. Both Representatives were informed of the aims, objectives and the philosophy of the new national curriculum, which will be gradually implemented during the following year. As part of the process, issues regarding religion, language, history and culture of the minority groups were addressed and discussed and decisions were taken for further action.

***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.***

Education in all state schools in Cyprus is focused on promoting the acceptance of difference, of tolerance and respect for other cultures. In order to raise awareness to the principles of non-discrimination and equality the MOEC has, for three consecutive academic years (September 2008-September 2010), issued circulars, emphasizing the: “Enhancement of

mutual respect and understanding among the different cultures on the island and of nurturing peaceful coexistence”<sup>2</sup>.

Teachers of all levels of education, students and parents received information and were encouraged to participate in planned events (conferences, seminars, plays, book clubs, etc) related to the objective and to promote special activities that include the development of cross-curriculum approaches in order to highlight cooperation and mutual understanding.

Moreover, the European Year for Intercultural Dialogue, which was one of the priority goals of the academic year 2007-2008, continues to provide a framework for activities for the implementation of the recommendations of the Committee of Ministers<sup>3</sup>.

Practical measures, such as informing and alerting all stakeholders to the possibilities and options of *human-rights education and training*, have been set up by the MOEC. For example, in state schools, during the past few years, this issue was promoted in an interdisciplinary manner through a variety of subjects and classes, such as Literature, History, Civics and Geography. The framework for human-rights education and training was developed on the following overarching priorities, which address all aspects of the educational system, with emphasis on multidisciplinary approaches and experiential learning such as:

- Raising public awareness for human-rights education and democratic procedures;
- Educating stakeholders in the related areas;
- Differentiating teachers’ and students’ attitudes;
- Strengthening of human-rights education in the educational system at all levels;
- Clarifying the role and strengthening the role of mass media in promoting human rights;
- Promoting the active involvement of NGOs in the implementation of the goals of human rights education at different levels.

A number of governmental, semi-governmental institutions and NGOs were involved and offered their expertise by using the following methods and activities:

- Participatory teaching and active learning methods;
- Projects, group work and simulations;
- Use of drama, role playing, case studies;
- School visits and excursions;
- Use of research techniques in the school and the community;
- Debates on human rights with the participation of the students, parents and teachers;
- Developing school, class and family charters of rights-making comparisons with the United Nations Convention on the Rights of the Child;
- Preparation of educational material;

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<sup>2</sup> <http://www.schools.ac.cy/dde/circular/daya/Doc7387.pdf> and <http://www.moec.gov.cy/stoxoi/stoxoi2009/stoxos1.html>(Greek)

<sup>3</sup> <http://www.moec.gov.cy/stoxoi/stoxoi2008/stoxos2.html>(Greek)

- Essay and drawing competitions.

In order to achieve the parallel overall objective of *social inclusion*, the MOEC focuses its efforts on ensuring compatibility of programmes run by local authorities and NGOs with specific social-inclusion objectives and policies of the MOEC, leading to a more decisive and substantial contribution of local authorities and the voluntary sector towards meeting the needs of the modern society.

One example of this effort is the project discussed with the Armenian Community, relating to the establishment and operation of a pilot “Open School” programme at the NAREG School in Nicosia.

For its design and development, the Armenian Community, the Armenian School-Board, the Parents Association and the MOEC will cooperate closely in order to secure sufficient funding and to develop programmes that address the educational and other needs of the students and which will benefit the Community as a whole. The programme’s aim is to enhance the youngsters’ computer skills, to provide extra tutoring to students in need, as well as to promote hobbies and sports, making full use of school infrastructure.

In parallel, the MOEC supports the Maronite Community by subsidising a large percentage of the budget for the creation of the CMA summer language-camp, for children of 8 years of age and above, which takes place annually in August since 2008, at the occupied village of Kormakitis. The MOEC also subsidises the production of a CD with children’s songs in CMA and covers the costs for transportation, accommodation and fees for the Lebanese folkloric dance instructor who visits the camp every year in order to teach the pupils traditional dances<sup>4</sup>.

Pursuant to Decision No. 62.425 of the Council of Ministers, dated 1/8/2005, the MOEC appointed in September 2008 the Committee of Experts for the Codification of CMA<sup>5</sup>. The Committee of Experts has submitted to the MOEC its proposal as mentioned above. The MOEC Expert Group is currently looking into financing options and is examining possible cooperation between different departments for the implementation of the proposed action plan.

A detailed account relating to each of the Recommendations of the Committee of Ministers is given in Part III below.

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<sup>4</sup> The MOEC facilitates the organisation of the specific project, but does not subsidize the entire operation. In 2008, at the request of the Representative, the grant by the MOEC was increased from 5000 to 8000 euro, due to the fact that the camp was attended by more children than originally planned. In 2009 the amount of 8000 euro was granted again. In 2010, though the budget was calculated on the assumption that 180 students would be attending the camp, the final number of attendees, according to an assessment contacted by an independent expert, was 120, including the adult escorts.

<sup>5</sup> Detailed information was provided in the Second Periodical Report of Cyprus.

## ***Chapter 1 - Background information:***

### ***1.3 Presentation of the regional or minority language situation in Cyprus: up-date***

#### ***13. Please provide information on the results of the survey on the number of speakers of CMA***

According to the information provided by the Committee of Experts for the Codification of CMA regarding the number of speakers of CMA, approximately 900 persons, all originating from the village of Kormakitis, speak the CMA language at different levels.

Official data regarding the number of speakers of CMA will be available upon the completion of the 2011 population census. The Statistical Service, in charge of the census, has introduced self-identification elements in the design and development of the procedure to be applied in conducting the survey.

#### ***15. Please provide more detailed information on the use of Kurbetcha***

Data will be available upon completion of the 2011 population census. Specific items regarding collection of data concerning the use of Kurbetcha have been included by the Statistical Service in designing and developing tools for the purposes of the 2011 population census.

### ***1.5 Particular issue concerning the Turkish Language***

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

## ***Chapter 2 The Committee of Experts' evaluation on the application of the Charter***

### ***2.1 Preliminary Issues***

#### ***27. The Committee of Experts encouraged the Cypriot authorities to comment on the implementation of the Charter with regard to CMA in their next periodical report***

As previously stated, the MOEC is willing to pursue and intensify its efforts to meet the needs of all members of the national minorities and to ensure that their rights, especially in areas highlighted by the Report of the Committee of Experts.

As stated above, the Committee of Experts for the Codification of CMA submitted for approval to the MOEC its proposed action plan for the codification of the CMA language. The plan is currently being assessed by the Group of Experts of the MOEC that will also address the issue of funding its implementation.

## **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;*
- *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**

#### ***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 languages as an expression of cultural wealth;*

*31. During the on-the-spot visit, the Committee of Experts was informed of considerations to draw up a new constitution for Cyprus in the framework of a comprehensive solution to the Cyprus question. The Parliamentary Representative of the Armenian community demanded that any new constitution should recognise the minority groups as national minorities or communities in accordance with international legal instruments, and not as religious groups as is the case at present*

The Government stresses that the interests and rights of the Religious Groups in Cyprus will continue to be guaranteed and safeguarded and their Representatives' opinions will be considered in any final arrangement for the settlement of the Cyprus problem on the agreed basis endorsed by the United Nations Security Council of a bizonal, bicomunal federation.

- c. The need for resolute action to promote regional or minority languages in order to safeguard them:*

#### ***Armenian***

##### ***Paragraph 1c***

*36. What steps have been taken to make the funding procedure more transparent and to find a satisfactory solution to the allocation process of funds in co-operation with the speakers?*

The MOEC has a structured funding policy based on the following main strategy pillars:

1. Enrichment of cultural institutions,
2. Protection and promotion of Cyprus' cultural heritage and contemporary culture and their incorporation in everyday life,
3. Enhancement of the relationship between culture and education,
4. Support and promotion of contemporary Cypriot artistic literary creation,
5. Promotion and dissemination of contemporary Cypriot artistic and literary creation abroad.

The request of the Representatives of the Religious Groups, both to be informed whenever a member of their Community submits an application for subsidisation and to have the final word on the amount awarded, cannot be satisfied. According to the opinion of the Attorney-General this information is considered classified under the personal data protection law. Moreover, this would not be consistent with the principle of good governance, as it would entail bypassing the procedures of the funding policy of the MOEC. The MOEC informs each applicant in writing of its decision.

In addition, *ad hoc* funding is available on the basis of assessment by the MOEC of both the needs of the community and the proposed action.

**CMA :**

**43. What steps have been taken to allocate adequate funds to further the protection and promotion of CMA?**

Further to what has been stated in relation to paragraph 27 above, the proposed measures include the following:

1. A general description and a pre-assessment methodology of the current state of play for CMA, such as:
  - The preservation of CMA from generation to generation,
  - The absolute number of CMA speakers based on official assessments / evaluations,
  - The percentage of CMA speakers in relation to the total number of community members,
  - Distribution of CMA in the files of communication,
  - Correspondence of CMA to new forms and ways of communication,
  - Suggestions on the training methodology for CMA instruction and the production of instructional material,
  - The linguistic approaches of the members of the community as regards to CMA,
  - Qualitative and quantitative assessment of the codified data on CMA available at present,
  - The necessity for the development of an action plan for the realization of the codification,
  - Description for budget allocation.

2. The proposed action plan for the codification and revitalisation of CMA:
  - Budget justification,
  - Special provisions in the budget (budget analysis for the codification, budget analysis for developing instructional methodology and material and budget analysis for the revitalisation).
3. Funding resources.
4. The mandate of the Committee of Experts and the Coordination Committee of CMA.
5. The final proposal for the adoption of a codification alphabet.

While the implementation of the aforementioned project is pending, the MOEC, in order to support the efforts of the Community to keep its language alive, continues to fund afternoon classes of CMA at the St. Maronas Primary School, as well as the production of the unofficial, instructional material which was developed by teachers of CMA. Free transport is offered to all students of secondary education by the Ministry of Communications and Works. The students attending St. Maronas Primary School travel for free. Furthermore, as mentioned in Part I, the MOEC continues to financially assist the organisation of the annual summer language-camp for CMA since its commencement in 2008.

***The Committee of Experts encourages the Cypriot authorities to allocate adequate funds to further the protection and promotion of CMA (comment in the box)***

The proposed action plan for the codification and revitalisation of CMA contains a separate provision regarding the allocation of funds such as:

1. Budget justification,
2. Special provisions in the budget,
3. Budget analysis for the codification of CMA,
4. Budget analysis for developing an instructional methodology and instructional material on CMA,
5. Budget analysis for the revitalisation of CMA

The Committee of Experts for the Codification of CMA has developed a roadmap for all the proposed actions which have to be concluded within two fiscal years. The Ministries with competence on the specific issues will cooperate closely with the Committee of Experts for the Codification of CMA, several Cypriot NGOs and the representatives of the Maronite Community in a joint effort to promote all necessary actions for the codification and revitalisation of CMA.

***Armenian:***

***Paragraph 1d***

***44. The Committee of Experts has been informed of the plans to develop a more structured and regular co-operation as part of the implementation of the Agreement on Cooperation in the fields of culture, education and science between Cyprus and Armenia.***

The Agreement on Cooperation in the Fields of Culture, Education and Science between the Government of the Republic of Cyprus and the Government of the Republic of Armenia, which entered into force in August 1999, provides a useful framework for such cooperation.

The MOEC held close consultations with the Community and its Representative in order to proceed with the exchange of experts regarding the in-service training of the teachers of the NAREG Schools in the Armenian language. However, the Armenian Community, through their Representative, expressed reservations since Armenian spoken in Armenia differs from the variant spoken by the Armenians of the Diaspora. In close cooperation with the directorship of NAREG, it was jointly decided to appoint an expert of their choice, from Armenia, in order to address the significant language problems.

In the field of culture the Department of Cultural Services of the MOEC financially supports the efforts of the Community to teach the young Armenians traditional dances and offers yearly subsidies for the transportation, accommodation and fees of Armenian folkloric dance instructors. Additionally, within the framework of the “Kypria” Cultural Festival, the Department subsidises the participation of Armenian dance groups. The Government is committed to facilitating such cultural events, within the constraints of the annual budget of the MOEC, by co-financing them.

As stated in the Second Periodical Report of Cyprus there is no specific allocation of funds for minority languages in the MOEC budget. The Cultural Services of the MOEC fund the organisation of proposed cultural events related to the promotion of Cyprus based on certain defined, non ethnic, criteria.

The University of Cyprus, in cooperation with the competent authorities of the Republic of Armenia is promoting the establishment of a Chair of Armenian History and Civilisation. Further information is provided in relation to paragraph 87 below.

***46. The Committee of Experts encouraged the authorities to allocate funds and promote Armenian language and culture in public and private life, including the media, through a more satisfactory arrangement in co-operation with the speakers***

It is a common practice for the MOEC to hold several individual meetings with the Representatives of the relevant Religious Groups in order to address issues related to the specific needs of each Group in areas within the competence of the MOEC. On April 2008 a new policy was agreed upon between the Representatives of the Religious Groups and the MOEC, pursuant to which the Representatives will be in direct contact with the competent Directorates of Education of the MOEC in order to resolve administrative and practical problems.

The University of Cyprus offers PhD grants to students wishing to continue their studies in areas related to the culture, history or language of the national minorities. Moreover, special arrangements are made for the acceptance and facilitation of students from such groups at all

state universities of Cyprus, the state-funded institutions of higher education, as well as the adult-education centers.

Armenian cultural events are subsidised by the MOEC on an annual basis and Armenian institutions are also eligible for receiving financial assistance based on the structured policy referred to in relation to paragraph 36 above.

***49. Have any documents been published in Armenian by the local or central authorities, other than the three statutes and three regulations mentioned?***

The Department of Cultural Services of the MOEC has provided financial assistance for the publication of an Armenian newsletter.

***CMA:***

***55. The Committee of Experts encouraged the authorities to assist the Maronites in establishing such a Culture and Youth Centre***

Since 2007 there has been no development concerning the establishment of a Maronite Cultural Center and the minutes of the meeting of the Committee on Cultural Issues of 2007 have been quoted in the Second Periodical Report of Cyprus.

***56. Have there been any developments regarding the premises to be used for the cultural needs of the Maronite community?***

See comments in relation to paragraph 55 above.

***Armenian:***

***61. What steps have been taken to encourage and/or facilitate the broadcasting of television programmes in Armenian?***

The Cyprus Broadcasting Corporation (CyBC) is examining the feasibility of broadcasting television programmes in Armenian.

***CMA:***

***61. What steps have been taken to encourage and /or facilitate the broadcasting of television programmes in CMA?***

CyBC is examining the feasibility of broadcasting television programmes in CMA.

***Paragraph 1f:***

***Armenian:***

***64. The Committee of Experts encouraged the authorities to take appropriate steps in order to ensure that secondary education in Armenian will continue to be available.***

The Council of Ministers with Decision No. 63.718, dated 3/5/2006, approved the establishment of an upper secondary school for Cypriot Armenian students, within the premises of the primary Armenian School NAREG in Nicosia, which began to operate immediately. Nevertheless, the majority of the students previously attending the Melkonian Secondary School enrolled at the American Academy, a private educational institution in Nicosia. The curriculum followed at the American Academy was modified in order to accommodate the needs of the students transferred from the Melkonian Secondary School. Until their graduation all classes were offered in Armenian, except English classes. Some of the teaching personnel, previously employed at the Melkonian Secondary School, are now employed by the American Academy. The Government subsidises the students' tuition fees as well as instructional material, including books.

Furthermore, the Council of Ministers with Decision No. 63.847, dated 3/5/2006, approved the provision for free of charge afternoon lessons in the history, the language and the culture of the Maronites, the Armenians and the Latins at the state-funded educational institutions which operate in all areas under the effective control of the Government. The MOEC held consultations with the Representatives of the Religious Groups who indicated that this decision was extremely difficult to implement, as attendance would not be obligatory for the members of the Religious Groups; therefore, the MOEC has asked the interested parties to propose alternative solutions.

The Representatives responded, mainly, by asking for books to be written about the history and culture of their respective Group. The MOEC Directorate for Secondary Education has been appointed as the coordinator for this action. Currently, all recommendations submitted are being evaluated and the MOEC will proceed with the implementation of the specific projects.

***67. Please provide detailed information on the actual number of classes taught in Armenian at the different levels of education at the NAREG schools and whether they are taught as an integral part of the curriculum.***

At the primary level of education at the NAREG Schools (functioning in Lefkosia, Lemesos and Larnaka) all instructional subjects are taught in the Armenian Language except the courses in English Language and the courses in Greek Language (these courses are taught as a second language). The Armenian Language is taught six to ten periods per week (each period with a duration of 35 minutes).

In the case of secondary education the school follows the current curriculum approved by the MOEC. Armenian Language and Literature, Armenian History and Religion are taught as a part of a special additional curriculum (total of six instructional periods per week, with a duration of 45 minutes each).

***71. Please provide information on whether the plans to integrate the library of the MEI into the University Library have been implemented.***

The MOEC held intensive consultations with the Representative of the Armenian Religious Group and the Representative of the Board of the Armenian General Benevolence Union (AGBU) in Cyprus, in order to proceed with the integration of the Library of the MEI into the national network of public libraries. However, the AGBU which is the owner of the Library strongly opposes to the implementation of the project.

***72. The MEI had also offered a three-year teacher-training course in the past. Its closure has a negative impact on the Armenian teaching staff.***

See comments in relation to paragraph 76 below.

***73. Please, provide further information on new developments concerning the MEI.***

There are no further developments concerning the MEI since its owner, the AGBU, remains on its position regarding the closure of the school.

***76. What steps have been taken to arrange teacher training in Armenian?***

The MOEC is fully aware of the necessity to offer teachers the opportunity to further develop their learning and teaching-skills. In this context it is prepared to start, during the present academic year, through the Cyprus Pedagogical Institute, organizing in-service training seminars and conferences for teachers who will teach pupils of ethnic minority backgrounds.

In-service training for the teachers of the Armenian language, especially designed and implemented for the educators working at the NAREG Schools, are presently being arranged by the Cyprus Pedagogical Institute. The Institute will announce a call for proposals in order to ensure that the most qualified academics/teachers (including Armenians of the Diaspora) will be engaged in the process of implementation of the training session. The MOEC will fund the entire project.

***CMA:***

***77. The Committee of Experts encouraged the authorities to provide for the teaching of CMA at primary-school level and otherwise where appropriate and in particular to arrange for the training of teachers and the production of teaching material.***

The informal teaching of CMA (since the proposed action plan for the codification and revitalisation of the language is in early stage) is currently under examination by the Division of Primary Education which is drafting a new policy in collaboration with the representatives of the Maronite Community. Regarding the training of teachers, as well as the publication of teaching material, specific suggestions are included in the proposed action plan. The MOEC emphasizes its commitment to support the relevant efforts of the Maronite Community, which it encourages to take initiatives towards the realization of this project and to also submit proposals.

Unofficial instructional material is currently used for the teaching of CMA during this present period of voluntary provision at the St. Maronas Primary School. The material was developed by Maronite teachers who have little or no experience in creating curriculums and syllabuses. However, in order for the MOEC to officially adopt it, it has to be assessed by an independent expert. The MOEC has asked the representatives of the Community to designate an academic expert in order to conduct the assessment. Their response is still awaited.

***78. The Committee of Experts encourages the Cypriot authorities to consider increasing the number of hours of CMA.***

Since the inclusion of CMA into the national curriculum is an ambitious task which requires special qualifications, knowledge and experience, the MOEC has asked the representatives of the Community to designate experts. The MOEC will fully support, financially and materially this task, including the training of teachers, the setting up of the curriculum and the publication of the teaching-material that is necessary for the instruction of CMA, as well as the history, culture and religion of the Maronite Community.

Pending its codification, CMA, will continue to be offered as an elective extracurricular subject twice a week during the afternoon schedule at the St. Maronas Primary School.

***79. The Committee of Experts encourages the Cypriot authorities to consider the possibility of offering CMA classes at other schools, provided there is a sufficient number of pupils who wish to learn the language.***

Up to the present, there has been no request for the introduction of CMA language classes at other schools. The MOEC will examine such a request if, and when, it is submitted.

***80. The Committee of Experts encourages the authorities to consider the possibility of offering CMA Classes at pre-school and secondary school level.***

See comments in relation to paragraph 79 above.

***83. The Committee of Experts urges the authorities to provide for the teaching of CMA at primary school level and in particular to arrange for the training of teachers and the production of teaching material (comment in the box).***

The MOEC is willing to help and support any effort for the development of instructional material and the training of teachers jointly with the Maronite Community.

See comments in relation to paragraph 77 above.

***Paragraph 1g.***

***85. CMA could be offered at the adult education centers.***

In keeping with the decision of the Council of Ministers referred to in relation to paragraph 64 above, the MOEC is willing to include the teaching of CMA at the Adult Education Centers, subject to there being a sufficient number of interested students.

***Paragraph 1 h***

***87. Please provide information on the situation of the planned Armenian language and culture courses at the University of Cyprus and whether the lecturing post for these courses will also carry out research or study of the Armenian language.***

The University of Cyprus Language Centre, in cooperation with the Armenian Community, has launched a project /course for learning the Armenian Language. The project is divided into two parts, of a duration of 75 teaching hours each, leading to A1 level of CERF. The first part commenced in January 2011.

***Paragraph 1 i***

***92. The Committee of Experts asks for information in any exchange relating to the language or to what extent such an exchange would currently be desirable for CMA speakers.***

As stated in the Second Periodical Report, the Government of Cyprus and the Government of the Lebanese Republic have signed a bilateral agreement on cultural, educational and scientific cooperation which provides for the exchange of teachers, scientists, specialists as well as scientific delegations in the abovementioned fields between the two countries.

The MOEC is committed to promoting and strengthening this project. However, it should be noted that the Maronite language spoken in Lebanon differs from the variant spoken by the Maronite Community in Cyprus (Cypriot Maronite Arabic - CMA) and, therefore, the benefit from an exchange programme for teachers is questionable.

***93. Please provide information on whether the government supports the umbrella organisation for cross-border co-operation in the field of sports and culture and give more details about the co-operation.***

All Cypriot athletes, regardless of their ethnic background, can participate in the competitions organised by the IOC or the corresponding international, European, Commonwealth and Mediterranean Federations, under the Cyprus flag. The Cypriot Delegations participate in most games/tournaments organized by several Federations, with very good results.

For information regarding cultural exchanges see above in the present Report as well as the First and Second Periodical Reports of Cyprus.

***95-96. Please report on whether there is any exchange, under the bilateral agreement of 2003 between the Government of Cyprus and the Government of the Lebanese Republic relating to the languages (or the Maronites) and to what extent such an exchange would be desirable for CMA speakers.***

See comments in relation to paragraph 92 above.

### **Paragraph 3**

**100. Please provide information on the outcome of the awareness-raising activities carried out by the sub-group of the CMA revitalisation group.**

See comments in Part I as well as to answers in relation to paragraphs 27, 43, 61 above.

### **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 is committed to adopting and implementing the recommendations of the Committee of Experts.

### **Chapter 3: Findings and proposals for recommendations**

**3.1. Conclusions of the Committee of Experts on how the Cypriot authorities have reacted to the recommendations of the Committee of Ministers**

#### **Recommendation 1:**

**“[...] apply Part II protection to CMA as a regional or minority language in Cyprus within the meaning of the Charter and strengthen in particular the teaching of CMA at primary school level.”**

**110. “The actual stage of implementation of CMA class is not clear. No teaching material or teacher training is available, although it seems that through the codification of the language and with the support of the team of experts, these shortcomings could be addressed”.**

See comments in relation to paragraphs 13, 77 above.

**Recommendation 2:**

***“[...]take measures to ensure that teaching in, and of ,Armenian at secondary level remains available”***

***112. “[...] While secondary education is no longer available at the Melkonian Secondary School, the Cypriot authorities have continued their efforts to maintain the site of the school by a preservation order. This could enable potential investors to reopen the Melkonian School.”***

See comments provided in relation to paragraphs 64 and 67.

**Recommendation 3:**

***“[...] adopt a structured policy for the protection and promotion of the Armenian and CMA languages.”***

***113. “The official appointment of the team of experts on CMA and the adoption of an action plan are important steps towards the protection and promotion of the language, but need to be grounded in a structured language policy”.***

See comments in relation to paragraphs 13, 43 CMA (comment in the box) and 77 above.

***“With regard to the Armenian language, no steps have been taken to adopt a language policy”***

The measures already adopted or proposed, as described in preceding relevant paragraphs, constitute part of the broader comprehensive policy in this matter.

***3.2. Findings of the Committee of Experts on the basis of the results of the second monitoring round***

***C. The Committee of Experts finds that in order to guarantee a long-term success and sustainability of the team of experts and effective implementation of its work it is vital that sufficient financial resources are allocated to the work of the team and the activities and measures they plan to carry out.***

See comments in relation to paragraphs 13, 43 CMA (comment in the box) and 77 above.

***F. Teacher training in Armenian is still not available in Cyprus. The future establishment of Armenian studies at the University of Cyprus could remedy this shortcoming.***

See comments in relation to paragraphs 64, 67 and 71 above.

**Office of the Law Commissioner**

**Nicosia, 18 January 2011**