

The European Global Education Peer Review Process

The European Global Education Peer Review Process is facilitated by GENE. It grew out of the Maastricht Declaration on Global Education (2002). The process serves to highlight good practice and offer a critical review of Global Education policy and provision in each country. For more details, please visit www.gene.eu/peer-review

The Peer Review of Global Education in Cyprus

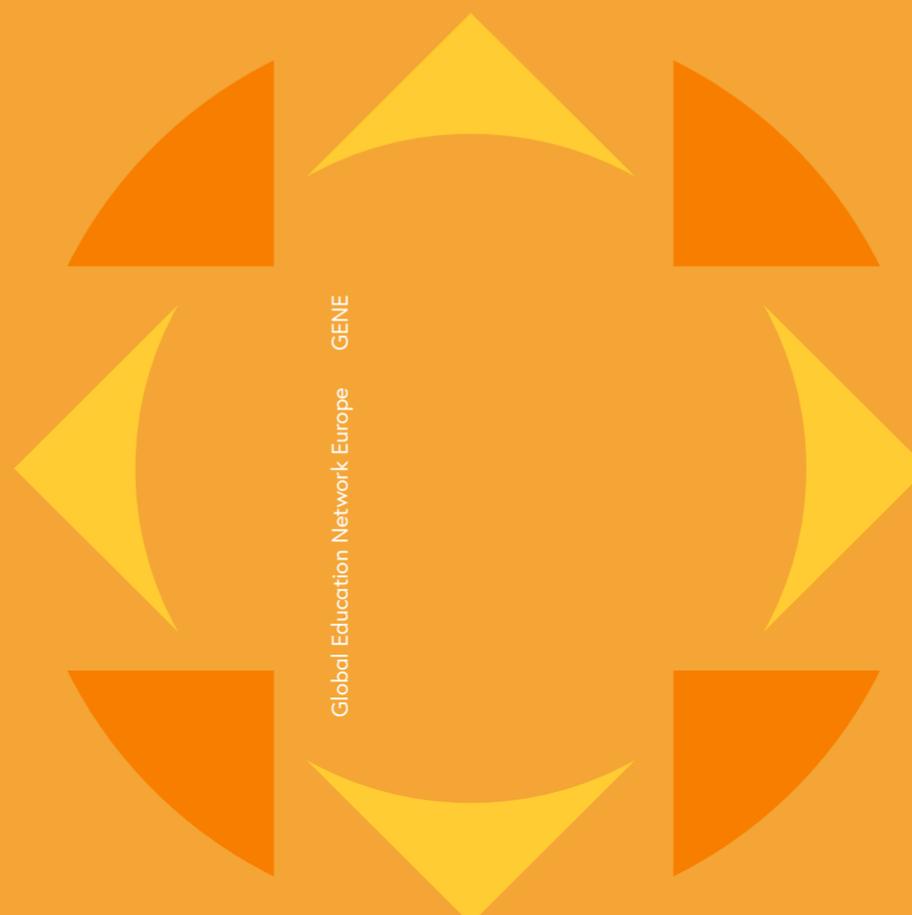
This National Report contains the findings from the Peer Review of Global Education in Cyprus that took place during 2017. It provides an overview of Global Education in the country and it includes observations and recommendations intended to assist Global Education actors in Cyprus to further improve and increase provision in the country. It also provides case studies of good practice.

Cyprus Peer Review

Global Education in Cyprus

Global Education Network Europe (GENE) is the network of ministries, agencies and institutions with national responsibility for Global Education. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education. GENE works to increase and improve Global Education towards the day when all people in Europe - in solidarity with people globally - will have access to quality Global Education.

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The European Global Education
Peer Review Process
National Report on Cyprus



Global Education in Cyprus

**The European Global Education Peer Review Process
National Report on Global Education in Cyprus**

GENE
GLOBAL EDUCATION NETWORK EUROPE



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Camões - Institute of Cooperation and Language, Ministry of Foreign, Portugal

GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.

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Abbreviations & Acronyms

ADA	Austrian Development Agency
AHDR	Association for Historical Dialogue and Research
CARDET	Centre for the Advancement of Research & Development in Educational Technology
CFPA	Cyprus Family Planning Association
CONCORD	Confederation for Co-operation of Relief and Development NGOs
CPI	Cyprus Pedagogical Institute
CYINDEP	Cyprus Island-wide NGO Development Platform
CYC	Cyprus Youth Council
DAC	Development Assistance Committee
ESD	Education for Sustainable Development
EU	European Union
EUR	Euro (currency)
FEO	Federation of Environmental Organisations of Cyprus
FWC	Future Worlds Centre
GDP	Gross Domestic Product
GE	Global Education
GENE	Global Education Network Europe
GNI	Gross National Income
HRE	Human Rights Education
IUCN	International Union for Conservation of Nature
MFA	Ministry of Foreign Affairs
MIGS	Mediterranean Institute of Gender Studies
MIO-ECSDE	Mediterranean Information Office for the Environment, Culture and Sustainable Development
MoEC	Ministry of Education and Culture
NCDO	National Committee for Sustainable Development Education (Netherlands)
NGO	Non-Governmental Organisation
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PCC	PRIO (Peace Research Institute Oslo) Cyprus Centre
PISA	Programme for International Student Assessment
SDGs	Sustainable Development Goals

UN	United Nations
UNDP-ACT	United Nations Development Programme – Action for Co-operation & Trust
UNFICYP	United Nations Peacekeeping Force in Cyprus
UNOPS	United Nations Office for Project Services
USAID	United States Aid Agency
USD	US Dollars (currency)
YBC	Youth Board of Cyprus

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The Peer Review Team met with many committed people and organisations who shared their knowledge and perspectives on the many facets of Global Education in Cyprus. Among them were universities, local authorities, NGOs, youth structures, bi-communal peace initiatives and a broad range of representatives from the education sector. All stakeholders gave generously of their time and expertise and spoke openly and candidly about the rich and diverse history and current state of Global Education in Cyprus. A full list of the meetings that took place during the international Peer Review Visit in June 2017 can be found among the appendices at the end of this report.

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Executive Summary

This National Peer Review Report on Global Education¹ in Cyprus is part of the European Global Education Peer Review process, facilitated by GENE – Global Education Network Europe. Since 2002, this process has worked with ministries and agencies, civil society organisations and academics, and with formal and non-formal educators in countries throughout Europe. The process has a central purpose: to increase and improve quality Global Education in Europe. The European Peer Review process seeks to strengthen policy frameworks, to share policy learning, to highlight good practice, and to make observations and recommendations that are fruitful for the improvement of Global Education at national level. In the process, examples of good policy and practice at national level are shared with counterparts throughout Europe.

The Peer Review process works in partnership with national policymakers and stakeholders in Global Education. The Peer Review of Cyprus was developed in co-operation with the Office for EU and International Affairs at the Ministry of Education and Culture of Cyprus. The Review involved a dedicated Reference Group with representatives from across the Ministry of Education, the Ministry of Foreign Affairs (MFA), relevant agencies and civil society. The Terms of Reference (ToR) for the Cyprus Peer Review, as well as the findings in this report, were developed in dialogue with the Reference Group. The aims of the Peer Review of Cyprus included:

- providing an insight into the national situation with regard to Global Education
- identifying good practice to share with GENE ministries, agencies, and the wider GE community from other countries
- offering an international comparative perspective and expertise
- making recommendations for possible areas of improvement
- maximising the opportunities for Global Education in Cyprus offered by the context of national circumstances

The Peer Review process involved a GENE Secretariat visit to Nicosia in February 2017. Desk research followed this visit, along with a series of interviews with many stakeholders, undertaken by the national researcher engaged by GENE. A briefing document was developed based on this information-gathering, which was used by the GENE Secretariat to brief the International Peer Review Team in preparation for the main visit in June 2017.

¹ In the Peer Reviews GENE uses the definition of Global Education, as an umbrella term, taken from the Maastricht Declaration: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. GENE also appreciates the varieties of national terminology, and the linguistic challenges involved in translating such a term into various languages. The report deals with the issue of terminology in the section below dedicated to Key Concepts.

An extensive range of Global Education actors took part in meetings over the three days of the International Peer Review Team visit, resulting in many new insights and learning about the situation in Cyprus. On the final day of the visit, draft Observations and Recommendations were presented to the Reference Group, which were subsequently edited to incorporate feedback and integrated into this report. Following the visit, the GENE Secretariat drafted this National Report on Global Education in Cyprus, again taking account of feedback from national stakeholders and the international team.

This Peer Review report on Global Education in Cyprus starts by providing background on GENE Peer Review and then outlines the process in Cyprus. There follows a chapter on the historical, political and economic context of Global Education on the island, before looking at key actors from the governmental and non-governmental side. The report then outlines how Global Education is integrated into the formal education sector and at how the different dimensions of Global Education: (Citizenship Education, Environmental Education and Education for Sustainable Development, as well as Anti-Racism Education, Intercultural Education and Education for Peace and Non-Violence) are approached within the education system in Cyprus.

The report goes on to look at the role of civil society and the youth sector and at some inspiring bi-communal actions and initiatives in the field. The last chapter outlines the Observations and Recommendations of the International Peer Review Team. These are directed towards stakeholders in Cyprus so that they might take further steps to increase and improve quality Global Education. The recommendations focus on a range of measures, including the co-ordinating function for Global Education nationally and enhancing the roles and commitments of different ministries. They also make specific arguments for the establishment of Official Development Assistance (ODA) spending devoted to Global Education in Cyprus. The recommendations call for greater conceptual clarity and strengthened youth participation. They also include suggestions for how GE could be strengthened in the formal education sector, using existing themes and tenets of GE as entry points: through the curriculum; in teachers' and school leaders' professional development; and through the work of the Departments for Primary and Secondary Education. These and other recommendations and observations are detailed in the final chapter.

This Peer Review report is just one step in an ongoing process; the launch of the report in the House of Representatives in Nicosia, scheduled for early October 2017, and further follow-up processes at national and international level, are intended to contribute to the ongoing growth and improvement of Global Education in Cyprus, and to peer learning for policy improvement in other European countries.

Chapter 1

Introduction

1.1 The European Global Education Peer Review Process

This National Report on Global Education (GE) in Cyprus is part of the *European Global Education Peer Review Process* initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE.² The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The Maastricht Global Education Declaration was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to:

*“test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...”*³

In 2003 a study was carried out to test the feasibility of developing a European Global Education Peer Review Process.⁴ The study began with a reflection on international country review processes in related or comparable fields.⁵ Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003, concluded that the setting up of a Europe-wide Global Education Peer Review Process could be an effective mechanism for the further improvement and increase of Global Education in Europe. This has proved to be the case.

2 For an overview of the European Global Education Peer Review Process, see O’Loughlin, E., “On the Road from Maastricht: Ten Years of Global Learning in Europe”. ZEP Journal, Issue 12, 2012, Waxmann: Munich and Vienna.

3 The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix III below. For the report on the Congress see O’Loughlin, E. and Wegimont, L. (eds) Global Education in Europe to 2015: Strategy, Policies and Perspectives. Lisbon: North-South Centre, 2003. Available at www.gene.eu

4 E. O’Loughlin carried out this feasibility study, concluding by recommending the development of a European Global Education Peer Review Process.

5 These included Peer Review processes facilitated by other international organisations such as the OECD DAC peer review of development assistance and the Council of Europe country review mechanisms, such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.

Since the first pilot review of Global Education in Cyprus in 2003, eleven Global Education Peer Review processes have been carried out, along with one follow-up review process. National reports have been published on Finland, the Netherlands, Austria, the Czech Republic, Norway, Poland, Slovakia, Portugal, Ireland, Belgium and now with this report, Cyprus.⁶ While the process has been refined and improved through reflective practice over 15 years, the key aim remains the same – the increase and improvement of Global Education. Peer Review processes have, according to stakeholders, led to the development, strengthening or growth of national structures, strategies and co-ordination in the countries reviewed. Researchers in the field credit the Peer Review reports as providing a solid base for a stronger data set and developing literature in the field across Europe.⁷ Commitment to the European Global Education Peer Review Process as a mechanism for improving the quality of Global Education has been reaffirmed at a number of international Global Education gatherings over the past decade and in numerous international documents, including the Espoo Finland Conclusions (2011 and 2014), the Lisbon 2nd European Congress (2012) the Hague Symposium (2012) and the Paris Conference (2016).⁸

Further national reports are planned for 2018 onwards, along with continued follow-up of existing processes.

1.2 Aims of the European Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national process is to provide international peer review, support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country and highlights good practice for national and international learning. It also reflects critically, in a comparative context, on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision. Each Peer Review aims to:

- collect and provide accurate and useful information on GE in a country
- recognise, appreciate and affirm what has been achieved
- strengthen Global Education and raise the profile among policymakers, decision-makers and stakeholders

6 Copies of these national reports are available at the GENE website www.gene.eu

7 See for example Bourn, D. Developing a Research Culture for Global Learning, chapter in Hartmeyer, H. & Wegimont, L. eds., (2016) *Global Education in Europe Revisited*. Waxmann: Münster and New York.

8 For example, in The Hague Conclusions, the key output from the Hague Symposium 2012 on Global Education, which brought ministries and agencies from across Europe together, participants wished to commit to: "Continued development of the GENE peer review process, including new country reviews."
http://gene.eu/wp-content/uploads/Gene_SymposiumHagueTheNetherlands2012-Conclusions.pdf

- support a universalist, rights-based approach
- promote co-ordination, co-operation and coherence
- contribute to national policy and strategy development, review and renewal
- create a basis for discussions about how to improve the quality of GE nationally
- contribute to capacity building
- contribute to international research

National reports, and the peer review processes preceding them, act as tools for national actors to enhance quality and impact nationally. They also provide a source for international learning, comparative analysis, benchmarking, policy making and improvement.⁹

1.3 The Peer Review of Cyprus: Methodology & Terms of Reference

The methodology used in the Global Education Peer Review of Cyprus involved desk research, interviews and country visits. The Peer Review Secretariat made a preparatory visit to Nicosia in February 2017. The main aim of this visit was to gather information and agree the method and process with key stakeholders, finalise the Terms of Reference and develop key questions. The visit also served to establish contacts in advance of the main international Peer Review visit and to familiarise the Reference Group with the process and secure involvement from a range of stakeholders. The main International Peer Review Visit took place in June 2017 and involved meetings with a broad range of established Global Education actors, as well as with many organisations with potential for further developing their Global Education activities and focus. The visit concluded with a presentation of draft Observations and Recommendations by the GENE Peer Review Team to the core partner and the Reference Group.

The Terms of Reference for the process were prepared in consultation with the core partner, the EU and International Affairs Office at the Ministry of Education and Culture, and with the Reference Group. The objectives included:

- providing an insight into the national situation with regard to Global Education
- identifying good practice to share with GENE participants and the wider GE community
- offering an international comparative perspective and expertise
- making recommendations for possible areas of improvement

⁹ The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than Development Education or Global Education).

- maximising the opportunities for Global Education in the context of the specific national circumstances in Cyprus

It is intended that the launch of the National Report on Global Education in Cyprus will stimulate further debate, as well as critical reflection on the issues outlined within it. As with other reports in the series, the launch of the National Report is seen as just one step in a continuing journey of improvement. While the Peer Review and the launch of the National Report are taking place during a time of continued challenges with regard to the achievement of a long-term settlement of the Cyprus question, the fact that Global Education is supported at the political and parliamentary levels offers unique opportunities for placing GE at the heart of education, and at the heart of public engagement with global and local issues in Cyprus.

Chapter 2

The Context of Global Education in Cyprus

2.1 Introduction

The background context in any given country significantly impacts the development and conditions for Global Education. Political and economic factors, public opinion and current affairs all play a role, along with a multitude of other factors. This chapter provides a brief overview of some of the contextual factors influencing Global Education in Cyprus.

2.2 Political Context

Cyprus has an estimated current population of 1,186,087 people and ranks as number 33 on the Human Development Index. Life expectancy is around 80.3 years and the population attend school for an expected 14.3 years.¹⁰

Cyprus is an island nation-state in the south-eastern corner of the Mediterranean Sea, and a member of the European Union since 2004. However, the application of the European Acquis Communautaire (including its human rights obligations) is suspended in those areas of the Republic of Cyprus in which the Government of the Republic of Cyprus does not exercise effective control. The areas under Turkish military occupation since the 1974 invasion amount to 36.2% of the territory of the Republic of Cyprus.

Since 1974, repeated attempts have been made to reunify the island. From May 2015 to July 2017, negotiations aiming at a comprehensive settlement of the Cyprus problem proceeded intensively and significant progress was achieved on a number of issues. The President of the Republic of Cyprus has expressed his readiness to resume negotiations at any time, within the framework of the United Nations Secretary General Good Offices Mission and the “six-point framework” submitted by the UN Secretary General during the Conference on Cyprus, held at Crans Montana from 28 June to 7 July 2017.

In terms of political participation and freedom, Cyprus features a diversity of parties and frequent fluctuations in voter preferences, making rotations of power common. According to the 1960 Republic of Cyprus constitution, a Greek Cypriot shall be President, while a Turkish Cypriot shall be vice President. The vice-presidential post has been vacant since 1963, when the Turkish Cypriots withdrew from all government positions. Turkish Cypriots living in the Republic of Cyprus are able to vote and run for office and enjoy the

¹⁰ <http://hdr.undp.org/en/countries/profiles/CYP>

same rights as every Cypriot citizen. In addition to the provisions for Greek and Turkish Cypriots, the constitution allows for three religious groups (Maronites, Armenians and Latins/Roman Catholics) to each elect a non-voting representative to the Parliament.¹¹

The President is both Head of State and Head of Government and is elected for a five-year term, and can hold office for a maximum of two terms. Mr. Nicos Anastasiades won the 2013 presidential election. Mr. Anastasiades came to power in the context of the 2012-13 economic crisis and pledged efficient negotiations with the EU and the IMF over a bailout agreement for Cyprus. He formed a government with representatives from his own party (the conservative party Democratic Rally – DISY), the Democratic Party – Diko and the European Party – Evroko. Diko left the coalition in early 2014, which caused the government to lose its majority in parliament. The next Presidential election takes place in early 2018.

2.3 Economic Context

Cyprus has moved from a largely agrarian economy to successfully expanding and diversifying into tourism, financial services, light manufacturing and shipping. In recent years, it has also become a recipient of significant investment from Russia and Eastern Europe and elsewhere, particularly in the property and financial sectors. Its Gross Domestic Product was 19.32 billion USD in 2015, which brings the GDP per capita to 22,957.40 USD for the same year.

The previously mentioned banking and sovereign debt crisis in 2012-13 put limits on the ability of Cyprus to determine its own economic policies; the bailout loan granted by the EU and the IMF imposed severe terms on depositors and required the government to implement a range of austerity policies. However, the bailout loan and the associated policy measures came to an end in 2016 and Cyprus has seen modest economic growth and rising employment in the last two years.

Since the unrest and wars in the neighbouring region started, Cyprus has received refugees, which has slightly changed the demographic profile of the island. Although refugees have come from many countries in the past, in recent years they have mainly arrived from neighbouring Syria. During 2016, just over 1200 Syrian refugees arrived on the island.¹²

11 <https://freedomhouse.org/report/freedom-world/2016/cyprus>

12 Asylum Information Database, Cyprus Country Report 2016
http://www.asylumineurope.org/sites/default/files/report-download/aida_cy_2016update.pdf

2.4 Development Co-operation Context

In 2005, CyprusAid was set up to further establish Cyprus' development co-operation programme. It was chaired by the Minister of Foreign Affairs and operated in collaboration with the Ministry of Finance and the Planning Bureau. It distributed Cyprus' development co-operation budget in a number of different ways, primarily through partnerships with other actors and aid agencies from other European countries (with Cyprus acting as co-funder), and also through a scholarship programme for nationals from developing countries.

CyprusAid's first development co-operation programme lasted from 2006-2011 and focused primarily on the neighbouring Middle Eastern region and a small number of countries in Africa.¹³ The programme supported infrastructure, social services (health, education, development of human capital) and the environment. CyprusAid also used its budget to offer scholarships to citizens from developing countries to study in Cyprus.¹⁴ For the period 2009-2015, CyprusAid contributed financially to UNITAID (a World Health Organisation initiative to fight global pandemics). During 2010-2013 it also participated in the fast-start financing mechanism for climate change.¹⁵

CyprusAid did not have a separate budget line for project calls open to local (non-governmental) organisations for Global Education/Development Education and Awareness Raising (DEAR) projects.

Following the financial crisis in 2012-13, CyprusAid's operations were transferred to the Ministry of Foreign Affairs. The Planning Bureau was renamed the Directorate General for European Programmes, Co-ordination and Development in November 2013. The Ministry of Foreign Affairs is now responsible for setting Cyprus' ODA policy as well as for implementing it¹⁶.

13 Specifically, it focused on the Autonomous Palestinian Authority, Bosnia Herzegovina, Egypt, Lebanon, Lesotho, Mali, and Yemen.

14 The countries that participated in this programme included Azerbaijan, Armenia, Bangladesh, Bosnia and Herzegovina, Georgia, the Gambia, Indonesia, Iran, Kazakhstan, Kyrgyzstan, Moldova, Pakistan, the Sudan, Tajikistan and Uzbekistan. http://www.cyprusaid.gov.cy/planning/cyprusaid.nsf/page09_gr/page09_gr?OpenDocument

15 CyprusAid, http://www.CyprusAid.gov.cy/planning/CyprusAid.nsf/index_en/index_en?OpenDocument

16 Decision of the Council of Ministers no. 75.141, dated 24/5/2013

It is the stated aim of the Ministry of Foreign Affairs to resume overseas development co-operation activities in order to eventually comply with the European Union target of committing 0.33% of GDP to such activities. Furthermore, it is a stated priority of the Ministry of Foreign Affairs to comply with EU policy initiatives. At present, there is no budget for GE/DEAR to support education, public awareness, and critical public engagement towards that goal.

2.5 Public Opinion on Development

The latest Eurobarometer measuring the opinions and knowledge of Europeans indicated that there are high levels of support for efforts to tackle poverty and for development aid among Cypriots. 92% of respondents in Cyprus feel that tackling poverty in developing countries has a positive influence on EU citizens as well and 69% feel that it is “very important” to help people in developing countries. 94 % agree that aid for developing countries contributes to a more peaceful and fair world. 89% of Cyprus respondents feel that tackling poverty in developing countries should be one of the main priorities of the EU. These levels of support are some of the highest in the whole European Union. Meanwhile, only 50% of Cyprus respondents feel that tackling poverty in developing countries should be one of the main priorities of the national government.¹⁷

Peer Review Reflection: It would seem that there is scope for stimulating public discourse and developing critical public support for national commitment to ODA targets through a well-structured and well-funded Global Education programme, in the context of Cyprus’ commitments as an EU member state in the area of Overseas Development Assistance.

2.6 Public Understanding of Global Education

The academic and praxis development of the field of Global Education has been present in Cyprus’ education system and civil society for decades. Indeed, it could be argued that the foundations of Global Education have been present for centuries and for millennia – as Cyprus, at the cross-roads of many civilisations and as the birthplace of some, has always had a focus on the wider world, on the place of the particular in the universal, and on learning for individual freedom and social justice, near and afar.

Since the establishment of the Republic of Cyprus, Global Education has been dynamic as an educational concept. GE has evolved parallel to the island’s political and socio-economic development, and reflecting different movements nationally, in the region and internationally. For example, Global Education components were present when Cypriots sought self-determination and independence in the 1950s. Some forms of GE also featured following the island’s violent division in 1974, when human rights education became

17 Special Eurobarometer 455, https://ec.europa.eu/europeaid/sites/devco/files/sp455-development-aid-final_en.pdf

synonymous with the Greek Cypriots' struggle for ending the Turkish military occupation. Education for Sustainable Development and Environmental Education also have strong and proud traditions over decades; and Cypriots' own critical experience of the development process in the aftermath of 1974 is relevant here. On the other hand, intercultural education and the global dimension of learning did not feature significantly until more recently.

In the current day, it is not certain whether a strong public understanding of the term Global Education exists in Cyprus. Among the wider public, the term is sometimes understood as the act of studying abroad or learning about other countries in the world. This also resonates with interview feedback from the NGO community, indicating that Global Education work is not so much driven by an expressed need to increase global education in Cyprus, but rather from the lack of it, in conjunction with the availability of funding for such activities from different external funding bodies, particularly from the European Commission/EuropeAid.

2.7 Global Education Concepts

There are various strands and traditions of Global Education in Cyprus. Some are linked to particular historic and social developments, some form an integrated part of the formal education system and others are part and parcel of the fabric of civil society. The Peer Review came across the following distinct strands:

- Global Education
- Environmental Education and Education for Sustainable Development
- Citizenship and Global Citizenship Education
- Anti-Racism Education
- Peace Education
- Human Rights Education
- Intercultural Education

There is agreement among stakeholders in Cyprus that many strands of “Education for...” intersect and overlap. This Peer Review came across some significant differences in the way concepts are interpreted and understood. When there is a plethora of terms, the situation is likely to cause confusion among teachers and other education practitioners who come into contact with the terms.¹⁸ In a later chapter, we deal in some greater detail with the ways in which the differing strands are understood in Cyprus.

Peer Review Reflection: Experience of Global Education policy development in other national contexts suggests that a process of clarifying the concepts used in the national setting to describe key terms is often very beneficial to clarity of policy and strategy.

2.8 Funding Context

Global Education in Cyprus is funded through the government, through the European Commission/EuropeAID, Erasmus+, the United Nations and through a small number of other external funds or private foundations. Wherever Global Education appears in the curriculum or in teacher training from the Pedagogical Institute, funding comes through the government and is part of the annual education budget approved by the parliament. As much Global Education is integrated into the formal education system, it is difficult to separate that funding information from the overall education budget. This Peer Review therefore looks primarily at funding for GE outside the formal education system in the realm of civil society and NGOs. This is explored in more detail below.

Since the first pilot review of Global Education in Cyprus in 2003, eleven Global Education Peer Review processes have been carried out, along with one follow-up review process.

18 For an insightful parable on this situation, one that gave rise to the definition of an umbrella term, see Richardson, Robin “Elephant Education” in *Daring to be a Teacher* (1991), Stoke-on-Trent, Trentham Books. On the challenge regarding the need for dialogue between differing strands of GE, and the dangers associated with one strand seeking to subsume others, see Hicks, David (2008), *Ways of Seeing, The Origins of Global Education in the UK*, available at <http://www.teaching4abetterworld.co.uk/docs/download2.pdf>

Chapter 3

Global Education in Cyprus – Ministries and Agencies

3.1 Introduction

This section outlines the main ministries and agencies that are active in Global Education in Cyprus, through funding, policy, strategy or co-ordination.

3.2 Parliamentary Committee on Educational Affairs and Culture

The Parliamentary Committee on Educational Affairs and Culture is responsible for issues that fall under the operations of the Ministry of Education and Culture. The Chairman of the Committee at the time of writing this Peer Review Report, Mr. Hadjiyiannis, has expressed support for issues of Global Education; as have other members of the Committee during the Peer Review process. This cross-party political support for the integration of Global Education into the education system is both welcome and important for the future of education in Cyprus.

3.3 The Ministry of Education and Culture

The Ministry of Education and Culture is the central authority that oversees the operations of all statutory educational, cultural, youth and sports related bodies in the Republic of Cyprus. As such, the MoEC is responsible for the work of the Pedagogical Institute of Cyprus, the Curriculum Development Unit, the Departments for Primary and Secondary Education and all other bodies that are related to public and private education. The Ministry also co-ordinates the Interdepartmental Committee on Global Education, which brings together the MoEC, the Pedagogical Institute, the Departments for Primary and Secondary Education, the Ministry of Foreign Affairs and several NGOs working in Global Education.

3.3.1 Pedagogical Institute

The Pedagogical Institute of Cyprus (CPI) started its operations in 1973 with a mandate to improve the quality of education on the island and promote co-operative learning. The Institute has a mandate to provide continuing education and professional development opportunities to educators at all levels of the educational system and to inform them on the latest educational trends.¹⁹ The CPI consists of the following departments:

¹⁹ Pedagogical Institute of Cyprus
http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=329&Itemid=161&lang=en

- Educational Documentation
- Educational Technology
- Teachers' In-service Training
- Educational Research and Evaluation (which became the Centre for Educational Research and Evaluation in 2008)
- Curriculum Development Unit (incorporated in 2002 and also responsible for textbooks and educational materials)

The role of the Cyprus Pedagogical Institute is to promote the Continuous Professional Development (CPD) of all teachers in the system, at all levels, based on international and European trends in education, local needs and MoEC priorities. In addition, its role is to advise the MoEC on education policy matters and to act as an intermediary between schools and the MoEC.

In order to understand the needs of teachers and school leaders, a range of data collection tools are used, including questionnaires for the Heads of the Departments of the MoEC, needs assessments by the school units and teachers, meetings with Teachers' Unions, questionnaires at the end of seminars, programmes and conferences, along with information supplied by the schools in the Professional Learning Portal and via the electronic platform <http://www.pi-eggrafes.ac.cy/>.

The CPI regards as one of its main strengths the fact that it operates horizontally within the MoEC. It is able to serve all sectors in a systemic and holistic way and it is not bound by a strict top-down or bottom-up approach. The CPI promotes a participatory model of working by communicating directly and continuously with schools as well as with the ministry.

A Decision of the Council of Ministers provides the official framework for teachers' professional learning. One of the main challenges faced by the CPI is the fact that many teachers' professional development programmes are not obligatory; teachers' professional development depends largely on personal commitment. Another challenge is the difficulty in evaluating the impact of professional learning on teaching and learning. The current model of evaluation focuses mainly on the reflections and attitudes of teachers and trainers. There is also no accreditation body for the Institute's programmes.

3.3.2 Inspectorates for Primary and Secondary Education

The MoEC Inspectorates operate as part of the Departments for Primary and Secondary Education. Their purpose is to provide quality control, improvement and system wide change in the education system in Cyprus. There are three inspectorate teams, which operate at primary education level, secondary education level and with technical and vocational education. At the primary level, inspectors have a network of schools that they oversee. As such, this system allows for a more centralised approach, as inspectors are directly overseeing all teachers and operations of the schools in their network. At the secondary level, as in other countries, inspectors oversee teachers of their subject area. As inspectors note, Global Education activities take place in an interdisciplinary manner, but without a specific mandate for assessment. The integration of Global Education is dependent on system-wide realities. This means that small changes can have a large, system-wide impact.

The engagement of the Inspectorate, the openness to Global Education as part of their work of quality control, and the fact that the Inspectorates (both primary and secondary) are fully engaged in the national co-ordination committee on GE – and are involved in international initiatives – augurs well for further integration.

3.3.3 Youth Board of Cyprus

The Youth Board of Cyprus is a government-funded public legal entity that was established in 1994.²⁰ It operates to promote the role of youth and to offer opportunities for young people to participate actively, both locally and abroad.²¹ The Youth Board is the national body responsible for activities such as the European Voluntary Service and Erasmus+. It works closely with Cyprus Youth Council to consult and reach out to young people on the island. A recent example of such collaboration was the consultation exercise in connection with the development of the National Youth Strategy, and subsequently with the National Youth Action Plan.

The Youth Board distributes funding each year through a call for applications. There are three categories of eligible applicants – non-formal groups of at least four young people, formally established youth organisations, and youth centres. The annual sum for such projects amounts to 1 million Euro, a decline from previous years when up to 5 million Euro were distributed annually. In Cyprus, people between the ages of 15 and 35 are considered youth. The Youth Board operates in close collaboration with the Ministry of Education and Culture, but it is an independent organisation led by an Executive Director appointed by its Board of Directors (see also Chapter 5 below).

20 Youth Board Law of 1994 (N.33(I)/94)

21 Youth Board of Cyprus, <http://onek.org.cy/en/home-page/who-we-are/our-role/>

3.4 Ministry of Foreign Affairs

The Ministry of Foreign Affairs is responsible for Cyprus role in the world and for bilateral and multilateral diplomatic relations. Its priorities include the resolution of the Cyprus conflict and adherence to EU commitments. In terms of Global Education engagement, the Ministry of Foreign Affairs takes part in the meetings of the Interdepartmental Committee on Global Education. It also played an active and crucial role in attracting funding for Global Education projects as part of the European Year for Development (2015) from the European Commission in collaboration with NGO actors in Cyprus. The MFA also collaborates closely with the Ministry of Agriculture, Rural Development and Environment, the Ministry of Education and Culture and the leading NGOs that work on Global Education issues. The MFA, at the time of writing, had no allocated budget line for Global Education or Development Education and Awareness Raising (DEAR).²²

The Political Affairs Division at the MFA is responsible for the voluntary reporting on the Sustainable Development Goals (SDGs) to the United Nations and collaborates with other ministries and agencies in Cyprus in order to obtain data for the report, including the Ministry of Education and Culture for SDG 4 (Quality Education). In order to raise awareness, the MFA and MoEC prepared and circulated an online questionnaire about the SDGs that the public could respond to, and through which people could indicate what goals they felt were most important to them and to Cyprus. Seven hundred and thirty respondents provided feedback and identified health (72%) and education (68%) as their top priority goals. Cyprus' 2017 voluntary SDG report was presented at the UN headquarters in New York in July 2017.

The Directorate General for European Programmes, Co-ordination and Development operates as an independent office responsible for issues related to European Funds and Programmes, such as the European Investment and Structural Funds, the EU Competitive Programmes and the grants provided by the countries of the European Economic Area and Switzerland. It also deals with development and cross-cutting issues, such as Research, Technological Development and Innovation, Lifelong Learning, Corporate Social Responsibility and the "Europe 2020" Strategy.

3.5 Ministry of Agriculture, Rural Development and Environment

Recognising that, for Cyprus as a small island state, sustainable development, agriculture and environment are inextricably linked, the mission of the Ministry is clearly focused on a commitment to increasing sustainability. The Ministry describes its *raison d'être* as follows:

"...the agricultural and rural areas that make up the unique character of the Cypriot

22 See Observation 6 and recommendations 4 and 5 in Chapter 6 in this regard.

countryside, forests as well as other natural areas and aquatic ecosystems, must be preserved and become more sustainable. The Ministry of Agriculture, Natural Resources and Environment undertakes the immense responsibility, to promote through an integrated coordination, the protection and sustainable management of the environment, natural resources, and the sustainable management of agricultural, livestock and fisheries production. Therefore, we work with a great sense of responsibility, to ensure a better quality of life for present and future generations of Cypriots.”²³

The Ministry considers awareness-raising, information and education as part of its brief in this regard.²⁴ The Forestry Department, which is part of the Ministry of Agriculture, Rural Development and Environment, co-funds two of Cyprus’ Centres for Environmental Education for the purpose of offering educational opportunities to pupils, teachers and university level students.

Municipalities and Global Education

Municipal authorities play an important role in the broader area of Global Education in Cyprus. Regardless of their size, municipalities provide the infrastructure and support for youth clubs and they also organise educational events of various types, including citizenship education, education for environmental sustainability and intercultural, anti-discrimination education.

The Municipality of the capital city of Nicosia (www.nicosia.org.cy/en-GB) offers a broad range of services to children of immigrant background and to low-income families, including support that promotes social integration. After-school programmes, community centres, counselling centres and educational seminars, as well as social and cultural events, sports and festivals are examples of the municipality’s contributions to Global Education.

3.6 Inter-Ministerial Co-operation

One notable feature of Global Education in Cyprus is the level of inter-ministerial, inter-agency and inter-stakeholder co-ordination and co-operation. This is achieved through the Interdepartmental Committee for Global Education, which also represents Cyprus at GENE. The Committee consists of:

- the Ministry of Education and Culture (co-ordinated by the EU and International Affairs Office, and with representation from the Pedagogical Institute as well as from the Departments of Primary and Secondary Education).

23 From the description of its mission, available at http://www.moa.gov.cy/moa/agriculture.nsf/page01_en/page01_en?OpenDocument

24 See <http://www.moa.gov.cy/moa/agriculture.nsf/All/7A8A689E06CB4A03C22578B500278F46?OpenDocument>

- the Ministry of Foreign Affairs (Department for Development Co-operation, Humanitarian Assistance and International Financial Organisations)
- Future Worlds Centre (NGO)
- CARDET (NGO)
- NGO Support Centre (NGO)
- CYINDEP (Cyprus Island-wide NGO Development Platform)²⁵

Participation and engagement in the committee is impressive, particularly given that some NGOs have little funding for this work. The organisations choose to engage in order to advance Global Education as a whole, as well as to further their own interests in terms of achieving collaboration and implementing projects.

3.7 Peer Review Reflections

The Peer Review notes that collaboration between Ministries and Agencies in Cyprus is very well developed in the area of Global Education, and that the leadership of the Ministry of Education and Culture has been, and continues to be, indispensable in this regard. The leadership and facilitation of the Interdepartmental Committee on GE is recognised by all participating organisations as a real strength in GE in Cyprus, and as a potential vehicle for further increase and improvement.

At the same time, the over-reliance on committed individuals and the need for further structural commitment – particularly with regard to the need to provide financial support to civil society organisations to engage in this necessary co-ordination work – is also noted.

The MoEC in its strategic planning includes many values with strong links to Global Education. This is a very good foundation for further strengthening of GE and the global dimension in education policy and practice, particularly when drafting further strategies and action plans for the coming years.

The work done by the Pedagogical Institute across a range of GE topics is commendable and puts Cyprus in a very strong position from an international comparative perspective. As it works horizontally within the MoEC, the institute has the potential to systematically introduce Global Education across educational levels and subjects, thereby implementing a global dimension into the system as a whole. The Peer Review also sees room for even greater engagement by the Pedagogical Institute in the work of the Interdepartmental Committee on GE, across a broader range of themes from the Institute's work.

25 CYINDEP is currently inactive due to a lack of funding, but still receives some staff support on a voluntary basis from the NGO community.

The engagement of school inspectors from the Departments of Primary and Secondary Education with regard to GE themes is laudable and, considered from an international perspective, should be affirmed and celebrated. All of these actors take part and play an active role in the Interdepartmental Committee on Global Education, which undoubtedly keeps the topic of GE on the agendas across different parts of the Ministry of Education and Culture and its affiliated bodies.

The MoEC takes a clear policy lead in Global Education, and this should continue. The Peer Review also came across genuine interest in and political support for Global Education at parliamentary level, and hopes that this may lead to stronger political and practical engagement among further key ministries and agencies - particularly with regard to the Ministry of Foreign Affairs.

The Youth Board works in many areas that are tangentially or directly linked to Global Education and plays a prominent role supporting the youth sector. However, according to feedback to the Peer Review, it does not directly address the global dimension in its programmes and actions and Global Education does not feature prominently in the Youth Strategy or National Action Plan, although strong elements of citizenship and sustainability exist within them.

While the Youth Board has strong links to the Ministry of Education and Culture, it does not interact directly with the Interdepartmental Committee on Global Education, run by the EU and International Affairs Office. The Peer Review sees opportunities for the Youth Board of Cyprus to strengthen its work in Global Education. It could begin to do so by identifying and linking the Global Education aspects of its work (for example by mapping the GE content of the Youth Strategy and National Action Plan). The Peer Review also sees opportunities for creating a practical link between the Board and the Interdepartmental Committee on Global Education. Such collaboration could happen, for example through occasional participation in committee meetings by the Board, and through joint calls for Global Education-themed youth projects through the Board's existing funding mechanism.

Chapter 4

Global Education in the Formal Education System

4.1 Introduction

In this chapter, the Peer Review report outlines what current GE provision looks like in the formal education system. The chapter starts with a brief overview of the education system and then looks at the ways in which various strands of Global Education have grown and are understood and implemented.²⁶ The chapter also explores opportunities for Global Education within current and emerging policy and practice, including the annual educational goals. Finally, the chapter ends with some insights gained from detailed conversations with policymakers and stakeholders within the formal education system.

4.2 Main GE Themes in the MoEC and Formal Education

In the academic year 2016-2017 the public education system funded and operated 332 primary schools. This involved 4 153 teachers and 50 423 students.²⁷ For the secondary education level, the latest available statistics are for the academic year 2014-2015 when 114 middle schools and high schools and 15 technical schools operated, with 22 742 students attending middle school and 19 217 students attending high school. During that academic year, the Ministry of Education and Culture employed 5 781 teachers at the secondary level.²⁸ The education system is relatively centralised and all aspects of educational activities are overseen by the Ministry.

As outlined in previous sections there is a wealth of historic tradition among the differing strands of GE in Cyprus, and these are reflected in initiatives in the formal education sector. In its Strategic Plan from 2018-2020, the Ministry of Education and Culture describes its work as implementing an educational policy that embodies the values of equality, inclusiveness, creativity and innovation, and aiming at life-long, balanced development whilst at the same time strengthening culture and cultural creativity. The vision is to form literate citizens with skills, responsibility, democratic ethos, historical identity as well as respect for diversity. The plan lists the following core values of education:

- integrity and respect in interpersonal relations
- teamwork and collaborative spirit for common goals

26 This brief overview should be read as a precursor to a more detailed mapping that may be necessary at national level.

27 MoEC, Statistics, http://www.moec.gov.cy/dde/en/pdf/statistika_en.pdf

28 MoEC, 2014-2015 Annual Report, http://www.moec.gov.cy/etisia-ekthesi/pdf/annual_report_2015_gr.pdf

- effectiveness and efficiency in order to satisfy the differentiated needs of learners
- accountability, transparency and evidence-based decision making
- active citizenship and participation in society, taking into account historical and cultural identity
- effective communication and unhindered flow of information, so as to facilitate communication both horizontally and vertically
- service to society by creating positive experiences for pupils and their families, the labour market and the community

Global Education and the global dimension of learning, while not explicitly present among the values listed above, still feature as an underlying ethic in the work of the MoEC. The Ministry uses the definition of Global Education that can be found in the Maastricht Declaration from 2002 to describe the term Global Education.²⁹ The term Global Education is also used by the Interdepartmental Committee on Global Education, co-ordinated by the Office for EU and International Affairs at the Ministry of Education and Culture. Several of the NGOs that participate in the committee also use this term to describe their work with schools. In the Cyprus formal education system, within the various subjects across education levels, a number of different themes feature and they are outlined below.

4.2.1 Peace Education

Peace Education in Cyprus is both a necessity and a challenge due to the island's ongoing division. The understanding of the concept has shifted in recent years. Following the 1974 Turkish invasion, the use of the term peace education would have been encapsulated in the educational system's effort to promote awareness about the ongoing conflict and the continuous struggle to achieve the end of the conflict, the reunification of the island and the return of all internally displaced people to their places of origin. Nevertheless, at the time little effort was made to introduce a multi-perspective approach, to ensure understanding of who the Turkish Cypriots were, or what their views on the conflict might be and how they had also suffered due to the conflict.

In the formal education system, the first significant effort towards promoting peace education for the purpose of peaceful coexistence between Greek Cypriots and Turkish Cypriots happened in 2008, when the then Minister of Education and Culture, Dr. Andreas Demetriou, announced it an educational goal for that year.

A peace education programme is offered to students and teachers at secondary and primary

²⁹ MoEC, Global Education, http://www.moec.gov.cy/pagkosmia_ekpaidefsi/pe-index.html It is interesting to note that prior to the adoption of this definition within the Maastricht Declaration, an earlier version of the definition was proposed and agreed at an international conference in Nicosia in the months before the Maastricht Congress.

level, called the School Mediation Programme. It is based on a concept of restorative justice and promotes a democratic ethos. The programme trains teachers and students to become school mediators through components such as conflict resolution, remedial and restorative justice, and tolerance education. Students and teachers from 33.5% of Cyprus' secondary schools took part in training between 2012-2017.

In May 2017, the Technical Committee on Education endorsed a programme, run by the Association for Historical Dialogue and Research, called "Imagine". It brings together students from primary schools from both sides, during school hours, to participate in peace education activities. A pilot phase was successfully completed in May – June 2017. Early in the school year 2017-2018, a circular will be sent to all primary and secondary schools on the island inviting them to participate in the programme.

As the area of Peace Education is very strongly anchored among NGOs from all parts of Cyprus, Chapter 5 looks more in detail at this area through the looking glass of civil society.

The English School

The broadening of Peace Education as a field of education has mainly developed in the civil society sphere, but there are notable examples in some schools as well. In 2003, restrictions on crossing the dividing line between the occupied area and the area under effective control of the government were lifted and checkpoints were opened to enable such crossings. Since 2003, some Turkish Cypriot parents have been sending their children to English-speaking private schools in the south. Most of these schools operate as private enterprises. One notable exception and example is a school called the English School. What makes this school special is the fact that it is a public-private school; the school grounds belong to the government and the school's board of directors is appointed by the cabinet of ministers, but the bulk of funding comes from student fees that parents pay. Thus, the decision to re-admit Turkish Cypriot students at the school was not merely the school's decision, but a decision that came from the Ministry of Interior. About 150 Turkish Cypriots continue to attend the English school to this day, representing about 15% of its student body. The school has had to train staff members on peace education practices and has tried to foster a culture of peace despite many challenges.

4.2.2 Citizenship, Global Citizenship Education and Gender Equality Education

Active Citizenship Education is integrated into the subject of Health Education at primary level and Home Economics at secondary education level. The Global Citizenship component has been an added focus in the last few years and it is encapsulated in the European Identity dimension of the curriculum.

Such curricular integration is reinforced through teacher training and assessed through the work of the Inspectorates. The Pedagogical Institute has an in-service training department on the topic, and the integration into teaching is observed by inspectors at both primary and secondary education levels as part of their quality assurance work. An in-service training department also exists for Gender Equality Education.

4.2.3 Education for Sustainable Development

This area of Global Education has strong momentum and is high on the agenda within the formal education system, particularly at primary school level. The integration of ESD has been led and promoted by the Environmental Education department of the Pedagogical Institute. The National ESD Strategy has gained well-deserved international recognition as an example of good practice. It also provides an exemplar at national level of how a combination of adequate resources, political support, policy coherence, conceptual clarity, strong curricular integration, coupled with good teacher training which involves civil society, can impact on student learning, teacher practice and school change.

At the same time, given the difference in resources devoted to ESD compared to other strands of GE, it is important to point out that other strands of GE in Cyprus seem to receive much less priority by comparison. It would seem pertinent to draw lessons from the successful roll-out of ESD, while at the same time considering how to enable more space and more support for other strands of GE that, in the current national context, may be equally or even more important as part of the learning journey for Cypriot students, particularly Human Rights Education, Peace Education and Intercultural Education.

The National Action Plan for Environmental Education with a focus on Sustainable Development

The Cyprus National Action Plan for Environmental Education with a Focus on Sustainable Development was adopted by Parliament in 2004. It outlines the need to have Education for Sustainable Development as part of the official curriculum at every level and calls for the creation of seven Centres for Environmental Education. The centres are maintained through an annual governmental contribution of 600,000 Euro and in the academic year 2015-2016, more than 28,000 students, 400 teachers and 90 university-level students visited the centres for educational purposes.

The National Action Plan has been praised as good practice at an international level and is considered to be one of Cyprus' key innovative actions in education. Representatives of the MoEC are often invited to present the action plan at international meetings and Austria has signed a Memorandum of Understanding with Cyprus that includes training and assistance to follow a similar path. Recently, Cyprus has also started taking on a leadership role in the promotion of ESD at a regional level (Middle East/Southern Mediterranean).

Source: <http://www.esdmedcyprus.pi.ac.cy>

4.2.4 Anti-Racism Education and the Anti-Racism Code

Anti-Racism Education is a term that is in frequent use in Cyprus and it is becoming an important dimension of the formal education system. In 2016, the MoEC adopted a “Code of Conduct against Racism and Guide for Managing and Reporting Racist Incidents”. It was produced by the Pedagogical Institute and the Curriculum Development Unit.³⁰ This manual was widely distributed to all schools and currently serves as both the educational tool for this topic and the protocol for dealing with incidents of racial discrimination in schools. Anti-Racism Education has the advantage of offering a non-political tool for tackling negative behaviour against any group or individual, which means it can also be used to deal with negative sentiments and racism between Greek Cypriot and Turkish Cypriot students. The strong link at school level between the practice of anti-racism and anti-racism education – between curriculum development, teacher education, whole school approaches, and school codes – is noticeable and commendable. It recognises the reality that schools are not only places to be taught in the classroom about the issues affecting the world; but also that the way in which issues are dealt with can become a whole-school laboratory for learning to live in a diverse world.

30 Code of Conduct Against Racism, www.pi.ac.cy/pi/files/epimorfosi/antiratsistiki/kodikas_oct16.pdf

4.2.5 Intercultural Education

Throughout the 1980s and 1990s the Republic of Cyprus was a relatively monocultural society. Public school classrooms were comprised mainly of Greek Cypriot students and the curriculum was very similar to the Greek system. Intercultural learning was not present in the curriculum. In the early 2000s, Interculturalism became topic of interest within teacher education and students who studied at the Pedagogical Department of the University of Cyprus started to receive training on the principles of intercultural learning from then onwards. After Cyprus joined the European Union, migration transformed society, and the education system had to deal with the reality that Cyprus was now the home of students from many other countries – both from within and outside of the EU. More recently, Cyprus has seen an increase in the number of refugees from Syria and from other war-torn countries. Nowadays there are non-Greek Cypriot children in most classrooms and teachers have had to address these new realities by integrating intercultural learning into their teaching.

Interculturalism is part of the “Health Education” curriculum at the primary education level and in Home Economics at the secondary level. It is employed to deal with the negative phenomena of racism and xenophobia, which are also addressed through Global Citizenship Education. The Ministry of Education and Culture has recently developed and implemented an upgraded educational policy on Multicultural Education, aimed at facilitating integration of pupils from diverse ethnic backgrounds into the formal education system.

4.2.6 Human Rights Education

Similar to the area of Peace Education, Human Rights Education (HRE) has evolved as a concept. Recently, and due to the promotion of a more global perspective on human rights, the area has gained a more holistic outlook. Most notably, Hope for Children, a Cyprus based NGO received a grant to translate the Council of Europe’s *Compassio* into Greek and the NGO Support Centre has managed to get a copy into every primary school on the island. In addition, the NGO Support Centre has offered a number of trainings for teachers and it has created a pool of trainers, who upon request, visit schools to train teachers on using the toolkit.³¹ This model of NGO leadership and collaboration, of providing practical resources for teachers to use to implement educational activities, coupled with the fact that schools vote with their budgets on the importance of such training, augurs well for the potential of the field.

31 The schools pay for the trainer.

4.3 GE in Professional Development for Teachers and School Leaders

The Pedagogical Institute organises a wide range of seminars, primarily for teachers and school leaders. Some seminars have Global Education components, including several of the optional seminars offered on an interdepartmental basis (not specifically directed at primary, secondary or vocational levels). Examples include “Physical Education and Human Rights” and “Empowering Teachers to Educate for the Development of Life Skills in a Globalised, Borderless World”. There are also school based seminars on topics such as “Key Competencies of Lifelong Learning in the 21st Century School”, “Stereotypes, Prejudice, Racism: Towards Human Rights Education”, “Conflict Management Skills” and “Encouraging and Cultivating Creativity and Critical Thinking”.³²

Mandatory continuing training for teachers started in 2011-2012 in secondary education, and in 2012-2013 at primary level. Since then, teachers participate in professional development trainings twice per year. Newly promoted assistant principals at secondary level and newly promoted principals at both primary and secondary levels also attend compulsory seminars that take place once a week for the duration of the first academic year following their promotion. Global Education topics feature in these seminars, including ESD, active citizenship and gender equality.

Within the Pedagogical Institute, there are a number of programmes, committees as well as training sessions organised around topics related to Global Education. For example, the Committee for the Integration of Children with Migrant Background provides briefings and educational materials for schools. There is also a working area on Intercultural Education, a Code of Conduct for Anti-Racist Education, and a programme on Active Citizenship Education. The goal of the Active Citizenship Programme is to create “Aware students, who actively participate in school life and who become responsible for themselves, aware citizens in their local place, and creative citizens for the world”. The programme’s motto is “Live well in society. We act locally, we think globally”. The Institute also co-ordinated Cyprus’ participation in the pilot phase of the Council of Europe’s programme, “Indicator Framework on Culture and Democracy”, which took place in the spring of 2017.

32 Cyprus Pedagogical Institute
http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=600&Itemid=85&lang=el

4.4 Educational Goals for the School Year

Each year, the Minister for Education in Cyprus announces a set of educational goals.³³ Schools at every level are obliged to work towards achieving them. Typically, two or three goals are announced per year, with the first one usually relating to academic improvement and the others relating to social issues. In the last few years many of the goals that were set were very directly related to the field of Global Education. While the Peer Review recognises that changing priorities annually may cause some pressure on schools, nevertheless, the consistency and complementarity of recent themes, made them a potentially significant vehicle for Global Education.

For example, in 2015-2016 and in 2016-2017, one of the annual goals was to combat racism and discrimination and to promote the ideals of equality and respect. In 2014-2015, the second goal was entitled “Sustainable Development: Making our schools ‘green’, improving our quality of life”. In 2013-2014 the second goal was calling for the promotion of active citizenship with an emphasis on social cohesion. In 2012-2013 the first goal called for promoting actions in support of the Cyprus’ EU presidency that happened that year, while the second goal invited a focus on the development of attitudes that form the democratic citizen. The 2011-2012 first goal was titled “Our School – A workshop for the development of critical thinking, creativity and collaboration” while the second one was titled “Cyprus in Europe”.

In 2010-2011 the second goal was titled “Respect – Responsibility – Compassion” while the third goal called for the “Cultivation of a culture of peaceful coexistence, mutual respect and collaboration between Greek Cypriots and Turkish Cypriots that aims towards the ending of the occupation and the reunification of our country and our people”. This goal was introduced as the first focal goal in 2008-2009 by a newly appointed Minister of Education and Culture and continued to be a goal for three years. In the Cyprus context at the time, this goal was both bold and pioneering and as expected, it raised controversy.

In 2008-2009 the third goal called for a focus on “Intercultural Dialogue”, as the European Union had named 2008 as the “Year of Intercultural Dialogue”. In 2009-2010 the first focal goal was on ending social exclusion through education within the framework of a democratic and humanistic school.

33 As of the school year 2017-2018 this is changing. The goals are no longer set centrally and it is up to each school to define their own goals, based on the interests and needs of students and teachers in the local context.

It is expected that each school will form an action plan to achieve the goals of the year, and thus, actions towards these goals are taken at every single school unit. Each inspector at primary level has a network of schools to observe and this relationship is central in collecting data about the actions that were accomplished. However, while a long list of the most notable actions is provided in the Ministry of Education and Culture's annual report, for a variety of reasons it may not have been possible to adequately record the impact of these activities. For example, in the annual report from 2015 a five-page bullet point catalogue lists the Global Education activities that were implemented at a central and at a school level. While most were local activities, a great number of international collaborations and participation in international programmes were reported.

4.5 Universities and Research

There are five private universities and three public universities in Cyprus. At these institutions, Global Education topics are advanced in a few specific areas that differ somewhat between them. Nonetheless, all Science of Education programmes either include specific courses on Intercultural Education or they incorporate the topic. It is worth noting that Frederick University, one of the private universities, offers a Masters' degree in Environmental Education and Education for Sustainable Development.

Between 2013 and 2016, the NGO-Support Centre along with two other international partners, namely, the Pontis Foundation in Slovakia and the Kimmage Development Studies Centre in Ireland, collaborated with the academic community in Cyprus to implement a project entitled UNIDEV. It focused on "Development Education in Theory and Practice".³⁴ This project funded the production of academic publications related to the specific area of Development Education and focused on the UN Millennium Development Goals and the UN Sustainable Development Goals. Collaborators of the project included academics from several universities in Cyprus from disciplines like political science, law and economics.

4.6 Peer Review Reflections

The relatively small size and centralised nature of the school system provides unique opportunities for Global Education. The education system in Cyprus has strong provisions for Global Education, although the different components of GE in the system appear somewhat fragmented. For example, Intercultural Education, Active Citizenship Education, Environmental Education, Anti-Racist Education etc all operate alongside each other, but do not seem to be connected although they all aim toward the same thing – globally aware, responsible citizens who are able to learn to critically reflect on and engage with the world and to take action to make a difference. GENE uses the term Global Education as an umbrella to describe such education, and suggests that its use might serve to overcome any confusion that may arise from the "silo-isation" of different strands of GE in Cyprus.

34 UNIDEV, www.unidev.info

The Peer Review recognises the good work done within the Pedagogical Institute and the Departments of Education across different Global Education topics, and encourages the different stakeholders to come together regularly in order to form a holistic view of the Global Education offer, to learn from each other and to look at gaps and overlaps where appropriate.

Education for Sustainable Development dominates the Global Education discourse and education offer in formal education. With a strong national strategy in place, and a recognition of the good work done in this field, it may be time to start a dialogue about how the strategy can be complemented by a stronger emphasis on the socio-economic and human dimensions of sustainability beyond the theoretical possibilities offered by ESD as a concept. The Peer Review heard from several stakeholders about the need to revisit the strategy to specifically include language and actions targeted towards economic and social sustainable development. The current feeling among many non-environmental education experts was that ESD was “owned” by the environmental side. NGO representatives also suggested that a separate plan or strategy would probably be required to put social, economic and global justice perspectives on an equal footing with the environmental dimension of ESD.

The discussion about the Sustainable Development Goals also raised the possibility of expanding the scope and also the range of stakeholders involved in ESD by looking at how the goals and associated targets can be addressed in education. Specifically, goal 4, target 4.7 offers opportunities for balancing the approach.³⁵ This was among the key proposals that the MFA's Division of Development Co-operation and Humanitarian Assistance made in a speech at the common meeting of the parliamentary committee on education and culture and the parliamentary committee for the environment on April 5th 2017. Similar views are shared by some stakeholders from the NGOs who believe that the agenda of human rights education, gender equality and other social issues could be more adequately approached by, for example, revising National Action Plan in collaboration with and to create ownership among Global Education specialists from the social, economic, peace, human rights and intercultural spheres.

35 The 2030 Agenda for Sustainable Development contains 17 goals, including a new global education goal (SDG 4). SDG 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It has seven targets and three means of implementation associated with it. Target 4.7 reads “by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”.
Source: <http://en.unesco.org/gem-report/sdg-goal-4>

In general, the success of different initiatives depends to a significant extent on the attitudes of headmasters and teachers to the issues. This is particularly relevant to note in the context of potentially sensitive or controversial educational goals and approaches, such as those touching on the history and future of the relationship between Greek Cypriots and Turkish Cypriots. The Peer Review came across different examples of how attempts have been made to de-politicise educational processes by not referring to them as being part of a national reconciliation process or peace efforts and instead approaching them from a more global human rights or anti-racism perspective.

The Peer Review notes the necessary move towards more decentralised, school-based curriculum development and reform, and understand the difficulties of integrating particular perspectives into an already packed curriculum. Nevertheless, it is clear that in a period of transition and educational reform there is not only scope for, but a deep need for, the further integration of GE across the formal education system – not as an additional requirement, but as an integral part of reform. The Peer Review has seen evidence of great opportunities for such integration.

The Peer Review also sees opportunities for further integration of GE by strengthening its presence in the curriculum. Currently, Health Education, the Anti-Racist Code and some aspects of Human Rights, Intercultural and Citizenship Education provide some strands of GE. However, there are opportunities for rethinking GE and approaching it as a whole-systems approach aimed at introducing a global dimension to all learning. This may also raise demand among teachers for GE focused courses.

It is the Peer Review's understanding that all schools have been asked to develop and implement an Action Plan for the professional development of their teachers. Within the plans, schools can choose from a variety of activities offered by the Pedagogical Institute as well as other bodies. Examples of activities include professional learning through action research, school-based seminars and programmes for the integration of ICT in education. The Peer Review notes that programmes and seminars on GE could be made available as part of the activities on offer, or it might be possible for the global dimension to become integrated into the Action Plans in its own right.

The Peer Review also understands that at each school, a member of staff is the co-ordinator for teachers' professional development. Another opportunity for strengthening GE would be to offer these co-ordinators training and GE tools to encourage uptake and dissemination of GE learning to all teachers at the school. It may also be advantageous to consider organising a national conference or seminar teachers on Global Education, likely in collaboration with NGOs and other external stakeholders with relevant expertise.

A challenge exists within the education system in Cyprus regarding linking policy with practice. Various stakeholders have opined that while there is much change in the direction of GE at policy level, and much openness to change among teachers who acknowledge that their students are to a large extent already engaged in global education, there is still a gap to fill between policy and practice. Here the Peer Review is hopeful that the gap can be narrowed by the combined good services of the Pedagogical Institute through its commitment to curriculum reform and teacher training, and the commitment of the Departments of Primary and Secondary Education to ensure that quality and implementation are assured.

The academic community in the field of Global or Development Education in Cyprus is small. Many academics whose areas of work intersect, do not necessarily label their research as DE/GE focused. The researchers in this field are not strategically connected either with each other or with Global Education actors from other sectors, although some connections exist. At university level, there is no Development Education major, though single courses or modules exist. There may be scope for developing a minor in Development Education as a first step to expanding the offering at this level.

The Peer Review believes it would be beneficial for the MoEC to invite higher education institutions and existing Global Education contacts to identify their researchers and academics with an interest in the field with a view to bringing them together to explore commonalities and potential for more structured collaboration and overview of research activities and course offerings.

Chapter 5

Civil Society and Youth

5.1 Introduction

There are very few non-governmental organisations focused on development and Global Education in Cyprus; those who are display commitment, co-operation and a deep willingness to co-ordinate efforts for greater effect. They are joined on the GE scene by a well-organised youth sector working to promote youth participation and voice. This chapter looks at how civil society and youth in Cyprus engage with GE and how civil society manages to attract funding for projects and activities.

5.2 Non-Governmental Organisations

NGOs in Cyprus have lacked a legislative framework to define their operations, constitution and organisational status in the eyes of society and the government. Legally, NGOs continue to fall into the same category as foundations, sports and cultural clubs, associations and community volunteer groups. For more than a decade, professional NGOs have been lobbying to amend the existing legal situation to create definitive legal forms of organisation. In July 2017, a breakthrough decision on the matter was taken, with a new proposal that regulates the operations of NGOs going to a vote in Parliament.

Despite the somewhat fragmented situation in terms of the legal status of organisations to date, existing NGOs in GE in Cyprus are well connected and work well together, partly because there are very few professional NGOs and because the people active in the field know each other well. Only a dozen or so organisations have managed to develop to the point of having paid staff and attracting project funding from major donors.

Many NGOs collaborate with the Ministry of Education and Culture in a variety of ways, particularly for the purpose of planning and undertaking training and educational activities in schools and to offer seminars and training for teachers. A number of Global Education focused NGOs are also represented on the Interdepartmental Committee on Global Education, including Future Worlds Center³⁶, NGO Support Centre³⁷ and Cardet.³⁸

36 <http://www.futureworldscenter.org/>

37 <http://www.ngo-sc.org>

38 <http://www.cardet.org>

Future Worlds Center (FWC)

The Global Education Unit of Future Worlds Center was created in 2008 when the NGO was pioneering the first EU-funded project focusing on Global Learning in Cyprus – Accessing Development Education (www.developmenteducation.info). This project brought together Cypriot teachers to review global learning materials developed in the UK and Ireland, assess them for their relevance in the context of Cypriot school curricula and contribute to the translation and adaptation of a selection of these materials. Staff from the FWC as well as the teacher reference group received intensive training by UK and Irish GE experts and has since conducted numerous trainings for teachers across primary and secondary schools in Cyprus, with the support of the MoEC.

Further GE projects undertaken by the FWC include the development of teaching resources on the MDGs for secondary education, tailored youth trainings to mainstream Global Education within the non-formal education sector (www.youthoftheworld.org), as well as the development of a comprehensive set of activity boxes and learning materials on various GE topics (such as sustainable lifestyles, exploring and understanding the world, the global food system) that schools all over Cyprus can rent for a period of time to use in their classrooms (www.worldfromourdoorstep.com).

FWC's most recent efforts focus on exploring global interconnections through the global food system. The EU-funded project Map Your Meal (www.mapyourmeal.org) has developed a set of learning materials for the formal and non-formal education sectors, as well as an innovative mobile application, where users can learn about a range of GE topics that are connected to their own food products simply by scanning their barcode.

Source: www.futureworldscenter.org

There is no funding relationship between the Ministry and these NGOs. However, through gradual and growing collaboration, the two sides have developed trust and a professional working relationship. The NGOs report that support from the Ministry of Education and Culture is crucial in order to work with schools, to open doors with headmasters and teachers, and to have credibility as training providers.

Global Education NGOs in Cyprus can be broadly categorised into global and development orientated organisations, environmental and sustainability focused organisations, and peace and reconciliation orientated organisations. They have in common that they offer training, educational activities and projects to various audiences and target groups, including schools, youth, trade unions and teachers across Cyprus. Many also produce materials that become free and open source for students and educators to use.

5.2.1 Non-Governmental Development Organisations

In 2009, CYINDEP (Cyprus Island-wide Development NGO Platform) was created, bringing together the Greek Cypriot and the Turkish Cypriot development NGO platforms.³⁹ CYINDEP was established based on an MoU between the boards of the two platforms and its purpose was to overcome political obstacles and to enable Cyprus NGOs to join CONCORD (the European NGO confederation for Relief and Development). As a full member of CONCORD, CYINDEP represented Cypriot civil society and actively engaged many of its members in the various CONCORD working groups and bodies. For legal purposes, international funding contracts were signed by the Greek Cypriot NGO platform, but executed in the name of CYINDEP. The largest and most high-profile project carried out by CYINDEP was the Cyprus Presidency Project during 2012-2013, which was also the only year that CYINDEP had its own office, located in the Home for Co-operation in the UN buffer zone, staffed by a bi-communal project team.

For the European Year of Development in 2015, CYINDEP collaborated closely and successfully with the Ministry of Foreign Affairs and the Ministry of Education and Culture to attract European Union funding. During 2015, a wide range of initiatives took place across Cyprus, including exhibitions, festivals and public lectures. In the last couple of years, CYINDEP has been less active, partly for funding reasons and partly because of less engagement of its constituent members. CYINDEP continued to operate after the funding associated with the European Year for Development ran out and is still maintained on a smaller scale and on a voluntary basis by a few committed individuals.

It is worth highlighting that as no funding for an umbrella structure or platform exists, Cyprus NGOs have less resources available to organise themselves and co-ordinate their actions. However, that does not mean that the sector is fragmented or disorganised. On the contrary, Cyprus NGOs participate actively in national and international structures, campaigns and consortia. For example, NGOs on the island, in collaboration with schools across Cyprus, participate in Global Education Week, the annual Global Education campaign run by the Council of Europe.

39 <http://www.cyindep.org>

Development Education in Theory and Practice

In 2016, the NGO Support Centre published a toolkit for educators. The publication was a result of a joint project called UNIDEV, involving organisations from Cyprus, Slovakia and Ireland and funded by EuropeAid. It aimed to raise awareness of Development Education and the Millennium Development Goals among higher education students and to promote the inclusion of development education into Cyprus education institutions. The toolkit deals with a diverse range of issues, from global inequality, poverty and global citizenship, to sustainable development and global health. The articles are written by 12 authors who are experts in their respective field. Each article combines theory with practice and includes teaching tools on a specific topic around development education.

Source: <https://goo.gl/gSQnjS>

5.2.2 Non-Governmental Environmental and Sustainability Organisations

There are many organisations in Cyprus working to improve the environment, ensure sustainable consumption and lifestyles, promote better health and increase recycling, including for example Terra Cypria and Cyprus Friends of the Earth, who both run educational and information activities and projects with schools and with the wider public.

20 environmental and sustainable development organisations are part of the Federation of Environmental Organisations of Cyprus, which was founded in 1988. The FEO is officially recognised by the government (as a politically unaffiliated body) and participates and feeds into various Committees and bodies, both in Cyprus and abroad. The FEO does not constitute a political movement and takes pride in keeping its non-affiliated status to work for the environment and for sustainable development. The FEO submits its views and positions to various Parliamentary Committees and is always present at the Parliamentary Committee on the Environment meetings.

Some of the main activities of the FEO include informing, sensitising and mobilizing citizens around matters of the environment and sustainable development. In order to achieve this, FEO organises public information campaigns, exhibitions, conferences and lectures on environmental and cultural issues. It also participates in radio and television programmes to promote its positions.

The Federation is a member of international and European environmental organisations like the IUCN (International Union for Conservation of Nature) the EEB (European Environmental Bureau) and the MIO-ECSDE (Mediterranean Information Office for the Environment, Culture and Sustainable Development).⁴⁰

5.2.3 Non-Governmental Peace and Reconciliation Organisations

The rich field of Peace Education in Cyprus has its roots in civil society and the actions of NGOs that focused on rapprochement activities between the Greek Cypriot and the Turkish Cypriot communities. Such activities commenced in the mid-1990s and were considered taboo by some until the early 2000s. Youth activities mostly included bi-communal peace camps that took place abroad, primarily in the United States, through programmes funded and administered through the Fulbright Commission, UNOPS, USAID and the American Embassy of Cyprus. Teenagers from both sides had the opportunity to meet someone from the other side for the first time on neutral ground abroad. Through deliberation sessions, teenagers had an opportunity to experience peace education activities that taught them valuable lessons about co-existing with “the other”. These camps included Seeds of Peace and the School for International Training among others.

Association for Historical Dialogue and Research (AHDR)

In April 2003, a number of educators and researchers with an active interest in the teaching and learning of history established the Association for Historical Dialogue and Research as a non-governmental, non-profit, multi-communal organisation in Cyprus. Since then, the AHDR has been working with members of various ethnic, linguistic and professional backgrounds at different educational levels in Cyprus, taking the first steps towards a greater effort to maintain a continuous, open dialogue about enhanced pedagogic practices that could encourage the values of the discipline of History. The organisation has implemented projects like “Multiperspectivity and Intercultural Dialogue in Education”, “Representations of History and Intergroup relations in Cyprus”, “Revitalising the Dead Zone: An Educational Centre and Home for Cooperation” and “Gender as a missing lens”.

Source: www.ahdr.info/about_ahdr.php

In Cyprus, youth NGOs and civil society groups have on an ongoing basis actively managed to bring people together to meet for training courses either at the Ledra Palace Hotel in the UN buffer zone or at the bi-communal village of Pyla, which is also located in the buffer zone in the eastern part of the island.

40 Federation of Environmental Organisations of Cyprus
http://www.oikologiafeeo.org/index.php?option=com_content&task=view&id=25&Itemid=43

Civil society in Cyprus has in many ways developed in tandem with the political realities on the island. Since the island was divided in 1974, efforts have been underway to bring people together through education and learning. There are NGOs that offer summer camps to bring youth from the two parts of the island together, either on neutral ground outside the country's borders, or more recently on the island as well. There are NGOs who organise sports events where children from different backgrounds come together during regular school hours to play sports. Often, this is the first time that those children have met a fellow Cypriot from the other side of the green line. There are also NGOs who organise trainings for teachers, trade unions and headmasters on the art of peaceful co-existence and overcoming divisions.

While there are many complications and potentially difficult issues for the people of Cyprus to overcome, there is also a wealth of work ongoing that breaks down boundaries and challenges negative stereotypes. These activities are slowly and surely creating momentum among people across the island and are in many ways building a broad grassroots coalition for peace. Perhaps the most prolific NGO that currently works on promoting peace education is the Association for Historical Dialogue and Research. With an initial financial contribution from the Norwegian Government and other sponsors, they established the "Home for Cooperation" in the buffer zone. The venue is a unique community centre and a hub for bi-communal co-operation and peace education activities. Other notable programmes that are active today is the Cyprus Friendship Program, which continues to give the opportunity to teenagers to either meet in Cyprus or to travel to the United States of America to participate in a structured programme that promotes co-existence through the principles of Peace Education.

Technical Committee on Education

In November 2015, the leaders of the two communities agreed on the establishment of technical committees on education as a measure to promote a culture of peace among students. The committee focuses on finding mutually acceptable confidence-building measures and ways of co-operation between students and teachers from both communities. It has thus far endorsed a series of teacher training workshops on peace education and has contributed to bringing school children together at the Home for Co-operation to participate in peace education activities.

In May 2017, a new programme called “Imagine” ran its pilot phase at the Home for Co-operation in the buffer zone, bringing students from both communities together for peace education workshops. This programme is pioneering because it is under the auspices of the leaders of both sides of the island and it took place during regular school hours. Four Greek Cypriot schools and four Turkish Cypriot schools participated in the pilot phase. Funding for this program comes through The United Nations Peacekeeping Force in Cyprus (UNFICYP).

Source: <https://unficyp.unmissions.org/bi-communal-imagine-project-kicks>

5.3 The Youth Sector in Cyprus

Cyprus is in some ways a challenging environment for young people, particularly from the point of view of the economy and employment prospects. According to European Commission statistics, youth unemployment in Cyprus is high compared to the EU average.⁴¹ The Eurobarometer reports that while youth participation appears slightly lower than for the rest of the EU, youth volunteering rates are slightly higher. Compared to the rest of the EU, Cyprus youth are significantly less confident about being able to find employment after they finish their studies.⁴²

41 Eurostat, Unemployment Statistics, June 2017. Available at http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

42 Cyprus Youth Participation in Society, by CYMAR Market Research, available at <http://www.cymar.com.cy/en-gb/news/73603/>. Based on the findings from the 2015 Flash Eurobarometer 408: European Youth, available at http://ec.europa.eu/commfrontoffice/publicopinion/flash/fl_408_en.pdf

Youth-led and youth-serving organisations in Cyprus are plentiful and organised under the umbrella of the national youth council – Cyprus Youth Council (CYC). CYC is an umbrella organisation that seeks to act as a platform for exchange and communication between all youth NGOs in Cyprus.⁴³ The primary aim of CYC is to promote youth empowerment and active youth participation in political life and in decision making processes, through initiatives such as “Structured Dialogue” that enables young people and youth organisations to engage with decision makers at the European level directly.⁴⁴

Much of the co-ordinated and well organised effort of the Youth Council has Global Education components. For example, in the field of Human Rights Education, CYC is a partner in the RESTART.eu project that raises awareness regarding the refugee crisis caused by conflict in Europe’s neighbouring regions. CYC also promotes reconciliation and peace education efforts within Cyprus through partnerships with various NGOs. For example, during the annual European Sport Week, CYC and Peaceplayers Cyprus organise a basketball game that brings together the various minority groups living in Cyprus, as well as Turkish and Greek Cypriot youth to build bridges and create trust. The game takes place in the buffer zone separating the north and the south of the island.

Cyprus Youth Clubs Association

One of the member organisations of CYC is called KOKEN, which is the acronym of the name in Greek for Cyprus Youth Clubs Association. It is a national network of 86 associations and 20 local youth groups that reaches 8 000 young people every year. Many youth clubs have their roots in the settlements for internally displaced people that were created after the 1974 war and initially offered social and recreational activities for youth. However, many more youth clubs were established in the following years, expanding the scope and aim of activities and to deliver “*innovative non-formal learning to young people in order to encourage them to take responsibility and become active citizens*”.

Source: <http://www.cyprusyouth.org/en/>

Together with member organisations like KOKEN, CYC reaches out to youth across Cyprus and collaborates with various ministries and government agencies, primarily the Youth Board of Cyprus. A recent example of such collaboration was the extensive consultation exercise in connection with the formulation of the National Youth Strategy and the creation of the National Youth Action Plan. CYC carried out the consultation in close collaboration with its member organisations, and particularly the youth centres across the

43 Cyprus Youth Council <http://cyc.org.cy>

44 <http://sdcyprus.eu/>

island. During the consultation, CYC provided their Pool of Trainers as a resource.⁴⁵ CYC also collaborates on an ongoing basis with the Ministry of Education and Culture, for example on the Structured Dialogue project, to promote non-formal education and to gain formal recognition for youth workers. CYC is a member of the European Youth Forum and the Commonwealth Youth Council.

The youth sector is supported by the government in Cyprus in various ways, through for example the Youth Board of Cyprus (YBC), and through its endorsement for the National Youth Strategy and Action Plan. In addition to co-ordination and implementation of the National Youth Strategy, the YBC offers financial and technical support to youth-led Global Education initiatives. For example, YBC organises the No Hate Speech campaign and promotes respect for human and civil rights through programmes like Protasi and Mikri Arktos. YBC also supports active citizenship and the design of youth related policies at the local level, via the Municipality/Community Youth Councils. Furthermore, YBC promotes and supports volunteerism both through the Erasmus+ Programme (European Solidarity Corps and EVS) and participation in decision-making (through e.g. funding of the Structured Dialogue process). For more information on the Youth Board, see Chapter 3, section 3.3.3.

5.4 Funding for NGOs

According to feedback from NGO stakeholders to the Peer Review, the NGO community does not receive funding for Global Education from government sources to implement Global Education projects or activities in Cyprus. See the peer Review reflections above and observations and recommendations below for more detailed analysis of this situation.

Because public funding for GE projects is not available, NGOs working in this area rely solely on international funding and volunteerism. National ministries and agencies, such as the Ministry of Education and Culture and the Ministry of Foreign Affairs, encourage this and often partner with NGOs for the purpose of attracting funding for GE projects in Cyprus from the European Union in particular.

The Youth Board of Cyprus provides funding for youth-led NGOs via the Protovoulies Neon (Youth Initiatives) programme, including funding for both Cyprus Youth Council and KOKEN, as well as many of their constituent members. This is not specifically for Global Education projects, but it could potentially be a source for GE initiatives.

45 <http://cyc.org.cy/en/pool-of-trainers/>

5.4.1 European Union funding

Much GE funding for NGOs comes from the European Union through Erasmus+ (Youth) and EuropeAid. Funds are disbursed through competitive open calls for proposals. NGOs typically apply as members of a consortium of NGOs from several European countries, which means that they need to develop a high level of professionalism in order to manage the (often complex) application procedure, as well as grant management and reporting. As mentioned above, there are few professional NGOs in Cyprus and the same NGO can often be involved in several projects and actions.

Conversely, small NGOs that do not have the capacity for professionalisation are often unable to secure funding. In the past, the NGO-Support Centre had received a grant to strengthen the Cyprus' civil society, and through that project consultants were hired to train smaller NGOs in identifying appropriate funding sources and composing project proposals. However, this opportunity is no longer available due to the fact that the specific project that allowed the funds for this service has been concluded. The issue of post-project-completion sustainability is certainly not a problem that is unique to Cyprus.

5.4.2 Other funders

Funding for Peace Education activities from the United Nations system is available in Cyprus through UNDP-ACT and through UNFICYP. In the last few years, the Stelios Philanthropic Foundation has also offered funding for awards that encourage bi-communal co-operation. The funds are not necessarily committed to peace education initiatives per se, but extend to bi-communal peacebuilding activities of any kind, ranging from business initiatives to marriage or life partners.

5.4.3 Lack of data on funding levels

Gaining an overall perspective regarding the amounts allocated to Global Education in Cyprus is a challenging task, as there is not a structure or a body in place that collects such information. NGOs do not have to publicly report on the funding they receive for projects and programmes. The Peer Review only came across one NGO that makes such information openly available – Future Worlds Centre, which provides a list of funded projects and the amount associated for each on its wiki page.⁴⁶

5.5 Peer Review Reflections

Civil society in Cyprus is rich and diverse. The organisations working for development, global justice and peace benefit from the extraordinary commitment of a small number of paid staff, and a large cadre of volunteers. The Peace Education NGOs in Cyprus offer non-formal learning experiences that have the potential to change minds and alter behaviours.

46 Future Worlds Centre Contracts, http://www.futureworlds.eu/wiki/List_of_Future_Worlds_Center_Contracts

This work is a direct intervention to break stereotypes and move people forward in thinking about and acting towards a united, peaceful Cyprus, and it complements the more long-term work of the formal education sector in shaping values and behaviours. Speaking truth to prejudice and challenging inherited beliefs is complicated at the best of times, and requires an acute awareness of and respect for history, culture and heritage. The Peer Review lauds the initiative from government and civil society alike to put such work at the forefront of the strive towards a common, peaceful future.

It is usual in European countries – and particularly among OECD DAC members – for Ministries of Foreign Affairs or their Development Agencies to allocate specific budgets for Development or Global Education. These budgets may include lines for:

- public awareness raising activities
- strategic initiatives by the MFA/Development Ministry or Agency itself
- partnership initiatives with other Ministries – such as the MoEC
- support to civil society for GE activities, usually organised through a call for project proposals or through strategic capacity building initiatives with intermediary organisations (national platforms of NGOs, national umbrella bodies for GE, social sectors such as youth, trade unions, etc.)

Such funds are recognised internationally as being part of the Official Development Assistance programme of the country and so, while spent at home, are part of the ODA budget – which is important for Cyprus in its commitment to reach the EU target for ODA. More importantly, such funds enable the development of public engagement, critical public perspectives, public knowledge of, and critical public support for, a country’s international engagement and global policy remit. It is also in line with stated MFA priorities to EU commitments.

The national application process often serves as a complement in terms of the organisations’ capacity development and funding base, and can lead to them being able to take the “next step” and apply for funding from international donors. As indicated above, this is currently not the case in Cyprus, and most smaller organisations are not able to make the leap either in capacity or funding terms. However, it should be noted that a small number of NGOs have managed to develop this capacity anyway, a fact which is unusual and that shows great determination and commitment to the causes they are working for.

The Peer Review notes that there is potential for Cyprus NGOs and the Ministry of Foreign Affairs to work together in the context of developing funding lines as – or even as a priority precursor to – the MFA restart of its programme of Official Development Assistance. Furthermore, the current structures being facilitated by the MoEC, that already include most of the necessary stakeholders, could ensure the co-ordination and national strategic impact of GE funding.

There are also opportunities for making links between Global Education and the funding offered by the Youth Board of Cyprus for youth groups, youth organisations and youth centres, by, for example focusing a funding call for proposals on a current GE theme.

The Cyprus Youth Council, as the representative body of youth organisations and as the voice of young people, reaches far and wide among youth on the island. There is potential for further youth participation across Global Education initiatives and across government in Cyprus, for example by offering direct representation on key committees and projects run by the Ministry of Education and Culture and the Ministry of Foreign Affairs.

Chapter 6

Key Observations and Recommendations

Observations

1. The Peer Review recognises the existing political and institutional support for Global Education in Cyprus. It also welcomes the interest shown by the Parliamentary Committee on Education and Culture with regard to the Peer Review Process and to Global Education. The Peer Review also welcomes the interest of other parliamentarians in the process.
2. The Peer Review acknowledges that the complex historical, political, economic and cultural situation in Cyprus, as well as its reality as a small island state, present particular opportunities and challenges to improving and increasing Global Education.
3. The review wishes to acknowledge the excellent work and huge potential of the Interdepartmental Committee on Global Education; with steering by the MoEC, the involvement of the MFA and the engagement of NGOs. This augurs well for further deepening of co-operation and co-ordination of Global Education in Cyprus.
4. The very strong leadership and co-ordination role of the MoEC in Global Education, led by the EU and International Affairs Office, with the support of the Permanent Secretary, is strongly commended by the Peer Review. This crucial leadership role – internally with the Departments of Primary and Secondary Education and the Pedagogical Institute, and externally with other ministries and civil society stakeholders – is recognised by all involved in the Peer Review as being crucial to the current progress, and to future potential for strengthening GE in Cyprus.
5. The Peer Review also wishes to acknowledge the work of the MFA in co-ordinating the National Voluntary Review on the Sustainable Development Goals. This reporting exercise provides an important baseline for gauging the current situation and for identifying opportunities for further action across the spectrum of SDG implementation. The MFA's work in this field, and in Global Education more widely, has been achieved with strong and professional commitment in the context of very limited human and financial resources.

6. The exemplary work being carried out by a small number of committed NGOs devoted to Global Education is also noted with admiration by the Peer Review. These NGOs show a strong commitment to increasing and improving GE provision in Cyprus. Their work is carried without government funding. From a European comparative perspective, it is the norm that NGOs receive funding for Global Education through the budget for development co-operation (ODA). It is quite impressive that in Cyprus, NGOs have developed the capacity to work in co-operation with key national ministries and agencies, and even to attract funding from the international level, without such national funding being available.
7. The Peer Review notes a challenge regarding the understanding of concepts in Global Education in Cyprus, and observes a degree of internecine rivalry in the national discourse between different strands or dimensions of Global Education. The Peer Review team, bringing a European peer perspective to this debate, wishes to affirm the work of all those involved in the various strands of GE in Cyprus, and to acknowledge the different ways in which they define their work and initiatives, including Development Education, Human Rights Education, Education for Sustainable Development, Education for Peace and Conflict Prevention and Intercultural Education.
8. The Peer Review is conscious that the current political, economic, cultural and historical juncture provides opportunities for deepening and expanding GE in Cyprus, particularly in connection with responding to the arrival of migrants and refugees, with the peace process, and with the struggle against racism and xenophobia. Some strands of GE, including Anti-Racism Education, Intercultural Education and Education for a Culture of Peace, have a particularly strong presence and tradition in Cyprus, with a wealth of initiatives in the civil society sphere. There is also strong political support for the increase and improvement of Human Rights Education. The confluence of current realities and existing strong traditions in Cyprus present unique potential for strengthening these dimensions of Global Education. The outcomes of the Ministerial Conference of the Cyprus Chairmanship of the Committee of Ministers of the Council of Europe also suggest that Cyprus can play a leading role in the Mediterranean region.
9. There is a strong national ESD strategy in Cyprus. The Peer Review recognises its strength and clarity, and the level of integration that has been achieved, particularly at pre-primary and primary levels. The Peer Review also notes that Cyprus is taking a political lead regionally in this field, having a strong foundation that serves as good practice internationally to inspire other countries in their work on ESD.

10. There are significant building blocks in place for further integrating GE across the formal education system. The Peer Review recognises the important opportunities that have been created for the increase and improvement of GE within curriculum reform at all levels, and across either particular subjects or through a cross-curricular approach. This is also true of in-service teacher education, of whole school initiatives against violence and racism, in the induction training for new school leaders, and within the work of the Inspectorates for primary and secondary schools.
11. At the same time, further efforts at integrating GE throughout the formal education system and beyond may be hampered by a range of factors, such as a lack of conceptual clarity and/or agreement on concepts, by a surface rather than a developed understanding of GE, by competing rather than complementary focus on different strands of GE, a lack of clarity regarding evaluation and monitoring, and by a need for further research and data collection, as well as by a lack of funding.
12. The Peer Review acknowledges the work of the Youth Board of Cyprus and the Cyprus Youth Council and notes their respective roles – current and potential – in Global Education in Cyprus.
13. The Peer Review wishes to highlight and acknowledge the crucial work of those working across divided communities to create the conditions for a culture of peace and tolerance among all people in Cyprus. The Peer Review commends ongoing initiatives aimed at bringing about steady, incremental, positive change through considered and imaginative initiatives, such as the work of the Technical Committee on Education.
14. There is some academic research in the field of Global Education in Cyprus. The Peer Review notes that some researchers and academics that are active in different strands of GE do not regularly come together to explore commonalities and the opportunities presented by connectedness and collaboration. There may be scope for doing so, and also for academics in Cyprus to explore links with the research community connected to the Global Education Network Europe (ANGEL).

Recommendations

1. Global Education has the potential to be at the core of educational responses to the most important issues facing Cypriot society in the coming decades. Political dialogue, the hope of lasting peace and prosperity, the country's role in Europe and in the Mediterranean, and more widely the potential for Cyprus to learn and to lead in a globalising world – these issues are at the heart of public discourse and dialogue and they are also at the core of Global Education. The Peer Review therefore suggests that Cyprus, like some other countries in Europe, considers placing Global Education themes at the heart of education as well as prioritising GE in its development and foreign policy discourse. For this to happen, Global Education needs to be higher on the political agenda and in public awareness. To this end, the Peer Review recommends that the political support for Global Education evident among some parliamentarians be built upon, perhaps through a joint briefing meeting of the Committee of Educational Affairs and Culture and the Committee of Foreign and European Affairs.
2. Recognising the important policy and thought leadership role that the MoEC has played in the development of GE in Cyprus, and also the strong commitment to integration of GE into the school system (from curriculum to teacher education to school leader induction to the work of the Inspectorate for primary and secondary schools) the Peer Review recommends that the EU and International Affairs Office at the MoEC continues and expands this leadership role for the integration of the themes and strands of Global Education into primary and secondary education.
3. Building on the excellent co-operation evident through the Interdepartmental Committee on Global Education, there may be some opportunity for further increasing its reach and scope to include other key actors and areas of Global Education in Cyprus. As a first step, the Peer Review recommends that the Committee considers inviting a small number of further stakeholders, such as universities/academia, the Cyprus Youth Council, the Youth Board of Cyprus and a broader representation from the Pedagogical Institute.
4. The Peer Review acknowledges the strong commitment within the MFA to GE, particularly through participation in the Interdepartmental Committee on GE. The Peer Review also recognises that this commitment is evident despite severe constraints regarding policy, financing, and human resources in the field of development co-operation in general, and Global Education in particular. The Peer Review respectfully suggests that the MFA should consider moving towards a strong and clearly stated institutional commitment to Global Education.

5. The Peer Review strongly urges the MFA to develop policy commitment to Global Education, and corresponding spending from overseas development aid (ODA) funds. International experience suggests that such funding is the only way that a small but growing ODA programme can ensure strong public support and critical engagement with global and development issues. Specifically, the Peer Review urges Cyprus MFA to take steps to increase support and critical public engagement around development, as these are key in the context of Cyprus fulfilling its international obligations regarding ODA, including the EU target of devoting 0.33% of GNP to ODA. GENE's experience is that increase and improvement in GE at national level happens best when MFA and MoEC priorities in this field are complementary; GENE urges the MFA to develop a complementary institutional commitment to that of the MoEC.
6. Following on from Observation 7, the Peer Review notes the need for greater conceptual clarity, and for further joint reflection on the conceptual basis of Global Education in Cyprus. There is also a need for greater consensus regarding the concepts used, as well as a flexible approach to avoid excluding significant actors. The Peer Review recommends that the MoEC work jointly with key partners to deepen reflection and arrive at a common understanding regarding terminology, perhaps through a national declaration.
7. The Peer Review recognises the work of the Pedagogical Institute in the field of Global Education, and recommends system-wide integration, through inter alia New Policy on Teachers' Professional Learning, and in recent and ongoing curriculum reform (including in the work of its Director as Chair of the Committee for the Modernisation of the Curriculum) as well as through its important training function.
8. Within the formal education sector there is clear evidence of the excellent work regarding the integration of different strands of Global Education throughout the pre-primary and primary school curriculum, and (perhaps with a lesser level of integration) in secondary school curriculum in particular subjects and in cross-curricular and whole-school initiatives. At the same time, detailed conversations with committed policymakers suggests that there is the need for greater integration of efforts so that differing strands of GE do not operate in isolation from each other or compete with each other for the limited space available in the curriculum. The Peer Review recommends bringing together the individuals working across GE areas to improve and reinforce efforts.

9. It is also clear to the Peer Review that while there is good integration at the level of curriculum, this does not necessarily translate into syllabi and classroom teaching. There is a need to assess the actual level of integration of GE into classroom practice, and then into student learning. (Such assessment is of course dependent on emerging change in the current system.) The Peer Review recommends a systematic mapping of existing integration of GE into the formal education system at all levels, along with a review of existing data. This would also contribute to national efforts to report on the SDGs, particularly target 4.7.
10. The Peer Review suggests that the 2018 focus on global competencies within the OECD PISA survey provides an opportunity for further strengthening GE in the Cypriot education system.
11. The Peer Review encourages the MoEC, particularly the Pedagogical Institute and the Departments of Primary and Secondary Education, to continue to work with appropriate experts as well as with schools themselves to identify or develop evaluation criteria and appropriate methods for assessing how the different strands of Global Education are implemented at school level by teachers.
12. The annual goals set by the Minister of Education and Culture represented a particular opportunity for a thematic focus on Global Education at schools. The Peer Review recommends that the MoEC could also consider creating an annual award/prize for the most globally aware schools, which could be used to highlight integration within and across subjects and to affirm the development of a school culture towards GE goals.
13. The Peer Review recommends that teachers and schools be offered subject-based and/or cross-curricular, practical approaches and methodological guidance on how to include a global dimension in all learning, particularly at secondary level.
14. The Peer Review recommends the introduction of a GE module as a necessary or compulsory part of initial teacher education in Cyprus.
15. At university level, the Peer Review sees opportunities to begin greater integration of GE themes in third-level courses, and also some potential for greater co-ordination across the sector. The Peer Review recommends establishing a pilot GE module within an undergraduate and/or graduate degree or doctoral level. It may also be possible to explore a collaborative GE lecture series among universities. The Peer Review also recommends support for GE research, as well as the coming together of academics from different strands of GE to explore commonalities and synergies.

16. The recently launched National Youth Strategy contains elements of Global Education across different pillars, goals and priorities. The Peer Review recommends that GE provision be strongly elaborated in the National Youth Action Plan in order to maximise opportunities for collaboration between youth actors and Global Education organisations in Cyprus. The review further recommends that the youth sector be included on the Interdepartmental Committee for Global Education. The Peer Review also recommends that closer links be made with the Youth Board of Cyprus and the Cyprus Youth Council to explore the strengthening of the global dimension in youth work policy and funding.
17. The Peer Review acknowledges the role played in non-formal Global Education and support for young people offered by some local authorities. The Peer Review has seen examples of local level collaboration between municipalities and civil society suggesting that the role of local authorities as partners could be further explored. The Peer Review recommends further dialogue between local authorities and established Global Education actors in Cyprus.

Appendix I

Maastricht Global Education Declaration (2002)

A European Strategy Framework

For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the *UN Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education (2002)**
 - *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
 - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;

- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that...

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in co-operation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th-17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

Appendix II

The Espoo Finland Conclusions on Global Education in Curriculum Change (2011)

Meeting in the Hanasaari Centre, at Espoo, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE).

The Symposium “Becoming a Global Citizen” led to the Espoo (Hanasaari) Finland Conclusions:

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies, and drawing on Finnish and other national experiences:

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.

6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. These approaches are shared effectively at European level through co-ordination and co-operating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.

7. GENE and Finnish partners – FNBE, MFA and MoE - along with other participating national Ministries and Agencies will take these conclusions to its Roundtables, and to its Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.

Appendix III

Cyprus Peer Review Process Meetings

Invitees	Department or Organisation
<i>REFERENCE GROUP – INTERDEPARTMENTAL COMMITTEE ON GLOBAL EDUCATION</i>	
Dr. Niki Papadopoulou-Papa Head of the European and International Affairs Office, Co-ordinator of the Interdepartmental Committee on Global Education	Ministry of Education and Culture
Ms. Erika Demetriou European and International Affairs Officer	Ministry of Education and Culture
Dr. Aravella Zachariou Co-ordinator of Environmental Education Unit	Pedagogical Institute
Ms. Eva Neofytou Inspector for Home Economics, Secondary Education	Ministry of Education and Culture
Mr. Yiorgos Koutsides (PhD) Inspector for Trade, Design and Technology, Secondary Education	Ministry of Education and Culture
Dr. Maria Papacosta Inspector for Health Education, Primary Education	Ministry of Education and Culture
Ms. Cristiana Tzika Deputy Head, Department of Development Co-operation and Humanitarian Assistance	Ministry of Foreign Affairs Political Affairs Division
Ms. Marilena Kyriakou Project Administrator	NGO Support Centre
Ms. Kerstin Wittig Fergeson Head of Global Education Unit	Future Worlds Center

Invitees	Department or Organisation
Ms. Sophia Arnaouti Global Education Officer & National Co-ordinator, Global Education Week	Future Worlds Center & North-South Centre of the Council of Europe
Mr. Sotiris Themistocleous Assistant Director	Cardet
Mr. Michail Theocharis Researcher & Project Manager	Cardet
<i>MINISTRY OF EDUCATION AND CULTURE & PEDAGOGICAL INSTITUTE</i>	
Dr. Athena Michaelidou Director	Pedagogical Institute
Dr. Pavlina Hadjitheodoulou Head of the In-Service Training Department	Pedagogical Institute
Ms. Georgia Kouma 1 st Chief Officer, Department of Secondary Education	Ministry of Education and Culture
Dr. Andreas Tsiakkiros Officer, Department of Primary Education	Ministry of Education and Culture
Mr. Panicos Louca Inspector of Primary Education, Observatory for Violence in Schools Ms. Elena Hadjigerou, Programme Officer Ms. Aggeliki Andreou, Programme Officer	Ministry of Education and Culture
Mr. Constantinos Stavrinou Turkish Cypriot issues (Roma), Counsellor, Department of Secondary Education	Ministry of Education and Culture
Ms. Maria Iacovidou Inspector of English, Department of Secondary Education	Ministry of Education and Culture

Invitees	Department or Organisation
NGOs	
Dr. Yiannis Laouris	Future Worlds Centre
Mr. Loizos Loukaides Educational Programmes Officer	Association for Historical Dialogue and Research
Mr. Alev Tugberk Co-president	Association for Historical Dialogue and Research
Ms. Sotia Adamidou Principal Greek Cypriot Co-ordinator	Cyprus Friendship Program
ACADEMICS	
Dr. Alexandros Apostolides Assistant Professor of Economic History	European University of Cyprus Department of Accounting, Finance and Economics
Dr. Pavlos Koktsides Lecturer on Foreign Policy, Conflict Resolution, Strategy Terrorism and War, and EU Foreign Policy	University of Cyprus Department of Social and Political Sciences,
Dr. Aristotelis Constantinides Associate Professor of Law	University of Cyprus School of Law
Dr. Bernard Musyck Associate Professor of Economics	Frederick University School of Economic Sciences and Administration
Dr. Chrysanthe Kantzi Assistant Professor	Frederick University School of Education
Dr. Michalinos Zembylas Associate Professor and President of the Greek Cypriot Technical Committee on Education	Open University of Cyprus Department of Education
Dr. Maria Hadjipavlou Member of the Greek Cypriot Technical Committee on Education	University of Cyprus (Retired)

Invitees	Department or Organisation
<i>CYPRUS YOUTH BOARD (STATUTORY)</i>	
Mr. Menelaos Menelaou Executive Secretary	Cyprus Youth Board
Ms. Maria Christodoulou Senior Youth Officer	Cyprus Youth Board
Ms. Soula Pappouti Senior Youth Officer	Cyprus Youth Board
<i>CYPRUS YOUTH COUNCIL (NATIONAL YOUTH COUNCIL)</i>	
Ms. Christiana Xenofontos Policy Project Officer	Cyprus Youth Council
Ms. Andri Voutouri Communication Officer	Cyprus Youth Council
<i>MUNICIPAL AUTHORITIES</i>	
Ms. Stavroula Georgopoulou	Municipality of Nicosia

Appendix IV

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