



# Convention on the Rights of the Child

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## Committee on the Rights of the Child

### Sixtieth session

29 May – 15 June 2012

Item 4 of the provisional agenda

Consideration of reports of States parties

## Implementation of the Convention on the Rights of the Child

### List of issues concerning additional and updated information related to the third and fourth combined periodic reports of Cyprus (CRC/C/CYP/3-4)

Addendum

Written replies of Cyprus \*

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\* In accordance with the information transmitted to States parties regarding the processing of their reports, the present document was not formally edited before being sent to the United Nations translation services.

## **Part I**

### **Reply to the issues raised in part I, paragraph 1, of the list of issues (CRC/C/CYP/Q/3-4)**

1. A children's rights perspective is incorporated in all relevant laws of Cyprus. Treaties and Conventions that have been ratified by the Republic of Cyprus have superior force to any domestic law.
2. In order to safeguard the welfare, care and protection of children, as mentioned in article 3 of the Convention, the chapter on the protection of children within the new draft Law for the Welfare, Care and Protection of Children is ready for legal vetting. The other chapters of the draft Law along with the relevant regulations concerning standards of operation of Child and Adolescent Homes are expected to be ready for legal vetting within 2012. The new draft Law conforms fully with the principles and provisions of both the Convention on the Rights of the Child and the European Convention on the Exercise of Children's Rights. The welfare and best interests of the child are of paramount consideration in the draft Law.
3. In order to safeguard the protection of unaccompanied minors as stated by article 22 of the Convention, the Refugee Law was amended in 2009 with a new provision, according to which the Commissioner for the Protection of Children's Rights takes action as soon as possible, as representative or assistant of the unaccompanied minor during the examination of the minor's application. Also according to that provision, the Asylum Service ensures that the representative, who is allowed by the Asylum Service to be present at the personal interview, is given the opportunity to inform the unaccompanied minor about the meaning and possible consequences of the personal interview and where appropriate, about how to prepare him/her for the personal interview.
4. An amendment of the Protection of Young Persons at Work Law (L.48(I)/2001) is in the final stage, to safeguard the protection of children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development (art. 32 of the Convention).
5. In 2010, the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict was ratified in order to harmonize national legislation with the relevant provisions of the Convention.
6. A new adoption bill was submitted to the House of Representatives in November 2011 and is under discussion. The new bill aims at improving the provisions regarding the protection of children and in order to unify the laws regarding national and inter-country adoption, as stated in article 21 of the Convention on the Rights of the Child.

### **Reply to the issues raised in part I, paragraph 2, of the list of issues**

7. The Commissioner for the Protection of Children's Rights Law (L. 74(I)/2007), came into force in 2007. Article 8(1), states that "While exercising his/her powers, the Commissioner:
  - (a) acts independently, obeying the law, morality and conscience". Furthermore according to article 11, the Commissioner is paid remuneration and benefits, as approved by the Council of Ministers.
8. The Office of the Commissioner is staffed with personnel in different fields of expertise, according to the needs and requirements of the Office, as stated in article 12 of L.

74(I)/2007. The Office has its own budget line. All the above measures ensure the adequacy and autonomy of the Office.

**Reply to the issues raised in part I, paragraph 3, of the list of issues.**

9. There is an ongoing effort in individual Ministries and Services to improve their data collection systems and better inform policies. Statistics are in line with the requirements set by EUROSTAT. A central registry still needs to be established.

10. Cyprus participates in working groups at the European Union level whose aim is to harmonize statistics in EU Member states and develop relevant indicators.

11. The Social Welfare Services are represented in the Indicators Sub Group of the European Social Protection Committee, which is working on, inter alia, the development of common European indicators in the area of child poverty.

12. An example of improved data collection is the electronic database of all incidents of child abuse, which is maintained by the relevant Domestic Violence and Child Abuse Office of the Police.

13. Also the new Census, which is under preparation by the Statistical Service of the Republic of Cyprus, takes into account ethnicity, gender, age and geographic location, when collecting data concerning children.

**Reply to the issues raised in part I, paragraph 4(a), of the list of issues**

14. In the public education institutions, the issues of the rights of the child are approached in various subjects of the curriculum through the use of the interdisciplinary instructional method. The whole idea focuses on implementing a cross curricular teaching methodology. As part of the on-going Educational Reform Program, and within its policy framework, special emphasis is being given to re-defining aims and key contents of different subjects and thematic entities in order to form a more unified educational approach. The main objective is to create a democratic and pupil centred educational system that considers the child's right to participate and to be heard in the managing and structuring of the educational system.

15. The new core curriculum, whose full implementation is expected to be applied by 2014, is based on the principle that children should not only be aware of their rights and obligations but also take precautions in order to be able to safe guard, respect, accept and tolerate the rights of each other. A basic principle of the new curricular is the unequal treatment of inequalities. Provisions for the effective prevention and abolition of the negative consequences that often accompany children coming from disadvantaged socioeconomic environment and diverse backgrounds or children with special needs, are also being applied. A starting point for this approach is the appreciation of the personality of every child and commitment to the respect and implementation of human rights.

16. The implementation plan for the Educational Reform has introduced changes and innovations at all levels and all aspects of the educational system. All revised policies related to school governance, management, discipline procedures and inclusion promote human rights-based approach where pupils and their teachers are in the centre. Any changes concerning the implementation plan take into account the opinions of stakeholders such as Political Parties, Parents' Organizations, Students' Organizations, Teachers' Unions as well as relevant NGOs, after close consultation. The different actions designed, developed and implemented by the school units include activities on human rights and democratic citizenship as well as the participation in European programmes that focus on all these issues. In each school a Central Pupils' Council is made up of members elected by members of each class committee with the aim of promoting democratic procedures and

fostering self-control, discipline and cooperation between pupils. Pupils also participate in forming the code of behaviour of their class and are actively involved in the daily school life by undertaking various responsibilities. Besides the fact that pupils' representatives may participate in their school administration meetings and therefore are given the opportunity to express their own views, pupils are encouraged to actively participate in the teaching procedure and contribute to the improvement of the learning environment.

17. The key objective of the newly reformed Health Education Curriculum that includes the subject area of social studies is to activate pupils, parents and other members of a community to work together and bring fruitful changes towards their well being. The emphasis has been shifted from "persuading the individual to change behaviour" to equipping individuals to collaborate, develop partnerships and create supportive environments conducive to the well-being. This approach empowers the right of the child to participate and to be heard in his/her school environment. Based on the aforementioned policy, the school units have the flexibility to involve a number of governmental and non-governmental organizations which can offer their expertise and valuable knowledge in a way that addresses the particular needs of their pupils in the best possible way.

**Reply to the issues raised in part I, paragraph 4(b), of the list of issues**

18. Children's rights are stressed in all in-service training programmes organized by the Social Welfare Services. These encompass programmes for Social Service Officers, including basic training for new recruits, refresher and specialized in-service training, as well as lectures and sensitization activities targeting other professionals. Recent training activities are described below:

**Basic Training for Newly Recruited Social Service Officers (SSO)**

19. Basic training for new recruits is provided in three phases and covers all the services provided by the Social Welfare Services. Safeguarding the best interests of the child is a central integrated theme of basic training, which focuses on legislation, procedures and best practices in the handling of cases.

**Social Service Officers working with families and children**

20. In 2010, the following training seminar was provided to Social Service Officers working with families and children:

- Persons and Families in Crisis – The Model of Intervention in Crisis Situations

21. In 2011, the following training seminars were provided to Social Service Officers working with families and children:

- The Rights and the Best Interests of the Child in the Justice System
- The Changing Facets of Trafficking in Human Beings: Challenges and Policy Developments

**Social Service Officers working with cases of adoption, custody and children in care**

22. In 2010, the following training seminars were provided to Social Service Officers working with cases of adoption, custody and children in care:

- Children under the Care of the Director of the Social Welfare Services
- Improving the Quality of Life of Children in Institutional and Foster Care (European Program Fairstart)
- Training of Social Service Officers in handling cases of Adoption and Custodies (parental care)

- Training of Social Service Officers in handling cases of children under the care of the Director of Social Welfare Services

#### **Social Service Officers working with cases of family violence**

23. In 2010, the following training seminar was provided to Social Service Officers working with cases of family violence:

- Training of the Social Service Officers on the “Interdepartmental Manual of Cooperation for handling Cases of Violence in the Family”

24. In 2011, the following training seminar was provided to Social Service Officers working with cases of family violence:

- Recent Developments and Challenges in Domestic Violence: Implications for Service and System Design

#### **Residential Care Officers**

25. In 2010, the following training seminars were provided to Residential Care Officers:

- The Role of the Residential Care Officer: Cooperation with Social Services Officers and the Families
- Improving the Quality of Life of Children in Institutional and Foster Care (European Program Fairstart)

#### **Reply to the issues raised in part I, paragraph 4(c), of the list of issues**

26. The rights of the child are incorporated in training seminars of family court judges on issues concerning children. The following are examples of themes of training seminars and conferences:

- International abduction of children,
- The acquis and international conventions in the area of custody and related issues,
- International justice of children,
- Maintenance obligations,
- Judicial cooperation in the European Union on matters of family law and parental relationships.

#### **Reply to the issues raised in part I, paragraph 4(d), of the list of issues**

27. Mental health-care professionals are actively involved in continuing education and training of new entrants to the Services on the above issues in a multiple days training package

28. Mental Health Services for Children and Adolescents of the Ministry of Health are actively involved in the training of police, on issues related to child abuse, domestic violence, sexual exploitation of children, etc.

29. In addition, mental health professionals participate in programmes like education and awareness in schools, communities, etc.

30. The Mental Health Services for Children and Adolescents, developed significant European research programmes aimed at combating the phenomenon of bullying in schools and domestic violence. Related research includes the following:

- Needs Assessment and Awareness-Raising Programme for Bullying in School (22 March 2006-21 March 2008), (European Daphne II program) co-financed by the

EU and Cyprus Government) through which the first nationwide survey was conducted in relation to the phenomenon of bullying.

- Through this programme, manuals (manual for parents/students /teachers) were developed with the aim to identify and address the phenomenon of bullying.
- Cross-border research, education and introduction of technological innovation in services to prevent and control juvenile violence (2 June 2006-30 Oct. 2008) programme Interreg III, which among other actions nationwide, a survey was conducted on a representative sample of students from school A, using the United Nations ICAST questionnaire on violence to children at school and home. A computerized log of abused children was developed.
- Awareness Raising and Prevention of Bullying Among students: Development and Implementation of a school Training Program for Teachers (Daphne III program). A manual and experiential education programme for educating students and their teachers, for detection and management of the phenomenon of bullying. In cooperation with the Ministry of Education approved the incorporation of the health education course in several schools on a pilot basis initially.
- Research is being prepared in collaboration with the Ministry of Education, Pedagogical Institute and the Greek Society for the Study of Addiction Disorder on the Internet for online habits of adolescents, including cyberbullying, and will examine the possible association of abuse with possible mental problems their health.

31. The results of the above studies were disseminated to other professionals by organizing relevant workshops, presentations at conferences, writing articles, lectures to the public, posting manuals on the Internet and spread in schools, organized parents, professionals, Ministry of Health, Education , Social Services, etc.

32. The Asylum Service Officers on unaccompanied minor asylum seekers (UMAs) are trained through various seminars on children's rights and needs and on how to conduct interviews involving children. In particular, the experts of the UMAs participated in seminars organized by the General Directorate of Immigration Services (GDIS), the Commissioner for the Protection of Children's Rights of Cyprus, by UNHCR, etc.

#### **Reply to the issues raised in part I, paragraph 5, of the list of issues**

33. Section 54 of the Children's Law states that "If any person who has attained the age of sixteen years and has the custody, charge or care of any child under that age, wilfully assaults, ill-treats, neglects, abandons or exposes him or causes or procures him to be assaulted, ill-treated, neglected, abandoned or exposed in a manner likely to cause him unnecessary suffering or injury to health (including injury to or loss of sight, or hearing, or limb or organ of the body and any mental derangement) that person shall be guilty of an offence and shall be liable to imprisonment not exceeding one year or to a fine not exceeding £1000 or to both such imprisonment and fine".

34. Other legislation also provides for child care and protection from cruelty:

- The Parents and Children Laws of 1990 to 1998, provide for all children under the age of 18 years who are in need of care. The Director of the Social Welfare Services may remove all or part of parental rights and responsibilities in cases where parents do not adequately exercise their parental responsibilities. Accordingly, the Director of Social Welfare Services may decide on issues of accommodation, care, etc.

- The Violence in the Family (Prevention and Protection of Victims) Laws of 2000 and 2004, as mentioned before, also provide for the care and protection of children (0 – 18 years) against family violence. The Director of Social Welfare Services may take all parental rights to provide immediate and adequate protection and care for children in need.
- The Combat of Trafficking and Exploitation of Persons and Protection of Victims Law of 2007 provides for the protection and care of all persons against all forms of exploitation (e.g. labour exploitation, sexual exploitation, etc).

**Reply to the issues raised in part I, paragraph 6, of the list of issues**

35. The Education and Training of Children with Special Needs Law of 1999 [L.113(I)/1999] is the legislative framework which regulates all matters regarding the education as well as the implementation of measures that address detection of children with special needs. More specifically the Law regulates the development of an individual educational programme; their placement in the most appropriate educational setting with special provision for teachers and educational resources to meet their needs; and the ongoing evaluation of their progress.

36. According to the aforesaid legislation the coordination for the implementation of all the above is under the authority of the Special Needs Coordinators who are appointed by the Minister of Education and Culture and their responsibilities are stipulated by the Law. More specifically they have the following responsibilities:

- Responsible for the implementation of decisions taken by the District Committees of Special Education and Training.
- Serve as a resource to district personnel (District Committees of Special Education and Training) and as a liaison to various agencies (e.g. district committees, interagency boards) for the purpose of explaining procedures conveying and /or receiving information as needed for planning, developing and evaluating of services related to special education.
- Collaborating with the headmasters, teachers, parents, government officers, inspectors and other agencies to ensure that services are efficiently provided to all children in need.
- Setting up an Individualized Educational Program (IEP) in collaboration with parents, classroom teachers, special education teachers and other experts involved in children's education.
- Preparation of evaluation reports in order to assess children's progress. These must include the parents' views, the headmasters, the teachers, special education teachers and any other expert involved in children's education.
- Responsible to put forward the procedures for providing specialized equipment and/or assistive technology and other devices to children in order to maintain or improve their functioning.
- Responsible for allocating additional teaching hours and their resources to support the special educational needs of children.
- Provide advice and support to parents of children with special educational needs.
- Resolve problems and manage support assistants.
- Contribute to teachers' in-service training.

37. In 2009, the Ministry of Labour and Social Insurance has established the Department of Social Inclusion of Persons with Disabilities. The Department has been established in order to become the central entity for the configuration, coordination, implementation, monitoring and control of policies for persons with disabilities, in cooperation with other relevant ministries and social partners. The Department aims at improving the quality of life of persons with disabilities, including children with disabilities. Its strategic goal is to design and implement reforms that will open up new prospects for social integration for people with disabilities.

38. The Ministry of Labour and Social Insurance, which is responsible for the coordination of services provided to people with disabilities, has designed a new system of disability assessment based on the scientific tool of the World Health Organization, the International Classification of Functionality, Disability and Health (ICF). Through the scientific evaluation, documentation and classification of the disability and functionality of the person, possibilities and opportunities of people with disabilities increase for active participation, protection and integration.

**Reply to the issues raised in part I, paragraph 7, of the list of issues**

39. The Cyprus Children's Parliament consists of 80 members aged 12-18 years old who meet every two months. Once a year, in November, they meet under the chairmanship of the President of the House of Representatives, during the celebrations of the anniversary of the signing and ratification of the International Convention on the Rights of the Child.

40. The Commissioner's Youth Advisory Committee was established by the Commissioner for the Protection of the Rights of the Child in February 2010 in order to be closer to children's views on issues that concern them. The Committee consists of 30 boys and girls, 13 to 17 years old. The Committee members meet every two months and discuss issues related to children's rights. Additionally, twice a year the group meets with the Commissioner, to share their views, experiences and opinions on issues that concern children. The mandate of the Group has a duration of one year. Moreover, the committee is a network member of the ENOC Network of Youth Advisors.

41. Improvement of parents-children communication is aimed through seminars for parents conducted by the Pedagogical Institute of Cyprus. The seminars offer opportunities for presentations, discussion and experiential activities, or may take place in the classroom where parents and children have the opportunity to share common experiences. The thematic areas for the school year 2011-2012 are as follows:

- Web safety
- Discrimination and ways to overcome discrimination
- Everyday life skills
- Update parents on issues concerning the New Curriculum
- Intimating and Aggressive behaviour and how to deal with it
- Positive parenting techniques and positive interaction in parent – children relationships
- Creation of values and attitudes through critical thinking
- Environmental education
- Prevention of substance abuse (in cooperation with KENTHEA)
- Sex education
- Emotional education

- Healthy diet

42. The Commissioner for the Protection of Children's Rights can act as the legal representative of a child to ensure that the child is heard and to safeguard the best interests of the child.

43. Concerning the legal presentation of the child in court, a report is required by the Social Welfare Services. That report needs to include the child's views and wishes.

44. Furthermore, children aged 12 years and above may stand in court to present their views.

**Reply to the issues raised in part I, paragraph 8(a), of the list of issues**

45. The Social Welfare Services (SWS), under the Ministry of Labour and Social Insurance, provide adoption services and are committed to promoting the best interests of the child in adoptions both at the national and inter-country levels. The SWS have a supervisory role and do not function as an adoption agency. Adoption services include the following:

- Provision of information and preparation of prospective parents.
- Preparation of a report on the suitability of prospective parents to adopt.
- Duties of a "guardian at litem", according to court orders. The aim is to safeguard the best interests of children, both before the court and in general.
- Preparation of a report for the court indicating whether the adoption is in the best interests of the child.
- Post-adoption services only for inter-country adoptions. For national adoptions, counselling services are provided only upon parents' request.

46. A new adoption bill is under discussion in the House of Representatives which, among others, includes provisions for pre- and post-adoption training of prospective parents.

**Reply to the issues raised in part I, paragraph 8(b), of the list of issues**

47. In case a child in migration situations (both regular and irregular) is in need of protection, she/he is taken under the care of the Director of the Social Welfare Services. In case a child is available for adoption, procedures are the same as in any other adoption, under the Adoption Law of 1995 and the Hague Convention on the Protection of Children and Co-operation in Respect of Inter-Country Adoption (Ratification) Law of 1994.

**Reply to the issues raised in part I, paragraph 8(c), of the list of issues.**

48. Current adoption legislation incorporates the principle of the best interests of the child.

49. Procedures are in place to ensure that the principle of the best interests of the child and children's views are heard in the adoption process. For example, a central part of Social Service Officers' reports both on applicants' suitability to adopt and on prospective parents' suitability (presented in court) is whether the adoption serves the best interests of the child. The child's views need to be stated according to his/her age and level of maturity.

**Reply to the issues raised in part I, paragraph 9, of the list of issues.**

50. No legislation exists on surrogate motherhood. Legislation on inter-country adoption has been enacted since 1994. Surrogated motherhood is not an issue raised in public

discussion. We have no information that this is an option considered by couples who use other methods of assisted reproductive technology.

51. As regards inter-country adoption, there have been successful inter-country adoptions for years. Although there has been a tendency for adopting children from European countries, there is an increasing demand for children from other countries as well (Asia, Latin America, etc).

**Reply to the issues raised in part I, paragraph 10, of the list of issues**

52. The Ministry of Education and Culture has developed a new health education curriculum which includes four thematic areas:

- Development and empowerment of one's self;
- Development of a healthy and safe lifestyle;
- Development and improvement of one's social self;
- Development of an active citizen.

53. The thematic areas of the health education curriculum and their sub-thematic areas provide a holistic perspective of health, since they include all dimensions of health. The introduction of the health education curriculum which is taught systematically at all grades of public education targets the prevention of obesity, consumption of alcohol, tobacco, drugs and harmful substances among children.

54. The Health Promotion Committee responsible for the development and coordination of policies, actions and programmes which foster the well-being of pupils, have been established. Health promotion as a core concept of the Ministry's approach puts an emphasis to social and environmental influences on health patterns in addition to individual lifestyle factors. At the school level, this broader emphasis refers to a shift "persuading" the individual to bring about behavioural changes and to environmental strategies which promote healthy lifestyles.

55. The main task of this Committee is to encourage schools to adopt a more organizational and structured approach, including attention to the role of the social, cultural and physical environment in influencing pupils' well-being. The Health Promotion Committee supports various programmes that foster the pupil's character development. Some of these programmes include the following:

- School for Health Network: Cyprus participates in the network since 1995. The Health Promoting Schools programme concerns the school environment, the official and unofficial curriculum, the pupil's family and the community. Its philosophy is to incorporate the promotion of health in all school areas. In other words, the healthy way of living should constitute part of the daily life of the school and should be adopted from all its members.
- Zones of Educational Priority: The areas that are characterized as "Zones of Educational Priority" are those which are economically and socially deprived. Kindergarten/s, the primary school/s as well as neighboring gymnasium/s of a specific area and all stakeholders work closely together to develop joint programmes to promote positive socialization of pupils. In these schools a series of extra measures are provided, which include among others, the decrease of the number of pupils per class, free breakfast for the pupils and other measures that are decided by each school unit in cooperation with the local communities. The action plans that the schools develop aim at the prevention of school exclusion, school dropout, the prevention of violence and juvenile delinquency.

- “Good Living”: It is a programme developed as a result of an agreement between Greece and Cyprus. A school participating cooperates with a school in Greece for two years in order to investigate a subject that relates to health such as drugs, smoking, alcohol, self-respect, etc.
  - Road Safety Education: The focus of this programme is to encourage schools to develop actions that make the pupils able to commute safely in streets as pedestrians, passengers and cyclists. Apart from knowledge and skills, emphasis is given on the promotion of values such as respect for others, obedience to the rules and law, being alert in streets etc.
  - “Mentor”: This programme is developed in mobile car units called “Units of Life Education”. They are mobile classrooms that visit schools. Lessons are delivered by specialists to pupils aged 6 – 14 years old. Through the lessons, pupils learn about their body, how to protect it against accidents and substances like drugs and alcohol. They also learn how to say no to team pressure, how to communicate a problem to friends and parents and how to be healthy in body and spirit.
  - “Stories wake-up”: It is a programme dealing with pupils’ oral speech. Fairy tales and myths are used. The main task of the programme is to enhance pupils’ resistance to substances through culture and art and it involves pupils who are 11-12 years old.
56. The Ministry of Health takes/establishes the following actions/programmes:
57. The School Health Services (Ministry of Health), attribute great importance to the development, implementation and evaluation of programmes of health education and health promotion, aiming not only at providing information and increasing knowledge on issues concerning health, but mainly on the development of healthy attitudes and healthy life style of children, healthy nutrition, exercise as well as the prevention and treatment of obesity.
58. The School Health Services (Ministry of Health) aim at maintaining health promotion of children and adolescents who attend public schools (primary, secondary). The mission is the early detection, treatment and monitoring of health problems of children at school, the development of healthy attitudes and behaviour, the assurance of hygienic environment at school and the prevention of communicable diseases. These services are provided to the schools by School Doctors and Health Visitors.
59. Healthy eating habits, the prevention of accidents and smoking are included in the basic subjects of Health Education for elementary school pupils.
60. Smoking is one of the most important causes of morbidity and mortality both on a global level as well as in Cyprus. The issue is approached with lectures, discussions, slide projections, video tape screenings as well as through the “Learning about Smoking” model Educational Workshop of Health Education.
61. The “Learning about Smoking” Workshop is addressed to pupils in the 6th Grade of elementary schools and aims at the prevention of smoking through knowledge and development of skills on how to resist peer pressure and how to enhance one’s rights. The workshop also includes projects which enhance self confidence and self-esteem. Through group projects, the children are given the opportunity to discuss, exchange views, as well as to do role play.
62. Preparation of a healthy breakfast and a Mediterranean meal in several elementary schools is carried out once a year.
63. In relation to eating disorders, the Mental Health Services of the Ministry of Health provide training to teachers and other professionals on early detection of psychological

problems related to obesity. They are also involved in the diagnosis and monitoring of treatment of children with eating disorders.

64. School Health Services organize programmes for elementary school pupils which aim to help children understand the benefits of physical exercise in controlling body weight and in well-being. A long-term goal is for the pupils to include exercise in their daily programme.

65. The Mental Health Services for Children and Adolescents (Ministry of Health) are child centered. Through diagnostic and therapeutic approaches, mental health professionals promote children's rights in cooperation with the Social Welfare Services, the Ministry of Education, the Legal Services, Courts and others. In 2012, a new special unit is expected to be established as part of the Pediatric Unit of Archbishop Makarios III Hospital, for children with serious psychiatric - psychosocial problems.

66. Through the development of National Drug Strategy 2009-2012, the Cyprus Antidrug Council (CAC) is monitoring the improvement of the actions by all the services and organizations involved, governmental and non-governmental, and is concerned for their effectiveness.

67. According to its objectives and responsibilities, CAC does not develop preventive and therapeutic programmes, but it can approve and subsidize programmes that are developed by other organizations, which promote children's health and prevent them from turning to the use of substances. CAC has developed actions, like cooperation protocols with other organizations and services, that aim at young people and are considered as measures taken to 'address the consumption of alcohol, tobacco, drugs and other harmful substances among children'. Programmes run by the Cyprus Antidrug Council include:

- "FRED Goes Net" run by the Mental Health Services, the Drug Law Enforcement Unit and the SBA Police. The project aims at providing adolescent (14-22 years old) with early intervention measures.
- "FRED Goes to School" run by the Ministry of Education and Culture and the Ministry of Health. The programme aims at early intervention for young smokers in secondary schools.
- 'Safer Nights programme' is carried out as a pilot since 2010 in bar/club settings. It aims to provide objective information and professional support to reinforce young person's (16 – 30 years) social experience in order to make their own healthy choices, reduce drink and drug-driving behaviours and consequently minimize road accidents.

68. The Mental Health Services (Ministry of Health), have established the function of two specialized services for young drug users. These services are: «Perseas» Counseling Center for Adolescents and Family which is located in Nicosia and «Promitheas» Prevention and Counseling Center for Adolescents and Families, in Limassol.

69. Other preventive interventions are as follows.

- Educational meetings for:
  - High school counselling teachers
  - Educational psychologists
  - School health visitors and school doctors
- Workshops for students

70. Mental Health Services provide free services to children of immigrants and asylum seekers such as translation to improve understanding and promote communication.

71. Drug prevention activities and programmes, are implemented by drug prevention professional police officers of Drug Law Enforcement Unit, which aim at preventing, delaying or reducing drug use, and/or its negative consequences in the general population or subpopulations.

**Reply to the issues raised in part I, paragraph 11, of the list of issues.**

72. The Civil Registry and Migration Department does not issue a Refugee Identity Card but a Temporary Residence Permit.

**Reply to the issues raised in part I, paragraph 12, of the list of issues**

73. The Protection of Young Persons at Work Law [L.48(I)2001] regulates the employment of young persons under the age of 18 years, by any employer. Domestic work in a private household or any work considered not to be harmful, damaging or dangerous to adolescents in a family undertaking is excluded from the scope of this Law. However, new amendments to the law will include labour standards in the context of short-term domestic work in private households (expected in 2012).

**Reply to the issues raised in part I, paragraph 13, of the list of issues**

74. The Draft Law is still under discussion among the relevant Ministries and the House of Representatives. The Commissioner for the Protection of Children's Rights is in the process of submitting a thorough report on the draft law with a view to contributing to the above discussion.

## **Part II**

**Reply to the issues raised in part II (a), (b) and (c) of the list of issues**

75. The Cyprus Pedagogical Institute offers a series of teacher training activities (pre-service and in-service), on an annual basis, which aim at empowering teachers as professionals, such as:

- Teacher training on the New Curricular which focuses on the promotion of a democratic school that respects and enhances diversity and gives all students opportunities for success.
- Optional Seminars: including a series of seminars for teachers in all levels of education, senior teachers, educational psychologists and other specialists in the area of education on the following topics:
- Education for Democratic Citizenship and Human Rights (EDC/HRE) for all levels of education (pre-primary, primary and secondary). During these seminars participants are expected to be trained on issues related to EDC/HRE, make an action plan for their school, pilot it and give feedback to the team in order to exchange and improve their practices on:
  - - Intercultural education and education against discrimination;
  - - Ethnic diversity in a democratic school;
  - - Gender equality;
  - - Preventing and facing school bullying;
  - - Preventing and facing violence in the family.

- Induction Course for newly appointed teachers offered to newly appointed teachers of primary and secondary schools. It includes training on dealing with mixed ability, multicultural educational settings, as well as support of new teachers in schools through mentoring.
- Seminar offered to newly appointed headmasters and deputy headmasters of secondary schools. It includes a five-hour session on intercultural education, educational policy and the role of school leadership covering issues related to children of migrants, refugees and asylum seekers in secondary school in Cyprus.
- Training teachers for teaching Greek as a second language: the Pedagogical Institute organizes seminars for teaching Greek as a second language to pupils of migrant background.
- Training of Trainers: Teacher trainers of the Cyprus Pedagogical institute participate in the Pestalozzi modules on Intercultural Education, Education to Democratic Citizenship and Human Rights, discrimination, as well as in other relevant activities (e.g. CORE project, THEO project), organized by the Council of Europe. The trainers are involved in the production of training materials and the development of training units in order to act as multipliers in their own educational context.
- School based seminars: in order to cover the educational needs of migrant students and children from refugee and asylum-seeker families, school based intervention programmes are organized. For example within the framework of multicultural education a school-based teacher training was applied in a public nursery school in Nicosia in which a big number of migrant pupils is enrolled. The main goal of these sessions was to create a basis for reflection and interaction among the teaching staff about issues related to the social and learning development of migrant pupils
- Conferences: in the context of PROGRESS Program the Cyprus Pedagogical Institute planned a series of teacher training activities based on cooperation and interaction between different parties: the academia, governmental institutions and NGOs. The activities were structured into four stages:
  - Preparation of teacher's guide on human rights, exclusion and discrimination.
  - Teachers' Group Work to produce visual material on discrimination issues.
  - Conference on how teachers can combat discrimination and be ready to design their own action plans.
  - Teachers' attitudes and beliefs in ability to work against discrimination were investigated.
  - Conference on gender equality in education and against human trafficking.

76. All training activities include presentation and dissemination of good practices in teaching and learning in human rights education.

**Reply to the issues raised in part II (d) of the list of issues**

77. No new bills have been enacted.

**Reply to the issues raised in part II (e) of the list of issues**

78. The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict was signed in 2008 and was ratified in 2010.

### Part III

#### Reply to the issues raised in part III, paragraph 1, of the list of issues.

79. Since 2005 two such incidents have been reported. In one case (2006) all offenders were convicted, whereas in the other (2008) the Attorney General decided not to prosecute the offenders, primarily because of their age (all were between 13 – 15 years old).

#### Reply to the issues raised in part III, paragraph 2, of the list of issues.

80. Data on child trafficking is set out in the table below.

##### Child trafficking victims

<i>Year</i>	<i>Sex</i>	<i>Age</i>	<i>Ethnic Origin</i>
2010	female	16	Cameroon
2010	female	17	Cameroon

*Source: Police*

#### Reply to the issues raised in part III, paragraph 3, of the list of issues

81. Data on the number of children separated from their families is contained in the tables below.

##### Children under the care of the Director of Social Welfare Services

<i>Type of Placement</i>	<i>Carried Forward from Last Year</i>		<i>Closed Cases</i>	<i>On-going cases on 31/12/2010</i>
	<i>31/12/2009</i>	<i>New Cases</i>		
Foster Care	162	63	33	192
Institutional Care	79	20	28	71
<b>Total</b>	<b>241</b>	<b>83</b>	<b>61</b>	<b>263</b>

<i>Type of Placement</i>	<i>Carried Forward from Last Year</i>		<i>Closed Cases</i>	<i>On-going cases on 31/12/2011</i>
	<i>31/12/2010</i>	<i>New Cases</i>		
Foster Care	192	57	57	192
Institutional Care	71	33	39	65
<b>Total</b>	<b>263</b>	<b>90</b>	<b>96</b>	<b>257</b>

*Source: Social Welfare Services*

#### Reply to the issues raised in part III, paragraph 3(a), of the list of issues

82. The children were taken under the care of the Director of Social Welfare Services due to domestic violence or abandonment or neglect or exposure to physical and other dangers or due to the fact that the parents were imprisoned or they were identified as unaccompanied minors.

**Reply to the issues raised in part III, paragraph 3(b), of the list of issues;**

83. The children who are taken under the care of the Director of Social Welfare Services are placed in foster or residential care.

**Reply to the issues raised in part III, paragraph 3(c), of the list of issues**

84. The body/organization which provides such placement is the Social Welfare Services.

**Reply to the issues raised in part III, paragraph 3(d), of the list of issues**

85. The duration of the placement depends on a child's individual needs. It can be extended until the child becomes 18 years old (or even 21 years old in some cases).

**Reply to the issues raised in part III, paragraph 4, of the list of issues**

86. Data on cases of violence in the family is contained in the tables below.

**Reported incidents of domestic violence by type**

<i>Type of Violence</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>TOTAL</i>	<i>Percentages</i>
Sexual	9	20	21	36	40	15	28	169	2.74%
Bodily	416	735	821	818	752	645	636	4823	78.28%
Psychological	80	189	181	221	177	166	155	1169	18.97%
Total	505	944	1023	1075	969	826	819	6161	100.00%

**Complainants for domestic violence by sex/age**

<i>Sex</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>TOTAL</i>	<i>Percentages</i>
Man	81	165	193	218	181	175	136	1149	17.42%
Boy<18	27	43	56	57	58	73	77	391	5.93%
Woman	401	710	774	795	728	604	611	4623	70.11%
Girl<18	27	77	80	73	62	52	60	431	6.54%
Total	536	995	1103	1143	1029	904	884	6594	100.00%

**Accused for domestic violence by sex/age**

<i>Sex</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>TOTAL</i>	<i>Percentages</i>
Man	418	796	857	891	824	688	656	5130	80.33%
Boy<18	7	8	19	24	5	7	3	73	1.14%
Woman	86	166	183	196	177	165	195	1168	18.29%
Girl<18	1	5	2	4		1	2	15	0.23%
Total	512	975	1061	1115	1006	861	856	6386	100.00%

*Source: Police*

**Reply to the issues raised in part III, paragraph 5, of the list of issues**

87. Data on cases of exploitation of children is set out in the tables below.

**Number of child sexual abuse cases criminal investigations per year**

<i>Year</i>	<i>Criminal Investigations</i>
2006	42
2007	43
2008	34
2009	43
2010	46

**Victims of sexual exploitation of children**

<i>Year</i>	<i>Sex</i>	<i>Age</i>	<i>Ethnic Origin</i>
2007	Female	15 ½	Russian
2007	Female	17	British
2011	Female	16	Cameroon

*Source: Police*

**Reply to the issues raised in part III, paragraph 6, of the list of issues**

88. Until now, there were no cases of unaccompanied minors placed in detention. As soon as a minor is identified as unaccompanied, she/he is taken under the care of the Director of Social Welfare Services.

**Reply to the issues raised in part III, paragraph 7, of the list of issues**

89. The areas affecting children and which are of priority with regard to the implementation of the Convention are the following:

- Best interests of the Child
- Child protection
- Child well being
- Child participation