



Έντυπο 300.1.2/2

Έκθεση Συμμόρφωσης στα σχόλια του Συμβουλίου στην Αναβολή Λήψης Απόφασης (ESG 2.3)

Αρ. Φακ.:	07.14.336.083	Αξιολόγηση/Πιστοποίηση
		Πρόγραμμα
Τμήμα	Παιδαγωγικών Σπουδών	
Πρόγραμμα Σπουδών: Τίτλος Σπουδών (Διάρκεια, ECTS, Κύκλος Σπουδών)	Προδημοτική Εκπαίδευση (4 έτη/240 ECTS, Πτυχίο)	
Ίδρυμα:	Πανεπιστήμιο Λευκωσίας	

Το Συμβούλιο του Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης, κατά την 79^η Σύνοδό του, η οποία πραγματοποιήθηκε στις 22/02/2022, αφού μελέτησε την αίτηση του Ιδρύματος, την έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης (ΕΕΑ) και την Απάντηση του ιδρύματος στις παρατηρήσεις της ΕΕΑ αποφάσισε την αναβολή οποιασδήποτε απόφασης για το εν λόγω πρόγραμμα λόγω του ότι το ίδρυμα δεν έχει συμμορφωθεί με τις εισηγήσεις της ΕΕΑ.

Πιο κάτω παραθέτονται οι απαντήσεις/διευκρινήσεις ή/και ενέργειες του Ιδρύματος στις εισηγήσεις αυτές:

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1.	<p>Η έρευνα και οι δημοσιεύσεις του προσωπικού δεν είναι σχετικές –σε ικανοποιητικό βαθμό- με το πρόγραμμα.</p> <p>Consider whether a more strategic research emphasis could be laid targeting especially Pre-Primary Education/ Early Childhood Education and Care research. It was not always possible to discern from the research profiles and publications the extent to research was focused on the ages covered by the programme</p> <p>The teaching staff publications cover a broad spectrum of topics and focus areas, however, many of these do also address younger children’s learning and development or Early Childhood Education and Care/ Pre-Primary context. This pre-primary focus on the ECEC research could, however, perhaps be emphasized even more in planning and reflecting on the future strategies for research areas and focus. That would further strengthen also the connection between the research carried out by the</p>	<p>Strategic Research Agenda in the Pre-primary Education programme</p> <p>One of the key priorities of the Department of Education strategy plan is to produce high-caliber research within cross-cutting research themes pursuing research collaborations with external stakeholders both locally and globally through high-profile externally funded research projects, participating in international research groups and publishing in international and national peer reviewed scientific journals. An important challenge for us is to strive for a balance between rigorous, educational research that can be of interest globally and can add value across specific contexts serving the needs of our local context. Over the years we have made an effort to be more strategic in conducting contextually rich and relevant research which emphasizes the identity of our programmes.</p> <p>Taking into consideration the External Evaluation Committee members’ suggestion for a mutual research strategy for strengthening the pre-primary related research in the department, we engaged in conscious and collective articulation of the research conducted so far aiming for a more strategic research emphasis targeting the ages covered by the Pre-Primary Education programme.</p> <p>As described in section 5 of this table, contemporary understandings of early childhood pedagogies view young children as capable learners full of potential, with varied needs, as empowered agents in negotiating their learning and experience within meaningful contexts and as</p>	<p>ΣΥΜΜΟΡΦΩΣΗ</p>



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	<p>teaching staff in terms of their publications, and the courses taught in the programme.</p> <p>As mentioned above, the staff teaching is to an extent connected to their research topics, although the research areas to a great extent also cover older age groups or more field specific areas. Mutual research strategy for strengthening the pre-primary related research in the department could be continuously, consciously and communally reflected upon.</p>	<p>individuals with equal rights to participate in shaping their learning and experience in early childhood settings.</p> <p>Below we provide a synopsis of the research of the faculty who teach in the programme viewed under the same lenses that are described in section 5 of this table pointing out how our research relates and benefits Early Childhood Education. A detailed list of research funded projects, publications, PhD and master theses as well as current research activities of the Department (conferences, collaboration with an art gallery) are listed in Appendix I.</p> <p><i>Research targeting the design of creative curriculum and playful spaces to promote learning in the 21st century</i></p> <p>Contemporary understandings of early childhood pedagogies view young children as capable learners full of potential. Interdisciplinary research conducted within the Department and in collaboration with other departments from the university is directed in cultivating creative thinking for playful learning both for our students as well as the age group covered by the programme. Research in this direction is focused on: a) developing creative curriculum to instill creative problem solving mindsets in tertiary education when engaging in instructional planning targeting early childhood settings (Dr. Stylianos-Georgiou, Dr. Pitri, Dr. Michaelidou) and b) studying arts affordances for developing the quality of play as an environment for and of play (Dr. StylianosGeorgiou, Dr. Pitri, Dr. Michaelidou)</p>	

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		<p><i>Research addressing the preschool child, as an individual with varied needs (to learn, to act, to play, to socialize, to be recognized)</i></p> <p>Research in this area focuses on interventions for preschool children taking into account their individual variations. Specifically, it targets: a) cultivation of positive behavior (Dr. Kourea), b) creating awareness to improve children’s well-being (Dr. Demetriou), c) early reading interventions for preschoolers who are at high risk for developing reading difficulties (Dr. Kourea, Dr. Fella, d) phonological awareness and morphological play and how it affects children’s emergent literacy skills (Dr. Pitta), e) development of friendships (Dr. Demetriou), and f) strengthening early childhood music education (Dr. Economidou-Stavrou).</p> <p><i>Research addressing the preschool child, as an individual with equal rights and an active agent in the lives and practices of families, societies, and cultures</i></p> <p>Research in this area focuses on cultivation of new literacies for citizenship and the expression of individual identity in the family, school / student community, neighborhood and multilevel identities by linking to the concept of social responsibility. Specifically it investigates: a) how young children develop their dialogue and argumentation by engaging in discussion of issues linked to cultural literacy (DIALLS research group), b) how young children can be empowered agents having equal rights to vote or act as cultural diplomats for a sustainable, resilient world (Dr. Hadjisoteriou), c) intercultural education (Dr. Hadjisoteriou, Prof.</p>	

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		<p>Agnelides), d) civil society organizations and associations that promote a shared society (Dr. Hadjisoteriou), e) promoting philosophically guided practices in pre -primary education (Dr. Petrou) and d) school -family partnerships for culturally and linguistically diverse students (Dr. Kourea)</p> <p><i>Research addressing Early Childhood Educators</i></p> <p>Research in this area targets both pre -service and in -service Early Childhood Educators. Specifically, it investigates how Pre -primary Education students: a) develop their pedagogical practices when teaching science (Dr. Evagorou), b) learn to engage students in STEM education (PhD thesis under supervision of Dr. Evagorou), and c) develop social entrepreneurial skills and competences for a democratic culture (Dr. Hadjisoteriou) .</p> <p>Research focusing on Early Childhood teachers investigates : a) how they develop their questioning practices, as a tool to engage their students in cultural literacy learning (DIALLS research group), b) intercultural professional development (Dr. Hadjisoteriou), c) how inspiring innovation and social change can be promoted through valuable technology empowered tools developed for the needs of Early Childhood settings (research by CARDET), d) inclusive practices in early childhood settings (f2f co -teaching and digital environments (Dr. Kourea, Dr. Fella, Dr. Pitta), e) their positioning and sense of professionalism over the implementation of cultural literacy as a dialogic and argumentative practice (Dr. Karousiou, Dr. Evagorou).</p>	



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		<p>We acknowledge the need to align our priorities and research activities to promote and disseminate research which targets the Early Childhood Education and Care field. An example of our recent emphasis on younger ages is the fact that we have three PhD theses focusing on pre-primary education. Our recent experience from research projects such as DIALLS (https://dialls2020.eu/) also indicates we are taking concrete steps in this direction since such projects provide opportunities for Interdisciplinary collaborations locally and globally allowing for interesting research. We consider such collaborations very valuable since they afford possibilities for multiple readings through a variety of lenses that could benefit the Early Childhood field. More publications are under development from the data collected in kindergarten schools in Cyprus and surveys of kindergarten teachers' experiences by applying the curriculum developed. As a continuation of the work in DIALLS, a research group from UNIC has also submitted for funding a new proposal focusing on using dialogue and argumentation as a way to promote responsible citizenship with an emphasis on sustainable development goals. The project aims to work with teachers and parents as a way to empower young students to become active and responsible citizens.</p>	

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2.	<p>Επικαιροποίηση βιβλιογραφίας Reading lists across subjects are variable in relation to how contemporary they are. A number of subjects have reference lists in which to most recent reference is almost a decade old. It would be advisable to review these lists with a view to adding, if appropriate, more contemporary resources. Early childhood education is well researched internationally, and there are many new developments in theory.”</p>	<p>Updating reference lists in the programme course syllabi</p> <p>As requested by the EEC members, the bibliography of all course syllabi (EDUS, EDUP) was reviewed and updated with contemporary early childhood bibliography both available in Greek and English.</p> <p>The updated course syllabi are provided as an attachment to this response (Appendix II) and will be uploaded on the website once the programme is approved.</p>	ΣΥΜΜΟΡΦΩΣΗ
3.	<p>Τα κριτήρια και οι προϋποθέσεις εισδοχής στο πρόγραμμα θα πρέπει να διέπονται από διαφάνεια και να τηρούνται.</p> <p>It was not possible to find the entry requirements for this programme on the website. The tab under ‘admissions’ was blank. It would be good to see this rectified.</p> <p>It was not possible to discern information about pass rates, or admissions requirements specific to the pre-primary course on the website.</p>	<p>Transparency of admission Criteria for the Pre-primary Education programme</p> <p>The admission criteria were added on the website as per the EEC’s suggestion (under the ‘Admissions’ tab):</p> <p>a) available on our website in English: https://www.unic.ac.cy/pre-primary-education-bed-4-years/</p> <p>b) available on our website in Greek: https://www.unic.ac.cy/el/pre-primary-education-bed-4-years/</p> <p>The criteria are transparent and followed by the Admissions office. Pass rates were provided to EEC during the external evaluation visit.</p>	ΣΥΜΜΟΡΦΩΣΗ

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4.	<p>Να ζητηθεί η συνδρομή σχετικών κοινωνικών εταίρων ή /και άλλων φορέων στη διαδικασία της ανατροφοδότησης για τον σχεδιασμό του προγράμματος</p> <p>We recommend that the programme seeks contributions from stakeholders, not just external academics, in its programme review process. Further, we believe that if two student representatives engaged in the process, this would strengthen student voice</p>	<p>Engaging stakeholders and students in the internal evaluation process of the Pre-primary Programme During the Internal Programme Evaluation Process (IPEP), the programme was externally evaluated by an academic from a university abroad and an experienced kindergarten teacher. The Department will seek to enable more external involvement widening the base of stakeholder input to further enhance its quality. We have already made arrangements to engage stakeholders from the Pedagogical Institute who have expertise in Early Childhood Education and support in-service preschool teachers to provide their feedback regarding the new structure and content of our PrePrimary programme. Their feedback will be recorded and will be used by the curriculum committee of the Department of Education.</p> <p>We appreciate EEC's suggestion to engage Alumni. Many of our alumni have established their own kindergarten schools and we plan to request for their involvement during the next scheduled Internal Programme Evaluation Process (IPEP). We are also in the process of creating a questionnaire that will be sent to all kindergarten schools that we have been collaborating to study inservice preschool teachers' ideas regarding the development of skills and competencies in tertiary education Early Childhood programmes.</p> <p>The Department also plans to engage two student representatives during the next Internal Programme Evaluation Process (IPEP) to strengthen student voice. The student who was involved in the last IPEP process helped us to reinforce that our updated Pre-primary Education programme addresses shared understandings of young children's learning and development.</p>	<p>ΣΥΜΜΟΡΦΩΣΗ</p>

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5.	<p>Η συνεκτική φιλοσοφική-παιδαγωγική βάση του προγράμματος δεν είναι ξεκάθαρη. When the EEC enquired about whether the programme was informed by a unifying philosophy, staff were able to articulate the underpinning of their subjects, but the EEC was unable to discern what shared understandings of young children’s learning and development might unify the programme, for example, an explicit commitment to children’s rights (for example, the United Nations Convention on the Rights of the Child); facilitation of children’s agency; or play-based learning etc (we note that play-based learning is explicitly referenced in overall aims). There is scope for the programme team to jointly discuss what might be the underpinning drivers of the programme in relation to contemporary understandings of early childhood pedagogies. This might not result in ‘the same approach’ across all subjects, but the benefits of such dialogue are that it supports the clear articulation of what is being taught and why and can support further thinking in this area.</p>	<p>Articulating on the unifying philosophy of the Pre-Primary Education Programme</p> <p>Drawing on sociocultural and situated learning theoretical approaches to learning, the Pre-primary Education programme at the University of Nicosia aims to provide students opportunities for understanding and appreciating young children as learners, individuals with varied needs and equal rights to be heard as well as active participants in the lives and practices of families, societies and cultures. Acknowledging play as a key element of young children’s learning, development and well-being, the programme supports students to understand the affordances of play and explore the insights of play as a function of personal and social life across a range of disciplines (psychology, philosophy, arts, cultural studies, childhood studies). An important effort has been made from the faculty of the programme on studying how educational practices that place emphasis in the arts develop the quality of play as an environment for and of play...a zone of peerto-peer engagement” (Kangas et al., 2022, p.82) which is important for children’s survival and success in contemporary social contexts. Such studies resulted on new insights into the role of the arts in young children’s lives and their affordances for designing educational environments that facilitate a better quality of play as learning in early childhood curriculum settings. Therefore, our efforts in updating the Pre-Primary Education programme (structure, content, learning outcomes, teaching methodologies and assessment procedures) have been directed towards cultivating creative capacities, encouraging students to think with art promoting play for a better future</p>	<p style="text-align: center;">ΣΥΜΜΟΡΦΩΣΗ</p>



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		<p>(supporting them to investigate, imagine, and act with and for others toward more fairness, beauty and sustainability in our worlds).</p> <p>Taking into consideration the concern of the members of the External Evaluation Committee regarding the unifying philosophy of the programme, we followed their recommendation to engage in dialogue. The procedure followed is described below:</p> <p>As a first step, the curriculum programme team of the Department of Education, reflected on the current philosophy of the Programme and prepared a brief report. The curriculum programme team proceeded to examine again the following documents: a) the national Early Childhood Curriculum (2020) and b) the syllabi of all courses in the programme so as to articulate the degree of coherence of what is being taught and how it relates with the framework of the national EC curriculum. A discussion was then organized during a series of departmental meetings to discuss what might be the “common ground” indicators of coherence underpinning both the National Curriculum and the Pre - primary Education programme curriculum. The “common ground” drivers identified are:</p> <p>1) The preschool child, as a learner (development, learning, motivation). The exciting, interdisciplinary nature of the study of early childhood learning is studied through a variety of lenses, including educational, psychological, philosophical, sociological, historical, political and social anthropological perspectives. Course structures in our undergraduate</p>	

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		<p>programme aim to incorporate all aspects of development and demand students to critically examine how children’s physical, emotional, cognitive and social development, learning, participation and well -being is grounded in playful environments adults sustain for and with them.</p> <p>2) The preschool child, as an individual with varied needs (to learn, to act, to play, to socialize, to be recognized: recognizing individual variations in child’s knowledge, readiness, interests, and other characteristics, then taking these individual variations into account in planning curriculum and engaging in instruction). The content of the programme and our multi -disciplinary research - informed teaching of the undergraduate curriculum provide students the opportunity to plan challenging playful forms of activity supporting children varied needs and potentially leading them towards increasing complex forms of knowledge, skills and understandings in the cognitive and social domains. This is also represented in situated play -based projects through authentic assessment methods (i.e. science fairs) in our courses.</p> <p>3) The preschool child, as an active agent in the lives and practices of families, societies and cultures (taking into account the sociocultural context of the child's life, complexity of families and how it impacts the child development) For example, in our courses, students are taught to respect children’s agency allowing them opportunities to develop a sense of belonging in their community and to encourage children's independence by offering a range of opportunities for children to make choices that will facilitate their effective learning and development. In essence, our students are taught to provide a well -organised playful environment so that children know where materials and tools are and</p>	



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		<p>can access them easily. They are also encouraged to provide enough materials and arrange spaces so that children can collaborate and learn alongside peers by making their own choices in terms of the materials, the spaces and peers to collaborate with. Another example, is the creation of a problematic situation in which children are encouraged to become active agents of their actions and creative problem solvers. Designing and providing authentic and meaningful play - based learning experiences for young children encourage children’s agency and risk - taking. Children choices and play preferences allow possibilities for deeper understanding of knowledge -power relations between children and between children and adults providing insights regarding children’s understanding and interpretations of the complex social and cultural worlds they inhabit.</p> <p>4) The preschool child, as an individual with equal rights (recognizing the right of the child to have a voice, considering child's multiple identities and experiences) . Our courses are designed by taking into account the four general principles of the UN Convention on the Rights of the Child (best interests; life, survival and development; non -discrimination; and participation) and the three general human rights principles (dignity; interdependence and indivisibility; transparency and accountability). Together the seven principles describe the quality of care and provision that each child should experience at school that are grounded in children’s rights .</p> <p>Discussion about the “common ground” indicators of coherence helped all faculty members in the Department of Education at the University of Nicosia to understand the underpinning coherence drivers of the</p>	

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		<p>programme and how they relate to contemporary understandings of early childhood pedagogies which view young children as capable learners full of potential, valuing their varied needs, view them as empowered agents in negotiating their learning and experience within meaningful contexts and have equal rights to participate in shaping their learning and experience in early childhood settings. Reflecting on the benefits of such a collective articulation, it was decided to conduct a workshop in the upcoming academic year to engage faculty members of the department in play-based learning with an emphasis on young students' social-emotional development with the aim of sharing experiences between faculty members and restructuring activities in the various courses to follow the overall programme philosophy. We have already contacted an expert from the Pedagogical Institute in Cyprus who has been involved with professional development training of preschool teachers and is willing to conduct the workshop.</p> <p>References</p> <ul style="list-style-type: none"> -QAA (2022). <i>Subject Benchmark Statement: Early Childhood studies</i>. -Kangas, J., Harju-Luukkainen, H., Brotherus, A., Kuusisto, A. & Gearon, L. (2020). Playing to Learn in Finland. Early Childhood Curricular and Operational Contexts. In S. Garvis & S. Philipson (Eds.) <i>Policification of Early Childhood Education and Care: Early Childhood Education in the 21st Century</i> (pp. 110-127). London: Routledge. -Ministry of Education and Culture. (2022). Programme of studies. Early childhood education. Nicosia: Author 	

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6.	<p>Ενίσχυση του προγράμματος σε θέματα διαπολιτισμικής εκπαίδευσης στην προσχολική εκπαίδευση και πρόσληψη περαιτέρω εξειδικευμένου ακαδημαϊκού προσωπικού. Finally, a key Learning Objective for the pre-primary programme concerns the cultivation of intercultural skills. We note that a number of staff have research and publications pertinent to this area, including DIALLS. This is an area of work highly relevant to the context of Cyprus and we recommend that the programme staff consider ways in which staff expertise could be utilised to make an emphasis on intercultural skills more explicit in programme content than it appears to be currently.</p>	<p>Cultivation of intercultural skills in the Pre-primary Education programme We agree with EEC’s view that the cultivation of intercultural skills is a key learning objective for the Pre-primary programme especially in our local context. Below we describe in detail how staff expertise, research activities and the content of relevant courses included in the programme seek to develop such skills:</p> <ul style="list-style-type: none"> • Dr. Christina Hajisoteriou has served as the elected coordinator or the Special Interest Group (SIG ‘Interculturalism, Social Justice and Education’ of the Cyprus Pedagogical Association. The group inter alia included teachers and researchers working at the level of Pre-primary education. Reflections and experiences from this group with regards to the Intercultural Education in Preprimary Education in Cyprus have been used to inform the content of courses such as ‘EDUS-280, Issues of Intercultural Education’, ‘EDUS-380: European and Intercultural Dimension in Education’ included in the curricula of Preprimary Education students at the University of Nicosia. • Prof. Panayiotis Angelides and Dr. Christina Hajisoteriou participate in the Erasmus+ project ‘STEP UP-DC Student Teachers’ Practice for Democratic Culture’. As part of this project, among other outputs, an innovative student teachers Training Programme (TP) on developing Competences and Democratic Culture based on transnational cooperation between partners has been developed specifically for Pre-primary Education. The programme consists of a comprehensive Module, designed to be embedded in Initial Teacher Training Programmes, aiming to train student teachers in Pre-primary Education 	<p>ΣΥΜΜΟΡΦΩΣΗ</p>



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		<p>courses on the content, use and methodology of Competences for Democratic Culture, as defined by the Council of Europe. The Module, which also covers intercultural competences, is available as a short Continuing Professional Development course. Pre -primary Education students at the University of Nicosia had, and will have, the opportunity to interact with these materials as part of courses such as ‘EDUS -280, Issues of Intercultural Education’, ‘EDUS -380: European and Intercultural Dimension in Education’ and ‘EDUS -205: Sociology of Education’.</p> <ul style="list-style-type: none">• Dr. Christina Hajisoteriou has contributed as curriculum developer to the programme ‘Measures for reinforcing the social and educational integration of children from third countries in Cyprus’ of the Pedagogical Institute of Cyprus. As part of this programme, she was responsible for the development of distance -learning packages of training material for the programmes of ‘Teacher Training for Reinforcing Greek -Language Acquisition and Multilingualism’ in the context of the project ‘Measures for reinforcing the social and educational integration of children from third countries in Cyprus’ of the Pedagogical Institute of Cyprus and the Ministry of Education and Culture of Cyprus. This package is available to both Pre -primary and Primary Education Teachers, as part of their in -service training. The curriculum developed as part of this programme has informed the development of curricula and educational materials of the courses ‘EDUS -280, Issues of Intercultural Education’, ‘EDUS -380: European and Intercultural Dimension in Education’, and ‘EDUS -381: Bilingualism and Bilingual Education’ provided to the University of Nicosia Preprimary Education students.	



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		<ul style="list-style-type: none"> • Prof. Panayiotis Angelides and Dr. Christina Hajisoteriou have collaborated with transnational partners for the Erasmus+ project ‘MigrationSpotlight - Migrant and Refugee Support for cultivating inter - cultural competences’. The project aimed at building training packages for professionals working with migrants, unaccompanied minors, asylum seekers, and refugees across disciplines, including professional working at the level of Pre -primary Education. The training packages developed as part of this programme has informed the development of curricula and educational materials of the courses ‘EDUS -280, Issues of Intercultural Education’, ‘EDUS -380: European and Intercultural Dimension in Education’, and ‘EDUS -381: Bilingualism and Bilingual Education’ provided to the University of Nicosia Preprimary Education students. • Over the past fifteen years, Prof. Panayiotis Angelides and Dr. Antonia Michaelidou, have extensively been working on the use of creative methodologies, such as children’s drawing and collaborative art -making, to address issues of marginalisation and exclusion, and to cultivate intercultural exchanges at the level of Pre -primary Education. They have already published the outcomes of their research carried out at the level of Pre -primary Education in the field in reputed peer -review journals. Indicative publications are the journal articles: ‘The deafening silence discussing children’s drawings for understanding and addressing marginalisation’ in the Journal of Early Childhood Research’ and ‘Collaborative Artmaking for Reducing Marginalization’ in the journal ‘Studies in Art Education’. More recently, they have published their work in edited books and other publications. In the forthcoming year, they are 	

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		<p>going to publish their newest research outcomes about pre -primary education in a forthcoming edited book by Angelides and Hajisoteriou, focusing on ‘Students’ voices on marginalisation and inclusion’ that will be published by Diadrasi Publications in Greece. Their research outcomes have influenced the ‘Practicum’ in which the University of Nicosia students participate as part of the undergraduate programme in ‘Pre -primary Education’. Their research findings have also influenced the development of curricula and educational materials of the courses ‘EDUS -280, Issues of Intercultural Education’, ‘EDUS -380: European and Intercultural Dimension in Education’, and ‘EDUS -381: Bilingualism and Bilingual Education’ provided to the University of Nicosia Pre -primary Education students as part of the same programme.</p> <ul style="list-style-type: none"> • Many workshops with intercultural content are developed specifically for Pre - primary Education students either independently or as part of courses such as ‘EDUS -280, Issues of Intercultural Education’, ‘EDUS -380: European and Intercultural Dimension in Education’, and ‘EDUS -381: Bilingualism and Bilingual Education’ provided to the University of Nicosia Pre -primary Education students. An indicative example is a workshop carried out by a Cypriot trained theatre -pedagogue entitled ‘The refugee -child: the experience, the needs, the realities, the challenges’. The workshop included pedagogical experiential activities based on the use of theatrical techniques, children picture -books, and children tales. • The School of Education is closely affiliated to UNESCO Chair of the University of Nicosia focusing ‘Cultural Diversity and Intercultural Dialogue for a Culture of Peace’. Prof. Angelides and Dr. Hajisoteriou are 	



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		<p>both board members of the Chair. The Chair has a strong network with schools, including pre -primary schools in Cyprus, but also with other European Universities that have departments of Pre -primary Education with a longstanding tradition in the field of Intercultural Education. These collaborations serve as a venue of experience and expertise in Intercultural Education, that inform our programme in Pre -primary Education.</p> <ul style="list-style-type: none">• The School of Education of the University of Nicosia has already submitted to DIPAE a joint Master’s degree in ‘Intercultural Education’ with the Department of Education Sciences in Preschool Education’ of the University of Patras in Greece. This already -established collaboration serves as a venue for the exchange of ideas, experience and expertise in Intercultural Education, that also informs our programme in Pre -primary Education, and pertinent courses such as ‘EDUS -280, Issues of Intercultural Education’, ‘EDUS -380: European and Intercultural Dimension in Education’, and ‘EDUS -381: Bilingualism and Bilingual Education’ provided to the University of Nicosia Pre -primary Education students• As part of the DIALLS project a number of faculty members from the Department have developed materials for teachers and students that place an emphasis on cultural literacy learning using dialogue and argumentation as tools. The local team from UNIC that worked on DIALLS is multidisciplinary, including faculty with expertise in Science Education (Dr. Evagorou), Psychology (Dr. Stylianos Georgiou), Educational Sciences (Dr. Karousiou), Literature (Dr. Rodosthenous-Balafa), Research Methods in Education (Prof. Papanastasiou). This multidisciplinary of the group	



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		was important for the development of the materials as cultural literacy learning was viewed through a variety of lenses, but is also important as faculty members have now transferred knowledge and expertise from DIALLS into their respective courses (i.e. EDUS211: Educational Psychology, EDUS311: Cognitive Psychology, EDUP320: Children’s Literature in Kindergarten, EDUP344: Environmental Education in Kindergarten.	

The present document adheres to the European Standards and Guidelines, in particular Standards 2.3 (Implementing Processes) and its guidelines, which provide that “Agencies have a consistent follow-up process for considering the action taken by the institution”.