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Education, Audiovisual & Culture Executive Agency

Organisation of the education system in

Cyprus

2009/2010

CY

European Commission

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1. Political, Social and Economic Background and Trends

1.1. Historical Overview

Cyprus is both an ancient land with an eleven thousand-year history and civilisation. At the same time it is a young independent state – The Republic of Cyprus (Κυπριακή Δημοκρατία) – having won its independence in 1960. Due to its strategic position and wealth, Cyprus experienced raids and conquests by many powers, which left their mark on the island and its culture. The cultural identity of the island was decisively and indelibly determined by the settlement of the Mycenaean and Achaean Greeks between the thirteenth and eleventh century BC. They introduced the Greek language and culture, which are preserved by Greek Cypriots to this day. In ancient times, the most notable conquests were by the Phoenicians (mid-ninth century BC), the Assyrians (eighth to sixth century BC), the Egyptians (560-525 BC), the Persians (525-333BC), the Ptolemies (310-30BC) and the Romans (30BC-330AD). From 330 to 1191, Cyprus was a province of the Byzantine Empire. The conquerors of more recent times were the Franks (1192-1489), the Venetians (1489-1571) and the Ottoman Turks (1571-1878). Cyprus became a British colony in 1878. The three hundred and seven years of Ottoman rule gave Cyprus its Turkish Cypriot community, which in 1960 constituted 18,13% of the total population of the island.

Cyprus became an independent, sovereign Republic on 16 August 1960 on the basis of the Zurich and London agreements and following a liberation struggle between 1955-59 against British colonial rule. The Constitution of the Republic of Cyprus established communal dualism between the Greek and Turkish communities in all spheres of government activity. Article 1 of the 1960 Constitution stipulated that: "The State of Cyprus is an independent and sovereign Republic with a presidential regime, the President being Greek and the Vice President being Turk(ish) elected by the Greek and Turkish Communities of Cyprus respectively as hereinafter in this Constitution provided."

In addition, three out of ten ministries were reserved for Turkish Cypriots.

Article 86 of the Constitution provided for the creation of the Greek and Turkish Communal Chambers (Κοινοτικές Συνελεύσεις). Their members would be elected from amongst the Greek Cypriot and Turkish Cypriot communities respectively. Article 87 of the Constitution outlined the extent of the legislative power of the Communal Chambers, which included “all educational, cultural and teaching matters.”

It soon became clear, however, that the Constitution was not facilitating the smooth functioning of the state, and attempts to introduce amendments to it led to intercommunal fighting in December 1963. As a result, the Turkish Cypriot side withdrew from government and set up its own separate enclaves. Since this time, the government has functioned by necessity only with its Greek Cypriot members; the seats designated for Turkish Cypriots in the House of Representatives remain unfilled until such time as an agreement between the two sides is reached.

In July 1974, the military junta at that time ruling Greece staged a coup to overthrow President Makarios and the legal government of the Republic of Cyprus. Turkey, using as justification its position as a guarantor country to the 1960 Independence Treaty, invaded Cyprus in the same month. In two separate stages, Turkish troops occupied 37% of the island’s territory and displaced 142.000 Greek Cypriots from their homes. In November 1983, the Turkish Cypriot leadership, with the support of Turkey, declared an ‘independent state.’ This unilateral action was condemned and declared legally invalid by the UN Security Council in resolutions 451 (1983) and 550 (1984), which called for the withdrawal of the declaration. The so-called ‘Turkish Republic of Northern Cyprus (TRNC)’ is recognised only by Turkey. Although the northern part of the island is still under Turkish occupation, the Republic of Cyprus is internationally recognised as the sole legitimate state on the island with sovereignty over its entire territory.

Efforts to reach a solution to what has become 'the Cyprus problem' have continued intermittently under the auspices of the United Nations since 1975. The most recent developments were the UN-brokered 'Annan Plan' (as it came to be known), which was rejected by a majority of 75.8% of Greek Cypriots in a referendum held on 24 April 2004 and the 8th of July meeting between the UN Under Secretary-General for Political Affairs, Ibrahim Gambari and the two Cypriot leaders, the late President Tassos Papadopoulos and Mr Mehmet Ali Talat. During this meeting, a set of principles was agreed on. However, the Turkish side refused to honour the 8 July Agreement.

In order to achieve a breakthrough in the efforts to set in motion a process that would bring about the resumption of direct negotiations, the newly elected President Demetris Christofias met with Mr Talat, the Turkish Cypriot leader, on 21 March 2008. The two leaders decided to set up a number of working groups and committees, with a view to starting full-fledged negotiations under the auspices of the UN Secretary-General. Additionally, they agreed on the opening of the Ledra Street crossing. The Ledra Street crossing point opened on 3 April 2008. The talks between the two leaders continue and are held in Cyprus under the auspices of the Under-Secretary-General for Political Affairs Lynn Pascoe.

The Republic of Cyprus submitted its application to join the European Union on 4 July 1990. Negotiations for accession were launched on 31 March 1998 and the Treaty of Accession was signed in Athens on 16 April 2003. Cyprus became a full member of the European Union on 1 May 2004. In addition, Cyprus is a member of the following international organizations: the United Nations (since 1960) and almost all of its specialised agencies; the Commonwealth (1961); the Council of Europe (1961); the World Bank (1961); the World Trade Organisation (1995); the International Monetary Fund (1961) and the Organisation for Security and Cooperation in Europe (1975).

Following Cyprus' accession to the European Union, on 1 May 2004, the government of the Republic of Cyprus undertook the obligation to join the Economic and Monetary Union and to adopt the euro as soon as the necessary requirements were fulfilled. On 2 November 2005, the Council of Ministers determined 1 January 2008 as the target date for the adoption of the euro in Cyprus. Following a successful Strategic Communication Plan, Cyprus was ready to adopt the euro on 1 January 2008. The euro is now the monetary unit of Cyprus, replacing the Cyprus pound.

1.2. Main Executive and Legislative Bodies

The main executive and legislative bodies in Cyprus described below cover four principal areas:

- Executive authority
- Legislative authority
- Local authorities
- Ministries and other bodies involved with education

1.2.1. Executive Authority

Under Articles 36-60 of the 1960 Constitution, which refer to the President and Vice-President of the Republic and the Council of Ministers, executive authority is exercised by the President of the Republic of Cyprus, who is elected for a term of five years by universal suffrage by citizens over the age of eighteen. The President is both Chief of State and Head of Government. The present incumbent, Mr Demetris Christofias, was elected in February 2008. The President exercises executive authority through a Council of Ministers (Υπουργικό Συμβούλιο) appointed by him. Members of the Council of Ministers may be drawn from inside or outside the House of Representatives (Βουλή των Αντιπροσώπων). If a deputy from the House of Representatives is appointed to the Council of Ministers, he/she is obliged to give up his/her seat in the House before assuming the ministerial role.

The President has the right of final veto on decisions of the Council of Ministers and laws or decisions of the House of Representatives concerning foreign affairs, defence or security.

The Ministers exercise executive authority within the domain of their ministry. There are eleven Ministries, as follows:

- Foreign Affairs
- Finance
- The Interior
- Labour and Social Insurance
- Defence
- Justice and Public Order
- Commerce, Industry and Tourism
- Health
- Communications and Works
- Agriculture, Natural Resources and the Environment
- Education and Culture

1.2.2. Legislative Authority

Legislative authority is exercised by the House of Representatives (Βουλή των Αντιπροσώπων). Article 62 of the 1960 Constitution provided that the House of Representatives be made up of fifty deputies – 70% (thirty-five) from the Greek Cypriot community and 30% (fifteen) from the Turkish Cypriot community. A constitutional amendment passed in 1985 increased the total number of deputies to eighty – fifty-six for Greek Cypriots and twenty-four for Turkish Cypriots. Since December 1964 Turkish Cypriot members have not attended the House (see section 1.1.). However, their seats are kept open for them. Article 72 of the 1960 Constitution provided that the President of the House of Representatives would be a Greek Cypriot and the Vice-President a Turkish Cypriot. The current President is Mr Marios Garoyian, who was elected in March 2008. Deputies are elected for a five-year term by universal suffrage by citizens over the age of eighteen. In addition, there are three representatives of the Armenian, Maronite and Latin ethnic and religious groups (see section 1.3.). Their representatives attend meetings (but do not have the right to participate in the deliberations) and are consulted on matters concerning particular affairs of their respective religious groups. The electoral system is one of proportional representation and the number of seats in each constituency is determined by law. The constituencies coincide with the administrative districts (see section 1.2.3. below).

1.2.3. Local Authorities

Cyprus is divided into six administrative districts – Lefkosia, Lemesos, Pafos, Larnaka, Ammochostos and Keryneia. Each district has a District Officer (Έπαρχος) who is the local representative of the government. The District Officer coordinates the activities of all of the Ministries in his/her district and reports to the Ministry of the Interior. There are two types of local authorities – Municipalities (Δήμοι) constitute local government for urban areas and Communities (Κοινότητες) for rural areas. The Municipal Council (Δημοτικό Συμβούλιο) is the policy-making body of the Municipality and its members are elected by the citizens for a term of five years. The Mayor (Δήμαρχος) presides over the Municipal Council. Mayors are elected in a separate vote to the members of the Municipal Council, also for a term of five years.

1.2.4. Ministries and other Bodies involved in Education

The Ministry of Education was created by Law 12/1965 under which the Greek Cypriot Communal Chamber (Κοινοτική Συνέλευση) (see section 1.1.) was abolished, transferring its responsibility for education to the government of the Republic. In 1994, the Ministry of Education expanded to include Culture. The organisational structure within the Ministry of Education and Culture is as follows:

- The Minister of Education and Culture
- The Permanent Secretary
- The Directors of Primary, Secondary General, Secondary Technical and Vocational and Tertiary Education

- The Chief Education Officers for Primary, Secondary General, Secondary Technical and Vocational and Tertiary Education (including the Inspector General of Primary, Secondary General and Secondary Technical and Vocational Education)
- The Inspectors for the Primary, Secondary General and Secondary Technical and Vocational sectors and Higher Education Officers for Tertiary Education

The highest authority for educational policy is the Council of Ministers. The Ministry of Education and Culture has responsibility for the administration of education, the enforcement of laws and the preparation of the education budget. In addition, the Ministry of Education and Culture prepares draft bills concerning education and submits them for approval to the House of Representatives via the Council of Ministers.

The Symvoulio Paideias (Συμβούλιο Παιδείας) (Pedagogical Council) was set up by the Council of Ministers in 2005. Its objective is to initiate dialogue and gain a consensus of opinion on the restructuring of the whole education system in Cyprus (see section 2.2.). It is made up of representatives from all of the parliamentary parties, the Permanent Secretary of the Ministry of Education and Culture, the Permanent Secretary of the Planning Bureau, the Chairman of the Educational Committee of the House of Representatives, as well as other interested bodies. It is presided over by the Minister of Education and Culture. The Pedagogical Council replaced the Education Council (Εκπαιδευτικό Συμβούλιο) which was abolished by a decision of the Council of Ministers on 16/02/2005 (see section 2.2.).

In addition to the structure in the Ministry of Education and Culture, as outlined above, two other parts of the Ministry which need to be considered due to their impact on education in Cyprus are the Cultural Services Directorate (Πολιτιστικές Υπηρεσίες) and the Kentro Epistimonikon Erevnon (Κέντρο Επιστημονικών Ερευνών) (Cyprus Research Centre).

The Ministry of Education and Culture is responsible for formulating and implementing the cultural policy of the government of the Republic through its Directorate of Cultural Services. This Directorate, which was established in 1965, is responsible for a broad range of activities, including:

- **Literature**. Cultural Services administer a number of state prizes for literature (including children's literature), as well as purchasing and distributing books by Cypriot writers in order to support their work. It also organises book fairs in Cyprus and participates in the major international book fairs (e.g. Frankfurt, Bologna, Cairo, Thessaloniki).
- **Publications**. The publications programme includes series on Cypriot folk poetry, literature from Cyprus, young Cypriot writers, memorial lectures, art books and doctoral theses. In 2008 the Cultural Services subsidised 201 publications on Cyprological topics.
- **Libraries**. Cultural Services play an important role in the organisation, running and establishment of libraries, by providing subsidies and technical assistance.
- **Lectures**. These are organised on topics of general interest, including literature, education, psychology, art, the environment and architecture.
- **Music**. Cultural Services are responsible both for the Cyprus State Orchestra (CSO) and the Cyprus State Youth Orchestra (CYSO). Since 1999, the Ministry of Education and Culture has implemented educational programmes in schools with the CSO, such as visits to schools by members of the orchestra, cooperation on bigger projects between the orchestra, schools and composers and special children's concerts. The CYSO also presents two or three programmes a year and organises a ten-day annual summer school.
- **Associations and Foundations**. Cultural Services provide financial support to almost eighty associations or foundations in the field of cultural development as well as to municipalities organising local art festivals.
- **Dance**. Cultural Services support the development of artistic dance in many ways, including encouraging popular participation through education and information and the promotion of the instruction of young people in classical and contemporary dance.

- **Visual arts**. Cultural Services organise exhibitions of contemporary Cypriot artists both in Cyprus and abroad as well as supporting the participation of Cypriot artists in large international exhibitions. A number of works are selected for the State Art Collection by a special committee. In the museum which houses the works, there is also a specialised art library which operates as a study centre and a point of reference for artists and students.
- **Museums**. Cultural Services are responsible for the Museum of National Struggle and give considerable financial assistance to the Ethnographic Museum of Cyprus and to museums in rural areas.
- **Cinema**. Cultural Services are involved with the financing of films, cinema education (through film festivals and tributes), the development of cinema in rural areas and the support of directors, producers and others participating in educational seminars and workshops abroad.
- **Theatre**. In the field of theatre, the aims of Cultural Services are to promote Cyprus' artistic potential abroad, to develop theatre education, to promote ancient Greek drama, to encourage writing for the theatre, to involve young people in the creative process and to increase public interest and awareness in theatrical creativity. Cultural Services finance the Festival of Ancient Greek Drama in Pafos every year as well as the Secondary School Drama Festival.
- **Folk art**. Cultural services are involved with folk art in many different ways, including providing financial support to groups and individuals, setting up an advisory committee to create archives of traditional dance, participating in various committees for the preservation and promotion of the island's cultural heritage and producing publications on folk art.
- **Bilateral and multilateral relations**. Cyprus has signed cultural agreements with European and international organizations (Council of Europe, UNESCO) in order to promote cultural and educational exchanges, programmes and policies.

The Cyprus Research Centre comes under the remit of the Ministry of Education and Culture and has three main objectives:

- The promotion of academic endeavour within Cyprus and of academic cooperation with other countries
- The organisation and conduct of academic research in the history, archaeology, sociology, linguistics and folklore of Cyprus
- The publication and dissemination of the conclusions of the research conducted

The Cyprus Research Centre uses both its permanent research staff and, to a greater extent, outside scholars to conduct the research. It has assembled a specialised library of works on Cyprus, as well as scientific archives, such as the Historical Archive and oral history archives including ones on Folklore, the Oral Tradition and War Veterans. It organises academic research both within Cyprus and overseas, as well as international academic conferences in Cyprus. The Cyprus Research Centre also enables Cypriot academics to participate in international academic conferences abroad and supports promising Cypriot research scholars, by guiding their academic endeavours and providing assistance.

Since its establishment in 1964, the Centre has published one hundred and ten academic titles, thirty-three annual reviews and a digital disc of traditional Cypriot ballads. The publications are either in Greek or in one of the major European languages (English, French, German, Italian or Spanish) and include a broad range of scholarly works, such as academic monographs, publications of documents and historical texts, reprints, proceedings from international conferences and the *Annual Review*.

Four independent bodies or offices, which do not come under any ministry, are involved in educational issues: the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission), the Public Service Commission, the Planning Bureau and the Attorney General's Office.

The Education Service Commission (Επιτροπή Εκπαιδευτικής Υπηρεσίας) was created as part of Law 12 in 1986. It is an independent office, which does not come under the Ministry of Education and Culture. It has a Chairman and four other members appointed by the Council of Ministers for a six-year term. It covers

educationalists at all levels serving in public schools and institutions and it has the power to appoint, confirm, place in permanent posts, promote, transfer, second, retire and exercise disciplinary control over those under its remit (see chapter 8.).

The Public Service Commission (Επιτροπή Δημόσιας Υπηρεσίας) (Epitropi Dimosias Ypiresias) is an independent body appointed by the President of the Republic for a six year term. It consists of a Chairman and four members and has the duty to appoint, promote, transfer, second, retire and exercise discipline over public servants, including dismissal. The Public Service Commission appoints the Permanent Secretary and the Directors of Primary, Secondary General, Secondary Technical and Vocational and Tertiary Education.

The Planning Bureau (Γραφείο Προγραμματισμού) has a key role in issues of planning, development and budget for education on a short and long-term basis. All proposals for educational reforms and innovations have to be endorsed by the Planning Bureau.

The Office of the Attorney General (Γραφείο Γενικού Εισαγγελέα) acts as the legal adviser to the Ministry of Education and Culture and cooperates closely with the Ministry in drafting education bills to be submitted to the House of Representatives.

Local Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) are responsible for the schools in their given area. The areas are the same as those of the Municipalities or Communities (see section 1.2.3.). Depending on the size of the School Board's area, it may be responsible for anything from one to ten schools. Their responsibilities were undertaken in accordance with regulations issued by the Council of Ministers, until Law 70(I)/2005 was approved by the House Representatives in 2005. The School Boards are responsible for the maintenance and improvement of school buildings, as well as for securing, managing and maintaining school equipment, submitting suggestions to the Ministry of Education and Culture regarding the allocation of pupils to both primary and secondary schools and ensuring pupils' welfare and safety, in cooperation with the parents' associations. In the academic year 2006/07 the School Boards spent a total of CY£19.517.000 of current expenditure – CY£2.251.000 in the prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education), CY£7.887.000 in the primary sector and CY£11.630.000 in the secondary sector. The total revenue collected by School Boards was CY£22.915.000. It came from the following sources: pre-primary CY£2.714.000, primary CY£9.075.000 and secondary sector CY£22.915.000. Full details on the expenditure and income of School Boards can be found in section 2.9.5.. For the first time, the members of the School Boards were elected in December 2006 (at the same time as the members of the Municipal and Community Boards) instead of being appointed by the Council of Ministers on the basis of recommendations put forward by the political parties. For details, as regards the current system for the creation of the School Boards in accordance with the provisions of Law 70(I)/2005 (see section 2.2.). The School Boards submit their budget for the next school year to the Ministries of Education and Culture and Finance for approval. At the end of each school year, the Boards submit a detailed financial statement, which is audited by the State Auditors.

The Ministry of Education and Culture has primary responsibility for education. However, there are also a number of other Ministries which have an involvement in education at different levels. The relevant Ministries and education institutions are as follows: Labour and Social Insurance (responsible for pre-primary paido/vrefokomikoi stathmoi (παιδο/βρεφικοί σταθμοί) (day nurseries), the Higher Technical Institute, the Higher Hotel Institute and the Mediterranean Institute of Management); Health (the School of Nursing); Commerce, Industry and Tourism (the Tourist Guides School); Agriculture, Natural Resources and the Environment (the Cyprus Forestry College); Law and Public Order (the Cyprus Police Academy); Finance (the Cyprus Academy of Public Administration). The Cyprus University of Technology, which accepted its first students in September 2007, covers the fields of study (in part or in whole) of the the following public institutions which are still operating – the Higher Technical Institute, the Higher Hotel Institute and the School of Nursing. These three institutions are expected to stop operating once the students currently attending courses graduate, as the relevant decisions (63.420, dated 23/02/2006 and 63.576, dated 30/03/2006) of the Council of Ministers stipulate (see also section 2.4.4.).

The Human Resource Development Authority (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού) (HRDA) is a semi-government organisation with an involvement in education as a result of its training activities. It was founded (as the Industrial Training Authority of Cyprus) in 1979 and has a Board of Directors comprising thirteen representatives from government (five Directors), employers (four Directors) and trades unions (four Directors). The HRDA receives its funding via the Human Resource Development Levy, which is paid by all employers in the private and semi-government sector – in 2008 revenue from this source totalled €23.417.402. Training is one of the HRDA's two major strategic goals – namely the upgrading of Cyprus' human resources through training and development in order to enhance their employability potential throughout the European Union. Its specific objectives with reference to training include:

- The facilitation of the entry and integration or reintegration into the labour market of Cyprus' human resources – with special emphasis on strengthening, enriching and adjusting the skills and knowledge of new entrants to the labour market, the unemployed and economically inactive women.
- The establishment and operation of a system of vocational qualifications in Cyprus.
- The utilisation of the possibilities offered by the Structural Funds and the European Social Fund (amongst other programmes and initiatives of the EU) for co-financing the implementation of the training and development of the island's human resources.
- The adjusting of training systems to match the needs of the current labour and training markets, the improvement of the training provided and the utilisation of the opportunities afforded by new information and communication technologies.

In 2008, the HRDA reported 52.829 participants on 5.012 training programmes. More information on the work of the HRDA can be found in chapter 7.

Human Resource Development Authority

Laws 108(I)/1997-1(I)/2008 provide for the establishment, operation of School Boards and election of their members

1.3. Religions

The first paragraph of Article 18 of the 1960 Constitution states that 'every person shall have the right to freedom of thought, conscience and religion'. Paragraph 3 of the same Article continues: "All religions are equal before the law. Without prejudice to the competence of the Communal Chambers under this Constitution, no legislative, executive or administrative act of the Republic shall discriminate against any religious institution or religion."

In respect of the freedom of the individual to profess his/her faith, paragraph 4 of Article 18 states: "Every person is free and has the right to profess his faith and manifest his religion or belief, in worship, teaching, practice or observance, either individually or collectively, in private or in public, and to change his religion or belief."

Paragraph 6 continues on the same theme: "Freedoms to manifest one's religion or belief shall be subject only to such limitations as are prescribed by law and are necessary in the interests of the security of the Republic or the constitutional order or the public health or the public morals or for the protection of the rights and liberties guaranteed by this Constitution to any person."

These provisions make it clear that not only is there no official religion in Cyprus but also that the rights of minority religious groups are protected. According to 2006 data from the Statistical Service of the Ministry of Finance, the Greek Cypriot community, which adheres to Christian Orthodox dogma, was estimated at 76,1% of the population, the Turkish Cypriot community, which adheres to the Muslim religion, was 10,2% while 13,7% were foreign residents. According to the 2001 census of the population, the three religious groups which chose to belong to the Greek Cypriot community totalled – Armenians 0,3%, Maronites 0,6% and Latins 0,1%. The rest of the population belonged to other religions or were declared atheists or agnostics.

Paragraph 1 of Article 110 of the Constitution makes mention of the autocephalous (αυτοκέφαλη) Greek Orthodox Church (Ελληνική Ορθόδοξη Εκκλησία) as follows: "The Autocephalous Greek-Orthodox Church of Cyprus shall continue to have the exclusive right of regulating and administering its own internal affairs and property in accordance with the Holy Canons and its Charter in force for the time being and the Greek Communal Chamber shall not act inconsistently with such right."

The Church (in this case meaning the Greek Orthodox Christian Church) and State are legally separate and enjoy a harmonious relationship, cooperating in many areas and respecting each other's authority.

Also recognised in Article 110 (paragraph 2) is the Vakf, or charitable endowment. The Article states that: "The institution of Vakf and the Principles and Laws of, and relating to, Vakfs are recognised by this Constitution. All matters relating to or in any way affecting the institution or foundation of Vakf or the Vakfs or any Vakf properties, including properties belonging to Mosques and any other Moslem religious institution, shall be governed solely by and under the Laws and Principles of the Vakfs (ahkamul evkaf) and the laws and regulations enacted or made by the Turkish Constitutional Chamber, and no legislative, executive or other act whatsoever shall contravene or override or interfere with such Laws or Principles of Vakfs and with such laws and regulations of the Turkish Communal Chamber."

In doing so, the 1960 Constitution recognised Islam as the religion of the Turkish Cypriot community.

In addition, Appendix E of the Constitution consolidated the rights of smaller religious groups in Cyprus, named as the Armenians, Maronites and Latins. The purpose of Appendix E was "to secure for the minor religious groups in Cyprus… the continued enjoyment of the liberties and status which they have had under British rule."

Paragraph 2 of Appendix E states that: "Under the Constitution, members of these groups will, as individuals, be guaranteed human rights and fundamental freedoms comparable to those set out in the European Convention for the Protection of Human Rights and Fundamental Freedoms and the Protocol thereto. Both as individuals, and as groups, they will also enjoy constitutional protection against discrimination."

Paragraphs 3 and 4 outline the way in which, under the Constitution, the Armenians, Maronites and Latins were to choose to belong to either the Greek Cypriot or Turkish Cypriot community and in this way, enjoy the same benefits as other members of the community, for example to be eligible for the Civil Service of the Republic, or to have the right to be represented in the Communal Chamber which the particular group had opted to join. In the event, all three of the groups named chose to belong to the Greek Cypriot community.

The final paragraph (6) of Appendix E refers to education stating "In respect of education and cultural matters, the President-elect and the Vice-President-elect have given an assurance that the smaller religious groups need have no fear that they will be at a disadvantage in future in the allocation of public funds."

1.4. Official and Minority Languages

Article 3 (paragraph 1) of the 1960 Constitution states that the official languages of the Republic of Cyprus are Greek and Turkish. Paragraph 2 of the same Article goes on to say that legislative, executive and administrative acts and documents must be drawn up in both official languages and be published in both languages in the official Gazette of the Republic of Cyprus.

As it was decided at independence that the Communal Chambers of each community would be responsible for education (see section 1.1.), each community, Greek Cypriot and Turkish Cypriot, provides instruction in schools in its respective language at all educational levels.

The Armenian language and the Maronite dialect are spoken by the respective groups.

The Armenians in Cyprus have one dimotiko scholeio (δημοτικό σχολείο) (primary school) in Lefkosia (NAREK), which has branches in Lemesos and Larnaka. The Armenian language is the medium of instruction

at primary level, while at secondary level English is used as well. The Greek language is also taught at both levels.

The Maronite language is a spoken dialect rather than a written language, therefore the children of this religious group attend schools where the language of instruction is Greek. In addition, there is a sizeable foreign and expatriate population on the island, either permanently or temporarily resident. This numbered 118.100 in 2006, which constitutes 13,7% of the total population. This has led to the establishment of private primary and secondary schools catering for the needs of this population where the language of instruction is English, Arabic, French or Russian. Such schools either follow the Cyprus public school curricula, or that of the United Kingdom, the United States, France or Russia, or a combination.

English is widely used in the tourist, banking and trade sectors. As Cyprus society is becoming increasingly multicultural, English has begun to be used in everyday communication. English is also the first compulsory foreign language learned in school from the fourth grade of primary school right through the gymnasio (γυμνάσιο) (gymnasium) and the lykeio (λύκειο) (lyceum) cycles. French is the second compulsory language taught for three years in the gymnasium . Pupils also have the option at lyceum (λύκειο) level to learn or continue to a more advanced level any two of the following languages: English, French, German, Spanish, Italian, Russian and Turkish.

A variety of foreign languages, including Greek and Turkish as a foreign language, are taught in educational institutions in the public and private sectors. In the public sector, it is possible to study languages from the beginner to advanced level either for a minimal fee or free of charge at the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education), the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) or the Language Centre (Κέντρο Γλωσσών) of the University of Cyprus (see also chapter 7.). There is also a significant private sector in language teaching, represented by afternoon or evening language schools or classes (φροντιστήρια), the majority of which specialise in the teaching of English, French or German to predominantly school age children after the end of the school-day.

Information on education for children from different ethnic and cultural bckgrounds is provided in Chapter 10..

1.5. Demographic Situation

Cyprus is the third largest island in the Mediterranean with an area of 9.251 square kilometers; it is situated in the north-eastern corner of the Mediterranean. According to data from the Statistical Service of the Ministry of Finance, the total population in the government controlled area in 2007 was 789.3, of which 589.6 were male and 399.7 were female.

The population distribution by age in 2007 in thousands is as follows: 0-14 years 137.9; 15-44 years 360.0; 45-64 193.1 and 65 years and over 98.3. In common with many countries in Europe, the population in the 0-14 age range is declining, whilst that in the age range of 65 and over is increasing. This can be seen when comparing the figures given above to those of 1999 when the 0-14 age group made up 157.3 of the total population and the over 65s 77.5. The crude birth rate has dropped in the period 1995-2007 from 15,2 births per 1000 population in 1995 to 10,9 in 2005, 11,3 in 2006 and 10.9 in 2007 whilst life expectancy from 1995 to 2005 has increased from 75,3 to 77,0 for males and 79,8 to 81,7 for females. For more detailed information on the population distribution and other demographic indicators, see sections 1.7.3. to 1.7.8..

The total share of the urban population is also rising, from 454.7 (thousands) in 1996 to 551.5 (thousands) in 2007, The rural population has enjoyed a small increase, from 211.6 in 1996 to 237.8 in 2007. Lefkosia district is the most heavily populated with a total of 310.9 inhabitants in 2007, closely followed by Lemesos district with 226.7 inhabitants. Further details on population density and the total population by district can be found in sections 1.7.1. and 1.7.2..

The most significant event in recent history, with a devastating impact on internal migration, was the Turkish invasion of 1974. In that year, approximately 142.000 Greek Cypriots – nearly one third of the total Greek Cypriot population of Cyprus – were forcibly expelled from the occupied northern part of the island where they constituted some 80% of the population. In the years following the invasion, a further 20.000 Greek Cypriots from the occupied areas were gradually forced to abandon their homes. The most recent census reveals that fewer than 535 Greek Cypriots, mainly elderly, remain in the occupied areas. In the context of this census, references to the Greek Cypriot population include the Maronites, Latins and Armenians. In 2008, it is estimated that only 363 Greek Cypriot and 123 Maronites were living in the occupied areas. The Turkish Cypriots, who were scattered throughout the island, were moved to the occupied area in the north as part of Ankara's policy to impose a total segregation of the two communities. The invasion had a dramatic impact on the demographic situation, and the total population declined as a result of emigration and abnormal birth and death rates for a number of years, remaining below the 1974 figure. It was not until the end of 1984 that the total population of Cyprus exceeded the highest figure reached in mid-1974.

Since the invasion, the demographic character of the occupied north of the country has changed dramatically, due to an influx of illegal settlers from the Turkish mainland to the occupied area, while an estimated 57.000 Turkish Cypriots emigrated between 1974 and 2002. According to the estimates of the Statistical Service, which are also supported by Turkish Cypriot sources, settlers from Turkey numbered 118.000 in 2002, while the Turkish Cypriot population was 87.400. The number of settlers from Turkey was estimated at around 160.000 in 2006, while the Turkish Cypriot population was 87.900.

While the population of Greek Cypriots has gradually increased since 1976, the number of Turkish Cypriots has been declining since 1985. The contrast in the population growth of the two communities is exclusively due to different patterns of migration, as both fertility and mortality rates are similar for both communities. Through the years, many Cypriots have chosen to emigrate to other countries, such as Canada, the United States, Australia and the United Kingdom, in search of a better life, and many have been extremely successful. What is notable, however, is the trend since 1990 of repatriation, which has brought many Greek Cypriots, some of them second or third generation emigrants, back to Cyprus.

Education also suffered a severe blow as a result of the invasion. Nineteen of the forty-nine secondary schools were occupied by the Turkish Army and 44% of the pupils in secondary education and 42% in primary education were forced to abandon their homes and schools. In the years following 1974, the government introduced a system of morning and afternoon school until a sufficient number of schools were built in the government controlled areas. Today, there is one dimotiko scholeio (δημοτικό σχολείο) (primary school) operating in the occupied area (see section 4.17.) and a secondary school was permitted to reopen in the school year 2004/05 (see section 5.2.). In the same year, a new nipiagogeio (νηπιαγωγείο) (kindergarten) was allowed to operate.

No areas in Cyprus are considered particularly remote and the government assists pupils living in small villages in the mountainous areas, whose populations are in decline, to have access to the nearest schools by the provision of free or subsidised transport (see section 2.3.).

1.6. Economic Situation

The economy of Cyprus can be characterised as small, open and dynamic, with services constituting its engine power. Since the accession of Cyprus to the European Union on May 2004, its economy has undergone significant economic and structural reforms that have transformed the economic landscape. For example, tariffs and quantitative restrictions have been eliminated for all manufactured goods and agricultural products originating in Cyprus and other EU countries. Trade and interest rates have been liberalized, while price controls and investment restrictions have been lifted. Full liberalization of the foreign direct investment regime in Cyprus has also been implemented. Another significant development was the tax reform implemented in 2002, which resulted to a shift from direct to indirect taxes.

There are a number of basic features of the Cyprus economy which are of importance:

- The tertiary or services sector is the fastest growing area and accounted for about 72.9% of GDP in 2007. Real estate (17.07%), wholesale and retail trade (13.1%), public administration (8.1%) and financial intermediation (6.93%) were the main contributors in 2007.
- The Cypriot economy has gradually been transformed from an exporter of minerals and agricultural products in the period 1961-73 and an exporter of manufactured goods in the latter part of the 1970s and the early part of the 80s, to an international tourist, business and services centre during the 1980s, 1990s and the 2000s.
- The economy of Cyprus is significantly dependent on the tourism sector (hotels and restaurants). Tourists in Cyprus mainly come from the United Kingdom, Scandinavian countries, Greece and Russia.
- The secondary sector (manufacturing) accounted for around 16.9% of GDP in 2007. Its main industries are food, beverages, tobacco, textiles, clothing, footwear, leather goods, metal products, chemicals and plastic products.
- The primary sector (agriculture and fishing) is continuously shrinking and only reached 2.65% of GDP in 2007. The main products are potatoes, cereals, citrus, grapes and olives. Livestock farming is mainly in cattle, sheep, goats, pigs and poultry.
- The economy of Cyprus is relatively open, with the share of total imports and exports to GDP being around 105% in 2007. The major trade partners of Cyprus are the EU member states, especially Greece, Italy, United Kingdom and Germany.
- The private sector, which is dominated by small and medium-sized enterprises, has a leading role in the production process.
- During recent years, Cyprus has exhibited rising living standards, as shown by the high level of real convergence with the EU. The per capita GDP was standing at around 93% of the average for the EU27 in 2007, driven by the real GDP growth of 4.4% in 2007.
- Labour market conditions in Cyprus generally have been favourable, with the unemployment rate declining to 4.0% of the labour force and employment rate rising to 70% in 2007. Employment has continued to expand strongly, sustained, to a considerable extent by immigration and the employment of Turkish Cypriots.
- During recent years, public finances have been substantially improved, reaching a surplus of 3.3% of GDP in 2007. The public debt, as a percentage of GDP, entered a downward course and is estimated at around 60% in 2007. It is projected to decline even more to around 48% in 2008, provided the same favourable conditions on the island and internationally prevail.
- The overriding objective of economic policy of the government of Cyprus is to enhance long-term growth and the standard of living of all citizens, maintain macroeconomic stability, implement structural reforms, which improve the functioning of the market mechanism, and ensure that the government sector provides, adequately and efficiently, services to the public.
- Cyprus's accession in the euro area on 1 January 2008, had the immediate result of depriving it of its monetary policy autonomy. The Central Bank of Cyprus has become part of the European System of Central Banks (ESCB), which, together with the European Central Bank (ECB), conducts monetary policy for the whole euro area, based on conditions prevailing in this region.
- The rate of inflation was 2,2% in 2007 compared to 2,5% in 2006.
- The fiscal position as a percentage of GDP was estimated at 3,3% in 2007 , as compared to 1,5% in 2006. Public debt reached 59.8 % of GDP in 2007, as compared to 65.2% in 2006.
- The new *Strategic Development Plan* covers the period 2007-2013, in line with the new programming period of the EU. The Strategic Development Plan has been designed to be in synergy with the National Lisbon Programme 2005-2008 already submitted to the EU.

The main strategic objective of the new plan is to secure sustainable economic development and social cohesion. Enhancing competitiveness will be the main focus of the overall development effort. In order to achieve the set objectives the new plan focuses on eight development pillars:

- Enhancing competitiveness
- Enhancing social cohesion
- Upgrading and protecting the environment
- Improving quality of life
- Improving accessibility by expanding and upgrading basic infrastructure
- Achieving continuous human resources development
- Balancing regional and rural development
- Enhancing research and development

1.7. Statistics

The statistics section covers the following main areas:

- Population density
- Population by district
- Population by gender
- Age breakdown of the population
- Birth rate
- Mortality rate
- Immigration
- Vital statistics
- Gross Domestic Product
- Employment and unemployment rates
- Literacy rates

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

Στρατηγικό Σχέδιο Ανάπτυξης 2007-2013

1.7.1. Population density

Population distribution by district (thousands)

District	1995	2000	2002	2003	2004	2005	2006	2007
Lefkosia	264.6	277.9	283.5	289.1	296.1	302.6	307.1	310.9
Ammochostos	33.4	37.8	39.1	40.1	41.2	42.2	43.0	43.7
Larnaka	109.6	116.2	119.3	121.9	125.2	128.1	130.1	131.9
Lemesos	188.8	199.5	204.6	209.2	214.8	219.9	223.6	226.7
Pafos	58.9	66.1	68.6	70.1	71.9	73.6	74.9	76.1

Population density in 2006 was calculated at 94 people per square kilometre (for the whole of Cyprus)

1.7.2. End of year population by district (urban-rural areas) 1992-2007 (thousands)

District	1992	1994	1996	1998	2000	2002	2003	2004	2005	2006	2007
DISTRICT											
Total	619.2	645.4	666.3	682.9	697.5	715.1	730.4	749.2	766.4	778.7	789.3
Lefkosia	251.3	260.8	268.0	273.4	277.9	283.5	289.1	296.1	302.6	307.1	310.9
Ammo-chostos	31.7	33.6	35.1	36.5	37.8	39.1	40.1	41.2	42.2	43.0	43.7
Larnaka	103.5	107.8	111.2	113.9	116.2	119.3	121.9	125.2	128.1	130.1	131.9
Lemesos	178.6	185.8	191.5	195.8	199.5	204.6	209.2	214.8	219.9	223.6	226.7
Pafos	54.1	57.4	60.5	63.3	66.1	68.6	70.1	71.9	73.6	74.9	76.1
URBAN											
Total	418.9	438.5	454.7	468.1	480.1	494.3	505.9	520.0	533.2	542.9	551.5
Lefkosia	182.5	189.9	195.7	200.2	204.1	208.9	213.5	219.2	24.5	228.4	231.8
Ammo-chostos	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Larnaka	62.6	65.4	67.6	69.5	71.1	73.2	74.9	77.0	79.0	80.4	81.7
Lemesos	140.3	146.6	151.7	155.7	159.2	163.9	167.8	172.5	176.9	180.1	183.0
Pafos	33.5	36.6	39.7	42.7	45.7	48.3	49.7	51.3	52.8	54.0	55.0
RURAL											
Total	200.3	70.9	211.6	214.8	217.4	220.8	224.5	229.2	233.2	235.8	237.8
Lefkosia	68.8	33.6	72.3	73.2	73.8	74.6	75.6	76.9	78.1	78.7	79.1
Ammo-chostos	31.7	42.4	35.1	36.5	37.8	39.1	40.1	41.2	42.2	43.0	43.7
Larnaka	40.9	39.2	43.6	44.4	45.1	46.1	47.0	48.2	49.1	49.7	50.2
Lemesos	38.3	20.8	39.8	40.1	40.3	40.7	41.4	42.3	43.0	43.5	43.7
Pafos	20.6	67.9	20.8	20.6	20.4	20.3	20.4	20.6	20.8	20.9	21.1
% Urban	67.7	32.1	68.2	68.5	68.8	69.1	69.3	69.4	69.6	69.7	69.9
% Rural	32.3	32.1	31.8	31.5	31.2	30.9	30.7	30.6	30.4	30.3	30.1

1.7.3. De jure population by gender 1974-2007 (thousands)

Year	Total	Males	Females	Annual growth rate (%)
1974	505.7	250.8	254.9	
1975	498.3	248.7	249.6	-1.5
1980	512.3	254.1	258.2	1.3
1985	544.6	271.3	273.3	1.2
1990	587.1	292.5	294.6	2.5
1995	656.3	324.8	331.5	1.7
2000	697.5	342.7	354.8	1.0
2004	749.2	369.2	380.0	2.6
2005	766.4	377.8	388.6	2.3
2006	778.7	383.4	395.3	1.6
2007	789.3	589.6	399.7	1.4

1.7.4. Age breakdown of the population (thousands)

Age	1999	2001	2002	2003	2004	2005	2006	2007
0-4	47.3	44.0	42.5	41.4	41.1	40.9	41.5	42.5
5-9	54.8	53.5	51.6	49.7	47.5	45.8	44.4	43.3
10-14	55.2	54.2	55.1	55.1	55.1	54.5	53.9	52.1
15-19	57.0	55.8	56.0	56.5	56.6	56.9	56.1	56.8
20-24	49.9	53.6	55.7	58.3	62.4	64.3	65.0	64.9
25-29	48.4	50.0	50.9	52.8	56.7	61.9	65.1	67.5
30-34	49.6	49.3	50.2	53.0	55.1	56.3	58.1	59.3
35-39	53.0	52.7	52.0	53.1	53.9	54.1	54.3	55.4
40-44	49.8	53.4	54.3	55.4	56.2	57.1	56.9	56.1
45-49	44.5	46.6	48.1	50.2	52.8	55.0	56.4	56.9
50-54	40.3	43.5	44.7	45.8	47.0	48.2	49.3	50.8
55-59	34.9	35.3	36.9	39.0	41.4	43.7	45.6	46.8
60-64	28.3	31.4	32.7	33.2	34.0	35.3	36.6	38.6
65-69	24.3	26.0	27.0	28.1	29.2	30.5	31.4	32.4
70-74	20.5	21.4	21.9	22.4	23.1	23.8	24.2	25.2
75-79	14.8	16.3	16.7	17.2	17.6	18.0	18.4	18.7
80+	17.9	18.5	18.8	19.2	19.5	20.1	21.5	22.0
Total	690.5	705.5	715.1	730.4	749.2	766.4	778.7	789.3
0-14	157.3	151.7	149.2	146.2	143.7	141.2	139.8	137.9
15-44	307.7	314.8	319.1	329.1	340.9	350.6	355.5	360.0
45-64	148.0	156.8	162.4	168.2	175.2	182.2	187.9	193.1
65+	77.5	82.2	84.4	86.9	89.4	92.4	95.5	98.3

1.7.5. Birth rate

Fertility	1995	2000	2002	2003	2004	2005	2006	2007
Live births (number)	9869	8447	7883	8088	8309	8243	8731	8575
Crude birth rate (per 1000 population)	15.2	12.2	11.1	11.2	11.3	10.9	11.3	10.9
Total fertility rate	2.0	1.6	1.5	1.5	1.49	1.42	1.44	1.39

1.7.6. Mortality rate

Mortality	1995	2000	2002	2003	2004	2005	2006	2007
Deaths (number)	4935	5355	5168	5200	5225	5425	5127	5377
Crude death rate (per 1000 population)	7.6	7.7	7.3	7.2	7.1	7.2	6.7	6.8
Infant mortality rate (per 1000 live births)	8.5	5.6	4.7	4.1	3.5	4.6	3.1	3.1

1.7.7. Immigration

Year	Immigrants	Emigrants	Net total	Short term immigrants
1988	8801		4200	21206
1999	8524		4200	15812
2000	12764		3960	22187
2001	1485		4650	8641
2002	14370	7485	6855	8364
2003	16799	4437	12342	10353
2004	22003	6279	15724	17791
2005	24419	10003	14416	19243
2006	15545	6874	8671	16680
2007	19142	11752	7390	14179

1.7.8. Vital statistics 1974-2007

Year	Births	Deaths	Natural increase*	Net migration**	Marriages	Divorces
1974	8593	5605	2988	-15408	2796	140
1975	8040	3964	4076	-11542	5628	121
1980	10383	4719	5664	+771	3908	164
1985	10568	4599	5969	+238	5659	258
1990	10622	4844	5778	+8708	5607	348
1995	9869	4935	4934	+6000	6669	757
2000	8447	5355	3092	+3960	9282	1182
2004	8309	5225	3084	+15724	10931(5349)	1614
2005	8243	5425	2818	+14416	12966(5881)	1514
2006	8731	5127	3604	+8671	12617(5252)	1753
2007	8575	5377	3198	+ 7390	13422 (6332)	1648

* Natural increase is the excess of births over deaths. When expressed as a rate per thousand population, it is the difference between the crude birth rate and the crude death rate.

** Net migration is the balance between in-migration and out-migration. It may be expressed as a rate per 1000 mid-year population.

Note: Marriages of residents of Cyprus are shown in parenthesis.

1.7.9. Gross domestic product (per capita GDP rate and annual growth rate)

The GDP in 2007 was CY£9128.1 million – which equates to CY£10950 per capita GNI with a growth rate of 5.1%.

1.7.10. Rates of employment and unemployment (for various subgroups, including men, women and the proportion of young people aged 16-25)

EMPLOYMENT RATES – MALES

Year	2004	2005	2006	2007	2007	2007	2007	2007	2008	2008
Qtr.	Avg.	Avg.	Avg.	Q1	Q2	Q3	Q4	Avg.	Q1	Q2
EMPLOYMENT RATE %										
15+	70.9	70.7	70.6	69.9	71.1	71.8	71.6	71.1	70.2	71.0
15-24	41.5	40.5	41.0	37.9	38.4	39.9	40.2	39.1	36.6	39.1
25-54	92.8	91.8	92.0	91.1	92.8	93.0	92.9	92.4	91.2	91.9
55-64	70.9	70.8	71.6	72.6	73.3	72.5	71.7	72.5	70.4	70.0
15-64	80.0	79.2	79.4	78.8	80.1	80.8	80.3	80.0	78.4	79.3
65+	17.8	19.5	17.0	16.0	17.6	19.3	20.5	18.4	22.1	22.1
EMPLOYMENT										
15+	190826	197347	200359	204638	209251	210910	213029	209457	209618	212712
15-24	17484	17826	18437	16708	16948	16794	17784	17058	16402	17047
25-54	141106	145570	148203	152238	155457	156641	157368	155426	155062	156861
55-64	25250	26198	26870	29053	29343	29194	29036	29157	28596	29122
15-64	183840	189594	193510	197999	201748	202629	204187	201641	200060	203030
65+	6987	7754	6849	6640	7503	8280	8842	7816	9558	9682
FULL TIME (FT) / PART TIME (PT)										
PT %	4.7	5.0	4.3	4.3	4.2	4.6	4.4	4.4	5.0	5.0
PT	9052	9887	8530	8832	8732	9606	9470	9160	10521	10548
FT%	95.3	95.0	95.7	95.7	95.8	95.4	95.6	95.6	95.0	95.0
FT	181774	187460	191829	195806	200518	201303	203559	200297	199097	202164
SECTORS										
Agriculture %	5.7	5.7	5.3	5.4	5.9	6.3	6.3	6.0	5.6	5.5
Industry %	34.2	34.3	32.4	32.2	32.9	32.9	33.5	32.9	33.4	33.2
Services %	60.1	60.0	62.3	62.4	61.2	60.8	60.2	61.1	61.0	61.3
Agriculture	10873	11217	10631	11010	12340	13297	13435	12520	11703	11593
Industry	65263	67770	64869	65890	68822	69385	71305	68851	69953	70737
Services	114690	118361	124860	127738	128089	128228	128289	128086	127962	130382
EMPLOYEES										
Total	134621	140731	146860	150565	155589	155363	157499	154754	155382	157902
% total employment	70.5	71.3	73.3	73.6	74.4	73.7	73.9	73.9	74.1	74.2
Permanent contracts %	91.4	91.0	92.1	94.1	93.0	91.1	91.5	92.4	92.7	91.4
Permanent contracts	123004	128055	135308	141694	144683	141586	144124	143022	144061	144341
Temporary contracts %	8.6	9.0	7.9	5.9	7.0	8.9	8.5	7.6	7.3	8.6
Temporary	11617	12676	11552	8871	10906		13375	11732	11321	13561

contracts						13777				

EMPLOYMENT RATES – FEMALES

Year	**2004**	**2005**	**2006**	**2007**	**2007**	**2007**	**2007**	**2007**	**2008**	**2008**
Qtr.	Avg.	Avg.	Avg.	Q1	Q2	Q3	Q4	Avg.	Q1	Q2
EMPLOYMENT RATE %										
15+	50.0	49.8	51.4	25.5	53.4	53.2	53.8	53.2	53.2	53.8
15-24	33.6	33.2	34.1	34.2	35.7	35.4	38.6	36.0	37.2	35.5
25-54	73.1	72.2	73.6	75.0	75.7	75.3	75.9	75.5	75.2	77.0
55-64	30.4	31.5	36.6	37.5	41.3	41.6	40.6	40.3	40.4	40.6
15-64	59.0	58.4	60.3	61.3	62.7	62.4	63.2	62.4	62.5	63.3
65+	4.9	4.7	4.4	4.2	4.5	4.6	4.5	4.5	4.3	4.5
EMPLOYMENT										
15+	147174	150684	156922	164670	168606	168867	171823	168492	170172	171316
15-24	15926	16356	16751	17071	17788	17763	19441	18016	18789	17688
25-54	117489	119734	123506	129654	131023	130980	132677	131083	131790	133564
55-64	11383	12329	14532	15912	17531	17777	17408	17157	17392	17743
15-64	144798	148419	154788	162637	166342	166520	169525	166256	167971	168995
65+	2376	2265	2134	2032	2264	2346	2298	2235	2200	2320
FULL TIME (FT) / PART TIME (PT)										
PT %	13.4	14.0	12.1	11.4	10.4	10.2	11.4	10.9	11.3	11.2
PT	19660	21096	18912	18822	17605	17181	19569	18294	19193	19185
FT%	86.6	86.0	87.9	88.6	89.6	89.8	88.6	89.1	88.7	88.8
FT	127514	129588	138011	145848	151001	151687	152254	150197	150979	152130
SECTORS										
Agriculture %	3.7	3.5	2.9	2.3	2.3	2.3	2.7	2.4	2.4	2.6
Industry %	10.8	10.6	10.2	10.2	10.2	9.2	9.1	9.6	9.6	9.5
Services %	85.5	85.9	86.9	87.5	87.5	88.5	88.2	88.0	88.0	87.9
Agriculture	5438	5275	4592	3756	3869	3962	4622	4052	4168	4489
Industry	15827	15922	16039	16884	17125	15447	15589	16262	16253	16195
Services	125910	129486	136291	144030	147612	149458	151612	148178	149749	150632

EMPLOYEES										
Total	123897	126478	133646	142507	146200	145768	150729	146301	148685	149976
% total employment	84.2	83.9	85.2	86.5	86.7	86.3	87.7	86.8	87.4	87.5
Permanent contracts %	82.4	80.5	81.0	82.4	80.9	80.2	79.9	80.8	79.9	79.6

Permanent contracts	102077	101837	108318	117405	118301	116875	120467	118262	118748	119391
Temporary contracts %	17.6	19.5	19.0	17.6	19.1	19.8	20.1	19.2	20.1	20.4
Temporary contracts	21820	24641	25328	25102	27899	28893	30262	28039	29937	30585

UNEMPLOYMENT RATES – MALES

Year	2004	2005	2006	2007	2007	2007	2007	2007	2008	2008
Quarter	Avg.	Avg.	Avg.	Q1	Q2	Q3	Q4	Avg.	Q1	Q2
UNEMPLOYMENT RATE %										
15-24	9.3	13.2	8.9	11.3	11.6	10.3	10.6	11.0	13.1	5.8
25-64	3.0	3.5	3.4	3.6	2.5	2.6	2.4	2.8	3.5	2.4
15+	3.5	4.4	3.9	4.2	3.2	3.2	3.0	3.4	4.2	2.6
UNEMPLOYMENT										
15-24	1790	2707	1807	2135	2233	1926	2108	2101	2462	1053
25-64	5171	6306	6236	6798	4704	4967	4521	5247	6661	4527
15+	6961	9048	8044	8933	6937	6893	6629	7348	9123	5580
% TO POPULATION (15-24)										
	4.2	6.1	4.0	4.8	5.1	4.6	4.8	4.8	5.5	2.4
UNEMPLOYMENT BY DURATION										
% Less than 6 months	55.5	61.0	62.9	66.4	49.3	63.1	53.7	58.8	67.2	61.9
% 6-11 months	18.0	19.6	20.1	14.3	28.1	15.3	16.2	18.2	15.2	25.3
% 12 months or more	26.5	19.4	17.0	19.3	22.6	21.6	30.1	23.0	17.6	12.8
Less than 6 months	3865	5522	5060	5928	3421	4353	3561	4316	6131	3454
6-11 months	1252	1776	1620	1282	1950	1052	1076	1340	1391	1410
12 months and more	1845	1751	1365	1721	1566	1488	1992	1692	1601	715
UNEMPLOYMENT RATE %										
	0.9	0.8	0.7	0.8	0.7	0.7	0.9	0.8	0.7	0.3
UNEMPLOYED										
% seeking 1st job	12.6	16.5	16.2	24.1	17.4	14.0	22.7	19.8	14.3	12.8
Seeking 1st job	874	1497	1305	2158	1207	965	1502	1458	1302	713
% seeking part time job	7.2	2.2	3.2	7.6	12.7	10.0	9.7	9.8	15.1	8.5
Seeking part time job	503	201	255	682	879	687	641	722	1376	474
INACTIVES 15 +										
	71437	72875	75520	79002	78210	75954	77708	77719	79849	81454

UNEMPLOYMENT RATES – FEMALES

Year	2004	2005	2006	2007	2007	2007	2007	2007	2008	2008
Quarter	Avg.	Avg.	Avg	Q1	Q2	Q3	Q4	Avg.	Q1	Q2
UNEMPLOYMENT RATE %										
15-24	12.2	14.7	11.1	10.6	6.5	10.5	9.8	9.4	9.6	8.3
25-64	4.7	5.5	4.7	5.1	3.3	4.3	3.4	4.0	4.5	3.4
15+	6.2	6.5	5.4	5.7	3.6	4.9	4.1	4.6	5.0	3.9
UNEMPLOYMENT										
15-24	2221	2815	2096	2017	1235	2090	2122	1866	1986	1602
25-64	7463	7615	6864	7858	5061	6639	5300	6214	7038	5266
15+	9724	10445	8960	9875	6296	8729	7422	8080	9024	6868
% TO POPULATION (15-24)										
	4.7	5.7	4.3	4.0	2.5	4.2	4.2	3.7	3.9	3.2
UNEMPLOYMENT BY DURATION										
% Less than 6 months	54.4	52.6	59.6	68.7	62.8	69.0	69.4	67.8	74.6	65.7
% 6-11 months	17.7	20.4	19.1	19.2	19.5	15.5	16.4	17.6	14.0	23.3
% 12 months or more	27.9	27.0	21.3	12.1	17.7	15.5	14.2	14.6	11.4	11.0
Less than 6 months	5286	5497	5335	6785	3953	6026	5150	5479	6732	4510
6-11 months	1725	2126	1714	1898	1231	1352	1221	1426	1261	1601
12 months and more	2714	2821	1912	1191	1112	1350	1052	1176	1031	757
UNEMPLOYMENT RATE %										
	1.7	1.8	1.2	0.7	0.6	0.8	0.6	0.7	0.6	0.4
UNEMPLOYED										
% seeking 1st job	15.2	17.6	15.3	14.2	17.5	15.5	25.2	17.7	15.0	17.8
Seeking 1st job	1475	1842	1369	1400	1102	1353	1871	1431	1351	1225
% seeking part time job	26.8	22.4	18.1	17.0	19.1	15.6	14.9	16.6	15.0	26.8
Seeking part time job	2607	2340	1626	1683	1201	1363	1106	1338	1354	1840
INACTIVES 15+										
	137288	141148	139265	138859	140716	139922	13909	139851	140627	140071

1.7.11. Literacy rates 1946 – 2001

For the years 1946 and 1960, literacy refers to persons aged 7 and over, for 1976, 10 years and over and for the other years, 15 years and over.

Year	Literate			Illiterate		
	Total %	Male %	Female %	Total %	Male %	Female %
1946	67	81	53	33	19	47
1960	82	91	73	18	9	27
1973	85	94	77	15	6	23
1976	90	96	85	10	4	15
1980	93	98	88	7	2	12
1984	93	97	87	7	3	13
1987	94	98	91	6	2	9
1989	95	98	92	5	2	8
1991	94	98	90	6	2	10
1992	94	98	90	6	2	10
2001	97	99	95	3	1	5

2. General Organisation of the Education System and Administration of Education

2.1. Historical Overview

Archaeological findings and inscriptions testify to the existence of a rich cultural life on the island of Cyprus, which can be traced back to the Homeric era. Greek language, education and learning were cultivated in the ancient kingdoms and city-states of the island reaching a high level of development during the reign of Evagoras of Salamis (fifth to fourth century BC). The epic *Cypria (Κύπρια)* by Stasinos written in the eighth century BC and the founding of the Stoic philosophy by Zenon of Kition in the fourth century BC attest to periods of high intellectual activity. The ancient Gymnasia (Γυμνάσια) were centres of physical and intellectual development in the ancient cities of Cyprus during the Greco-Roman period.

The turning point in cultural and educational affairs in Cyprus was the conversion of the island to Christianity in 45-46 AD. The Christian Church became a national institution during the Byzantine period with monasteries and churches becoming centres of learning and religious art (330-1191). During the Frankish and Venetian rule (1192-1571) the feudal system was established; this, together with the persecution of the Orthodox Church by the Catholic rulers, was not conducive to learning and education on a large scale.

During the Ottoman period (1571-1878) the Greek Orthodox Church assumed its role as the guardian of the Greek language and culture on the island and its monasteries and other religious institutions became the only centres for learning and cultural activities.

Ottoman rule can be divided into two periods: 1571-1754 and 1754-1878. During the first period there was actually no organised system of learning. The clergy alone enjoyed the privilege of receiving some rudimentary education at the monasteries. In contrast, very few laymen enjoyed the same privilege. During the second period, and in particular after 1830, which saw the first assembly led by the Archbishop of the Orthodox Christian Bishops in Cyprus, the Church assumed a key role in the establishment and governance of schools. There were three types of school during the Ottoman period:

- Private schools, where pupils were taught by clergymen and some laymen who had received a basic education.
- Student allilodidaktika scholeia (αλληλοδιδακτικά σχολεία) (peer teaching schools), which were a type of community school.
- Greek Schools (Ελληνικές Σχολές), which were a type of secondary school.

Towards the end of the Ottoman rule, the educational system of the island could be described as decentralised, with community leaders and bishops in charge of educational and financial affairs.

However, the situation regarding education under the rule of the Ottomans remained poor, with an illiteracy rate of over 80% and only 5% of children between the ages of five and fifteen attending school. According to a report written by F.D. Newham in 1879, a year after the beginning of British colonial rule, there were eighty-three Greek and sixty-five Turkish schools in the whole of Cyprus. After the British introduced a system of subsidising primary education, the numbers of schools increased rapidly, so that by 1887 there were two hundred Greek and sixty-nine Turkish schools.

During the first period of the British Administration (1878-1923) the Greek Orthodox Church continued to play a decisive role in education.

Act 18/1895 established three educational bodies for Greek and Turkish Cypriots. Each community had its own body, which served the Greek and Turkish communities separately. These bodies were as follows:

- The two Boards of Education (Εκπαιδευτικά Συμβούλια), one designated for each community

- The District Committees (Επαρχιακές Εκπαιδευτικές Επιτροπές)
- The Town and Village Committees of Education (Σχολικές Επιτροπές των Πόλεων και Χωριών)

The Greek Board of Education was responsible for primary education while secondary education remained the responsibility of the Church and the Greek community.

The year 1896 saw the introduction and enforcement by the colonial authorities of the six-year school model.

During the second period of British rule (1923-1959), according to the report of two experts J.E. Talbot and F.W. Cape, Acts 22/1923 and 4/1929 were decisive in reducing the role of the Church in education, whilst promoting the role of the colonial administration.

After the introduction of the Education Act (4/1929), teachers were appointed and paid by the British Administration and, therefore, became civil servants. The Education Act of 1933 ensured that all educational matters became the responsibility of the British Colonial Governor, who appointed both the Village and Town School Committees. Thus, by 1933, the centralization of the education system was complete and its main features were as follows:

- The colonial administration was the central authority for primary education and it was empowered to delegate any or all of its duties to the following: the Director of Education; the Greek and Turkish Boards of Education; Town Committees; Village Committees; Committees of Management.
- The Town and Village Committees were responsible for the general management and supervision of the schools in their area: the Committees of Management played the same role for schools belonging to religious or ethnic groups other than the Greek Orthodox or Muslim.
- The Town and Village Committees and Committees of Management provided and maintained school buildings with the assistance of loans raised in the name of the Director of Education.
- Elementary education was provided free of charge.
- General secondary schools were usually both private and fee-paying, but were subject to various controls in the name of the Colonial Governor.
- Technical secondary schools were under the absolute control of the colonial government.
- The operation of private schools required the approval of the Director of Education.
- The only post-secondary educational institutions on the island were the two teachers' colleges (Διδασκαλικό Κολέγιο) in Morfou and Lefkosia and the College of Forestry (Δασικό Κολέγιο). The Teachers' Training College (for male teachers) began operating in 1937 in Morfou, and a similar institution for women, the Schoolmistresses' Training College opened in 1943 in Lefkosia. Before the establishment of these institutions, the training of teachers took place at the Teachers' Training School of the Pancyprian Gymnasium (1893-1935) and the Phaneromeni Teachers' Training School (1903-1937).

Articles 86 and 87 of the 1960 Constitution of the Republic of Cyprus (see section 1.1.) provided for the creation of the Greek and Turkish Communal Chambers, which were responsible for all matters relating to education, culture and religion. The Administration of the Greek Communal Chamber appointed a Committee for Education and organised an Office of Education led by a Director of Education. The Director of Education oversaw the following departments and services:

- The Department of Primary Education
- The Department of Secondary and Higher Education
- The Department of Cultural Development
- The Office of Accounts
- The Technical Services for School Buildings
- Physical Education
- The School Medical Services
- Agricultural, Technical and Vocational Education
- Social Workers and Educational Psychologists

The education system was characterised by its high degree of centralisation and its similarity to the colonial system of education administration. A similar structure was adopted by the Turkish Communal Chamber.

The creation of the Ministry of Education (later to become the Ministry of Education and Culture) and the abolition of the Greek Communal Chamber have already been discussed in 1.2.4.. The reasons behind this change lie in the desire of the central government to play an increasingly important role in education as part of its plans for development, and the need for financial support and control.

The current structure of the Ministry of Education and Culture and the role played by the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission) has already been discussed in section 1.2.4.. The public education system in Cyprus remains highly centralised.

Primary education has been compulsory since 1962 and has for the most part always been free. Attendance at the gymnasio (γυμνάσιο) (gymnasium) level (up to the third grade of secondary school – see section 2.4.3. and chapter 5.) was made compulsory from 1985/86. Free education was introduced for the first grade of secondary education in 1972/1973 and by 1985/1986 had expanded to include all secondary education grades.

All of the laws regarding payment for schooling and compulsory attendance were combined in 1993 under Law 24(I)/1993. This law was made up of four main components:

- Attendance in primary school and the gymnasium (γυμνάσιο) level of secondary school is compulsory until a pupil graduates from the gymnasium (γυμνάσιο) or reaches the age of fifteen.
- Education is provided free of charge in public primary and secondary schools. This includes the gymnasium (γυμνάσιο) and lykeio (λύκειο) (lyceum) levels and technikes scholes (see section 2.4.3. and chapter 5.).
- The textbooks published by the Ministry of Education and Culture in Cyprus or the Ministry of National Education and Religious Affairs (Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων) in Greece are provided free of charge to teachers and pupils.
- The Council of Ministers has the authority to provide transport to pupils living at a distance from the school they attend (see sections 1.5. and 2.3.). This is either subsidised or free of charge.

One of the most important developments in the educational sector in the 1990s and the 2000s was the expansion of the university sector in Cyprus. The University of Cyprus (Πανεπιστήμιο Κύπρου) was established in September 1992, the Open University of Cyprus (OUC) (Ανοικτό Πανεπιστήμιο Κύπρου) in September 2006 and the Cyprus University of Technology (CUT) (Τεχνολογικό Πανεπιστήμιο Κύπρου) in September 2007. Moreover, steps were taken to upgrade the private institutions of tertiary education under Law 109 (I)/2005, which provides for the establishment and operation of private universities both as profit and non-profit organisations. Three private universities were granted permission to operate by the Council of Ministers in September 2007: Frederick University, European University-Cyprus and the University of Nicosia.

Other important recent developments and reforms in education were as follows:

- The introduction of compulsory education until the age of fifteen – Law 24(I)/1993.
- The establishment of the nine-year basic education period. This became a ten-year period on 14/04/04 with the introduction of a compulsory pre-primary (προδημοτική) year with decision 59.824 of the Council of Ministers, see sections 2.4.1. and 3.2.. This came into force at the beginning of the 2004/05 academic year.
- The addition to the curriculum of classes in technology and computer science.
- The introduction of a new curriculum in Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education) sector in 2001 (see 5.1. and 5.2.).

- The introduction of the Pancyprian Common Examination in the last year of the lyceum (λύκειο) (see section 2.4.3.). This is intended to combine the school leaving examination with the examination for the allocation of places at universities and tertiary level institutions in Cyprus and Greece.
- Decision 65.536 on 16/05/07 of the Council of Ministers reduced the maximum class size in all grades of nipiagogeio (νηπιαγωγείο) (kindergarten), primary school, gymnasium (γυμνάσιο) and lyceum (λύκειο) to 25. The implementation of this decision would be applied gradually, starting from 2007/08 and ending in 2010/11. By the same school year (2010/11), the maximum size for a symplegma (σύμπλεγμα) multigrade-class in the kindergarten, the elementary, the gymnasium and the lyceum schools was to be reduced gradually to 20. The reduction of the size of classes in primary and pre-primary education started in 2003 and for the lyceum and the gymnasium in 2005.
- The oloimero scholeio concept began experimentally in 1999/2000 in nine primary schools. In 2007/08 120 schools operated as proairetika oloimera scholeia.
- On 17/05/06, decision 63.788 of the Council of Ministers created nine eniaia oloimera scholeia on a pilot basis for the school year 2006/07 (see section 4.2.). In 2007/08, the number increased to fifteen.
- In 2005/06, the optional all-day kindergarten (ολοήμερο νηπιαγωγείο) (oloimero nipiagogeio) operated on a pilot basis in ten classes in rural pre-primary schools. In 2006/07, the institution was extended to 16 nursery classes at 14 state nurseries in rural and urban pre-primary schools. In 2007/08 it was extended to 20 classes.
- The regulation and monitoring of private tertiary level educational institutions – in Laws 67(I)/1996 – 193(I)/2002 (see chapter 6.).
- The pre-service training programme for prospective teachers of secondary education, which had been running at the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) until 2007, was assigned to the University of Cyprus by Law 10/1969-52(I)/2007 and regulations ΚΔΠ 236/2007. The regulations provide that in case the University of Cyprus is not able to offer this programme, the Ministry of Education and Culture can make arrangements for the Pedagogical Institute to offer the pre-service training again for prospective secondary school teachers.

2.2. Ongoing Debates and Future Developments

Some of the ongoing debates and future developments in education in general in Cyprus include the following:

- **Education and Culture Budget**. Budget expenditure for education and culture increased by 12.5% in 2009 reaching €1.071b. The increase could rise to 16% if €12m for the student aid package (see section 6.8.1.) and €26m for school infrastructure were added. As regards culture in particular, the allocated funds for 2009 had almost doubled, from €23.7m in the previous year to €46.5m.
- **Educational Reform**. Seven experts in the field of education were commissioned in 2003 by the President of the Republic to review the current educational system and to submit suggestions for its revision and restructuring. Their report was submitted to the Minister of Education and Culture on 31 August 2004. The suggestions of the experts were to serve as a basis for the dialogue initiated for the revision of the educational system.
- **Ongoing Dialogue**. Dialogue on the reform of the Cyprus education system, based on the report mentioned above, was initiated on 30 January 2005. This dialogue, involving a wide range of organisations in the field of education and representatives of the parliamentary political parties, focusses on four main areas: the content of education, the administration and structure of education, tertiary education and educational research and evaluation. These issues are discussed at the level of the three councils: Primary-Secondary Education, Tertiary Education and the Symvoulio Paideias (Συμβούλιο Παιδείας) (Pedagogical Council). The dialogue is still on-going.
- **Vision of Education**. The 12th meeting of the Pedagogical Council was held on 28 July 2008. At this meeting the President of the Republic, Mr Demetris Christofias, attended in person (see section 1.2.1.). He outlined his vision of education and asked for the dialogue on the reform of education to be speeded up in

order to produce concrete results as soon as possible. He declared the academic year 2008/09 *Year of Educational Reform* and rapprochement with the Turkish Cypriots.

- **Translation of Literature**. The Ministry announced in April 2009 a statutory programme for the translation and publication of Greek Cypriot and Turkish Cypriot literature in the respective languages, as well as the subsidization of translations of Cypriot authors into foreign languages.
- **Curriculum Revision**. In 2008, the Ministry of Education and Culture appointed a Committee made up of academics and specialists in curriculum issues with the mandate to set out guidelines and general objectives and expected educational outcomes for the design of new curricula and syllabi for all three levels from prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) - secondary education. This Committee submitted a set of objectives and expected outcomes for the public educational sector in December 2008. In 2009, the Ministry of Education and Culture appointed a number of sub-committees made up of subject specialists and practioners in the field of education with instructions to design new curricula and syllabi per subject/area from pre-primary to secondary education.
- **School Boards**. A series of laws 108(I)/1997-1(I)/2008 introduced major changes to Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) (see section 1.2.4.). Law 70(I)/2005 provides for the election of the majority of the members of the School Boards. The same law provides for the Advisory Committee. There is one Advisory Committee per school. The headteacher or his/her deputy presides over it and there are representatives of the staff association, the Students' Council and a member of the School Board. The committee meets regularly and submits suggestions to the School Board on the school budget, equipment and maintenance. Law 69(I)/2006 allows for the constitution of School Boards in groups that include more than four communities as well as School Boards that can include both municipalities and communities.
- **Appointment of Teachers**. Part of the ongoing dialogue into educational matters, mentioned above, includes discussion of the viability of the 'waiting list' system for the appointment of teachers. This system is regulated by Laws 180/1987, 245/1987, 88(I)/1997. The main components of the current waiting list system are as follows: university graduates apply to the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission) to become teachers after graduation. The Education Service Commission Members examine the applications and, if approved, the applicants are placed on a waiting list. The length of the waiting period depends on the level to be taught and the subject. In some cases, there is no waiting involved, in others, the waiting period may be a number of years, during which time the applicant usually follows another career. When the applicant's name comes to the top of the list they have the right to accept or reject the offer of a teaching position made to them by the Education Service Commission (see chapter 8.).
- **New Teacher Evaluation and Promotion Scheme**. In April 2009, within the framework of the dialogue for the reform of the education system, the Ministry of Education and Culture submitted a proposal for a new scheme of evaluation and promotion of teaching personnel (from pre-primary to secondary education level) to the teachers' unions and other stakeholders. The Ministry's proposal will be discussed at the Council of Primary-Secondary Education and the Symvoulio Paideias (Συμβούλιο Παιδείας) (Pedagogical Council) in an effort to reach maximum consensus on this issue.
- **Information and Communication Technology (ICT)**. The Ministry of Education and Culture has obtained suitable educational software for standalone use when installed on school computers, while it has proceeded to prepare Digital Educational Content (DEC), for the DIAS project. The DIAS project promotes ICT in all schools. Under DIAS (Diadiktiako Scholeio – Internet School) a Learning Management System has been developed, which will cover all services for students, teachers and parents. More specifically, the following services will be provided: Digital Educational Content for all subjects, which will be accessible both from school and home; Personal e-mails and websites for students and teachers; access for parents to information on the educational progress of their children; Ethernet connectivity in all schools. DIAS began its pilot phase in November 2008 in eight schools and it will expand to all schools by 2014.
- **ICT and Lifelong Learning**. The idea is to offer classes using ICT, so that adults that attend evening secondary schools and evening technical and vocational schools, can study at home and attend school less frequently. This will enable more people to attend evening schools.

- **ICT and School Management System**. School Management System is at its initial stage. All procedures involving schools and the Ministry will be performed using ICT, aiming at decentralization, more efficiency and more accountability. Data Warehouse technology will be used. School Management System is expected to begin operation in 2011.
- **Special Needs Education**. The ongoing policy of the inclusion of pupils with special needs into mainstream schools is described in detail in chapter 10.
- **Multicultural Education**. The development of a system of multicultural education (διαπολιτισμική εκπαίδευση) in Cyprus in response to changing circumstances is outlined in section 10.7..
- **Lifelong Learning**. The efforts of the Government of the Cyprus Republic to promote lifelong learning, in order to bring Cyprus into line with education policies elsewhere in Europe, are described in see chapter 7..
- **Higher Education**. Within the framework of the policy of the government to establish Cyprus as a regional education and research centre, the following measures have been taken: expansion of state universities with new undergraduate and postgraduate programmes, schools and faculties; ongoing registration of new programmes of study offered at private institutions of higher education; strategic measures for the gradual increase of students at public universities (see section 2.4.4. and chapter 6.).
- **Unified Law for Higher Education**. The Minister of Education and Culture appointed a specialist committee of university professors and high ranking administrators with the objective of proposing a new unified law for Higher Education.
- **Cyprus Quality Assurance and Accreditation Agency**. The establishment of the Cyprus Quality Assurance and Accreditation Agency is under consideration. The aim of this Agency will be to promote quality assurance and safeguard accountability for both public and private Higher Education Institutions through external accreditation and development of internal quality culture based on the ENQA Standards and Guidelines and European Agreements on collaboration for Quality Assurance. The new body, when established, is expected to absorb the functions of SEKAP and KYSATS and carry out the evaluation of all public and private higher education institutions operating in Cyprus.
- **Evaluation Committee for Private Universities.** The Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities) was appointed by the Council of Ministers in December 2005 in accordance with the relevant Law 109(I)/2005 for the establishment of private universities. It is an independent body consisting of seven prominent professors from various countries.
- **Private Universities**. The Council of Ministers through its decision of September 12, 2007 allowed for the first time the establishment of private universities according to Law 109(I)/2005. The three universities are: Frederick University, European University-Cyprus and University of Nicosia. All three started operating in October 2007 (see section 2.4.4. and chapter 6.). A new private university, Neapolis University-Cyprus, was granted permission to admit its first students in 2010/2011.
- **Open Schools**. The Ministry of Education and Culture in cooperation with the local authorities introduced the model of Open School in several communities on a pilot basis. The facilities of open schools can be used by the wider community for educational and entertainment purposes after school hours.
- **Student Transport**. The Ministry of Education and Culture has introduced free transport for gymnasium students to and from schools. The measure will be evaluated and expanded gradually to cover all gymnasia.

Laws 108(I)/1997-1(I)/2008 provide for the establishment, operation of School Boards and election of their members

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Laws 108(I)/1997-1(I)/2008 provide for the establishment, operation of School Boards and election of their members

2.3. Fundamental Principles and Basic Legislation

The fundamental principles that govern the entire education system are outlined in Article 20 of the 1960 Constitution of the Republic of Cyprus as follows:

"Every person has the right to receive, and every person or institution has the right to give, instruction or education subject to such formalities, conditions or restrictions as are in accordance with the relevant communal law and are necessary only in the interests of the security of the Republic or the constitutional order or the public safety or the public order or the public health or the public morals or the standard and quality of education or for the protection of the rights and liberties of others including the right of the parents to secure for their children such education as is in conformity with their religious convictions."

"Free primary education shall be made available by the Greek and the Turkish Communal Chambers in the respective communal primary schools."

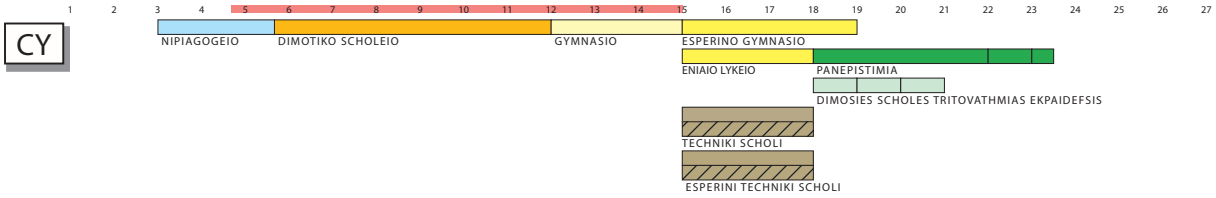
"Primary education shall be compulsory for all citizens of such school age as may be determined by a relevant communal law."

"Education, other than primary education, shall be made available by the Greek and the Turkish Communal Chambers, in deserving and appropriate cases, on such terms and conditions as may be determined by a relevant communal law."

The current system is regulated by the 1960 Constitution and the provisions of Law 24(I)/1993, the details of which can be found in section 2.1..

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in Cyprus, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

This section on the general structure and defining moments in educational guidance is divided into four sections, covering the following sectors of education:

- Pre-primary
- Primary
- Secondary
- Higher and tertiary

2.4.1. Pre-primary education

Children from the age of three years to five years and eight months attend one of the following types of institutions of prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education):

- A public kindergarten
- A community kindergarten
- A private kindergarten

The Ministry of Education and Culture has introduced compulsory pre-primary education for children in the age range from four years and eight months to five years and eight months (see sections 2.1. and 3.1.) from the academic year 2004/05.

The educational programme in the public and community nipiagogeia retains as many elements of normal family life as possible, with an emphasis on comfort, love, trust, acceptance, safety, respect and the child's individual personality.

2.4.2. Primary education

Pupils enter primary education when they reach the age of five years and eight months by 31 August of the year of their registration and attend for six years. Attendance is compulsory. At the end of this period they receive a school-leaving certificate, which entitles them to enter secondary education. There are both public and private dimotika scholeia.

Public schools function in every town and village where more than fifteen children live – areas with fewer than fifteen children are served by regional schools. Most of the large primary schools in urban and larger rural areas are divided into two cycles. Cycle A caters for grades 1-3 and Cycle B for grades 4-6. Teachers are allocated in such a way so as to ensure the total class size does not exceed the maximum numbers, as regulated by decisions of the Council of Ministers 58.433 (30/07/03), 60.362 (04/06/04), 61.603 (16/02/05), 62.664 (28/09/2005) and 65.536 (16/05/2007) – see section 2.1..

Because of the hardships faced by primary schools in the occupied north of the island, including the censorship of schoolbooks, only one primary school still operates in this area, located in Rizokarpaso. However, in 2005 a kindergarten was permitted to operate, accepting children between the ages of three and five years and eight months. It was set up in one of the classrooms of the Rizokarpaso Primary School. In 2007/08, eight children attended the Rizokarpaso Kindergarten and nineteen children, the Rizokarpaso Primary School.

According to the ten-year educational programme, the aim of primary education is to create and secure the necessary learning opportunities for children, regardless of age, sex, family and social background and academic ability. Strong emphasis is placed on skills in languages and mathematics, as well as health and environmental education and creative and artistic expression. Recent innovations include the increased use of modern technology, for example, the use of computers as a teaching and learning tool, and the expansion of oloimera scholeia (ολοήμερα σχολεία) (all-day schools) (see section 4.2.) and the move towards integrating pupils with special educational needs into the mainstream (see chapter 10.).

2.4.3. Secondary education

The lower secondary school, the gymnasio (γυμνάσιο) (gymnasium), is the first three-year cycle of general secondary education providing education to pupils between the ages of twelve and fifteen. Education in Cyprus is compulsory until the end of the gymnasium (γυμνάσιο) at which point successful graduates receive a leaving certificate, which allows the pupil to enter an upper secondary school, the lykeio (λύκειο) (lyceum) or a secondary level techniki scholi (τεχνική σχολή) (technical school).

The main goal of the gymnasium (γυμνάσιο) is to promote the development of pupils according to their age potential and the requirements of society. The gymnasium (γυμνάσιο) is a self-contained unit of general education. It complements the general education offered by primary schools and prepares pupils for education in lyceums (λύκεια) or technical schools. The structure and curriculum of the gymnasia have recently been updated and expanded to include subjects such as the arts, health, nutrition, environmental studies, design and technology. All pupils at the gymnasia study the same subjects.

The introduction of the eniaio lykeio (ενιαίο λύκειο) (unified lyceum) (referred to here by the more common term 'lyceum') in the academic year 2000/01 has been perhaps one of the most important reforms to the education system of Cyprus in the last two decades. The lyceum (λύκειο) cycle offers a three-year education programme for pupils aged fifteen to eighteen and has as its main focus the general education of pupils as well as the development of their personality.

Pupils of the lyceum (λύκειο) must follow a compulsory set of general educational subjects in addition to choosing optional subjects which they select in accordance with their interests, ability and future plans. These subjects provide more in-depth and systematic coverage of a particular field of study. The pupils are assisted in making these choices by counsellors and the committee for the evaluation of pupils' choices. Success in the lyceum (λύκειο) leads to the school-leaving certificate, which is the qualification for entry into university or any other higher education institution.

Approximately 20% of the total student population attend public Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education) (STVE). The STVE programmes include formal technical and vocational education, lifelong learning and training programmes. These are offered in two main streams, either 'theoretical' or 'practical,' and in various specialties. The programmes last three years and pupils who have graduated from a gymnasium (γυμνάσιο) can attend. The only exception to this is the systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) (for more information see chapter 5.). STVE apolytirio (απολυτήριο) (school leaving certificate) is equivalent to that of the lyceum (λύκειο) and school leavers from technical schools can compete for places in tertiary education with graduates from the lyceums.

There are also a number of private secondary schools in Cyprus, which are registered with the Ministry of Education and Culture and operate according to existing regulations. They offer courses lasting six or seven years: some follow the curriculum and timetables of the public school system wholly or partially, some do not. The language of instruction varies in the private schools, the main ones being Greek, English, French and Russian (see section 1.5.).

2.4.4. Higher and tertiary education

Anoteri kai Anotati Ekpaidefsi (Ανώτερη και Ανώτατη Εκπαίδευση) (Higher and Tertiary Education) is offered both by public and private institutions. In the academic year 2008/09 public higher and tertiary education was offered by three state universities: the University of Cyprus (Πανεπιστήμιο Κύπρου), the Cyprus University of Technology (Τεχνολογικό Πανεπιστήμιο Κύπρου) and the Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου) and seven public tertiary education institutions (see below).

The University of Cyprus is an autonomous academic institution and the first university-level educational establishment on the island. It was established in 1989 and admitted its first students in 1992. The main objectives of the university are the promotion of scholarship and education through teaching and research and the enhancement of the cultural, social and economic development of Cyprus. The official languages of the University are Greek and Turkish and the main language of instruction is Greek. There are currently six faculties: Humanities; Social Sciences and Education; Pure and Applied Sciences; Economics and Management; Letters and Engineering.

In December 2002, Law 234(I)/2002 was passed for the establishment of the Open University of Cyprus in order to promote lifelong learning. The Open University accepted its first students in September 2006. In the academic year 2008/09, the Open University offered the following programmes:

- Master in Management of Health Units
- Master in Education Studies
- Bachelor in Hellenic Civilization
- Master in Information Systems
- Banking/Finance
- Business Administration

PhD programmes

- Education Studies
- Hellenic Civilisation
- Information Systems
- Management of Health Units

In 2003, the House of Representatives approved the establishment of the Cyprus University of Technology under Law 198(I)/2003. In September 2007, the University of Technology began operation with five academic faculties:

- Geotechnical Sciences and Environmental Management
- Economics and Management
- Applied Arts and Communications
- Engineering and Technology
- Health Sciences

For further information on the Open University of Cyprus and the Cyprus University of Technology, see section 6.2..

Other public schools of higher education are under the control of other ministries, namely the Cyprus Forestry College, the Higher Technical Institute, the Higher Hotel Institute, the School of Nursing, the Mediterranean Institute of Management, the Tourist Guides School and the Cyprus Police Academy. The language of instruction is English at the Cyprus Forestry College, the Higher Technical Institute, the Higher Hotel Institute and Greek at the School of Nursing, the Tourist Guides School and the Cyprus Police Academy. The Mediterranean Institute of Management offers courses in both English and Greek.

By a decision of the Council of Ministers, the Higher Technical institute, the Nursing School and the three-year programmes of the Higher Hotel Institute accepted their last intake in the academic year 2006/07, as the Cyprus University of Technology now covers all or most of their courses, (see chapter 6.).

The private sector of higher and highest education has been offered as of October 2007 by two types of institutions – private universities and higher education institutions. As mentioned in section 2.2. above, the establishment and operation of private universities became feasible by Law 109(I)/2005.

Under the same law, the Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities) was appointed by the Council of Ministers in December 2005. The ECPU approved the application of three private tertiary institutions to be upgraded to university status. Three private universities were permitted to operate in October 2007, following the decision of the Council of Ministers on 12th September 2007:

- The European University-Cyprus with four faculties: Arts and Education Sciences, Humanities and Social Sciences, Business Administration and Sciences.
- Frederick University with six faculties: Architecture, Fine and Applied Arts, Humanities and Social Sciences, Health Sciences, Engineering and Applied Sciences, Economic Sciences and Administration and Education.
- The University of Nicosia-Cyprus with four faculties: Humanities, Social Sciences and Law, Business, Sciences and Education.
- In 2008 the ECPU approved the establishment of a new university, the Neapolis University-Cyprus, which will operate in 2010/11.

The non-university privately owned tertiary and higher education institutions operate under the Unified Laws 67(I)/1996-221(I)/2004, which regulate the establishment, control and operation of institutions of tertiary education. All such institutions are required to register with the Ministry of Education and Culture. It should be noted, however, that registration does not imply recognition of the degrees awarded. The private institutions of higher education were founded mainly during the last two decades and offer a wide variety of programmes of study at certificate, diploma, bachelor's and master's level. At present, there are twenty-four private institutions registered with the Ministry of Education and Culture, which offer programmes of between one and four years' duration (see chapter 6.). The different private institutions have similar admission requirements for sub-degree courses, namely a secondary apolytirio (απολυτήριο) and a good level of English. The Department of Higher and Tertiary Education in the Ministry of Education and Culture provides all necessary support to the Kypriako Symvoulio Anagnorisis Titlon Spoudon (Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών) (Cyprus Council for the Recognition of Higher Education Qualifications) (KYSATS) and the Symvoulio Ekpaideftikis Axiologisis - Pistopoiisis (Συμβούλιο Εκπαιδευτικής Αξιολόγησης - Πιστοποίησης) (Council for Educational Evaluation and Accreditation) (SEKAP). SEKAP is the body responsible for accreditation of courses while KYSATS evaluates qualifications offered both in Cyprus and abroad (for more information on the work of both of these bodies, see chapter 2.6.1.).

2.5. Compulsory Education

As mentioned in section 2.4., education is compulsory in Cyprus at the pre-primary (προδημοτική), primary and gymnasio (γυμνάσιο) (gymnasium) level, or until the pupil reaches the age of fifteen. Pupils attend public nipiagogeio (νηπιαγωγείο) (kindergarten) from the age of four years and eight months to five years and eight months, then dimotiko scholeio (δημοτικό σχολείο) (primary school) for six years and gymnasium (γυμνάσιο) for three years. Parents and guardians of minors who fail to register and send them to school during these specified periods are subject to a penalty (Law 24(I)/1993). At present there are no measures for monitoring school registration and enforcing it, except that in the small communities that are typical of the island, it would be difficult to conceal the fact that a child has not been registered with a school.

2.6. General Administration

There are a variety of institutions involved to a greater or lesser extent in the development and implementation of educational policies and in the administration of education in Cyprus. The key players are as follows:

- The Council of Ministers
- The House of Representatives
- The Ministry of Education and Culture

- The Education Service Commission (see section 1.2.4.)
- The Pedagogical Council (see sections 1.2.4. and 2.2.) Ministries which have responsibility for tertiary level institutions (see sections 1.2.4. and 2.4.)The School Boards

In addition to the above, parents' associations, teachers' unions and students' associations are actively involved in the decision-making process in schools and other educational institutions.

The education administration is centralised for reasons covered in section 2.1.. At the local level, the School Boards and the schools themselves have some level of responsibility in education administration. This is detailed in section 2.6.3..

2.6.1. General Administration at National Level

The highest authority for policy-making in education is the Council of Ministers, whilst the overall responsibility rests with the Ministry of Education and Culture (with the exception of the tertiary level institutions which come under the remit of other ministries – see sections 1.2.4. and 2.4.). The Ministry of Education and Culture is responsible for the administration of education, the enforcement of education laws and, in cooperation with the Attorney General's Office, the preparation of bills relating to education. The bills are tabled in the House of Representatives for debate and approval.

The Minister of Education and Culture is the political head of the Ministry, appointed by the President of the Republic; he/she retains the post for as long as he/she enjoys the confidence of the President. The Minister's chief responsibilities are the drawing up of educational policy, within the framework of the general education policy of the government and the promotion and observation of its implementation. To this end, the Minister is supported by the services of the Ministry.

The work of the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission), the Education Council and the Symvoulio Paideias (Συμβούλιο Παιδείας) (Pedagogical Council) has already been detailed in sections 1.2.4. and 2.2..

The Permanent Secretary of the Ministry of Education and Culture is a permanent public officer appointed by the Public Service Commission (see section 1.2.4.). He/she has the responsibility for administering (including control of the Ministry's finances) and for advising and supporting the Minister in the exercise of his/her duties.

The following structures, which are either located within or work closely with the Ministry of Education and Culture, have specific responsibilities and functions in the area of educational administration:

- The Directorate of Primary Education
- The Directorate of General Secondary Education
- The Directorate of Secondary Technical and Vocational Education (Μέση Τεχνική και Επαγγελματική Εκπαίδευση)
- The Directorate of Higher and Tertiary Education
- The Pedagogical Institute of Cyprus (Παιδαγωγικό Ινστιτούτο Κύπρου)
- Technical Services
- The Education Psychology Service
- The Cyprus Council for the Recognition of Higher Education Qualifications KYSATS (ΚΥΣΑΤΣ)
- The Council for Educational Evaluation and Accreditation (SEKAP)
- The Advisory Committee for Tertiary Level Education
- The Technical and Vocational Education Advisory Board

Directorate of Primary Education. The Directorate of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) is responsible for the administration of pre-primary (προδημοτική) and primary education. This Directorate is headed by a Director and he/she is assisted by a number of Chief Education Officers, one of them being the Inspector General of Primary Education. The Directorate is directly responsible for the

organisation, administration, monitoring and control of the public pre-primary, primary and special schools and for the inspectors and educational personnel at this level. It is organised so that it can provide services that include planning, inspections of schools and evaluation of educational personnel and practices, curriculum development, special education (see chapter 10.), epimorfotika kentra (επιμορφωτικά κέντρα) (adult education centres) (see chapter 7.) and private education at the pre-primary and primary levels (see chapters 3. and 4.).

Directorate of Secondary General Education. The Directorate of Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) is responsible for the administration of matters concerning education at the general secondary level of education and for the organisation, administration, monitoring and control of public general secondary schools and for the inspectors and educational personnel at this level (see chapter 5.). The structure of the Directorate is similar to that of Primary Education, in that there is a Director and Chief Education Officers, one of whom is the Inspector General of Secondary Education. A Chief Education Officer heads each of the following units: Educational Planning; Curriculum Development; Counselling and Advice; the Unit for Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) (see chapter 7.).

Directorate of Secondary Technical and Vocational Education. The Directorate of Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education) is directly responsible for the administration of technical and vocational secondary education, including the organisation, administration, monitoring and control of public technikes scholes and for the inspectors and educational personnel at this level (see chapter 5.). The structure of the Directorate is the same as that of Primary and Secondary General Education (Μέση Γενική Εκπαίδευση), with a Director, Chief Education Officers and an Inspector General of Technical and Vocational Education.

Directorate of Higher and Tertiary Education. The Directorate of Anoteri kai Anotati Ekpaidefsi (Ανώτερη και Ανώτατη Εκπαίδευση) (Higher and Tertiary Education) is directly responsible for the monitoring and control of institutions of higher education within the framework of the laws that safeguard their academic autonomy (see chapter 6.). A Director heads the Directorate, assisted by a number of Senior and Chief Education Officers. The Directorate is responsible for the organisation of entrance examinations and the study and management of student affairs. The Directorate works together with SEKAP, the body responsible for the accreditation and evaluation of programmes of study and the recognition of tertiary level institutions, and KYSATS (ΚΥΣΑΤΣ) is the body that evaluates qualifications offered both in Cyprus and abroad.

Pedagogical Institute of Cyprus. The **Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute f Cyprus)** was established in 1972 as an institute of teacher education (see chapter 8.). Its main activities are professional teacher training, educational research and evaluation, educational documentation, educational technology and curriculum development. These activities are implemented through the five departments of the Institute: Teacher Education, Educational Documentation, Educational Technology, Educational Research and Evaluation and Curriculum Development Unit. As mentioned in section 2.1., the pre-service programme for prospective teachers of secondary education was assigned to the University of Cyprus (Laws 10/1969-52 (I)/2007).

Technical Services (Τεχνικές Υπηρεσίες). The Technical Services is the section of the Ministry of Education and Culture responsible for the construction of school buildings. While School Boards (see section 2.6.3.) are responsible for the upkeep and maintenance of school buildings, they do so in collaboration with Technical Services. School Boards and Technical Services also share responsibility for school equipment.

Education Psychology Service. The Ypiresia Ekpaideutikis Psychologias (Υπηρεσία Εκπαιδευτικής Ψυχολογίας) (Education Psychology Service) provides support to schools and advice to the Ministry on matters concerning pupils with special needs, those repeating grades and the counselling of pupils with special educational needs and their families. It is an interdepartmental service which is accountable to the Permanent Secretary of the Ministry of Education and Culture. Its goal is to provide the necessary

environment within the educational system of Cyprus to promote academic enrichment and facilitate learning for all students according to their individual needs and abilities. The work of the Education Psychology Service consists of:

- Individual referrals from schools and from the District Committees of Special Education (see chapter 10.). The Educational Psychologist provides consultation services to parents and the evaluation of individual pupils, as well as developing necessary interventions in the school system.
- The development and implementation of preventative and support programmes in schools according to their needs.
- Research programmes, seminars and discussions, as well as cooperation with social and community groups and institutions.

KYSATS (ΚΥΣΑΤΣ). KYSATS is an independent body and is responsible for the recognition of qualifications awarded by institutions of higher education that are recognised in the country where they operate. Its role is analogous to that of the National Academic Recognition Information Centre (NARIC) in other countries. The establishment of KYSATS (ΚΥΣΑΤΣ) is based on UNESCO directives and the Lisbon Convention of 1997, which stated that all EU members must have National Councils for the recognition of degrees awarded by tertiary level institutions. KYSATS (ΚΥΣΑΤΣ) is governed by Law 68(I)/1996 – 1(I)/2004 and the corresponding regulations of 1999-2003. KYSATS (ΚΥΣΑΤΣ) comprises seven members appointed by the Council of Ministers, as follows:

- The chairperson must be a Professor from the University of Cyprus
- A senior law officer from the Law Office of the Republic
- A representative of the Ministry of Education and Culture
- Four university professors, one from the University of Cyprus and the others from three other countries.

The first KYSATS (ΚΥΣΑΤΣ) council was appointed in January 1997 and began receiving applications in January 2000.

SEKAP. The Symvoulio Ekpaideftikis Axiologisis - Pistopoiisis (Συμβούλιο Εκπαιδευτικής Αξιολόγησης - Πιστοποίησης) (Council for Educational Evaluation and Accreditation) is an independent body, established in 1994, which advises the Minister on issues concerning the establishment, monitoring and operation of tertiary education institutions in Cyprus. Laws 67(I)/1996 – 221(I)/2004 regulate the establishment of SEKAP and state that all private tertiary education institutions must register with the Ministry of Education and Culture. Such registration, however, does not imply recognition by SEKAP of the degrees awarded by these institutions. This is possible only after the private tertiary institution submits an application for the accreditation of a course. Accreditation is awarded by SEKAP to individual programmes of study. Members of SEKAP are appointed by the Council of Ministers for a five-year term, which can be renewed only once. SEKAP is a member of the European Network of Quality Assurance (ENQA), the European University Association (EUA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities) was appointed by the Council of Ministers in December 2005, by virtue of the provisions of Law 109(1)/2005. The ECPU approved the application of three private tertiary institutions to be upgraded to university status. Three private universities were permitted to operate in October 2007, following the decision of the Council of Ministers on 12 September 2007. In 2008, a fourth private university was licenced to operate in 2010/11 (see sections 2.2. and 2.4.4.).

Advisory Committee for Tertiary Education. The Symvouleftiki Epitropi Tritovathmias Ekpaidefsis (Συμβουλευτική Επιτροπή Τριτοβάθμιας Εκπαίδευσης) (Advisory Committee for Tertiary Education) is regulated by the laws governing public and private tertiary (non-university) level institutions - Laws 67(I)/1996 – 221(I)/2004. Its members include the Permanent Secretaries of the Ministries of Finance and Education and Culture, two members of the academic staff of the University of Cyprus, and representatives,

appointed by the Minister of Education and Culture, of employers' associations, trade unions, owners of private institutions and of teachers', students' and parents' associations of public and private tertiary institutions, in addition to two experts in the field of tertiary education. Members are appointed by the Council of Ministers for a three-year term. The role of the Advisory Committee is to advise the Minister of Education and Culture on matters concerning the establishment of public and private institutions, the registration of new programmes of study and educational policy at the tertiary level, as well as making recommendations on any subject which the Minister may refer to the Committee for consideration.

Secondary Technical and Vocational Education Advisory Board. The Symvoulio Defterovathmias Technikis kai Epangelmatikis Ekpaidefsis (Συμβούλιο Δευτεροβάθμιας Τεχνικής και Επαγγελματικής Εκπαίδευσης) (Secondary Technical and Vocational Education Advisory Board) is an independent body made up of representatives of the social partners (for example, parents' and pupils' associations, professional bodies, etc.) and interested public institutions. Its objective is to study issues with relevance to technical and vocational education in Cyprus and advise the Minister accordingly.

2.6.2. General Administration at Regional Level

The six districts of Cyprus are listed in section 1.2.3.. The Directors of Primary and General Secondary Education delegate part of their responsibilities and duties for schools and educational personnel to a Chief Education Officer (called a District Inspector) in each district, except for Larnaka and Ammochostos, which are administered jointly by one District Inspector at each level.

The District Inspector for the primary level is also responsible for overseeing the provision of pre-primary education and is based in the district for which he/she is responsible. The District Inspectors for General Secondary Education are based at the Ministry of Education and Culture in Lefkosia. There is no District Inspector at the Secondary Technical and Vocational level due to the small number of schools in this sector.

2.6.3. General Administration at Local Level

Local School Boards have already been referred to in sections 1.2.4. and 2.2.. These are considered legal entities, with the authority to manage school buildings, school furnishings and equipment and any other property owned by the school. Their specific responsibilities are as follows:

- The administration of school property
- The maintenance and improvement of school buildings
- The maintenance and improvement of school furniture, equipment and other school property

School Boards are established in municipalities, villages or neighbouring communities where schools operate. Every School Board is responsible for the primary and secondary schools under its authority, as assigned by the Council of Ministers. Until the change in the law in 2005 (see section 2.2.), members of School Boards were selected on the basis of recommendations put forward by the political parties. A major component of the reform of School Boards by the new law is the introduction of elections for School Board members.

2.6.4. Educational Institutions, Administration, Management

Public schools in Cyprus are not free to decide on any of the following issues:

- The content of the curriculum. This is set by the Ministry of Education and is compulsory in all schools in the public sector.
- The textbooks used. Books are provided free of charge to pupils and teachers and are set in accordance with the curriculum. Schools must use the texts set by the Ministry of Education.
- Selection of teaching staff at all levels. These are selected by the Education Service Commission, an independent office appointed by the Council of Ministers (see section 1.2.4.).

Headteachers, the staff association and parents' association work together with the School Boards to assess a school's needs and apply for funds to the Ministry of Education. For more information on the role and responsibilities of the School Boards, see section 1.2.4..

2.6.4.1. Pre-primary and primary education

Information on the role and responsibilities of headteachers, deputy headteachers and teachers nipiagogeio (νηπιαγωγείο) (kindergarten) in the pre-primary and primary sector can be found in section 8.3..

There is usually a headteacher of a kindergarten (νηπιαγωγείο) or a deputy head or a senior kindergarten teacher, depending on the size of the kindergarten, who is responsible for the administration of the kindergarten. In the public kindergarten (νηπιαγωγείο) sector, the staff association, which represents all the teachers of the school and is led by the headteacher, is the highest body within the school and responsible for putting into practice the educational policy set by the Ministry of Education and Culture. The staff association meets weekly for a timetabled meeting. The headteacher of the kindergarten (νηπιαγωγείο) can also call extraordinary meetings when needed. Meetings are chaired by the headteacher or the deputy head or the most senior teacher in his/her absence. The agenda is drawn up according to the priorities at the time and circulated before the meeting. At the meeting, minutes of the previous meeting are agreed and the priority of the items to be discussed is decided. Decisions are carried by the votes of the majority (both open and secret ballots are permissible). If there is a fifty-fifty split on any decision, the chairperson has the casting vote.

Depending on the size of the dimotiko scholeio (δημοτικό σχολείο) (primary school), there is a headteacher with one or more deputy headteachers. In addition, each school has a staff association, similar to that of the kindergarten schools, which represents the teachers of the school. Every week, as part of the school timetable, there is a forty-minute meeting of the staff association. This meeting is chaired by the headteacher. In the absence of the headteacher the meeting is chaired by the deputy head or the individual with the greatest seniority if both the headteacher and the deputy are absent. This body represents the highest authority in the school. Typical proceedings of such meetings include the reading of circulars from the Ministry of Education and Culture and decisions on issues relevant to the day-to-day management of the school. Headteachers can also call meetings at short notice in emergency situations, and may work with smaller groups, for example made up of a deputy head and a teacher, to discuss issues which are not relevant to the wider group.

2.6.4.2. Secondary education

More information on the powers, functions and tasks of headteachers in secondary schools can be found in section 8.3..

In secondary education, there are headteachers, deputy heads and staff associations, much as described above for pre-primary and primary education. There are differences, however, often because of the larger size of secondary schools. Meetings are held, but not on a weekly basis as in primary education. Instead, meetings must be held at least once at the beginning of the academic year before lessons commence and at the end of each month. In addition, a meeting may be held in exceptional circumstances (usually in response to an emergency situation) if called by the headteacher or by at least one third of the members of the teachers' representative body. The highest authority in the school is the headteacher, who works in cooperation with the deputy head(s).They in turn will coordinate with heads of subjects (for example Mathematics or Greek). For more on the coordinating role of the Deputy 'A', see section 2.7.1..

In addition, there is student involvement at the secondary level. Each class elects a Class President, who represents the pupils of the class on the Students' Council, which usually consists of five student representatives. There is a President of each Students' Council, and when there are meetings to discuss issues of relevance to the pupils of the school, the headteacher will invite the President of the Students' Council or all of the Council members to attend. These meetings are covered by regulations ΚΔΠ 310/1990.

2.6.4.3. Tertiary education

The administration of higher education institutions varies according to the role, functions, status and degree of financial and other independence they may have.

The University of Cyprus (Πανεπιστήμιο Κύπρου) is a legal entity under public law and fully self-administered. The overall administration of the university is, at present, the responsibility of the following bodies:

- **University Council** (Συμβούλιο Πανεπιστημίου). This body is responsible for the management and control of the administrative and financial affairs of the university and its property. It is also responsible for the budget of the University of Cyprus, which is submitted to the Council of Ministers and the House of Representatives through the Ministry of Education and Culture. There are seven external members of the Council, four of whom are appointed by the Council of Ministers and three by the Senate. University members include the Rector (see below), Vice Rectors, two representatives of the academic staff, one representative from the administrative staff, one student representative and the Director of Administration and Finance. The Chairperson and Vice Chairperson of the University Council are appointed by the President of the Republic of Cyprus from among external membership.
- **Senate** (Σύγκλητος). The Senate is the university's highest academic body and is responsible for academic affairs. The Senate is made up of the Rector, Vice Rectors and Faculty Deans (see below), as well as three representatives from each faculty, student representatives (the number equalling the number of faculties), the Director of Administration and Finance and the Library Director.
- **Rector** (Πρύτανης). The Rector is the head of the Senate, and is assisted in his/her duties and responsibilities by one or more Vice Rectors (Αντιπρυτάνεις). The Rector and Vice Rectors are elected by the entire academic staff and representatives of both student and administrative staff.

The university is made up of different faculties, each of which is headed by a Dean (Κοσμήτορας) who is responsible for the management of the curricula and finances of the faculty or department. Deans and Deputy Deans are elected by members of the Departmental Boards of the Faculty (see below).

The Faculty Board (Συμβούλιο Σχολής) makes decisions on academic issues, which are then approved by the Senate. The Faculty Board is made up of the Dean, the Deputy Dean, the Chairpersons of the faculty's departments, two academic members from the departments of the faculty and student representatives (equal in number to the number of departments in the faculty).

Each faculty is subdivided into departments, which are administered by a Chairperson and Vice Chairperson (elected by the Departmental Board), and the Departmental Board (Συμβούλιο Τμήματος), which deals with teaching and research. The Departmental Board consists of Professors, Associate Professors, Assistant Professors and Lecturers from the department, and student representatives (equal to one third of the total number of academic staff).

The **Open University of Cyprus** (OUC) (Ανοικτό Πανεπιστήμιο Κύπρου) is, according to the provisions of Law 234(I)/2002, a public corporate body, independent and self-administered. The overall administration of the OUC is at present the responsibility of the Interim Governing Board, which was appointed by the Council of Ministers in February 2003.

The Interim Governing Board is composed of a President, a Vice-President and five other Members. Until the OUC becomes self-administered, the Interim Governing Body is entrusted with the responsibilities of the Council, the Senate, the Faculty and Departmental Boards.

According to Law 234(I)/ 2002, like the University of Cyprus, the OUC will be governed by the Council and the Senate. The Faculties and the Departments are to be administered by Boards; each Faculty is headed by a Dean; and each Department is headed by a Chairperson.

The **Cyprus University of Technology** (CUT) (Τεχνολογικό Πανεπιστήμιο Κύπρου) was established under Law 198(I)/2003. Unlike the other two state universities which operate in Lefkosia, the CUT is situated in Lemesos with the exception of the Faculty of Health Sciences - School of Nursing which will operate in Lefkosia next to the new Lefkosia General Hospital. Like the other two public universities, CUT is to be a public, self-administered academic institution and a legal entity under public law.

The CUT, like the OUC, is governed by an Interim Governing Body, which was appointed by the Council of Ministers in 2004, until it becomes self-administered. The Interim Governing Body consists of eleven Members and is headed by a President (Law 198(I)/2003). Like the University of Cyprus, CUT will be governed by the Council and the Senate. The Faculties and the Departments are to be administered by Boards. Each Faculty is to be headed by a Dean and each Department by a Chairperson.

The **three private universities**, which were established under Law 109(I)/2005, have the status of a body corporate with their own title and common seal and are deemed private law organisations of a for-profit or not-for-profit character, depending on the declaration of its founders contained in the memorandum of association.

The Law provides for the following governing bodies: Council, Senate, Rector, Vice-Rector, Deans and Deputy Deans, Faculty Boards and Department Boards. During the first three months following the permission for any private university to operate, all the duties and obligations will be performed by the Temporary Administrative Board according to the same Law.

The tertiary level public education institutions, which operate under the supervision of other ministries, were referred to in sections 1.2.4. and 2.4.4.. The administrative organisations of these institutions are regulated by Laws 67(I)/1996 – 221(I)/2004, which cover both public and private non-university tertiary level institutions.

Each of the public tertiary level institutions has a Council (Συμβούλιο), which is appointed by the Council of Ministers. Members of the Council are as follows:

- One representative each from the Ministries of Finance and Education and Culture and the Planning Bureau (see section 1.2.4.)
- One to three representatives of other Ministries or public corporate bodies related to the field of study of the tertiary level institution
- Two to five representatives from the private sector in related areas to the field of study of the tertiary level institution
- Two representatives from the teaching staff association
- One representative from the students' union
- Two experts in the field of tertiary level education

The Director of the tertiary level institution has the right to attend meetings of the Council and participate in the deliberations on any subject. The Council advises the Director on all matters concerning the operation of the institution, specifically on the educational programme, areas of specialisation, the budget and any other matters concerning the tertiary level institution referred to it by the Director.

The internal regulations of each public tertiary level institution provide for the establishment and operation of any committee, but the following three committees must be in existence:

- The Academic Committee (Ακαδημαϊκή Επιτροπή), which deals with all issues related to the academic levels and criteria for promotion and graduation of the students
- The Administrative Committee (Διοικητική Επιτροπή), which deals with all issues related to the effective operation of the tertiary level institution
- The Disciplinary Committee (Πειθαρχική Επιτροπή), which is responsible for issues of discipline

Private tertiary level institutions are also required to establish a Council (Συμβούλιο), along similar lines to those described above for public tertiary level institutions and regulated by the same laws (67(I)/1996 – 221(I)/2004). The proprietor of the institution, representatives of the teaching staff association and students' union are represented on the Council. The composition of the Council and the ratio of its members are prescribed by the internal regulations of the institution. The Council advises the proprietor and director on any issues concerning the syllabuses of study, the admission, promotion and graduation criteria, the internal regulations and any other matter referred to it by the proprietor of the tertiary level institution.

As with the public tertiary level institutions, in the private sector, the internal regulations of the Council provide for the establishment and operation of any committees, but the three Committees on Academic, Administrative and Disciplinary matters must be in existence. The Chairperson of the three Committees is the director of the institution, unless the director and the proprietor is one and the same person, in which case he/she is not permitted to sit (as a member or chairperson) on either the Academic or Disciplinary Committee. Representatives from the teaching staff association and students' union are represented on the Committees, in a ratio determined by the internal regulations of the tertiary level institution.

2.7. Internal and External Consultation

Section 2.7.1. describes the procedures and structures for internal cooperation involving different members of the school community. Section 2.7.2. outlines consultation with players at large at all levels of education in Cyprus.

2.7.1. Internal Consultation

At the primary level, there is collaboration between staff and pupils in the establishment of a mutually agreed code of conduct, which is regulated by the Law (223/1997) for primary education. The first stage in the process is that the Ministry of Education and Culture prepares a general framework of good behaviour for schools at the primary level. This is then communicated to schools, and the headteacher, together with the staff association, formulate a code of conduct for the school, bearing in mind the special circumstances of the school. This is then sent to parents and discussed by the pupils in class, a discussion that is repeated if any part of the code of conduct is not agreed upon. In addition, each class decides on its own special code of conduct based on the framework provided by the Ministry of Education and Culture. Once this is decided and agreed, it is displayed in the classroom.

The point at which collaboration amongst educational staff and pupils is at its most formal and regularised is in the management of each secondary school, discussed in section 2.6.4.2.. Representatives of the Student Council are invited to meetings and have a say in matters of concern to pupils, for example, discipline. As mentioned in section 2.6.4., schools do not have the freedom to make decisions about the curriculum, textbooks and teacher selection, so the management necessarily focusses on the day-to-day administration of the school.

The Deputy 'A' position at the secondary level, which was introduced in 2001 as outlined in the schemes of service 33/2001, also impacts on the level of collaboration between staff and pupils. There are three different types of Deputy 'A':

- The first type acts as an advisor on educational issues and is responsible for issues relating to the curriculum, teaching methodology, teacher education, student evaluation and the induction of newly-appointed teachers. This type of Deputy also coordinates with the heads of subjects, as described above in 2.6.4.2..
- The second type has the greatest potential impact on staff-pupil collaboration, in that the role encompasses the enhancement of school activities including service-learning in the community and encouraging the development of motivation, skills and interests amongst the pupils. One of the main

responsibilities of this type of Deputy 'A' is to create greater opportunities for collaboration between educational staff and pupils.

- The third type is responsible for education and specialisation, focussing on school facilities such as laboratories, language laboratories, sports facilities or any other activities that form part of the school programme.

The opportunities for collaboration in the administration of tertiary level institutions are outlined above in section 2.6.4.3. and below in 2.7.2.3..

2.7.2. Consultation Involving Players in Society at Large

The participation of players in society at large in education is important because it encourages the fruitful exchange of ideas and ensures wider acceptance of reforms and innovations. There are two levels at which all of the organisations listed below participate in public education in Cyprus:

- At the national level, organisations such as the Pancyprian Federation of Parents' Associations, pupils' associations and teachers' unions are represented on bodies such as the Councils for Primary-Secondary and Tertiary Education, established in 2005 as part of the on-going dialogue on the reform of the education system (see section 2.2.).
- At the local level, parents' and pupils' associations and the representatives of the staff association cooperate with the management of the schools and with the Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) in the day-to-day administration of the schools with which they are associated.
  - Local parents' associations are regulated by Law 105(I)/1992 and the regulations of 1995. Their primary role at all levels of education is to make suggestions for improvement to the headteacher or director of the school or institution, improve communication between the management of the school and the parents, organise functions to bring together teachers and parents, give advice and support to parents and provide economic support to the school or institution. Parents' associations may, for example, employ a person to provide after school hours activities, or provide funds for the welfare of pupils.
  - The unions of teachers and inspectors mentioned below are organised and regulated in the same way as other unions. Their main function is to support the interests of their members.

2.7.2.1. Pre-primary and primary education

The principal organisations that participate in consultation at the pre-primary (προδημοτική) and primary level of education are as follows:

- Local parents' associations, which are represented at a national level by the Pancyprian Federation of Parents' Associations of Primary Education (Παγκύπρια Συνομοσπονδία Γονέων Δημοτικής Εκπαίδευσης).
- The Pancyprian Organisation of Greek Primary School Teachers (Παγκύπρια Οργάνωση Ελλήνων Διδασκάλων) (POED).
- The Union of Inspectors of Primary Education (Ένωση Επιθεωρητών Δημοτικής Εκπαίδευσης). This is an independent body, not affiliated to any larger union.

2.7.2.2. Secondary education

Consultation at the secondary education level, both secondary general and secondary technical and vocational, occurs with the following bodies:

- Various local parents' associations, which at a national level are represented by the Pancyprian Federation of Parents' Associations of Secondary Education (Παγκύπρια Συνομοσπονδία Γονέων Δευτεροβάθμιας Εκπαίδευσης) and the Pancyprian Federation of Parents' Associations of Secondary Technical and Vocational Education (Παγκύπρια Συνομοσπονδία Γονέων Τεχνικής και Επαγγελματικής Εκπαίδευσης).
- The two teachers' unions that represent teaching staff at this level: the Organisation of Greek Teachers of Secondary Education (Οργάνωση Ελλήνων Λειτουργών Μέσης Εκπαίδευσης) (OELMEK) and the

Organisation of Teachers of Secondary Technical and Vocational Education (Οργάνωση Λειτουργών Τεχνικής και Επαγγελματικής Εκπαίδευσης Κύπρου) (OLTEK).

- The Organisation of Inspectors of Secondary Education (Ένωση Επιθεωρητών Μέσης Εκπαίδευσης).
- Students' Councils. In each school a central Students' Council is made up of members elected by the members of each Class Committee with the aim of promoting democratic procedures and fostering self-control, discipline and cooperation between pupils. Two representatives from the central Students' Councils of lyceums, technikes scholes and evening schools in each of the six districts of Cyprus constitute the District Coordinating Pupils' Committee. Two representatives from the district committees form the Pancyprian Coordinating Pupils' Committee (Παγκύπρια Συντονιστική Επιτροπή Μαθητών). This Committee deals with issues of general interest to pupils.

2.7.2.3. Tertiary education

The Student Union of the University of Cyprus (Φοιτητική Ένωση Πανεπιστημίου Κύπρου) (FEPAN) was founded in 1993. The General Assembly is its highest body. The executive body is the Administrative Council, which has 21 members elected every year by the students, who automatically become members of the union when they are registered. The Student Union is represented on all the governing bodies of the University – the Council, Senate, departmental and faculty boards.

There is a union for the academic staff at the university, which plays a role in the maintenance of the autonomy of the university and the protection of the basic professional rights of the academic staff of the university. It also organises cultural events, lectures and research programmes.

The Student Union of the Cyprus University of Technology (SUCUT) was founded in 2008 as provided in Law 198(I)/2003 (see Part XIV Regulations). The SUCUT is represented on all the governing bodies of the university: the Council, the Senate, departmental and faculty boards.

Law 234(I)/2002 does not provide for the establishment of a Student Union at the Open University of Cyprus (OUC). However, the Law states that where there is no provision in the specific law for such issues, the provisions of the Law of the University of Cyprus should apply. The OUP Law provides for the representation of the students in the governing bodies: the Council, Senate, departmental and faculty boards.

The tertiary level public institutions under the supervision of other ministries (see sections 1.2.4. and 2.4.4.) have students' unions, which play an active role in the operation of their institutions and unions for teaching staff, which promote the interests of their members in much the same way as for primary and secondary level education.

The various students' unions are collectively represented by the Pancyprian Federation of Students' Unions (Παγκύπρια Ομοσπονδία Φοιτητικών Ενώσεων) (POFEN), which was founded in 1973. It represents the interests of the students by participation in many of the bodies outlined above.

The representation of the teaching staff associations and students' unions on the Councils and Committees of tertiary level public and private institutions has already been outlined in section 2.6.4.3. and is regulated by the unified laws on the establishment, control and operation of institutions of tertiary education, Laws 67(I)/1996 to 221(I)/2004.

The higher education institutions in the private sector are members of, or have connections with, the Cyprus Chamber of Commerce and Industry (Κυπριακό Εμπορικό και Βιομηχανικό Επιμελητήριο) (KEBE) or the Federation of Employers and Industrialists (Ομοσπονδία Εργοδοτών και Βιομηχάνων) (OEB). These organisations promote the interests of employers and industrialists in Cyprus and have a keen interest in the country's educational policy.

The role and responsibilities of the semi-government organisation, the Human Resource Development Authority (Αρχή Ανθρώπινου Δυναμικού) (HRDA), of Cyprus has already been outlined in section and will be discussed further in chapter 7..

2.8. Methods of Financing Education

Public education is financed by the government, but not in the same way, or to the same extent, at all levels. Funding comes either directly from central government, or indirectly through contributions from central government to the Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) (see sections 1.2.4. and 2.6.3.). Public education is free at the pre-primary (προδημοτική), primary and secondary levels: it is expected that at other levels of education, the students or their parents will make partial contributions.

Public schools in the pre-primary, primary and secondary sector have no source of finance other than the national education budget and monies arising from the management of school assets and property. This is also the case if they enrol specific types of pupils, such as those with special needs or the children of immigrants, in significant numbers. At the public tertiary level, the three university level institutions in Cyprus may receive gifts, grants and funding from an outside source other than the national education budget, while the private tertiary institutions – as profit-making institutions – are not regulated by any law on receiving external funding.

All information on the financial support of pupils can be found in the relevant sections of chapters 3., 4., 5., 6., 7. and 10..

All information concerning the financing of private education is included in the relevant sections of chapters 3., 4., 5., 6., 7. and 10..

2.8.1. Pre-primary and primary education

Public nipiagogeia are financed by the government. The government pays the salaries of teachers and assistants and covers the cost of educational materials, running expenses and the construction and maintenance of school buildings.

Community kindergartens (νηπιαγωγεία) are subsidised by the government to the amount of €805.610 in 2008. Parents' associations contribute through the payment of fees, which pay the salaries of assistants and cover the running costs of the school.

Primary education is financed in full by the government, either directly or indirectly. The government pays the salaries of the teachers and all expenses associated with the school buildings, as well as providing books and other materials free of charge. The School Boards bear the responsibility for all other expenses. The main contributor to the School Boards is the government, and the amount given is based on enrolment figures, as to whether the school is in an urban or rural area and the relative ability of the School Board to be self-sustaining. In addition, School Boards may also have other sources of income, deriving from the management of properties and other assets belonging to schools under their responsibility. More details on School Boards' expenditure and revenue can be found in section 2.9.5..

2.8.2. Secondary education

The methods of financing general secondary education are the same as for primary education, above, namely direct and indirect funding from the government and other contributions from the School Boards. Details on the expenditure and revenue of School Boards can be found in section 2.9.5..

The financing of Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education) differs from general secondary schools in that the government undertakes full and direct responsibility for the financing of these types of schools. As in the secondary general sector, there are no tuition fees for technikes scholes and the expenditure, both current and capital, is borne by the government. The current expenditure of these schools is charged to the Ordinary Budget and the capital expenditure to the Development Budget.

2.8.3. Tertiary education

The government is the main contributor to the financing of all public education institutions at the tertiary level. The arrangements differ from institution to institution and each follows a different procedure for submitting its budget. The state contributes to the budgets of these institutions and provides grants and scholarships.

2.9. Statistics

The statistics section covers the following issues:

- Schools, pupils and teachers by level of education 2006/07
- Public expenditure on education as a percentage of GDP and total budget 1970-2007
- Current and capital public expenditure by level of education 2006
- Public expenditure in public institutions and government aid for pupils in public institutions in Cyprus 2006
- School boards' expenditure and revenue by level and type 2006/07
- Public expenditure in private institutions and government aid for pupils in private institutions in Cyprus 2006
- Government aid for Cypriot students abroad and Cypriot communities abroad 2006
- Per capita public expenditure to public institutions by level of education 2006

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

2.9.1. Schools, pupils and teachers by level of education 2006/07

Level of education	Schools	Pupils	Teaching staff Full time, part time or full time equiv.	Pupil teacher ratio
Pre-primary				
Total	681	26508	1991	13.3
Kindergartens				
Total	445	19462	1331	14.6
Public	246	9813	632	15.5
Community	63	1782	95	18.8
Private	136	7867	604	13.0
Day nurseries				
Total	236	7046	660	10.7
Public	12	412	53	7.8
Community	47	1392	141	9.9
Private	177	5242	466	11.2
Primary				
Total	368	57492	4442	12.9
Public	341	53876	4142	13.0
Private	27	3616	300	12.1
Secondary				
Total	160	65790	7151	9.2
Public	124	56405	6227	9.1
Private	36	9385	924	10.2
Tertiary				
Total	38	22227	1519	14.6
University				
University public	2	5340	310	17.2
Tertiary Non university				
Total	36	16887	1209	14.0
Public	6	1812	198	9.2
Private	30	15075	1011	14.9
Special education				
Public & private	11	344	110	3.1
All levels	1258	172361	15213	11.3

2.9.2. Public expenditure on education as a percentage of GDP and total budget 1970-2007

Year	Budget CY£M	GDP CY£M	Public expenditure on education CY£M	As a % of budget	As a % of GDP
1970	40.6	226.6	6.6	16.3	2.9
1975	79.6	257.0	11.4	14.3	4.4
1980	232.0	760.4	27.5	11.8	3.6
1985	474.3	1782.2	56.7	12.0	3.8
1990	807.2	2555.7	111.3	12.4	3.9
1995	1322.3	4006.6	193.4	14.6	4.8
2000	2096.8	5511.8	309.4	14.8	5.6
2004	3180.8	7254.9	499.3	15.7	6.9
2005	3426.4	7861.6	548.5	16.0	7.0
2006	3670.3	8448.6	595.7	16.2	7.1
2007*	3978.8	9110.1	609.4	15.3	6.7

* provisional

2.9.3. Current and capital public expenditure by level of education 2006

Level	Total (CY£000s)	Current (CY£000s)	Capital (CY£000s)
Pre-primary	28709	27494	1215
Primary	156890	133928	22962
Gymnasium	126729	116440	10289
Technical/vocational	28460	25488	2972
Lyceum	102005	90458	11547
Evening gymnasium, technical/vocational	2690	2669	21
Non university	31642	31432	210
University	106982	93866	13116
Special schools	7847	7663	184
Non formal	2442	1592	850
Cypriot communities abroad	1301	1301	0
Total	595697	532331	63366

2.9.4. Public expenditure in public institutions and government aid for pupils in public institutions in Cyprus 2006

Level	Total (CY£000s)	Current (CY£000s)	Capital (CY£000s)
Pre-primary	28190	26975	1215
Primary	156321	133359	22962
Gymnasium	126322	116033	10289
Technical/vocational	28460	25488	2972
Lyceum	101568	90021	11547
Evening gymnasium, technical/vocational	2690	2669	21
Non university	13795	13585	210
University	58119	45003	13116
Special schools	7847	7663	184
Non formal	2442	1592	850
Total	525754	462388	63366

2.9.5. School Boards' Expenditure and Revenue by Level and Type 2006/07

Expenditure (thousands)	Pre-primary	Primary	Secondary	Total
A. CURRENT EXPENDITURE	2251	7887	11630	19517
Compensation of employees total	1475	4533	5955	10488
Salaries and allowances	.	4077	5272	9349
Contributions	.	456	683	1139
Direct Expenses total	391	2824	4638	7462
Lighting, heating & water	86	752	1338	2090
Cleaning materials	.	170	242	412
Stationery & Office equipment	89	330	754	1084
Repairs & maintenance of buildings	216*	1212	1764	2976
Repairs & maintenance of equipment	.	301	366	667
Workshop materials	.	59	174	233
Administrative expenses total	348	213	430	643
Postage, telephones and related	25	147	255	402
Advertisements & publications	.	9	14	23
Bank expenses	.	6	10	16
Legal expenses	.	7	8	15
Insurance	.	11	18	29
Travel expenses	.	32	91	123
Awards & legacies	.	0	28	28
Other administrative expenses	323	1	6	7
Rents	37	55	72	127
School activities	.	64	533	597
Student welfare	.	198	2	200
B. CAPITAL EXPENDITURE	334	804	1418	2222
Equipment	334	751	1209	1960
Library Books	.	36	192	228
Vehicles	.	17	17	34
C. DEBT SERVICE	0	138	225	363
TOTAL	2585	8829	13273	22102

*: This amount also includes expenditure for repairs and maintenance of equipment.

. : Those amounts that are represented with a full stop (.) are not available but they are included in the general categories.

Source of revenue (thousands)	Pre-primary	Primary	Secondary	Total
A. FROM GRANTS	2075	8314	11397	19711
Grants for pre-primary education	2075	…	…	2075
Grants for primary education	…	6180	...	6180
Grants for secondary education	…	…	9116	9116
Extraordinary grants	530	1014	1954	3498
School meals	.	196	0	196
Athletic activities	.	63	94	157
Department services	.	3	6	9
Auxiliary/support teachers	.	858	227	1085
B. OWN SOURCES	109	761	2443	3204
Examination fees	0	0	216	216
Rent	.	501	1384	1885
Interest	.	52	70	122
Contributions/donations	.	5	63	68
School activities	.	16	449	465
New loans	.	0	0	0
Other	109	187	261	557
TOTAL	2714	9075	13840	22915

. : Those amounts that are represented with a full stop (.) are not available but they are included in the general categories.

2.9.6. Public expenditure in private institutions and government aid for pupils in private institutions in Cyprus 2006

Level	Total (CY£000s)	Current (CY£000s)
Pre-primary	519 *	519
Primary	569	569
Gymnasium	407	407
Lyceum	437	437
Non university	16084	16084
Cypriot communities abroad	...	...
Total	18016	18016

* Pre-primary education includes government dependent private kindergartens

…: Not applicable

2.9.7. Government aid for Cypriot students abroad and Cypriot communities abroad 2006

Level	Total (CY£000s)	Current (CY£000s)
Non university	1763	1763
University	48863	48863
Cypriot communities abroad	1301	1301
Total	51927	51927

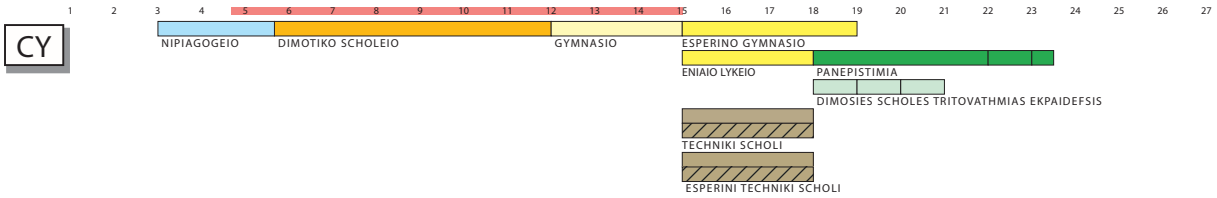
2.9.8. Per capita public expenditure to public institutions by level of education 2006

Level	Current (CY£000s)	Capital (CY£000s)	Total (CY£000s)
Pre-primary	2749	124	2873
Primary	2486	426	2912
Secondary	4187	446	4633
Gymnasium	4181	369	4550
Technical/vocational	6100	696	6796
Lyceum	3848	491	4339
Special	22275	536	22811
Tertiary	8192	1863	10055
University	8428	2456	10884
Non university	7498	116	7614
Government aid for students abroad	2389	-	2389
University	2397	-	2397
Non university	2201	-	2201
Government grants*	1888	-	1888
University	1896	-	1896
Non university	1698	-	1698
Loans	501	-	501
University	501	-	501
Non university	504	-	504

*Government grants include student grants and scholarships from the Cyprus State Scholarship Foundation and the child allowance that the students' families receive.

3. Pre-primary Education

Organisation of the education system in Cyprus, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

Prodimotiki Ekpaidefsi (Προδημοτική Εκπαίδευση) (Pre-Primary Education) is offered by education-oriented nipiagogeia for children from three years to five years and eight months. For children younger than three, there are paido/vrefokomikoi stathmoi (παιδο/βρεφικοί σταθμοί) (day nurseries) – these are not considered to be schools. Their responsibilities are the care and protection of children, rather than education, and for this reason the day nurseries come under the remit of the Ministry of Labour and Social Insurance (see section 1.2.4.), not the Ministry of Education and Culture. All kindergartens and day nurseries are co-educational.

There are no organisations in Cyprus that would come under the category of education-oriented, non-school institutions.

There are currently three different types of kindergarten institutions: public, community and private.

- **Public kindergartens**

Children from four years and eight months to five years and eight months are accepted in public kindergartens (δημόσια νηπιαγωγεία). Additionally, children who attain the age of three before 1 September may enrol if there are sufficient free places.
Public kindergartens are established by the Ministry of Education and Culture in cooperation with the parents' association and the local authority for the area where the school is situated. The teaching personnel are appointed by the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission) (see section 1.2.4. and chapter 8.) and the government subsidises the equipment and covers the running expenses, the construction and maintenance of school buildings and the remuneration of any assistants.
In 2008/09 there were two hundred and fifty-three (253) public kindergartens in operation in Cyprus.

- **Community kindergartens**

Community kindergartens (κοινοτικά νηπιαγωγεία) only operate in areas where there are insufficient public kindergartens to meet the needs of the community. They are established either by a parents' association, a charitable organisation or the local authority (or by a combination of all three) and must be registered with the Ministry of Education and Culture. Children from the age of three years to five years and eight months may enrol.

Community kindergartens are non-profit making organisations and receive an annual subsidy from the government in the form of a part payment of the salary of the teacher. The rate for this is set by the government (for more on this, see section 3.1.). The community kindergarten sector is regulated by the various laws on Private Schools and Institutes (Laws 5/1971 – 77(I)/2008). The parents' association, charitable organisation or local authority is responsible for the school buildings and equipment as well as the recruitment and remuneration of the school assistants. The kindergarten teachers must be suitably qualified and, as such, are appointed by a Special Committee of Appointment. This Committee is made up of the President of the scholiki eforeia, the headteacher of the nearest dimotiko scholeio (δημοτικό σχολείο) (primary school) and the director of the kindergarten. However, it is becoming more and more commonplace for community kindergartens (and even for some kindergartens in the private sector) to recruit teachers from the waiting list of approved teachers of the Education Service Commission (see chapter 1.2.4. and 2.2. and chapter 8. for more details). In 2008/09 there were seventy-nine (79) community kindergartens in operation.

- **Private kindergartens**

Private kindergartens (ιδιωτικά νηπιαγωγεία) are established and operated by private individuals with the approval of the Ministry of Education and Culture and run on a for-profit basis. The private sector is regulated by the laws on Private Schools and Institutes (Laws 5/1971 – 77(I)/2008). In 2008/09 there were one hundred and fifty-five (155) private kindergartens in operation.

All of the different types of kindergartens are subject to inspection by the Ministry of Education and Culture.

Pre-primary day nurseries in Cyprus are established for children from a very young age to three years old (or up to five years and eight months if the day nursery is combined with a kindergarten). These institutions are supervised by the Social Welfare Services Department of the Ministry of Labour and Social Insurance (see section 2.2.) and regulated by Laws 217/1993 and 213/1994. Day nursery staff in public institutions do not have to hold a teaching qualification. Members of staff are qualified social welfare personnel and are considered to be civil servants. Staff in community or private day nurseries are required to be suitably qualified. See section 3.11.2. for further information.

As with kindergartens, there are three different types of day nursery:

- Public day nurseries (δημόσιοι παιδο/βρεφοκομικοί σταθμοί) (dimosioi paido/vrefokomikoi stathmoi), which are financed and supervised by the Department of Social Welfare Services and found mainly in urban areas. At the end of 2008 there were eleven public day nurseries catering for three hundred and sixty-seven children. Amongst them, three accept children under the age of two; the remaining eight accept children from the age of two to four years and eight months. The public day nurseries address primarily the child needs of low- and middle-income families (see section 3.6.2.). Fees are income related.
- Community day nurseries (κοινοτικοί παιδο/βρεφοκομικοί σταθμοί) (koinotikoi paido/ vrefokomikoi stathmoi), which are established and run by local communities on a non-profit basis. At the end of 2008 there were forty-four community day nurseries. More than 60% of these were located in rural areas catering for 2.314 children.
- Private day nurseries (ιδιωτικοί παιδο/βρεφοκομικοί σταθμοί), which are established and supported by individuals, usually on a for-profit basis. They are businesses and, as such, must be registered as companies (and, therefore, appear on the Register of Companies). At the end of 2008, there were two hundred and sixty-five private day nurseries. More than 67% of these were in urban areas catering for 12.375 children.

Day nurseries are subject to inspection by the Social Welfare Services of the Ministry of Labour and Social Insurance, unless they are established in combination with a kindergarten, in which case the Ministry of Education and Culture is responsible for the inspection regime.

In addition to the day nurseries, the Social Welfare Services of the Ministry of Labour and Social Insurance are also responsible for the inspection of childminders, where a person is entitled to look after a number of young children at home. In 2008 there were forty-four licensed childminders providing care for 342 children. In addition, the Social Welfare Services supervise the After School Day Centres for school age children, providing protection and social activities for children after the end of each school day and during the school holidays. They are normally attached to schools or kindergartens. In 2008 there were thirty-seven centres, providing services for 3.698 children. Twenty-three were community-run and fourteen of them privately.

3.1. Historical Overview

Throughout the history of prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) in Cyprus, the current distinction between nipiagogeia and paido/vrefokomikoi stathmoi (παιδο/βρεφικοί σταθμοί) (day nurseries) was not generally made. To this day there remain some schools, especially in rural areas, where a day nursery and a kindergarten (νηπιαγωγείο) are combined. In this context, and for the sake of clarity, the term 'pre-school' will be used to describe a school which is a combination of what would now be termed a day nursery and a kindergarten (νηπιαγωγείο). Where a distinction is made, the terms day nursery and kindergarten will be used.

Cyprus has a long tradition in primary education. However, the situation with regard to pre-primary education is very different. During the period of Ottoman rule (1571-1878) approximately 80% of the island's inhabitants were illiterate, and pre-school education, along with most other forms of education, was practically non-existent. Pre-primary education made its first appearance in Cyprus during the British colonial era at the end of the nineteenth century and the beginning of the twentieth. Its beginnings were very small in scale and rooted firmly within the private sector. Pre-primary education was first mentioned in a report written by Josiah Spencer in 1880, shortly after the beginning of British colonial rule. His report made reference to a pre-school in Larnaka in which forty-one children were enrolled. At the same time, there is evidence in the records that the headteacher of the Phaneromeni Girls' School (Παρθεναγωγείο Φανερωμένης) in Lefkosia had devised a curriculum for a pre-school consisting of three classes, with the intention of it forming part of the school.

Towards the end of the nineteenth century, there were developments in the establishment of a curriculum for the primary sector, with the first primary curriculum published in 1886. It was very similar to its equivalent in Greece, and was approved by the Archbishop of Cyprus. This was replaced by a revised edition in 1898, approved by the Greek Council of Education, which was again very similar to the Greek model. In later pre-primary curricula, there is reference to a curriculum for the pre-primary sector being in existence since 1896, but there is no record of its content.

In an annual report on education by the colonial authorities dating from 1904/05, there is mention of a pre-school founded by two teachers in 1903 in Lemesos. The teachers were reported to have studied in Athens and were following the Fröbel teaching methodology. This pre-school was held up as an excellent model for the rest of the island in this report. However, it was an example that was not followed by others. The colonial government, itself, showed little interest in the pre-primary education sector at this time.

The lack of provision in pre-primary education was also highlighted in a report written in 1913 by two British experts in the field, J.F. Talbot and F.W. Cape. Their report stated that there was no provision for the education of children between the ages of three and six, with the exception of three private pre-primary schools – two in Lefkosia and one in Larnaka.

This situation began to change during the 1920s as pre-schools and pre-school classes attached to dimotika scholeia accepting children from the ages of four to six began to be established in the towns and villages of Cyprus. Between 1920 and 1930, the colonial government subsidised these schools in the same way as the primary schools. In a report from the Office of Education dated 1932/33, it was stated that there were a total of forty-four such pre-schools, which were either independent or attached to primary schools. Of these, thirty-nine served the Greek community, four served the Turkish community and one was for the Armenian community. A total of sixty-eight pre-school teachers were employed in these schools at this time. It was reported, however, that these teachers were not qualified. Instead the Office of Education conferred qualified pre-school teacher status on any individual who had graduated from secondary school and had worked for two years as a trainee in an approved pre-school.

Immediately following the 1931 uprising, the colonial authorities abolished all public pre-schools in rural areas, effective from the 1932/33 academic year. This resulted in a dramatic reduction in the number of pre-schools in 1934, when it was reported that there were only fifteen (eleven Greek and four Turkish), all of which were located in the main towns, in which there were thirty-nine teachers employed (twenty-nine Greek and ten Turkish) and 1.625 pupils enrolled. In 1936 the colonial government decided to withdraw the subsidy from all public pre-schools, consigning the provision of pre-primary education entirely to the private sector. The colonial authorities restricted their interest solely to the supervision of the teaching staff of pre-primary institutions. After 1936, all of the pre-schools in operation were private, established either by foreign missionaries, charitable institutions, philanthropic individuals or by municipalities or communities.

During this period, in 1935, a new curriculum for primary education was published, which included two pages (out of a total of one hundred and five) of directions for teachers and information on the content and methodology of pre-primary classes. The subjects covered included speech, numbers to ten, the activation of the senses, physical wellbeing, acquiring good nutritional habits, sketching, handicrafts, songs and games. Reference was also made to the work and methodologies of Fröbel and Montessori. The major change in this curriculum, which reflects the political situation of the time, is that the Greek model was rejected and the curriculum was based on models from Palestine, New Zealand and Ceylon.

Between the years 1933 and 1960, when British rule came to an end, there is very little reliable data on the number of pre-primary schools, teachers or children enrolled. In 1934 a charitable organisation, the Greek Ladies Philanthropic Association of Cyprus (Φιλανθρωπικό Σωματείο Ελληνίδων Κύπρου), set up the 'Mana' (Μάνα) pre-primary school in Lefkosia, to care for the children of working mothers. This school continued to operate until 1940, when the war forced its closure. It opened again in 1948 and in 1961 became a public pre-school. In 1938 the records show that a kindergarten was established in Larnaka, and another charitable organisation, the Ladies' Association of Lemesos (Σύνδεσμος Κυριών Λεμεσού), oversaw the foundation of a day nursery in Lemesos in 1948. Also in Lemesos in 1955 the municipality established a combined nursery and infant pre-school – a model that was adopted shortly after by the Ammochostos municipality.

In 1949 a new curriculum for the primary sector was published, which contained no reference to pre-primary education.

In 1959, during the transitional period between the end of British rule and independence, the Council of Education appointed a Special Committee to investigate and review the provision of pre-primary education. According to its findings, there were forty-eight pre-schools in 1960, thirty-three of which were private, of which only fourteen were licensed. These schools had a total of 2,373 children enrolled between the ages of three and six and a half, and employed seventy-three teaching staff and assistants. The teaching staff was for the most part unqualified. Only eight of them had a pre-school teaching diploma from Athens, eleven had a diploma in post-secondary education (and were therefore qualified teachers), forty-three were high school graduates, ten had attended the first three years of secondary school and one had a primary school diploma. The tuition fees in these schools, which ranged from five shillings to three pounds every month, were paid by the parents. The report (which was published in the Gazette number thirty-six, dated 28 January 1961) highlighted the urgent need for improvement in the provision of public pre-school education.

After the results of the investigation were published, a Special Committee was appointed in 1961 to study the findings. This Committee put forward specific suggestions, which were to become the first set of regulations governing the operation of kindergartens – regulations ΚΔΠ 5/1961. These covered such issues as school buildings, teaching staff, teaching assistants, the age range to be covered by pre-school education (from three to six years old) and general directions for the teaching programme.

In the same year, the first public pre-school, 'Mana', was created when the private pre-school of the same name (see above) became a public institution, (which is still in operation to this day). In fact, 'Mana' had been cited as a model of good practice in pre-school education in the report of the Special Committee. A few more such institutions opened in the following years, often forming part of other schools. However the government paid little attention to the development of pre-school education. As a result, there was no spectacular increase in the provision of public pre-school education, although the number of private schools did rise.

The Greek Council for Education appointed a committee to design a new curriculum for the primary and pre-primary sectors, which was published in 1962. This was based on the curriculum that had been in operation in Greece since 1954.

By 1973/74 only thirteen public and thirty-seven private pre-schools were in operation. In a report drawn up by the Ministry of Education and Culture in 1973, it was stated that only 10% of children between the ages of three and a half and five and a half attended pre-school, the vast majority of these in the private sector.

In 1971 Law 5/1971, which regulated the establishment and operation of Private Schools and Institutes, was the first measure to control the private sector in pre-school education. This law was added to and revised in 1983, 1985, 1999, 2004 and 2008 (see section 3.3.1.). These laws cover such issues as school buildings, teaching staff, the curriculum and operating regulations.

The Turkish invasion of 1974 affected the pre-primary education sector as disastrously as all other areas of education. Of one hundred and thirty-three public pre-schools and primary schools in operation in 1974, fifty-five were destroyed in the occupied areas leaving only eighty in the area under government control. The situation was the same in the private sector, with only eighty-nine of one hundred and twenty-two pre-schools and primary schools remaining in the free areas.

In addition, despite the reduction in the birth rate caused by the events of 1974 (see sections 1.5. and 1.7.8. for further information and statistics), a greater number of women were coming into the workforce between 1974 and 1980, thereby increasing the need for public pre-school provision. The government, in order to alleviate the problems caused by the Turkish invasion, drew up and implemented two government plans in 1975/6 and 1977/8. These plans had several important policy decisions with regard to pre-school education.

In the 1975/6 plan, a diploma course for pre-school teachers was created at the Paidagogiki Akadimia Kyprou (Παιδαγωγική Ακαδημία Κύπρου) (Pedagogical Academy of Cyprus), an institution which was subsequently closed and its role taken on by the Education Department of the University of Cyprus when it began operating in 1992. Its first intake numbered twenty-seven students. Despite the fact that the Pedagogical Academy of Cyprus (Παιδαγωγική Ακαδημία Κύπρου) doubled its intake in 1987/88 it still could not meet the demand. As a result three of the private tertiary level institutions set up courses for teachers at nursery and kindergarten level, which have now been recognised and accredited by SEKAP – see section 2.6.1.. In addition, the plan also created the first two Inspector posts for the pre-primary sector, established public pre-schools in refugee settlements and rural areas and encouraged the private sector to set up increasing numbers of day nurseries and kindergartens.

In the 1977/8 plan, the problem of having two Ministries responsible for the administration of pre-school education was highlighted. As day nurseries and private and community pre-schools for children up to the age of three were not considered to be educational institutions, but more concerned with child care, they

came under the remit of the Department of Social Welfare Services of the Ministry of Labour and Social Insurance.

In 1979, the Council of Ministers approved the implementation of a plan under which pre-primary education would expand to include a total of three hundred public pre-primary classes, serving the needs of approximately 7.500 children ranging in age from four and a half to five and a half.

In 1981, a new curriculum for primary and pre-primary education was published, which contained sixteen pages devoted to the pre-primary sector. It was devised with the assistance of experts from the United States. This was revised in 1994 and reedited (with some improvements) in 1996.

Decision 59.824 of the Council of Ministers in April 2004 approved mandatory pre-primary education, offered free of charge to those attending public pre-primary institutions, for children from four years and eight months to five years and eight months. This came into effect in the academic year 2004/05 and a one-year trial period was given for all institutions and government departments involved. According to the new legislation, children of the specified age are required to attend public, community or private kindergartens. Private institutions must be registered with the Ministry of Education and Culture. Children between the ages of three years and eight months and four years and eight months may enrol in public kindergartens and pay the fees set by the Ministry of Finance. The responsibility for all the expenditure associated with this reform belongs to the state, which at the same time continues to subsidise community kindergartens.

There have been significant changes in the pre-primary education sector in the last 30 years. This is well illustrated by a comparison of the numbers of children attending pre-primary school. As mentioned above, in 1973 this figure stood at 10%. However this figure was reversed by 1988/89, by which time only 10,42% of children did not attend pre-primary school.

Before concluding this historical overview, it is worth noting the particular history of the community pre-primary sector.

The first community pre-primary school opened in 1977, in response to the fact that there was too great a demand for places in the public sector institutions. In the beginning there were two community schools in urban areas and nine in the rural communities, with three hundred and fifty-four children enrolled and twelve teachers employed. The number of community pre-schools grew rapidly. By 1978/79 the numbers had increased to nineteen, by 1988/89 to one hundred and sixteen and by 1997/98 to one hundred and sixty-six. In 2004 the Ministry of Education and Culture brought community pre-schools into the public sector. The result of this move was a drastic reduction in the numbers of community pre-schools. In 2007/08, there were only sixty-five community pre-schools operating.

The community pre-primary schools operate on a non-profit making basis and are administered either by parents' associations or charitable organisations, often working together with the local authority. They are responsible for the operation of the school, including the appointment of teachers and assistants, the school buildings and equipment. Such schools are covered by the regulations for private schools and institutes mentioned above. The government provides a subsidy in the form of paying a part of the salary of the teacher. The amount of the subsidy depends on the financial situation of the pre-school and the socioeconomic status of the community. On this basis, the community pre-schools are divided up into six groups, A, B, C, D, E and TAEP.

As can be seen from the table below, there has been a significant increase in the amount of the subsidy since 1989:

Type of school	A	B	C	D	E	TAEP
Amount of subsidy per school 1989 (CY£)	2.000	1.800	900	900		
Amount of subsidy per school 1999 (CY£)	4.400	3.300	2.750	2.750		
Amount of subsidy per school 2008 (€)	8.543	7.689	6.834	11.960	10.252	8.543

A: Standard community class

B: Previous category for only one community class

C: Previous category for standard community class

D: Community class that (a) employs a teacher and a school assistant and (b) accommodates a small number of students – less than 15 students

E: Community classes in poor, remote or border areas

TAEP: Community classes in refugee camps

However, despite this increase, the rise in the cost of pre-school education meant that there was a crisis in the financial situation of community pre-schools and increasing pressure on the government from the parents' associations to bring community pre-schools into the public sector. In response, the government began a gradual programme to meet this demand. A report from the Ministry of Education and Culture in 2004 noted that between 2000 and 2003 the number of pre-schools dropped from one hundred and seventeen (with 4.278 children enrolled and one hundred and eighty teachers employed) to seventy (2.000 children, ninety-nine teachers), by which time forty-four of the community pre-schools had become public institutions. In 2007/08, there were sixty-five community and two hundred and fifty-four pre-schools operating.

3.2. Ongoing Debates and Future Developments

The most important debates and future developments in the school year 2008/09 were the following:

- **All-day Schools.** The report by the seven experts into the education system in Cyprus (see section 2.2.) includes a recommendation for the extension of oloimera scholeia (ολοήμερα σχολεία) (all-day schools) into other sectors of education, including the compulsory part of prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education), namely from four years and eight months to five years and eight months.
- **All-day Kindergarten**. In 2005/06, the Ministry of Education and Culture introduced the all-day kindergarten (ολοήμερο νηπιαγωγείο) (oloimero nipiagogeio) on an experimental basis to 14 classes at nine public kindergartens. In 2006/07 the all-day kindergarten was extended to 16 classes at 14 public kindergartens, which operate on a voluntary basis four times a week from 7.45 in the morning to 4.00 in the afternoon.

Academic Year	Number of all-day voluntary kindergartens
2005/06	10
2006/07	11
2007/08	20
2008/09	30

- **New Curricula**. The on-going dialogue for the reform of the educational system includes the reform of the curricula at all three levels. In 2009 a considerable number of sub-committees made up of subject specialists, academics and practitioners of education were appointed by the Ministry of Education and Culture to design new curricula per subject at all three levels including pre-primary level.
- **Ten-year Compulsory Education**. Another future development which will impact on the compulsory year of pre-primary education is the goal of having a ten-year education programme, from pre-primary to gymnasio (γυμνάσιο) (gymnasium) level, which will be a more coherent and continuous programme of education than the one which is currently in place.
- **Educational Priority Zones**. During the school year 2007/08, six nipiagogeia and seven dimotika scholeia.

Αναλυτικό Πρόγραμμα για τα Δημόσια Σχολεία της Κυπριακής Δημοκρατίας

3.3. Specific Legislative Framework

This section is divided into two parts, with 3.3.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.3.2. giving information on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.3.1. Specific Legislative Framework for Kindergartens

A considerable part of the legislation governing prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) is the same as that which governs the operation of the primary sector. Law 12/1965 stipulated that pre-primary education should be the administrative responsibility of the Ministry of Education and Culture, the same as the other levels of education.

In 2008 the Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) Regulations ΚΔΠ 223/1994 based on Law 99/1989 were revised. The new revised regulations ΚΔΠ 225/2008 were published in the Official Gazette of the Republic on 13.06.2008. The regulations cover the operation of both public kindergartens and dimotika scholeia and they include the following three areas:

- The criteria by which children are selected
- The age at which children may enrol
- The day-to-day operation of public kindergartens

The regulations governing the operation of both public and private kindergartens were prepared by the Ministry of Education and Culture and published in the Official Gazette of the Republic on 13 July 2008.

Community and private kindergartens are also required to satisfy the relevant provisions of the revised laws relating to Private Schools and Institutes Laws 5/1971 – 77(I)/2008, which were published in the Official Gazette on 25.07.2008. The 2008 revision of the Laws also covers summer schools (θερινά σχολεία) (therina scholia), which operate between 1 June - 30 September. In areas such as teaching personnel and curriculum, these laws state that the situation in community and private kindergartens should be the same or similar to that which exists in the public sector, and that any divergence, should be decided upon by the Ministry of Education and Culture. Laws 5/1971 – 77(I)/2008 contain twenty-eight articles and are divided up into sections as follows:

- The procedure for setting up and operating a private school or institute
- Choice of name for the school/institute

- The school building – permissions and layout
- Personnel
- Curriculum
- Internal regulations
- Inspections
- Furniture and equipment
- Record keeping
- Financial matters, such as the issuing of receipts
- School/institute signs

Any application to set up a private school or institute is considered by the Advisory Committee of Private Education which makes a recommendation to the Minister of Education and Culture. The Advisory Committee on Private Education is regulated by Law 5/1971 and is made up of the Director of Secondary Education, representatives of the religious minority groups which participate in the House of Representatives (see section 1.3.), and six people appointed by the Council of Ministers for a period of two years. A school/institute can only commence operating after approval has been given by the Minister. If there are any changes to the information submitted on application, it is the responsibility of the private school/institute to inform the Ministry of Education and Culture. In addition, certain information must be submitted every year for approval, such as the level of the fees and current teaching staff.

Laws 5/1971-77(I)/2008 provide for the establishment and operation of private schools and institutes including community kindergartens

Regulations 225/2008 based on Laws 99/1989-227/1990 regarding the operation of public Primary Education

3.3.2. Specific Legislative Framework for Day Nurseries

Day nurseries in Cyprus are regulated by the Children Law, Cap 352 and Regulations 217/1993 and 213/1994, which give authority to the Director of the Social Welfare Services to issue rules regarding the operation of day nurseries. The first of these were published in the Official Gazette on 3 September 1993, and were made up of twenty-three articles, covering the following issues:

- Introductory provisions
- Personnel
- Layout and space – indoor and outdoor
- Nutrition
- Health and safety
- Record keeping

These regulations are currently under review – see section 3.2..

3.4. General Objectives

This section is divided into two parts, with 3.4.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.4.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.4.1. General Objectives for Kindergartens

Within the framework of the ongoing dialogue for the reform of the Educational System, a Committee of experts in curriculum issues was appointed in 2008 with a mandate to set out aims and objectives for new curricula for the public sector. The Committee submitted a set of general objectives and outcomes in December 2008. In 2009 several sub-committees were appointed by the Ministry of Education and Culture made up of experts and practitioners in specific areas and subjects to design a new curriculum for each subject at all three levels including primary and prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-

primary education) (see section 3.2.). The primary role of kindergarten education in Cyprus is to satisfy the basic needs of the child. The aim and general objectives of the kindergarten sector, as laid down in the Pre-primary Curriculum (2005 reprint of the third edition of 2002), are stated as follows:

To help children smoothly adjust to the school environment, to easily and safely integrate into society, to ensure, preserve and encourage their healthy and full development (mental, social, emotional, moral, religious, psychokinetic and aesthetic) to the highest degree possible and in accordance with the level of maturity they have reached.

General Objectives

Main objectives include the following:

- To preserve and promote health
- To improve kinetic and emotional skills
- To encourage creative expression and thinking
- To develop mental abilities, through the increased use of mental functions and scientific processes
- To develop notions and ways of thinking related to all fields of knowledge
- To prepare to enter the next stage of education – primary school

Detailed Objectives

- To develop personality characteristics such as initiative, persistence, determination, self-confidence and optimism
- To develop attitudes of acceptance and understanding, self-acceptance and self-confidence and, primarily, positive self-esteem
- To develop creativity and expression skills
- To develop language skills, reasoning and critical and mathematical thinking
- To adjust to the school environment and develop an appropriate attitude towards learning, work, human relations, rights and duties, natural environment and health
- To develop an appropriate attitude regarding the basic values of social, moral, national, cultural and religious life

For more information on the Pre-primary Curriculum, see section 3.10.1..

3.4.2. General Objectives for Day Nurseries

There are three main objectives for day nurseries in Cyprus:

- To provide adequate care and protection for pre-school age children
- To contribute towards the socialisation of such children
- To enable mothers to return to work

These are drawn from Circular BIII All-day Care issued by the Social Welfare Services on 21 June 1986.

The general objectives in terms of the development of the child are included in regulations 217/1993 and 213/1994 governing the operation of day nurseries (see section 3.3.2.). These emphasise the development of the children in four main ways – physical, social, emotional and intellectual – and state that the day nurseries must have the appropriate equipment and toys to ensure the children's development in these areas.

3.5. Geographical Accessibility

Nipiagogeia operate in all towns and villages in Cyprus where more than fifteen children live. Regional kindergartens have been established to satisfy the needs of those communities that do not meet this criterion, and transport to and from the regional school is provided free of charge by the government for children from such communities.

In cases where the remoteness of the location does not allow for the establishment of a regional school, there are a small number of kindergartens operating with fewer than ten children enrolled.

The situation is almost identical for paido/vrefokomikoi stathmoi (παιδο/βρεφικοί σταθμοί) (day nurseries) in remote areas, where the Department of Social Welfare Services will usually support the setting up of a community day nursery for a small number of children.

3.6. Admission Requirements and Choice of Institution / Centre

This section is divided into two parts, with 3.6.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.6.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.6.1. Admission Requirements and Choice of Institution / Centre

Regulations ΚΔΠ 225/2008 for Law 99/1989 state that no child may be enrolled in a public kindergarten (νηπιαγωγείο) unless he/she has reached the age of three before 1 September of the academic year of enrolment.

As from 1 September 2004, prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) is compulsory for all children from the age of four years and eight months (see section 3.1.). Parents of children of this age have the right to choose the type or location of the kindergarten where they would like to register their child.

Parents or guardians who wish to enrol a child in a public kindergarten must present a birth certificate issued by the relevant authority in Cyprus in order to provide evidence of the child's date of birth. Children born outside Cyprus must have the equivalent documentation issued by the relevant authority in their country of birth.

The criteria for the selection of children in public kindergartens are laid down by the Selection Committee (Επιτροπή Επιλογής) and by a circular letter from the Director of Primary Education. Each kindergarten has a Selection Committee, made up of the President of the Scholiki Eforeia, the headteacher of the nearest dimotiko scholeio (δημοτικό σχολείο) (primary school) and the kindergarten teacher. They are specifically consulted when there are insufficient places to meet the local demand for a public kindergarten. The main selection criterion is age, namely that the child must reach the age of three before 1 September of the year he/she will commence kindergarten. Other selection criteria are the financial status of the family and any special educational needs, following a diagnosis and evaluation and approval by the District Committee for Special Education (see chapter 10.).

3.6.2. Admission Requirements and Choice of Institution / Centre in Day Nurseries

There is no legal minimum limit for a child to be enrolled at a day nursery, whether public, community or private. Commonly, children of a very young age begin when the mother's legal entitlement to maternity leave is over and she must return to work. Generally, when the child is about three months old.

As was stated in the introduction, there is a small number of public day nurseries compared to the number in the community and private sector, and therefore places in such day nurseries are limited. Public day nurseries are established primarily to assist the children of low- and middle-income families. Parents make an application to their nearest Social Welfare Services, and a decision is made as to whether to offer a place in a public day nursery depending on a number of factors. These include whether both parents are working, if the family is large or on a low income, if there are problems in the family (for example as a result of divorce) or if the family receives welfare benefits.

Parents are free to choose the day care nursery of their own preference. Usually their decisions are based on location, quality and fees. There are no admission requirements for community or private day nurseries.

3.7. Financial Support for Pupils' Families

The government supports prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) by direct and indirect funding to both the public and community nipiagogeio (νηπιαγωγείο) (kindergarten) and day nursery (παιδο/βρεφοκομικός σταθμός) sectors, rather than providing financial support for the families themselves. There is, at present, no tax relief provided to families with children in pre-primary education. There is, however, a family allowance paid to all eligible families on the basis of the number of children they have. This allowance is not means-tested, but families on low income receive a higher amount.

The different fee structures and financial support for families of kindergartens and day nurseries are described below in separate sections.

3.7.1. Financial Support for Kindergarten Pupils' Families

Children from the age of four years and eight months attend public kindergartens in Cyprus free of charge. Parents of younger children attending public kindergarten pay a token amount – €42.00 per month – towards the general expenses of the kindergarten. Even with the fee set at this low level, there is still an opportunity for low income families, or families with four or more children, to receive a reduction in fees. Such families are entitled to a reduction of €17.00 to €25.00 per month, upon presentation of a confirmation of their financial or family situation issued by the Department of Social Welfare Services.

A number of specific categories of parents are not obliged to pay tuition fees for the study of their children in public kindergartens (see section 3.2.).

3.7.2. Financial Support for Families of Day Nursery Pupils

There is neither a minimum nor a maximum monthly fee for day nurseries in Cyprus. The director of the day nursery is responsible for setting the fee for the day nursery and it must be approved by the District Welfare Officer from the Social Welfare Services.

Fees for public day nurseries are set on a sliding scale depending on the applicant's monthly income (minimum €60.00 and maximum €171.00). There are no fees in the case of the recipients of public assistance and children under the care of the Director of Social Welfare Services.

There is no state financial support for day nursery fees. However, parents are entitled to child allowance, which can be used for this purpose.

All the expenses of public day nurseries are covered by the Social Welfare Services – revenue from fees is payable to the Treasury.

3.8. Age Levels and Grouping of Children

This section is divided into two parts, with 3.8.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.8.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.8.1. Age Levels and Grouping of Children in Kindergartens

Children in public kindergartens between the ages of three years and five years and eight months are divided into three groups, as follows:

- Group 1 – children between three years old and three years and eight months
- Group 2 – children between three years and eight months and four years and eight months

- Group 3 – children between four years and eight months and five years and eight months – this group is often referred to as the Reception Class

In addition, there are four different types of public kindergarten, depending on the number of children enrolled:

- One-class kindergartens – any institution with a maximum of thirty children enrolled
- Two-class kindergartens – any institution with a maximum of sixty children enrolled
- Three-class kindergartens – any institution with a maximum of ninety children enrolled
- Multi-class kindergartens – institutions with four or more classes

There are restrictions in terms of maximum class size in public kindergartens, according to the age of the children, as follows:

- For group 1 (see above), the maximum class size is twenty
- For group 2, the maximum class size is twenty-six
- For group 3, the maximum class size is thirty
- If the three age groups are mixed in one class (as would be the case in a small kindergarten) the maximum class size is twenty-five

In accordance with the Council of Ministers' decision 65.536 of 16 May 2007 the maximum size of classes with mixed age groups in the elementary schools and the kindergartens is to be reduced to 20 by the school year 2010/11 (see section 2.2.).

The minimum number of children in each class is fifteen, however, if a kindergarten is located in a particularly remote location, it may operate with ten or fewer children after having received the approval of the Council of Ministers.

The maximum teacher to child ratio in public kindergartens for the school year 2008/09 was 1.25.

The owners of private kindergartens have the freedom to organise groups by age and number as they choose. Generally the teacher to child ratio and the number of children per group are lower than in the public sector.

3.8.2. Age Levels and Grouping of Children in Day Nurseries

Regulations 217/1993 and 213/1994 for day nurseries lay down the following guidelines for the maximum number of children per teacher according to their age:

- From four years old upwards, there must be a maximum of twenty-eight children per teacher
- From three years old upwards, there must be a maximum of twenty-four children per teacher
- From two years old upwards, there must be a maximum of sixteen children per teacher
- For infants under two years old, there must be one teacher per six children

Decisions on the grouping of the children by age are made by the director of the day nursery according to the age composition and the number of children enrolled. The groupings do not necessarily follow the ages specified in the guidelines for the maximum number of children per teacher specified above, and are not regulated by law.

3.9. Organisation of Time

The management of time for children in the public prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) is determined by the Ministry of Education and Culture.

The owners of private nipiagogeia are empowered to make their own decisions on the management of the children's time in their institution without consultation with the Ministry of Education and Culture.

The Director of the Day nursery (παιδο/βρεφοκομικός σταθμός) is responsible for the organisation of time in his/her particular institution, whether public, private or community, based on the objectives set out in circulars issued by the Department of Social Welfare Services (see section 3.4.2.) and the laws pertaining to day care (see section 3.3.2.).

As the organisation of the year and the weekly and daily timetables for kindergartens and day nurseries are different, the sections have been divided into two separate parts.

3.9.1. Organisation of the Year

3.9.1.1. Organisation of the Year in Kindergartens

In public kindergartens, the school year begins on 1 September and ends on 31 August. This is the same as in all public dimotika scholeia.

Teaching staff in public kindergartens begin work on the first Monday of September and finish on the penultimate Friday in June. The allocation of classes begins on the Thursday following the first Monday of September. Classes begin on the second Monday of September and end on the penultimate Friday in June (on the same day as the teachers finish teaching).

The academic year is divided into three terms:

- Term 1 runs from the first Monday of September until the Christmas holidays. The Christmas holiday lasts for 2 weeks.
- Term 2 runs from the end of the Christmas holidays until the Easter holidays. The Easter holiday lasts for 2 weeks.
- Term 3 runs from the end of the Easter holidays until the end of the academic year.

In addition to the holidays mentioned above, there are a further 12 days when there is no school, because of either public, national or religious holidays, giving a typical pattern of annual holidays as follows:

- 1 October – Cyprus Independence Day
- 28 October – 'OXI' Day – marking the resistance of Greece to Fascism in World War II
- 30 January – the Day of the Letters
- 25 March – Greek National Day
- 1 April – EOKA Day – marking the beginning of the liberation struggle against British rule
- 1 May – Labour Day
- 11 June – St Barnabas' Day (founder saint of the Greek Orthodox Church in Cyprus)
- Ascension Day
- Whitsun
- Green Monday (the first Monday of Lent)
- The Archbishop's name day
- The local saint's day

Different holiday patterns are followed for children of the Maronite religious group in Cyprus – see section 1.3..

Some community kindergartens may extend the teaching year beyond what is stated above, depending on the special arrangements that they have with the community they serve.

In addition, it should be noted that new entrants to public kindergartens have a gradual introduction to the school year according to the induction programme set by the teaching staff at the kindergarten.

3.9.1.2. Organisation of the Year in Day Nurseries

Day nurseries operate from 1 September to 30 July and are closed for the month of August. There are no other holidays, except for the 12 public, national or religious holidays outlined in section 3.9.1.1. above.

3.9.2. Weekly and Daily Timetable

3.9.2.1. Weekly and Daily Timetable for Kindergartens

Children attend public kindergartens from Monday to Friday from 7.45 in the morning to 13.05 in the afternoon. In community kindergartens, there may be an agreement between the teaching staff and the parents' association (as the teachers' employer) to extend the teaching day from 7.30 in the morning until a mutually agreed time in the afternoon, in order to assist those parents who are working.

The weekly and daily timetable is prepared by the director of the day care nurseries and should address the specific needs of the children. Not all-day care nurseries have the same operating hours.

There follows a typical daily timetable for a week in a public or community kindergarten:

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
07.45 – 08.25	Free activities	Free activities	Free activities	Free activities	Free activities
08.05 – 09.05	Free activities	Free activities	Free activities	Free activities	Free activities
09.05 – 09.45	Group activity A	Group activity A	Group activity A	Group activity A	Group activity A
09.45 – 10.25	Washing – Breakfast	Washing – Breakfast	Washing – Breakfast	Washing – Breakfast	Washing – Breakfast
10.25 – 10.45	OUTDOOR PLAY				
10.45 – 11.25	Group Activities B	Group Activities B	Group Activities B	Group Activities B	Group Activities B
11.25 – 12.05	Music / movement / drama	Music / movement / drama	Music / movement / drama	Music / movement / drama	Music / movement / drama
12.05 – 12.25	OUTDOOR PLAY				
12.25 – 13.05	Quiet activities	Quiet activities	Quiet activities	Quiet activities	Quiet activities

This is a representation of what might be typical. The daily programme is not fixed and is determined by the kindergarten teacher according to the needs of the children, as well as the organisation of the kindergarten, the time of year and the nature of any particular activity. The duration of activities in this daily programme is also flexible.

Private and community kindergartens must submit the proposed timetable for the school to the Ministry of Education and Culture for approval. Private kindergartens often operate in the afternoon and offer meals and rest time for the children.

3.9.2.2. Weekly and Daily Timetable for Day Nurseries

A typical day at a day nursery in Cyprus begins with the arrival of the staff at approximately 6.45 am. The children arrive when their parents drop them off on the way to work – usually between 7.00 and 7.30am. The children can be picked up from the nursery at any time during the day before the nursery closes at 5.00pm.

The day nurseries do not follow any specific plan for the day laid down by the Social Welfare Services. Daily activities depend on the age and number of the children and how many children there are in the day nursery in question. The final decision as to the daily plan rests with the director of the day nursery and a timetable must be approved by the District Welfare Officer. As with private kindergartens (and some in the community

sector), all types of day nursery also operate in the afternoon and ensure that the children are well-fed and can sleep when they need to, following the regulations laid down in Circular BIII All-day Care (see section 3.4.2.).

3.10. Curriculum, Types of Activity, Number of Hours

This section is divided into two parts, with 3.10.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.10.2. on the day nursery sector.

3.10.1. Curriculum, Types of Activity, Number of Hours for Kindergartens

Some information on the historical background to the current kindergarten curriculum can be found in section 3.1..

The curriculum for public, community and private kindergartens is approved by the Council of Ministers following suggestions given by the Ministry of Education and Culture. It is the same for all types of kindergarten and must be followed in its entirety by all public and community kindergartens. The current curriculum forms part of the Primary Curriculum, which was originally written in 1981, revised in 1994 and re-edited with additional improvements in 1996. Since 1996, various innovations/new approaches and methodologies have been incorporated in the curriculum.

The primary and pre-primary (προδημοτική) curricula were compiled by the Director and Chief Education Officers of Primary Education, the Inspectors of Primary Education, representatives from the Pancyprian Teachers' Union and officers from the Curriculum Development Unit of the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) (see section 2.6.1.). In the final stage of development of the curriculum, contributions also came from representatives of the Directorate of Secondary Education, the Union of Inspectors of Primary Education and representatives from the Pancyprian Parents' Pre-primary Association. The revision of the Curriculum was led by the Director of Primary Education, an Interdepartmental Committee and officers from the Curriculum Development Unit of the Pedagogical Institute.

The timetable in section 3.9.2.1. indicates the different kinds of activity that make up the curriculum. The main features of the programme are as follows:

- 80-minute sessions of free activity with minimal structure. Such sessions include a free choice of a variety of social, cooperative and creative activities, such as art, role-play, experimentation, observation or basic reading, writing or mathematics activities.
- 40-minute sessions of group activity A, covering such subjects as language, science, mathematics, religion and health, environmental and social education.
- 40 to 80-minute sessions of group activity B, comprising story telling, drama, music and movement, puppet shows, games and poetry.
- 40-minute sessions of outdoor play, including PE, games, gardening and nature study.
- 40-minute sessions of quiet activities. These come at the end of the school day and aim to assist in the development of the skills necessary to facilitate the transition to primary school. These sessions focus on subject areas such as language and mathematics and children work, both individually and in groups.

Between these sessions there is time for tidying up, breakfast, a snack and free play.

3.10.2. Curriculum, Types of Activity, Number of Hours for Day Nurseries

There is no curriculum for paido/vrefokomikoi stathmoi (παιδο/βρεφικοί σταθμοί) (day nurseries). Directors of day nurseries are expected to plan activities which are differentiated according to age and fulfil the obligations imposed by the objectives for day nurseries – see section 3.4.2.. The number of hours spent on such activities is the decision of the Director of the day nursery according to the needs of the group of

children in the nursery – see section 3.9.1.2. and 3.9.2.2. above. The main priority is to ensure the safety of the children and to occupy them in an age-appropriate way according to their age.

Issues of curriculum for day nurseries are the subject of discussion as a result of the current revision of the regulations governing day nurseries – see section 3.3.2..

3.11. Teaching Methods and Materials

This section is divided into two parts, with 3.11.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.11.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.11.1. Teaching Methods and Materials in Kindergartens

The kindergarten curriculum is designed to be child-centred and focusses on problem-solving activities to encourage experimentation extending to cover every field of knowledge related to the given problem. Teachers promote group work and cooperative learning in all activities to encourage the children to share and develop their social skills. The teaching is differentiated in accordance with the needs and abilities of the children.

With reference to teaching methods in kindergartens, a balance is set between the cognitive, emotional and psychomotor aims, and special emphasis is placed on affective and social education. The role of the kindergarten teacher is to organise the programme with a balance between structure and freedom in mind, allowing the children access to a variety of activities which will expose them to different environmental influences and challenges, allowing them the freedom to choose which activity they want to participate in.

The child participates actively in the process of learning by the application of scientific methods (such as observation, measurement, hypothesis-testing, generalising and coming to conclusions) as well as by activating their critical and creative thought processes.

As all kindergarten teachers in the public sector are university graduates in their field of expertise, they are expected to be familiar with a wide range of teaching methodologies and to select the most appropriate one for their teaching context. The Ministry of Education and Culture does not specify one particular teaching methodology that teachers must follow. Increasingly, computers are being introduced to the kindergarten sector and used as a teaching tool by the teachers.

Some books for kindergartens are provided free of charge either by the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) (see section 2.6.1.) or by the Ministry of National Education and Religious Affairs in Greece. However, the majority of the books provided are purchased by the Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) for the public sector or the parents' association for the community kindergartens.

3.11.2. Teaching Methods and Materials in Day Nurseries

As day nurseries are not considered educational institutions, there is no requirement for the staff of public day nurseries to have a teaching qualification. Due to their position, they are considered to be public servants. All public day nursery staff are qualified social welfare personnel, and are thus able to provide an appropriate environment for both the safety and development of the child. In terms of the methodology used, no particular methodology is determined by the Ministry of Labour and Social Insurance. The staff are expected to choose the best methods and activities according to the needs of the children.

Day nursery teachers in the private and community sector must have at least a two-year diploma-level qualification with a specialisation in nursery education. This means that they are expected to be familiar with many different teaching methodologies, and to use the most appropriate.

Some books and teaching materials are provided free of charge to day nurseries by the Department of Social Welfare Services. In addition to the material provided by the state, in the public, private and community sectors, supplementary materials are provided either by the School Board, the owners of the school or the parents' association.

3.12. Evaluation of Children

This section is divided into two parts, with 3.12.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.12.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.12.1. Evaluation of Children in Kindergartens

The evaluation of children is considered an integral part of an effective prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) system. Such a system aims to ascertain the degree of success a child attains in his/her school work and to determine the areas of weakness in specific areas so that these areas may be addressed, either by improvement of the learning conditions or by changing the teaching approach. Evaluations cover, as far as possible, the three areas of cognitive, emotional and psychomotor learning.

Kindergarten teaching staff use three types of evaluation tools:

- The initial diagnostic assessment. This takes place during the first days that the child attends kindergarten and is carried out by means of close observation of the child's behaviour by the kindergarten teacher. The aim of the initial diagnostic assessment is to familiarise the teacher with the child, as a basis on which to decide on a suitable structure for learning activities. The teacher notes down observations on the child in a free, descriptive manner. These are also recorded in the diagnostic assessment report, which includes observations on the cognitive, emotional and psychomotor aims. Initial diagnostic assessment continues through the whole school year in the observation by the teacher of the child's level of knowledge, attitude and skills, before the introduction of a new learning activity.
- Continuous or formative assessment. During the school year, the kindergarten teacher observes each child and records notes in the continuous assessment report. By doing this, it is possible for a teacher to select and assess important objectives from the cognitive domain (such as concepts and skills), the emotional domain (such as attitudes and interests) and the psychomotor domain (such as perception, motion and expression).
- Final summative assessment. This is done at the end of the school year and aims at providing the primary school teacher and the parents with the necessary information about the child.

3.12.2. Evaluation of Children in Day Nurseries

Evaluation in day nurseries in Cyprus is carried out by keeping a personal file on each child. In the personal file, in addition to his/her birth and health certificates, the staff of the day nursery are expected to include a report on the progress of the child. This begins with an initial report completed fifteen days after the admittance of the child to the nursery and is then updated with a progress report a minimum of once every three months.

These guidelines are drawn from regulations ΚΔΠ 157/97 and Circular ΒΙΙΙ All-day Care issued by the Social Welfare Services on 21 June 1986 (see section 3.4.2.).

This aspect of day nursery care is under review in the new legislation now being proposed (see section 3.3.2.). In addition to the information required and detailed above, it is also being suggested that the report includes data on any problems or difficulties that the child has faced and on how the situation was resolved, as well as information about the kinds of activities in which the child is participating.

If there is any need for support, especially with regard to the meeting of special educational needs, the appropriate steps are taken – see section 3.13.2. below.

3.13. Support Facilities

In prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) in Cyprus, the integration of children with special needs into mainstream schooling is emphasised and regulated by Law 133(I)/1999 and 69(I)/2001 (see chapter 10. for further information on special educational support). As a result of this policy of integration, and to assist the children who are in need of additional help, a greater number of specialist educators and peripatetic teachers have been employed. In addition, there have been campaigns to increase public awareness and acceptance, seminars and workshops for teaching staff and on the use of teaching aids to facilitate the establishment of special classes in mainstream pre-primary schools. There are no separate pre-primary institutions for children with special needs.

The remainder of this section is divided into two parts, with 3.13.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.13.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.13.1. Support Facilities in Kindergartens

In kindergartens, the teacher will request support from the relevant authorities if he/she perceives that there is a problem with a child who needs the assistance of the educational psychology support services. The role of the Ypiresia Ekpaideutikis Psychologias (Υπηρεσία Εκπαιδευτικής Ψυχολογίας) (Education Psychology Service) has already been outlined in section 2.6.1.. Any requests for support in this area are made to the District Committee for Special Education (Επαρχιακή Επιτροπή Ειδικής Αγωγής και Εκπαίδευσης), which is governed by the Central Committee for Special Education (Κεντρική Επιτροπή Ειδικής Αγωγής και Εκπαίδευσης) and the Council for Special Education (Συμβούλιο Ειδικής Αγωγής και Εκπαίδευσης) (see chapter 10. for further details). The Education Psychology Service is an interdepartmental service of the Ministry of Education and Culture and answers to the Permanent Secretary of the Ministry.

3.13.2. Support Facilities in Day Nurseries

If a child in a day nursery is identified as having special educational needs, which may require some additional support in order to be met, the first step is that the director of the day nursery will arrange a meeting with the parents to discuss the issue. Once the parents have been notified , the child may, with the parents' consent, be referred to the Central Committee for Special Education and the Council for Special Education and the Education Psychology Service (see section 2.6.1.) of the Ministry of Education and Culture. Alternatively, depending on the parents' decision , support may be found for the child through services provided either by public hospitals or private clinics.

There is no equivalent in the day nursery sector of the Education Psychology Service of the Ministry of Education and Culture. However, the Department of Social Welfare Services has a team of psychologists and social workers who work principally with the children's homes and other similar institutions on the island.

3.14. Private Sector Provision

The historical background and ongoing debates/future developments and legislative framework for the private pre-primary (προδημοτική) sector are the same as that of the public sector, and the relevant information can be found in sections 3.1., 3.2. and 3.3.1..

The rest of this section is divided into two parts, with 3.14.1. giving information on the nipiagogeio (νηπιαγωγείο) (kindergarten) sector and 3.14.2. on the day nursery (παιδο/βρεφοκομικός σταθμός) sector.

3.14.1. Private Sector Provision in Kindergartens

In the academic year 2008/09 there were one hundred and fifty-five private kindergartens, two hundred and fifty-three public and seventy-nine community kindergartens. The majority are run by private individuals and the administration of the institution is the responsibility of the director. All private kindergartens must be

approved by the Ministry of Education and Culture and their educational programmes are developed according to the curriculum laid down by the Ministry (see section 3.10.1.).

Private pre-primary education is entirely self-financing and receives no financial support from the government. The parents of children enrolled in private kindergartens pay fees determined by the owner of the school. The owner is also able to decide on the school calendar in terms of holidays and the length of the school day.

Since pre-primary education for those between the ages of four and eight months and five and eight months became mandatory in 2004 (see section 3.1.), private kindergartens are included in the inspection regime of the Ministry of Education and Culture and receive financial support from the Ministry.

3.14.2. Private Sector Provision in Day Nurseries

Public day nurseries are greatly outnumbered by those in the private and community sectors. In the academic year 2007/08 there were only eleven public day nurseries compared to forty-four in the community sector and two hundred and sixty-five private institutions. The private day nurseries are set up and operated by private individuals on a for-profit basis. All private day nurseries must be approved and inspected by the Social Welfare Services.

3.15. Organisational Variations and Alternative Structures

In addition to the different types of pre-primary (προδημοτική) institution described in the introduction to this chapter, there are three other types of pre-primary school with special status:

- Kindergarten classes and day nursery (παιδο/βρεφοκομικός σταθμός) which are held in children's hospitals.
- One public nipiagogeio (νηπιαγωγείο) (kindergarten) combined with a day nursery in Rizokarpasso in the occupied areas. The kindergarten has one teacher and five children enrolled.
- The Greek community schools in the United Kingdom which serve the Greek and Greek Cypriot communities living there. These schools normally cater for children of kindergarten age. Often these schools run classes in Greek during the weekend or after the end of the school day for the children of diaspora communities. The kindergarten teachers are assigned to such schools by the Ministry of Education and Culture and are inspected on a regular basis by a Ministry inspector who is resident in the United Kingdom. The schools operate under the supervision of the Ministry of Education and Culture and of the authorities of the Christian Orthodox Church in the United Kingdom.

The special status kindergartens and day nurseries follow the same general objectives, admission criteria and programme of activities as are used in the public sector.

3.16. Statistics

The statistics section covers the following:

- Enrolment 1970/71 – 2006/07
- Schools, teachers and children 1970/71 – 2006/07
- Schools, teachers and children by level and type of school 2006/07
- Number of teaching and management personnel by level, post, type of school, contractual status and gender 2006/07
- Number of non-teaching staff by level of education, type of school, post, contractual status and gender 2006/07
- Enrolment ratios by age group, gender and level of education 2006
- Number and size of public nipiagogeia by district 2005/06

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

3.16.1. Enrolment in the Pre-primary Sector 1970/71 – 2006/07

School Year	Pre-primary Enrolments
1970/71	4325
1975/76	4229
1980/81	10397
1985/86	16810
1990/91	23694
1995/96	26254
2000/01 *	26455
2003/04 *	25674
2004/05 *	27028
2005/06 *	26557
2006/07 *	26508

* Includes Evening Schools

3.16.2. Pre-primary Schools, children and teaching personnel 1970/71 – 2006/07

School Year	Schools	Children	Teachers	Child/Teacher ratio
1970/71 total	109	4325	236	18.3
Public	9	511	21	24.3
Private	100	3814	215	17.7
1975/76 total	96	4229	222	19.0
Public	24	1110	48	23.1
Private	72	3119	174	17.9
1980/81 total	259	10397	418	24.9
Public	149	5300	234	22.6
Private	110	5097	184	27.7
1985/86 total	423	16810	673	25.0
Public	188	7012	293	23.9
Private	235	9798	380	25.8
1990/91 total	572	23694	1015	23.3
Public	204	7605	338	22.5
Private	368	16090	677	23.8
1995/96 total	647	26254	1323	19.8
Public	236	8810	422	20.9
Private	411	17444	901	19.4
2000/01 total	642	26455	1591	16.6
Public	238	9820	538	18.3
Private	404	16635	1053	15.8
2003/04 total	657	25674	1779	14.4
Public	252	10083	633	15.9
Private	405	15591	1146	13.6
2004/05 total	679	27028	1914	14.1
Public	253	10290	671	15.3
Private	426	16738	1243	13.4
2005/06 total	682	26557	1948	13.6
Public	254	10301	675	15.3
Private	428	16256	1273	12.8
2006/07 total	681	26508	1991	13.3
Public	258	10225	685	14.9
Private	423	16283	1306	12.5

3.16.3. Schools, children and teaching personnel by level and type of school 2006/07

Type of school	Number of schools	Number of children	Full time equivalent teachers	Pupil: teacher ratio
KINDERGARTENS				
Total	445	19462	1331	14.6
Public	246	9813	632	15.5
Community	63	1782	95	18.8
Private	136	7867	604	13.0
DAY NURSERIES				
Total	236	7046	660	10.7
Public	12	412	53	7.8
Community	47	1392	141	9.9
Private	177	5242	466	11.2
Total	681	26508	1991	13.3

3.16.4. Number of teaching and management personnel by level, post, type of school, contractual status and gender 2006/07

Type of school	Full time			Part time		
	Male	Female	Total	Male	Female	Total
KINDERGARTENS						
Headteachers						
Total	7	223	230	4	11	15
Public	0	101	101	0	0	0
Community	0	4	4	1	6	7
Private	7	118	125	3	5	8
Teaching staff						
Total	3	1086	1089	6	21	27
Public	3	528	531	0	0	0
Community	0	90	90	0	1	1
Private	0	468	468	6	20	26
Total	10	1309	1319	10	32	42
Total public	3	629	632	0	0	0
Total community	0	94	94	1	7	8
Total private	7	586	593	9	25	34
DAY NURSERIES						
Headteachers						
Total	3	160	163	1	5	6
Public	0	1	1	0	0	0
Community	0	19	19	0	1	1
Private	3	140	143	1	4	5
Teaching staff						
Total	3	475	478	0	30	30
Public	1	51	52	0	0	0
Community	0	120	120	0	5	5
Private	2	304	306	0	25	25
Total	6	635	641	1	35	36
Total public	1	52	53	0	0	0
Total community	0	139	139	0	6	6
Total private	5	444	449	1	29	30

3.16.5. Number of non-teaching staff by level of education, type of school, post, contractual status and gender 2006/07

Type of school	Full time			Part Time		
	Male	Female	Total	Male	Female	Total
KINDERGARTENS						
Total	14	601	615	13	167	180
Public						
Total	1	330	331	3	56	59
Administrative	0	1	1	0	0	0
Other	1	329	330	3	56	59
Community						
Total	0	46	46	2	46	48
Administrative	0	0	0	0	1	1
Other	0	46	46	2	45	47
Private						
Total	13	225	238	8	65	73
Administrative	3	9	12	1	6	7
Other	10	216	226	7	59	66
DAY NURSERIES						
Total	1	187	188	8	87	95
Public						
Total	0	24	24	0	1	1
Administrative	0	0	0	0	0	0
Other	0	24	24	0	1	1
Community						
Total	0	60	60	1	28	29
Administrative	0	0	0	0	0	0
Other	0	60	60	1	28	29
Private						
Total	1	103	104	7	58	65
Administrative	0	2	2	1	4	5
Other	1	101	102	6	54	60

3.16.6. Enrolment ratios by age group, gender and level of education 2006

These are calculated by using the number of students during the school year 2005/06 and the population as at the end of 2005.

Level of education	Age Group		
	0-2	3-5	6-11
Pre-primary			
Total	19.7	86.7	0.5
KINDERGARTENS			
Total	8.0	70.1	0.5
Male	4.0	70.3	0.6
Female	4.1	69.9	0.3
DAY NURSERIES			
Total	11.7	16.5	0.0
Male	6.2	17.3	0.0
Female	5.7	15.8	0.0

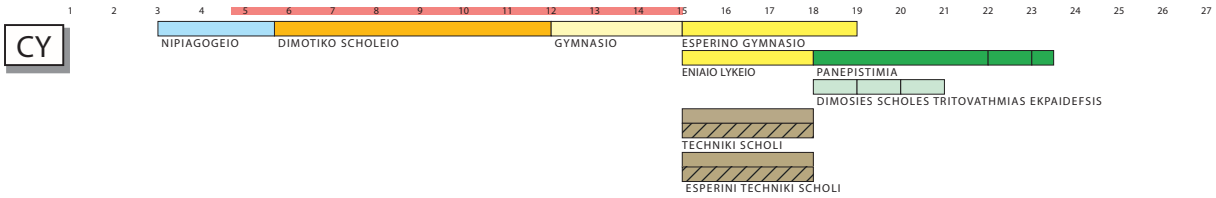
3.16.7. Number and size of public kindergartens by district 2008/09

District	One class	Two classes	Three or more classes
Lefkosia urban	13	18	5
Lefkosia rural	36	15	8
Lemesos urban	5	6	11
Lemesos rural	22	6	7
Larnaka urban	5	9	2
Larnaka rural	22	10	5
Ammochostos	1	9	4
Pafos urban	0	3	5
Pafos rural	19	5	3

Data provided by the Directorate of Primary Education of the Ministry of Education and Culture

4. Primary

Organisation of the education system in Cyprus, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

All public primary schools in Cyprus are co-educational.

4.1. Historical Overview

Section 2.1. already includes a detailed historical overview of education in Cyprus. It is against this background that this section focusses on a more in-depth analysis of the history of the dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) sector.

In 1830, the first community primary schools were established. These operated on a 'peer teaching' basis allilodidaktika scholeia (αλληλοδιδακτικά σχολεία) (peer teaching schools), in which teachers used the older or more able pupils to supervise small groups of younger children. This was a model that had been adopted from Greece, and was low in cost. Although these schools were co-educational, there were only few girls enrolled. Some of these schools offered basic education in the form of reading taught using ecclesiastical texts and a limited amount of arithmetic. In the beginning, the teachers were either clergymen or laymen who had attended seminaries. Gradually, however, an increasing number of teachers who had either come from, or been trained in, Greece were employed.

The foundations of the formal primary education system were established during the period of British colonial rule, from 1878 to 1959. The first British Director of Education was Josiah Spencer, who was appointed in 1880. His suggestions on how to improve school management and administration led directly to the offer of financial assistance to Village Committees (Επιτροπές των χωριών) (see section 2.1.). In July 1881, a circular was sent to all Village Committees recommending a common structure for education administration for both the Greek and Turkish Cypriot communities. In the circular, the duties and

responsibilities of the local communities were set out, as well as the prerequisites of the administration with regard to the financial support of the primary education sector. From this date, the primary education system developed gradually towards centralised control through a succession of laws from 1895 to 1949.

The creation of a curriculum for the primary sector has already been discussed in section 3.1.. The first curriculum of 1886 and the revised version of 1898 were very similar to those used in Greece. Only after the 1931 uprising did the colonial administration decide to move away from the Greek model to curricula from other parts of the world, reflecting the political mood of the times.

The Education Law of 1933 established control of matters pertaining to education in the hands of the British Colonial Governor, and from this point on, the Governor allocated all duties and exercised ultimate power over primary education in Cyprus. The Governor was responsible for appointing Village and Town Committees, as well as appointing those members of the Board of Education who were not civil servants. In reality, this Board possessed neither substantial power nor responsibility. Thus, by 1933, the centralisation of the education system had been completed.

The 1960 Constitution established the Greek and Turkish Communal Chambers (Κοινοτικές Συνελεύσεις), which were responsible for 'all educational, cultural and teaching matters' (Article 87, see section 1.1.). Article 20 of the Constitution focusses specifically on education, and the second and third paragraphs make reference to primary education as follows:

- Free primary education shall be made available by the Greek and Turkish Communal Chambers in the respective communal primary schools.
- Primary education shall be compulsory for all citizens of such school age as may be determined by a relevant communal law.

The relevant communal law referred to in the third paragraph of Article 20 was passed by the Greek Communal Chamber (Ελληνική Κοινοτική Συνέλευση) in 1962, making education at the primary level compulsory.

4.2. Ongoing Debates and Future Developments

The most significant ongoing debates and future developments in the sector of primary education are the following:

- **New Curricula**. In 2008, a Committee made up of experts in curriculum issues was appointed by the Minister of Education and Culture with the mandate to set out general objectives and outcomes for the design of new curricula from pre-primary (προδημοτική) to secondary education. This Committee submitted its suggestions in December 2008. In 2009, a number of sub-committees were appointed by the Ministry made up of experts and practitioners in the field of education with instructions to design new curricula and syllabi per subject/area for all three levels of education including pre-primary and primary levels.
- **Class size.** There have been several moves to bring down the maximum class size in the primary sector. During the 2003/04 academic year, the maximum class size in the first, second and third grades of primary school was reduced from thirty-two to thirty by decision 58.344 (30/07/03) of the Council of Ministers. In 2004 and 2005, with decisions 60.632 (04/06/04) and 61.603 (16/02/05), the Council of Ministers approved the proposal submitted by the Ministry of Education and Culture to initiate the gradual expansion and implementation of this reform into the remaining primary school grades. The decision to implement this reform gradually was taken both for educational reasons and to avoid disruption to the pupils. In the 2004/05 academic year, the maximum class size in grade 4 was reduced from thirty-two to thirty. This continued into fifth and sixth grades, bringing the maximum class size down by the same number, in the 2005/06 academic year. Within the framework of the educational reform, two decisions of the Council of Ministers (62.664/28.9.2005 and 65.536/16.5.2007) reduced further the size of the class from 30 to 25, beginning with grade one and gradually extending it to grade two and three, while by 2010/11 the maximum size of the class in all grades of primary schools symplegma (σύμπλεγμα) (multi-grade) not exceed 25 students and 20

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- Proairetiko Oloimero Scholeio (Προαιρετικό Ολοήμερο Σχολείο) (Optional All-Day School)Proairetiko Oloimero Scholeio (Προαιρετικό Ολοήμερο Σχολείο) (Optional All-Day School). Proairetiko Oloimero Scholeio (Προαιρετικό Ολοήμερο Σχολείο) (Optional All-Day School) This was a concept that was initially introduced on an experimental basis into nine primary schools (four in urban and five in rural areas) in the academic year 1999/00. Two of these schools operated as both morning and afternoon schools in which the school day ended at 4pm. In another two, the school day ended at 2.45pm and the remaining schools extended the school day for grades 1-3 until 1.05pm. This experiment was evaluated by a Special Evaluation Committee. The evaluation was completed in May 2000 and a report was submitted to the Ministry of Education and Culture. The findings of the report indicated that the experiment had been a success, both educationally and socially. In the years that have followed, an increasing number of schools have begun to function as oloimera scholeia (ολοήμερα σχολεία) (all-day schools), as can be seen in the table below.

These schools operate on a voluntary basis for grades 4, 5 and 6 from October to May of every school year, offering four additional hours, until 4pm, four times a week (Monday, Tuesday, Thursday and Friday). No change has been made to either the curriculum or the timetable of the morning school. The afternoon programme includes one period for children's lunch, four teaching periods per week devoted to completing homework that has been assigned, four teaching periods for reinforcing teaching and four periods for two of the following optional subjects: English; Information Technology; Music; Physical Education; Art, Design and Technology. The number of pupils in each class ranges from eight to twenty-five, according to both the subject and the needs of each school. Provision for the preparation of meals is undertaken by the parents. The Ministry of Education and Culture also subsidises the meals of pupils from low-income families. The total subsidy to the voluntary all-day schools by the government in the 2008 budget was €5.026.678.

Academic Year	Number of all-day voluntary schools
2000/01	25
2001/02	70
2002/03	84
2003/04	107
2004/05	130
2005/06	147
2006/07	150
2007/08	120
2008/09	116

- **All-day Compulsory School.** The Ministry of Education and Culture in the academic year 2006-2007, within the framework of the ongoing reform of the educational system, introduced on a pilot basis the eniaio oloimero scholeio (ενιαίο ολοήμερο σχολείο) (single all-day school) in nine public primary schools in all the districts of Cyprus. The pilot programme will have a duration of three consecutive years and will be evaluated by an appointed independent Evaluation Committee in 2009. The objective of the Ministry of Education and Culture is, by the end of the pilot programme, to start the progressive extension of the institution in other primary schools. In 2007/08, the number of all-day compulsory schools increased to 15. They work on four days a week (Monday, Tuesday, Thursday and Friday) from 7.45am-4.00pm and on Wednesdays from 7.45am to 1.05pm. These schools operate with a unified curriculum and the same school management and staff. The total subsidy to the all-day compulsory schools from the government in the 2008budget was €1,881,000 (only for developmental expenses).
- **Information and Communication Technology (ICT).** Since September 1993 the Directorate of Primary Education has initiated a programme to enhance the provision of ICT in the primary sector. Although the programme started on a trial basis, it was subsequently implemented fully in all schools in Cyprus (including the primary school in Rizokarpasso, in the occupied areas). As a result of this programme, one

computer and one printer were installed in every classroom for each grade, from 1 to 6. Each computer has access to the Internet. In addition, computers were also installed in some ICT laboratories. ICT is not taught as a separate subject in the National Curriculum for the primary sector (except in all-day schools, see above), but is used as a dynamic tool in the teaching and learning process, aiming at a more effective implementation of the curriculum as well as the promotion of basic computer skills. Since 2001, there has been a systematic action plan for the enrichment of the Science Curriculum, aimed at exploiting ICT to the full in the learning process. This action plan has now also been extended into the Mathematics Curriculum. Since 2002 the Ministry of Education and Culture has adopted a programme entitled 'The Integration of ICT', which is funded by the European Development Bank and the Council of Europe Development Bank. The DIAS project is expected to further upgrade the existing ICT facilities, services and hardware equipment in pre-primary and primary public schools (see sections 2.2. and 5.2.).

- **Multicultural Education**. In recent years, a growing number of pupils from other countries (mainly from countries of the former Soviet Union) have enrolled in primary education in Cyprus. It is estimated that approximately 8,7% of primary level pupils in 2008/09 do not have Greek as a first language. The policy of the Ministry of Education and Culture has been to recognise the language and diverse cultural traditions of the different groups, whilst supporting those pupils who do not have Greek as their first language to improve their language skills in order to facilitate a smooth transition into Greek Cypriot society. For further information on the special support for the children of immigrants, see section 10.7.
- **Educational Programmes**. The Ministry of Education and Culture promotes a number of different programmes through the Directorate of Primary Education, some of which are EU projects while others originate in Cyprus. There follows a summary of the main programmes being followed currently:
  - **The Promotion of Museum Education** (Μουσειακή Αγωγή). This programme aims to provide pupils with the experience of going to museums in order to foster the development of a positive attitude towards the environment and cultural heritage of Cyprus. In 2006/07 educational museum programmes were prepared for all towns. These programmes are based on active learning and the encouragement of observation, inquiry, discovery and critical thinking. A number of teachers have been seconded to this programme in order to organise the programmes, develop activities and materials. They are also responsible for monitoring the implementation of the programmes. In 2008/09 this programme was evaluated by the Museum Education Inspectors. The results were very satisfactory and suggestions were made for improving still further this programme.
  - **Cyprus-Aegean, Myth-History-Art** (Κύπρος-Αιγαίο, Μύθος-Ιστορία-Τέχνη). This programme aims to provide opportunities for pupils to discover the wealth of art, history and culture from Cyprus and the area of the Aegean Sea. It is organised by the Youth Board of Cyprus, together with the Ministry of Education and Culture and the Secretariat of the New Generation of the Greek Diaspora, and is aimed at children in grades 3-6. The facilitators of the programme are pre-primary and primary school teachers who also prepare additional educational material with a wide variety of activities for the pupils who attend. Since 2000, over 50,000 students have participated in this programme.
  - **The Mentor (**Μέντωρ**) Health Education Programme**. This is implemented within the framework of health education and promotion, and consists of six different programmes, one for each grade of primary school, providing age-appropriate material exploring a wide range of health-related issues. Responsibility for the implementation of the programmes currently falls on thirteen teachers – four based in Lefkosia, four in Lemesos, two in Larnaka and three in Pafos. The programme is being implemented in all four districts. The three main strategies of the programmes are the provision of information, the development and application of social skills and the enhancement of self-esteem. The programmes take place within a specially designed mobile classroom, which is equipped to provide a stimulating learning environment. This is combined with the use of highly-trained teachers who use a wide range of motivating techniques and strategies to enable children to develop the confidence and thinking skills needed to make good health choices. In addition, as from the 2006/07 academic year the mobile units have expanded their activities and have delivered drug prevention programmes to parents and children in Special Schools and Units throughout the island.

- **The European School Network for the Promotion of Health**. This programme takes a pioneering approach to the promotion of health, in that it aims for the development of a healthy way of living for the whole population of a school. It is concerned with the school environment, the official and unofficial curricula, the pupils' families and the community. Its philosophy is to incorporate the promotion of health into all areas of school life. Cyprus has been part of the Network since 1995. In 2008/09 one hundred and fifty-eight primary and pre-primary schools participated, and programmes were selected and activities developed by the school community (pupils, teachers and parents) which promoted the health of the school population and the adoption of a collective spirit of responsibility for the health not only of the individual, but of society as a whole.
- **IKADE** (ΟΙΚΑΔΕ). This programme is supported by the Ministry of Education and Culture and sponsored by the Bank of Cyprus. It aims to develop communication and relationships between pupils in Cyprus, Greece and Greek-speaking pupils attending schools in other parts of the world. It operates on two levels – through the Internet, where a Greek 'planet' exists open to all and through teleconferences between pupils in different parts of the world. In 2008/09 twenty-nine primary schools participated in IKADE activities.
- **Spring Day for Europe** (Άνοιξη της Ευρώπης). This is an annual citizen-driven project on democracy and citizenship where young people learn and make their voice heard on topical European issues. This project is prepared several months in advance through pedagogical activities in the classroom and with the participation of national and European decision-makers. The theme of Spring Day 2008 was 'Bridging Cultures Through Dialogue.' The organized activities focused on enhancing intercultural dialogue in schools and making young people aware of their common European cultural heritage. In total 71 schools participated, out of which 28 were primary schools. In 2009 Spring Day for Europe joins the European Year of Creativity and Innovation to encourage as many schools as possible to experience creativity and innovation on a European scale.
- **ETwinning.** The objective of this action is the creation of educational and cultural bonds between schools of Europe via common work, using Information and Communication Technology (ICT). It provides support, ideas and tools to make it easy for schools to set up partnerships and start collaborative projects in any subject area. ETwinning is supported by the Central Support Service of Europe (CSS) at European level and a network from National Support Services (NSS) at national level. Since June 2008, the management of this programme has come under the jurisdiction of the LLP National Agency (see section 11.1.). In 2008, 49 new schools were registered. Since 2005, when this programme started, 287 teachers from 239 schools have registered in this action.
- **Road Safety Education (RSE).** In 2003 the Ministry of Education and Culture, in co-operation with the Ministry of Communication and Works and the Police, introduced Road Safety Education (RSE) in public nipiagogeia and primary schools. This programme is part of the National Strategy Plan for Road Safety. The RSE programme aims to:

  - promote knowledge and understanding of traffic rules and situations among teachers, pupils and parents
  - improve pedestrian skills through training and real world experiences
  - create and/or change attitudes towards safe and responsible behaviour in traffic.
  - promote active involvement of children as well as social awareness and citizenship.

In 2006/07 the Ministry of Education included RSE among the priority goals. Every primary school had to devote at least two weeks to RSE activites. In order to facilitate RSE teaching and learning, the Ministry published books for pupils and guides for teachers and set up a website with relevant material which can be accessed at www.schools.ac.cy/klimakio/programs/roadsafety. In 2008/09 teachers received training, visits to the Road Safety Education Park were organized and posters and relevant audio-visual aids were distributed to public schools (see section 11.4.).

Αναλυτικό Πρόγραμμα για τα Δημόσια Σχολεία της Κυπριακής Δημοκρατίας

4.3. Specific Legislative Framework

Article 20 of the 1960 Constitution details the basic right of education for every person in Cyprus. For the Article in full see section 2.3.. All education legislation uses this part of the Constitution as its basis.

Law 24(I) of 1993 lays down the following provisions for education:

- Attendance in primary school and lower secondary school (gymnasium/γυμνάσιο) is compulsory until a pupil graduates from gymnasium (γυμνάσιο) or reaches the age of 15.
- Education is provided free of charge in public primary and secondary schools, this includes gymnasium, lyceum and technikes scholes (see chapter 5.).
- The textbooks published by the Ministry of Education and Culture
- in Cyprus or the Ministry of National Education and Religious Affairs (Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων) in Greece are provided free of charge to teachers and pupils.
- The Council of Ministers has the authority to provide transport to pupils living at a distance from the school they attend (see section 1.5.). This is either subsidised or free of charge.

In 1997, the House of Representatives approved new regulations concerning the operation of public primary schools, namely the Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) Act (ΚΔΠ 223/1997). This revoked all previous legislation governing primary education, specifically the 1976 Act (ΚΔΠ 25/1976). The new Act emphasises the centralised nature of the education system in Cyprus and states that the Ministry of Education and Culture is responsible both for the administration and the day-to-day operation of all public primary schools. It also notes that both the curriculum and the timetables for primary schools are determined by the Council of Ministers, based on proposals from the Ministry of Education and Culture. It covers all aspects of primary education, including:

- The different types of schools that can exist
- Enrolments and transfers at the beginning of the school year
- The process of promoting pupils from one class to the next and issuing certificates of attendance
- The smooth operation of the schools and disciplinary measures
- Attendance and absence of pupils
- The duties and responsibilities of the headteacher, deputy head and the teaching staff
- The books to be used in schools
- The safety of pupils

This Act made no provision for pupils with special needs. This aspect was covered in Law 47/1979 on Special Education, which was then superseded by the law for the Education and Training of Children with Special Needs, 113(I) 1999. In addition, in 2001 the regulations ΚΔΠ 185/2001 and ΚΔΠ 186/2001 were passed regulating the identification of children with special needs, their assessment, the development of an individualised programme of education, their placement in an appropriate educational setting and their ongoing evaluation (see section 10.5.1.).

4.4. General Objectives

The general objectives of dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education), as described in the 1996 introduction to the National Primary Education Curriculum (Αναλυτικά Προγράμματα Δημοτικής Εκπαίδευσης) by the then Director of Primary Education (see section 4.10.), are as follows:

- To develop children's knowledge using modern technology to the greatest extent possible
- To develop the emotional and psycho-motor characteristics of children
- To teach them how to successfully face problems of adaptation and other challenges in their school environment and in society
- To gradually promote the socialisation of children, their sense of national identity and culture and respect for other countries and cultures

- To provide them with a positive attitude towards knowledge and human values
- To develop a sense of admiration for beauty, creativity and love for life
- To develop a sense of respect and protection towards nature.

For current developments in curriculum objectives at all levels of education (from pre-primary (προδημοτική) to secondary education), see sections 2.2, 3.2. and 4.2..

4.5. Geographical Accessibility

The provision of either subsidised or free transport is covered in Law 24(I) of 1993 – see section 4.3. above.

Public primary schools operate in all towns and in villages with more than fifteen pupils, and where there are communities with fewer than fifteen pupils, regional schools have been established. The cost of transportation to such schools is met by the government.

There is currently no provision for flexible school hours for pupils living in less populated areas.

4.6. Admission Requirements and Choice of School

Primary education is compulsory for all children who have reached the age of five years and eight months before 1 September (the beginning of the academic year). Enrolment for the following academic year takes place in January. If parents neglect to enrol their child in January, they must do so at the nearest school in their designated area where there are places available.

The only exception to the five years and eight months rule (arising only rarely) is in the case of a parent, or a teacher with parental support and agreement, applying to the Ministry of Education and Culture for a delay in the start of primary education, usually for reasons of special educational needs.

At the primary level, pupils must enrol in the school that belongs to the educational area nearest to their home. The catchment area for each school is decided on by the Council of Ministers based on the geographical distribution of the population to ensure that a child attends the nearest school in his/her neighbourhood. If the population of an area grows, and the school cannot cope with the increasing demand for places, another school is built in the area and the catchment areas are revised to reflect the change.

Only in particularly serious cases may a child be given permission by the Ministry of Education and Culture to enrol in a primary school in a different area.

4.7. Financial Support for Pupils' Families

The Cyprus government finances in full the running of all public primary schools. It pays the salaries of the teachers, covers all expenses related to school buildings and provides books and teaching materials free of charge. All other expenses are met by the local Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) (see section 1.2.4.). The government is the main contributor to the budgets of the School Boards (see section 2.9.5.). The extent of the contribution from the government depends on the numbers of pupils enrolled, whether the School Board is located in an urban or a rural area and the extent to which the School Board is able to be self-supporting.

Article 20 of the 1960 Constitution and Law 24(I) of 1993 ensured that attendance at a public primary school is free of charge and does not require the payment of any fees. Furthermore, the state contributes to the payment of fees of pupils from minority religious groups who opt to attend private schools. This is regulated by decisions 57.463 (24/02/03) and 60.541 (07/07/04) of the Council of Ministers.

This means, for example, that in 2008/09 pupils from the Armenian, Maronite and Latin groups (see section 1.3.) receive an annual subsidy of €205 at pre-primary (προδημοτική) level and €1196 at the primary level to cover fees at schools that cater for their ethnic or religious minority group. In 2002/03, this subsidy, covering

primary, secondary and tertiary education, was extended to Turkish Cypriots residing in the government controlled areas. Decision 60.189 (05/05/04) regulates the subsidization both of fees and books for Turkish Cypriots attending the English School in Lefkosia (see chapter 5.20.) and other private schools.

In the school year 2007/08, the government spent total €188.869 (pre-primary €3.486 and primary €185.383) on the subsidy for children from religious minorities to attend private schools.

The government also provides financial support to pupils' families by the provision of family allowance (see section 3.7.) and free or subsidised transport for those children living in very remote areas (see sections 1.5. and 2.3.). In addition, the government subsidises the meals of those children of families in receipt of welfare benefits and of Turkish Cypriots who are attending oloimera scholeia (ολοήμερα σχολεία) (all-day schools) (see section 4.2.).

Law 24(I)/1993 provides for compulsory and free education at the elementary and gymnasium level

4.8. Age Levels and Grouping of Pupils

In small communities, the Ministry of Education and Culture creates symplegma (σύμπλεγμα) (multi-grade) classes, while in urban areas and in the larger rural schools there are only single-grade classes. Classes are not organised by level of competence, as mixed-ability teaching is supported. The pupils are divided into homogeneous groups.

The minimum age of pupils on 1 September of the academic year in each grade is as follows:

- Grade 1 – five years and eight months
- Grade 2 – six years and eight months
- Grade 3 – seven years and eight months
- Grade 4 – eight years and eight months
- Grade 5 – nine years and eight months
- Grade 6 – ten years and eight months

For administrative reasons, most of the larger schools in urban areas are divided into two Cycles. Cycle A comprises grades 1-3 and Cycle B grades 4-6. In schools with more than one class per grade, classes are formed according to the maximum class size (see section 4.2.). In the academic year 2004/05 the maximum number of pupils in grades 1-4 was 30, and 32 in grades 5 and 6. By 2005/06 the maximum class size for all grades was 30. This class size figure is consistent for all subjects except Design and Technlogy and Home Economics. For these lessons the classes are divided into two groups. By the school year 2010/11, the maximum class number will be 25 in all grades and 20 for multi-grade classes (see section 4.2.).

Generally, the same teacher provides instruction in all subjects for his/her class, although it is possible in large primary schools in urban areas that there is a 'specialist' teacher for subjects such as PE, Music, Art, Design and Technology and Home Economics.

What class a teacher will teach during the next academic year depends on the circumstances in the school and the wishes of the teacher. It is possible for a teacher to either continue teaching the same students into the next grade of the school or to stay teaching the same grade again in the next academic year. There are no regulations governing this issue by the Ministry of Education and Culture. Decisions of this sort are taken at the school level according to the individual circumstances.

4.9. Organisation of School Time

Both the school calendar and timetables for public primary schools are decided by the Council of Ministers based on suggestions from the Ministry of Education and Culture and regulated by paragraphs 17, 18 and 19 of the primary school regulations (ΚΔΠ 225/2008). Details on the organisation of the school year, the weekly and daily timetable are contained in the sections that follow.

Regulations 225/2008 based on Laws 99/1989-227/1990 regarding the operation of public Primary Education

4.9.1. Organisation of the School Year

According to Regulations ΚΔΠ 225/2008, paragraph 7(1-4) the academic year in public primary schools commences on 1 September and ends on 31 August.

The school year for teachers begins on the first Monday of September and ends one week before the last Friday of June. Classes begin on the first Thursday after the first Monday of September and end on the Wednesday before the penultimate Friday in June each year.

For organisation and planning purposes, the school year is divided into three terms:

- Term 1 – beginning on the first Monday of September until the Christmas holidays
- Term 2 – beginning at the end of the Christmas holidays until the Easter holidays
- Term 3 – beginning at the end of the Easter holidays until the end of teaching in June

During the academic year, there are the following holidays (these are stipulated by paragraph 19 of regulations ΚΔΠ 225/2008):

- Two weeks at Christmas
- Two weeks at Easter
- Eleven days for public, national or religious holidays (see section 3.9.1.)

As the first and last teaching days and all holidays are set down in the regulations, the number of days in each primary school academic year is always the same. The only exceptions to the holidays detailed above are some separate religious holidays celebrated by the Maronite religious group (see section 1.3.).

4.9.2. Weekly and Daily Timetable

The timetable and curriculum for all public primary schools are decided by the Council of Ministers based on proposals provided by the Ministry of Education and Culture. The timetable is the same for all schools at the same level, but the time allocated to each subject varies in accordance with the school type (in terms of the number of teachers – see the tables in section 4.10. below).

All public primary schools run from Monday to Friday, five days a week, with classes beginning at 7.45am and ending at 1.05pm for all pupils (as stated in paragraph 18 of the regulations ΚΔΠ 225/2008). Exceptions are possible by decision of the Council of Ministers. Pupils attend lessons for thirty-five periods each week, with each day divided into seven forty-minute periods with three breaks totalling forty minutes. The periods allocated to each subject are prescribed by the Ministry of Education and Culture, however, each individual school is responsible for drawing up the daily schedule.

The following table shows how time is organised in public primary schools in Cyprus on a weekly basis:

Day	P1	P2	B	P3	P4	B	P5	P6	B	P7	After
Mon	07.45 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 13.05	13.05 16.00
Tue	07.45 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 13.05	13.05 16.00
Wed	07.45 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 13.05	13.05 16.00
Thu	07.45 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 13.05	13.05 16.00
Fri	07.45 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 13.05	13.05 16.00

P = period

B = break

After school provision is only provided in the oloimera scholeia (ολοήμερα σχολεία) (all-day schools) (see section 4.2.).

4.10. Curriculum, Subjects, Number of Hours

The National Curriculum (Αναλυτικά Προγράμματα Δημοτικής Εκπαίδευσης) for public primary schools is decided on by the Council of Ministers based on proposals laid down by the Ministry of Education and Culture.

The current Curriculum was originally written in 1981, revised in 1994 and re-edited with additional improvements in 1996. The Curriculum in use now is a 2005 reprint of the third edition of 2002.

The Primary Curriculum was compiled by the Director and Chief Education Officers of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education), the Inspectors of Primary Education, representatives from the Pancyprian Teachers' Union and Officers from the Curriculum Development Unit of the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) (see section 2.6.1.). In the final stage of development of the Curriculum, contributions also came from representatives of the Directorate of Secondary Education, the Union of Inspectors of Primary Education and representatives from the Pancyprian Parents' Primary Education Association. The revision of the Curriculum was led by the Director of Primary Education, an Interdepartmental Committee and Officers from the Curriculum Development Unit of the Pedagogical Institute.

For new developments in curriculum and subject syllabuses, see sections 2.2. and 4.2..

The curriculum is common to all public primary schools, but the time allocated to each subject varies, according to the school type – see tables below.

Table 1: Weekly teaching periods for schools with 6 or more teachers

Subject	Teaching periods					
	Grade 1	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Religious Education	2	2	2	2	2	2
Modern Greek	14	14	14	13	10	10
Mathematics	7	7	7	6	6	6
History	0	0	2	2	2	2
Geography	0	0	2	2	2	2
Science	1	1	2	2	2	2
Environmental Studies	3	3	0	0	0	0
English	0	0	0	2	2	2
Art	2	2	2	2	2	2
Music	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Design and Technology/Home Economics	2	2	0	0	2	2
Free activities	0	0	0	0	1	1
Total	35	35	35	35	35	35

Table 2: Weekly teaching periods for schools with 3-5 teachers

Subject	Teaching periods								
Grade	**1**	**1&2**	**2**	**3**	**3&4**	**4**	**5**	**5&6**	**6**
Religious Education		1.5			1.5			1.5	
Modern Greek	8.5		8.5	7.5		7.5	5.5		5.5
Mathematics	4		4	3		3	3		3
History	0		0	2		2	2		2
Geography	0		0		2			2	
Science	0		0		2			2	
Environmental Studies		3		0		0	0		0
English	0		0	0		0	1		1
Art		1.5			1.5			1.5	
Music		1			1			1	
Physical Education		2			2			2	
Design and Technology/Home Economics		1			0			1	
Free activities		0			0			1	
Total		35			35			35	

Table 3: Weekly teaching periods for schools with 2 teachers

Subject	Teaching periods								
Grade	**1**		**2**	**3**		**4**	**5**		**6**
Religious Education	1			1			1.5		
Modern Greek	6		6	5.5		5.5	5		5
Mathematics	2		2	2.5		2.5	3		3
History	0		0	1		1	1.5		1.5
Geography	0		0	1.5			1.5		
Science	0		0	1			1.5		
Environmental Studies	1			0		0	0		0
English	0		0	0		0	1		1
Art	1				1				
Music	0.75				0.75				
Physical Education	0.75				0.75				
Design and Technology/Home Economics									
Free activities									
Total	20.5				49.5				

Table 4: Weekly teaching periods for schools with 2 teachers in schools where additional teacher support is required.

Subject	Teaching periods								
Grade	**1**		**2**	**3**		**4**	**5**		**6**
Religious Education	1			1			1.5		
Modern Greek	6		6	6		6	6		6
Mathematics	3		3	3		3	3		3
History	0		0	1		1	1.5		1.5
Geography	0		0	1.5			1.5		
Science	0		0	1			1.5		
Environmental Studies	2			0		0	0		0
English	0		0	0		1	1		1
Art	1				1				
Music	1				1				
Physical Education	1				1				
Design and Technology/Home Economics									
Free activities									
Total	24				55				

Table 5: Weekly teaching periods for schools with 1 teacher

Subject	Teaching periods								
Grade	**1**		**2**	**3**		**4**	**5**		**6**
Religious Education	0.5			0.5			1		
Modern Greek	3		3	3		3	3		3
Mathematics	1.5		1.5	1.5		1.5	1.5		1.5
History	0		0	0.5		0.5	1		1
Geography	0		0	1.5			1.5		
Science	0		0	1			1		
Environmental Studies	1			0		0	0		0
English	0		0	0		0	1		1
Art	Silent study session								
Music	0.5								
Physical Education	0.5								
Design and Technology/Home Economics									
Free activities									
Total	40								

The following information is also of relevance to the Primary Curriculum in Cyprus:

- All of the subjects in the curriculum are compulsory
- There are no core curriculum options
- Currently, the only European language taught at the primary level is English, which is taught in grades 4, 5 and 6
- No subjects are taught in a language other than the language of instruction
- Information and Communications Technology (ICT) is taught as a separate class in the oloimera scholeia (ολοήμερα σχολεία) (all-day schools) (see section 4.2.). In primary schools which are not all-day schools, it is used as a teaching/learning tool to reinforce the curriculum and to teach the pupils basic computer skills
- There is no flexibility as regards the allocation of teaching hours per subject. Teachers must follow the time allocated according to their type of school, as outlined in the tables above

4.11. Teaching Methods and Materials

Teachers are expected to take the following principles into account when organising the teaching of the various subjects of the curriculum:

- Teachers should consider school to be a place in which all children are accepted as they are, with their own capabilities and weaknesses, and are treated as individual personalities with particular needs and talents, which must be met accordingly.
- When planning lessons, teachers must define their aims in the context of the broader aims of education and their pupils' abilities.
- It is important to promote an interdisciplinary approach in order to provide consistency in education.

- Teachers must create a pleasant, friendly and encouraging working environment, offering each child the opportunity to succeed.

The Ministry of Education and Culture does not prescribe guidelines for teaching methodologies to be used in public primary schools. As all teachers are university graduates, they are expected to be familiar with modern teaching methodologies and techniques and to utilise the best method according to the needs of the class and the requirements of the curriculum. In addition, every year the Ministry of Education and Culture chooses a particular method or technique on which to focus (for example the teaching of mixed-ability classes) and provides short courses and information for practising teachers to ensure that they are kept up-to-date with the latest developments in primary education.

The system of inspections ensures that teachers are using appropriate and up-to-date classroom methodology in their teaching.

The Curriculum Development Unit of the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) (see section 2.6.1.) is responsible for the preparation of books and audio-visual material that teachers and pupils use during their lessons. Teachers also use many books that the Ministry of National Education and Religious Affairs of Greece sends to Cyprus. All of this material is provided to schools and pupils free of charge. All core teaching texts are the same in the public primary system. However, a school (with the financial support of the Scholiki Eforeia or parents' association) may opt to buy and use whichever supplementary materials it decides are the most effective.

In paragraph 26 of Regulations ΚΔΠ 225/2008, it is stated that all books and teaching material used at a school must have the approval of the competent authority - the Ministry of Education.

The following guidelines on the subject of homework were issued by the Ministry of Education and Culture in a Circular in September 1999.

- Homework is considered as work completing class-work.
- It is necessary to encourage pupils to work on their own, show initiative and be responsible – however, this should not be at the expense of the pupils' free time.
- Further exercises, for example, on subjects taught in class or creative work, such as preparing a project or carrying out research, also qualify as homework.
- Homework should be carefully graded in terms of difficulty. Weaker pupils and children with learning difficulties should be given homework that is less difficult than the homework given to the stronger pupils.
- Homework should be suitable both for the age and the ability of the pupil, and be geared to the pupil's interests.
- Teachers should consider the resources available in the home when setting homework, and not set homework which requires resources which may not be available.
- Teachers who teach the same class should coordinate the homework set to ensure that pupils are not overburdened with homework.
- Special attention should be paid to the homework set in the first grade of primary school to ensure that there is sufficient repetition.
- Teachers should both examine and evaluate homework in order to foster a sense of achievement and reward amongst the pupils.

4.12. Pupil Assessment

Teachers are required to adopt a systematic approach to the assessment of their pupils' abilities and they are expected to use a variety of assessment techniques.

The aims of pupil assessment in the primary sector, as described in the section on evaluation in the Curriculum, are as follows:

- To collect information that helps teachers to ascertain the needs of their pupils
- To enable teachers to evaluate their own methods by ascertaining the suitability of the aims set and the approaches adopted
- To collect feedback that may lead to changes being made to the curriculum
- To ascertain how far the pupils have progressed in their school work

In order to achieve the aims listed above, the assessment process must be governed by the following principles:

- Assessment is considered an integral part of teaching
- The aim of assessment is not the selection or rejection of pupils, but the provision of support to them, so that they can reach their full potential
- The content of assessment must be in harmony with curriculum objectives

Three different types of evaluation are required, depending on the time at which evaluation takes place.

- **Initial evaluation – diagnostic.** The aim of this type of evaluation is to discover the child's ability at the beginning of the school year or term. It takes place throughout the school for all grades and forms the basis for planning.
- **Continuous, formative evaluation.** This kind of assessment is given special emphasis as it is expected to provide direct feedback to both teachers and pupils. It takes place throughout teaching and is considered an integral part of the process.
- **Final evaluation.** This takes place either at the end of a school term or at the end of the year and the aim is to ascertain pupils' progress.

The Ministry of Education and Culture believes it is imperative that a variety of evaluation techniques are used in order to ensure that assessment carried out by teachers may be subject to control. For this reason, the following techniques are recommended:

- **Written tests.** Teachers are able to design their own assessment tests on various subjects of the curriculum. They also have at their disposal various books on testing covering the majority of subjects, including Greek language, Mathematics, Science, English and Social Studies. These books are published by the Curriculum Development Unit and include a written test for each unit, which can be used by teachers to assess the degree to which each pupil has been successful in achieving the aims of the unit.
- **Observation.** The systematic observation of the pupils' behaviour and the participation in schoolwork is considered useful to teachers in their efforts to form an opinion of the abilities of the child. This technique is especially emphasised in the assessment of the psycho-motor field.
- **Communication.** By communicating with the child, the teacher is able to ascertain both the weaknesses of the child and the reasons behind some of the mistakes they make. This information is helpful to teachers in the planning process.
- **Pupils' self-evaluation.** This technique plays an important role in helping children to form an appropriate self-image.

Teachers are expected to use the above techniques to evaluate the abilities of their pupils in every subject they teach. Evaluation is usually based on a combination of the child's participation in class, his/her scores in written tests and any projects that he/she has been working on. In order to ensure the systematic use of the evaluation results, teachers are expected to record them in a systematic way, although the Ministry of Education and Culture does not require teachers to complete specific forms in order to achieve this. Each teacher is encouraged to keep a record that will best serve his/her particular goals. With regard to the recording of results from observations on the emotional state of the child, it is recommended that teachers' records take the form of a journal for each child.

The reporting of formative and summative assessment is managed in different ways in public primary schools:

- **Formative evaluation**. There is a specific period assigned each week in teachers' timetables during which there is an opportunity to meet with parents to discuss the progress, learning difficulties and teaching needs of the children. In the course of the discussion, teachers report the results of the evaluation to the parents and try to find ways of improving the child's performance, if required.
- **Summative evaluation**. In the primary sector there is no numerical grading of evaluation results. The theory behind this decision is that children develop at their own pace and it is the duty of the school to help them to enhance their abilities and skills to the highest possible degree.

4.13. Progression of Pupils

The process for the progression of pupils is outlined in Regulation 10 of the Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) Act of 1997 (ΚΔΠ 225/2008). This legislation states that a child is promoted from one grade to the following each year on the basis of age. It is possible, under particular circumstances and with the consent of the Inspector allocated to the school, for a child to be promoted during the school year – this is covered in section 10 (β) of the regulations. An example of the circumstances under which this might take place is when a child is placed in the year below that of his age because he/she has transferred from a different school system or his/her first language is not Greek. The child can be promoted to the correct year for his/her age after assessment of his/her progress. In no case, however, may a child be promoted to a class higher than that denoted for the child's age. This can only happen once during the time that the child attends primary school.

Regulation 12 of the same Primary Education Act stipulates that a child may have to repeat a year if he/she is not making good progress with the curriculum. However, this may only occur once during the time the child is in primary school, and must have the approval of the allocated Inspector, following notification of the child's parents or guardians. A child will only be required to repeat a year at the end of the academic year. There is no provision to repeat part of a year before the academic year ends.

The role of the teacher in this process is to identify any child who may need to repeat and discuss and make recommendations on the child's case with the headteacher, the parents and, in some cases, an educational psychologist. The inspector allocated to the school makes the final decision, either to give his consent to or reject the recommendation to repeat the year. There are no specific criteria determining the progression of a pupil at the primary level prescribed by the Ministry of Education and Culture. It is presumed that all pupils will progress unless there is an exceptional circumstance. If a child has already repeated a year once and, therefore, is not permitted to repeat again, but is still not making progress, there would normally be intervention by the Ypiresia Ekpaideutikis Psychologias (Υπηρεσία Εκπαιδευτικής Ψυχολογίας) (Education Psychology Service) (see section 2.6.1.) and possibly referral to the District Committee for Special Educational Needs (see chapter 10.).

Law 223/97 regulates Primary Education issues

4.14. Certification

Regulation 11 of the Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) Act states that at the end of each school year in public primary schools in Cyprus, the teacher issues a progress certificate (or any other form, as requested by the competent authorities) for each child. This certificate is required in order to enrol in the next grade or in the same grade if a child is repeating a year. These certificates are signed by the teachers and the head teacher of the primary school and stamped with the school seal.

At the end of primary education, each child receives an apolytirio (απολυτήριο) (school leaving certificate) and/or any other certificate required by the competent authority and provided by the Ministry of Education and Culture. This certificate is required for enrolment in a public gymnasio (γυμνάσιο) (gymnasium).

The date of issue of progress and leaving certificates, and any other form or certificate required, is the last day of operation of the school.

All of the certificates are created by the Ministry of Education and Culture. The teacher fills in the relevant sections of the certificate with information on the child. The end of year certificate states whether the child should progress to the next grade or not. The school-leaving certificate (απολυτήριο) states that the child has successfully completed the cycle of subjects of the sixth grade and is entitled to graduate and register at a gymnasium (γυμνάσιο).

As was specified in section 4.12., there is no numerical marking of the subjects. Teachers gain information to include on the certificate both from continuous assessment of classwork and homework and by means of written and oral exams. External exams are not administered in public primary schools.

4.15. Educational Guidance

The main responsibility for providing guidance to pupils in public primary schools in Cyprus rests with the teacher. Depending on the nature of the guidance required, the teacher may choose to inform and involve the headteacher, the school inspector or others who may be able to assist.

There are no special advisors at the primary level, and no provision for contact with the labour market or specialised courses.

4.16. Private Education

There are three types of private primary schools in Cyprus:

- Private primary schools, whose curricula and timetables are identical to those in the public sector
- Private primary schools, whose curricula and timetables are similar to those in the public sector
- Private primary schools, whose curricula and timetables are very different to those in the public sector

There are no single sex schools in the private primary school sector. All schools are co-educational. The decision-making bodies or individuals within the private primary schools determine the school calendar.

Private primary schools are supervised and inspected by the Ministry of Education and Culture. They are usually run on a for-profit basis and are fully self-financing through the fees paid by the parents of the children enrolled. In the case of some private foreign language schools, support is also given by overseas governments or organisations. In addition, the Cyprus government also contributes to the payment of fees for the children from the Turkish Cypriot community or minority religious groups (see section 4.7.) who opt to attend private schools.

4.16.1. Historical Overview of Private Education

During the Ottoman rule there was very little learning and no formal educational system in Cyprus, as the island was plagued by poverty, illiteracy and apathy toward education on the part of the rulers. This has already been discussed at length in section 2.1.. At the end of the 1830s there began a conscious effort on the part of the Church (having been granted special privileges by the sultan), the communities and private individuals (particularly those Cypriots who gained wealth abroad) to improve the educational situation in Cyprus.

Private primary schools existed both in towns and villages. According to early records, private schools began to appear from the 1850s onwards. Teachers at these schools were primarily unqualified priests and laymen with only a rudimentary education. Indeed, for the majority of them, teaching was not their main occupation. Their meagre payment consisted of a few pennies and was supplemented by gifts from parents of bread, wine, olive oil and cheese. These were sent every Saturday and became known as ‘σαββατιάτικο’. Teaching

took place in the teacher's house, shop or field while he carried out his usual daily activities, and consisted primarily of reading ecclesiastical books, some writing and very basic arithmetic.

The number of private schools continued to increase during the British colonial rule until 1882, when schools started to be subsidised by the colonial administration. This change is reflected in official records of the numbers of private and subsidised schools on the island. According to the Annual Report for the academic year 1910/11, there were ninety private schools and nine subsidised schools in 1881; in 1891 there were thirty-four private and one hundred and eighty-nine subsidised schools; in 1901 there were twenty-five private and two hundred and forty-eight subsidised schools; in 1911 there remained only eleven private schools and the number of subsidised schools had risen to three hundred and seventy-six.

Three colonial laws were passed in 1923, 1929 and 1933 (see section 2.2.), which led gradually to a very centralised educational system. The 1933 law provided free education to all children attending primary school; with the passing of Law 14 in 1962 (after independence in 1960) dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) became compulsory. However, a small number of private schools continue to exist, catering for the needs of minority groups such as the Latins, Armenians, Maronites and foreigners living on the island either temporarily or permanently. In the academic year 2008/09, there were twenty-four private primary schools registered with the Ministry of Education and Culture (ten in Lefkosia, eleven in Lemesos, two in Larnaka and one in Pafos). These schools use mainly English, French, Armenian, Arabic or Russian as the medium of instruction.

4.16.2. Ongoing debates and future developments for Private Education

The ongoing debates and future developments for primary education in the private sector are the same as those for the public school, outlined in section 4.2..

4.16.3. Specific legislative framework for Private Education

Private primary schools in Cyprus are covered by the laws for Private Schools and Institutes 5/1971 – 77(I)/2008. An analysis of what these laws encompass can be found in section 3.3..

4.17. Organisational Variations and Alternative Structures

The most common structures for public primary schools are those described in section 4.3.. However, there are four types of dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) institutions with special status:

- Primary school classes that are held in children's hospitals.
- The primary school in Rizokarpasso in the occupied areas. In 2008/09 this school had three teachers and twenty children.
- Home education. This is a situation where a child is too ill to attend school. In this situation, the Ministry of Education and Culture arranges for a teacher to teach the child at home.
- Greek community schools that function in the United Kingdom for the Greek and Greek Cypriot diaspora communities living there. In 2008/09 there were eighty-one primary level institutions (forty-four of which are in London) with 6.700 pupils. The age of pupils ranges from five to eighteen. There are thirty-seven full-time and ninety-seven part-time teachers. The Ministry of Education and Culture in Cyprus supervises these institutions through the Cyprus Educational Mission (Κυπριακή Εκπαιδευτική Αποστολή – ΚΕΑ) and an Inspector has been appointed specifically for this sector who resides in the United Kingdom. The main functions of KEA are as follows:
  - The teaching of Greek as a second language
  - The production and distribution of teaching materials
  - The organisation of special educational or cultural events

- The development and improvement of the curriculum to cater to the needs of second language speakers
- Participation in IKADE (see section 2.2.)
- The organisation of summer camps in Cyprus for children from the diaspora community

Greek language books have been adapted to the needs of the children residing in the United Kingdom. Most of these schools offer classes of Greek as a second language after school hours or at the weekend either in buildings belonging to the Archbishopric in the United Kingdom or in primary or secondary schools. There are a small number of full day Greek schools. These are normally a hybrid of the public system of Cyprus or Greece and that of the United Kingdom. In the budget of 2008, the total government subsidy to these community schools was €621.077.

The first three types of primary institutions have the same objectives, admissions criteria, programme of activities and methodological emphasis as the public primary schools. Due to the often small number of teaching hours in the community schools in the United Kingdom, or the need to incorporate the needs of the United Kingdom system, the objectives, admissions criteria, programme of activities and methodological emphasis of the community schools are sometimes different from public primary schools in Cyprus.

4.18. Statistics

The statistics section contains information on the following:

- Enrolment 1970/71-2006/07
- Schools, pupils and teaching personnel 1970/71-2006/07
- Number of pupils by grade and gender 2006/07
- Schools and pupil-to-teacher ratio by district 2006/07
- Number of teaching and management personnel 2006/07
- Number of non-teaching personnel 2006/07
- Enrolment ratios 2006
- Number of failures, dropouts and promotions 2005/06
- Number of sections by type of school 2006/07
- Average number of pupils per grade 2006/07

Unless otherwise stated, all statistical information is provided by the Statistical Service of the Government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

4.18.1. Enrolment 1970/71 – 2006/07

School Year	Primary Enrolments
1970/71	68635
1975/76	56554
1980/81	48701
1985/86	50990
1990/91	62962
1995/96	64660
2000/01*	63387
2003/04*	61731
2004/05*	61247
2005/06*	59401
2006/07*	57492

* Includes Evening Schools

4.18.2. Schools, pupils and teaching personnel 1970/71 – 2006/07

School Year	Schools	Children	Teachers	Child/Teacher ratio
1970/71 total	557	68635	2231	30.8
Public	552	67725	2187	31.0
Private	5	910	44	20.7
1975/76 total	400	56554	2093	27.0
Public	396	56128	2069	27.1
Private	4	426	24	17.8
1980/81 total	443	48701	2183	22.3
Public	434	47436	2119	22.4
Private	9	1265	64	19.8
1985/86 total	380	50990	2225	22.9
Public	364	48846	2104	23.2
Private	16	2144	121	17.7
1990/91 total	383	62962	3044	20.7
Public	361	59953	2854	21.0
Private	22	3009	190	15.8
1995/96 total	381	64660	3411	19.0
Public	359	61926	3202	19.3
Private	22	2734	209	13.1
2000/01 total	367	63387	3756	16.9
Public	344	60663	3529	17.2
Private	23	2724	227	12.0
2003/04 total	372	61731	4295	14.4
Public	344	58279	3992	14.6
Private	28	3452	303	11.4
2004/05 total	370	61247	4301	14.2
Public	342	57698	4009	14.4
Private	28	3549	292	12.2
2005/06 total	365	59401	4348	13.7
Public	338	55879	4054	13.8
Private	27	3522	294	12.0
2006/07	368	57492	4442	12.9
Public	341	53876	4142	13.0
Private	27	3616	300	12.1

4.18.3. Numbers of pupils by grade and gender 2006/07

	PUBLIC			PRIVATE			TOTAL		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	4399	4040	8439	295	312	607	4694	4352	9046
2	4288	4201	8489	317	271	588	4605	4472	9077
3	4447	4212	8659	281	302	583	4728	4514	9242
4	4596	4500	9096	281	290	571	4877	4790	9667
5	4867	4533	9400	316	320	636	5183	4853	10036
6	5100	4693	9793	270	274	544	5370	4967	10337
7	0	0	0	50	37	87	50	37	87
Total	27697	26179	53876	1810	1806	3616	29507	27985	57492

4.18.4. Schools and pupil-to-teacher ratio by district (urban and rural) 2006/07

	PUBLIC				PRIVATE			
District	Schools	Pupils	Teachers	Ratio	Schools	Pupils	Teachers	Ratio
LEFKOSIA								
Total	132	19476	1544	12.6	11	1499	132	11.4
Urban	74	13828	1021	13.5	10	1225	112	10.9
Rural	58	5648	523	10.8	1	274	20	13.7
AMMOCHOSTOS								
Total	17	3826	292	13.1	0	0	0	0.0
Rural	17	3826	292	13.1	0	0	0	0.0
LARNAKA								
Total	63	9954	772	12.9	3	336	26	12.9
Urban	26	5929	417	14.2	3	336	26	12.9
Rural	37	4025	355	11.3	0	0	0	0.0
LEMESOS								
Total	87	14367	1069	13.4	12	1604	130	12.3
Urban	52	11598	806	14.4	12	1604	130	12.3
Rural	35	2769	263	10.5	0	0	0	0.0
PAFOS								
Total	42	6253	465	13.4	1	177	12	14.8
Urban	22	4962	338	14.7	1	177	12	14.8
Rural	20	1291	127	10.2	0	0	0	0.0
ALL DISTRICTS								
TOTAL	341	53876	4142	13.0	27	3616	300	12.1
Urban	174	36317	2582	14.1	26	3342	280	11.9
Rural	167	17559	1560	11.3	1	274	20	13.7

4.18.5. Number of teaching and management personnel by type of school, contractual status, post and gender 2006/07

	FULL TIME			PART TIME			TOTAL		
Type of post	Male	Female	Total	Male	Female	Total	Male	Female	Total
PUBLIC									
Headteachers/deputies	252	619	871	0	0	0	252	619	871
Teachers	572	2699	3271	0	0	0	572	2699	3271
Total	824	3318	4142	0	0	0	824	3318	4142
PRIVATE									
Headteachers/deputies	10	16	26	6	6	12	16	22	38
Teachers	21	212	233	32	54	86	53	266	319
Total	31	228	259	38	60	98	69	288	357
PUBLIC & PRIVATE									
Headteachers/deputies	262	635	897	6	6	12	268	641	909
Teachers	593	2911	3504	32	54	86	625	2965	3590
TOTAL	855	3546	4401	38	60	98	893	3606	4499

4.18.6. Number of non-teaching personnel by type of school, contractual status, post and gender 2006/07

	FULL TIME			PART TIME			TOTAL		
Type of post	Male	Female	Total	Male	Female	Total	Male	Female	Total
PUBLIC									
Total	3	598	601	15	386	401	18	984	1002
Administrative	0	28	28	0	28	28	0	56	56
Other	3	570	573	15	358	373	18	928	946
PRIVATE									
Total	14	85	99	5	39	44	19	124	143
Administrative	4	31	35	1	8	9	5	39	44
Other	10	54	64	4	31	35	14	85	99
PUBLIC & PRIVATE									
TOTAL	17	683	700	20	425	445	37	1108	1145
Administrative	4	59	63	1	36	37	5	95	100
Other	13	624	637	19	389	408	32	1013	1045

4.18.7. Enrolment ratios by age group, gender and level of education 2006

	Age groups		
Level of Education	3-5	6-11	12-14
Primary total	0.4	100.4	2.3
Male	0.3	100.5	2.6
Female	0.5	100.3	2.0

The enrolment ratios are calculated by using the number of students during the school year 2006/07 and the population at the end of 2006.

4.18.8. Number of failures, dropouts and promotions by type of school, grade and gender 2005/06

	DROPOUTS			FAILURES			PROMOTIONS		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
PUBLIC									
1	14	9	23	69	36	105	4271	4189	8460
2	12	6	18	1	6	7	4419	4198	8617
3	8	8	16	0	3	3	4542	4510	9052
4	4	5	9	1	0	1	4869	4523	9392
5	6	3	9	0	0	0	5078	4693	9771
6	8	6	14	3	2	5	5289	5002	10291
Total	52	37	89	74	47	121	28468	27115	55583
PRIVATE									
1	1	5	6	0	1	1	302	264	566
2	0	3	3	0	0	0	270	288	558
3	0	5	5	0	0	0	282	271	553
4	1	1	2	0	1	1	306	312	618
5	2	1	3	1	0	1	264	266	530
6	3	0	3	0	0	0	242	301	543
7	0	0	0	0	0	0	45	45	90
Total	7	15	22	1	2	3	1711	1747	3458
TOTAL									
1	15	14	29	69	37	106	4573	4453	9026
2	12	9	21	1	6	7	4689	4486	9175
3	8	13	21	0	3	3	4824	4781	9605
4	5	6	11	1	1	2	5175	4835	10010
5	8	4	12	1	0	1	5342	4959	10301
6	11	6	17	3	2	5	5531	5303	10834
7	0	0	0	0	0	0	45	45	90
Total	59	52	111	75	49	124	30179	28862	59041

4.18.9. Size of classes by type of school and grade 2006/07

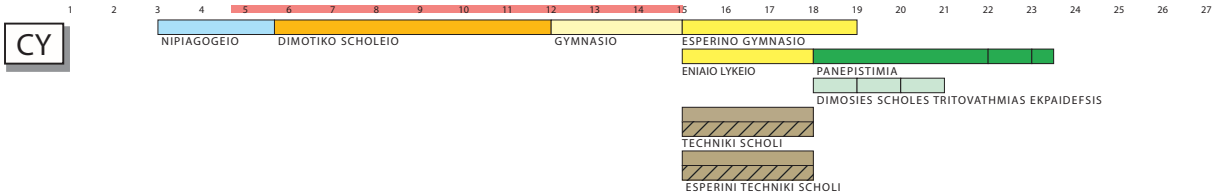
Number of pupils (size of section).	GRADE								
	1	2	3	4	5	6	7	Group Grades	Total
PUBLIC									
Up to 10	19	12	14	11	15	11	0	91	173
11-15	76	52	40	40	42	34	0	60	344
16-20	168	150	150	153	126	139	0	16	902
21-25	155	161	163	168	193	179	0	1	1020
26-30	14	39	45	59	62	82	0	0	301
31	0	1	0	0	0	0	0	0	1
32	0	0	0	0	0	0	0	0	0
35 or more	0	0	0	0	0	0	0	0	0
TOTAL	432	415	412	431	438	445	0	168	2741
PRIVATE									
Up to 10	4	5	5	2	2	1	0	8	27
11-15	7	3	4	5	4	3	1	2	29
16-20	8	12	8	12	7	10	0	1	58
21-25	8	9	12	8	10	9	3	0	59
26-30	5	3	2	3	6	1	0	0	20
31	0	0	0	0	1	0	0	0	1
32	0	0	0	0	0	2	0	0	2
TOTAL	32	32	31	30	30	26	4	11	196
PUBLIC & PRIVATE									
Up to 10	23	17	19	13	17	12	0	99	200
11-15	83	55	44	45	46	37	1	62	373
16-20	176	162	158	165	133	149	0	17	960
21-25	163	170	175	176	203	188	3	1	1079
26-30	19	42	47	62	68	83	0	0	321
31	0	1	0	0	1	0	0	0	2
32	0	0	0	0	0	2	0	0	2
35 or more	0	0	0	0	0	0	0	0	0
TOTAL	464	447	443	461	468	471	4	179	2937

4.18.10. Average number of pupils per grade 2006/07

Grade	Public	Private	Total
1	19.5	19.0	19.5
2	20.5	18.4	20.3
3	21.0	18.8	20.9
4	21.1	19.0	21.0
5	21.5	21.2	21.4
6	22.0	20.9	21.9
7	0.0	21.8	21.8

5. Secondary and post-Secondary non-Tertiary Education

Organisation of the education system in Cyprus, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

	Compulsory full-time education		Compulsory part-time education
	Part-time or combined school and workplace courses		Additional year
-/n/-	Compulsory work experience + its duration	>>	Study abroad

Source: Eurydice.

In the public sector in Cyprus, there are two types of secondary education, as follows:

- Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education)**.** This sector comprises the first and second cycles of secondary education. The institution for the first cycle is called a gymnasio (γυμνάσιο) (gymnasium) and for the second cycle a lykeio (λύκειο) (lyceum) (see section 2.4.3.). In 2007/08 there were one hundred and thirteen public secondary general schools in operation.
- Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education), **(STVE).** The technikes scholes cover the second cycle of secondary education in the same way as the lyceums (λύκεια) (see above). In 2008/09 there were thirteen public secondary technical schools in operation. The one in Polis is housed in the Polis Lyceum and the one in Agros in the Agros Gymnasium. The STVE sector also covers the systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) (see section 5.5.2.) and Lifelong Learning (see chapter 7.). In addition, in 2008/09 there was one Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School). Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School)

Public secondary general and technical schools are co-educational. Further information on the differences between the two types of schools can be found in sections 5.5.1. and 5.5.2..

As each type of secondary school is administered by separate Directorates in the Ministry of Education and Culture (see section 1.2.4.), some of the sections in this chapter will be subdivided into two, with the first referring to Secondary General Education and the second to STVE.

5.1. Historical Overview

A full and detailed historical overview of education in Cyprus covering all sectors of education can be found in section 2.1..

Secondary general

During Ottoman rule, the bishops and the Greek community leaders gradually took charge of the educational affairs of the island. During the eighteenth century, the bishops were recognised as the representatives of the Orthodox Christians and the Archbishop was assigned executive powers by the Ottoman rulers. This enabled the Greek Orthodox Church leaders to take measures to improve education in Cyprus and to begin establishing and contributing to the maintenance of schools at both the primary and secondary levels. The first secondary level school was the Greek School (Ελληνική Σχολή), founded by Archbishop Kyprianos in Lefkosia in 1812. Although this school closed in 1821, it reopened at a later date and ultimately was renamed the Pancyprian Gymnasium, which is still operating to this day.

The General Assembly of Church and Community Leaders which took place in 1830 reached significant decisions on educational issues, including the establishment of secondary level 'Greek Schools' in Lefkosia, Larnaka and Lemesos.

The first all-girls school at the secondary level was established in Lefkosia in 1851, followed by similar institutions in Larnaka and Lemesos.

By 1860, when the Archbishop submitted a report to the Turkish governor providing information on Christian schools on the island, there were thirty-seven schools in total with 1.278 pupils enrolled, of which three were Greek Schools at the secondary level.

At the time of transition from Ottoman to British rule in the late 1870s there were eighty-three schools for the Greek community (of which three were Greek Schools), and sixty-five for the Turkish community, which offered education to approximately 10% of children on the island aged from five to fifteen.

Under the rule of the British, much of the dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) sector (meaning the education of children from age six to eleven) came under the direct responsibility of the colonial authorities (see sections 3.1. and 4.1.). The opposite was true of the secondary sector. The colonial authorities exercised little or no control in this area and left much of the operation of, and responsibility for, secondary schooling to the Church and the communities.

In the first half of the twentieth century, three laws concerning the subsidy provided to secondary level schools clearly demonstrate the desire of the British colonial authorities to assert their control over the whole of the education system:

- Colonial Law 5/1905 contained regulations establishing the subsidy for schools at the secondary level. This was initially set at 5% of the funds resulting from the taxation of land and property of the towns, but this was increased to 10% in 1923.
- A law in 1935 stated that all schools at the secondary level, in order to continue receiving the subsidy, would have to change their curriculum according to the instructions of the Office of Education, including provisions such as the prohibition of the teaching of Greek History. A significant number of schools refused to comply and thereby lost their subsidy.
- The Amendment Law of 1952 stated that all schools at the secondary level, which were to accept the jurisdiction of the Office of Education, would become public subsidised schools. The colonial authorities would be responsible for the salaries and pensions of the teachers. Only one secondary level school accepted this condition and, therefore, the vast majority of secondary level schools, were left without any financial support from the administration.

This is one of the reasons why real growth in the Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) sector in Cyprus has only occurred since independence in 1960. The sections of the 1960 Constitution containing the provisions for education and the establishment of the Greek Communal Chamber (Ελληνική Κοινοτική Συνέλευση) can be found in section 2.3..

One of the first decisions taken by the Greek Communal Chamber in 1959 was the provision of general humanistic education for the first three years in secondary general schools and the establishment of Classical (Κλασσικό), Commercial (Εμπορικό) and Science (Πρακτικό) Sections for the final three years of secondary education.

On 31 March 1965, under Law 12/1965 the Greek Communal Chamber was dissolved and the Ministry of Education was founded (see section 2.1.).

Between 1972 and 1991, various different pieces of legislation covered the extension of free education into the secondary school sector, the division of the secondary general sector into gymnasia and lykeia, compulsory education and the nine-year curriculum. More information on all of these changes can be found in section 5.3..

Until 1976/77 there were three sections in the second cycle of public secondary general education as mentioned above – Classical, Commercial and Science. In the academic year 1977/78 the Subject Selection Lyceum (Λύκειο Επιλογών) was introduced and from 1980 was extended into all lyceums (λύκεια) in Cyprus. The Subject Selection Lyceum provided general upper secondary education with specialisation in five combinations of subjects. This was amended following the recommendations of a Committee established by the Minister of Education and Culture in 1985, and was replaced by the eniaio lykeio (ενιαίο λύκειο) (unified lyceum) in the academic year 2000/01. The unified lyceum (referred to from here onwards by the more common term 'lyceum') is characterised by its focus on general education and the development by the pupils of an integral, multi-faceted personality.

Other noteworthy changes in the secondary general sector are as follows:

- The introduction of a system in 1986-1988 under which pupils in the second year of lyceum (λύκειο) gained work experience for a week at the workplace of their choice.
- During the same period, Computer Science was introduced as a compulsory subject in the first year of lyceum (λύκειο).
- In 1990, Design and Technology was introduced to all gymnasia.
- The creation in 1987 of a deputy head post with responsibility for the co-ordination of certain subjects.
- The introduction in 1990 of the common school-leaving examination, which aims to reinforce the validity and reliability of the lyceum apolytirio (απολυτήριο) (school leaving certificate).
- The common school-leaving examinations were substituted by the Pagkypries Exetaseis (Παγκύπριες Εξετάσεις) (Pancyprian Examinations) in 2005/06 (see section 5.2.).
- In 2000/01 the subject of Technology was introduced as a compulsory subject in the first year of lyceum (λύκειο).
- In 2001 the Deputyhead A' position was introduced at the secondary level. As outlined in the schemes of service 33/2001, there are three different types of Deputy A.' The duties and responsibilities of the three types are described in section 2.7.1..

STVE

The first attempts to introduce technical and vocational education in Cyprus were undertaken prior to the Second World War in the private sector. However, these ended in failure due to the absence of infrastructure and lack of financial investment.

During World War II, the British colonial administration was prompted to take the first steps towards developing public technical and vocational education due to the lack of trained personnel on the island. A special committee was formed in 1944 in order to draw up proposals for the establishment of technical and vocational education. This resulted in the first apprentice training programme, which was introduced in 1946 and the establishment of the first techniki scholi (τεχνική σχολή) (technical school) in Lefka (Λεύκα) in 1951. This was followed in 1956 by the founding of the Lefkosia Preparatory Technical School and the Lemesos Technical School.

The number of technical schools increased to eleven between independence in 1960 and 1974 due to the spectacular growth of the economy and the resulting need for adequately trained personnel in all sectors of the economy. Two of these eleven schools were Commercial and Vocational Schools and one was an Agricultural School.

However, the Turkish invasion of 1974 left the STVE sector devastated, with five out of the eleven schools under occupation.

The years following the invasion saw the swift transformation of the economy from predominantly agriculture-based to service-based, which had a profound effect on the STVE sector.

Gradually more technical schools were established in the government-controlled areas. Currently there are twelve: three in Lefkosia; three in Lemesos; two in Larnaka; two in Ammochostos; one in Pafos; one in Polis – forming part of the Polis Lyceum. In addition, there is a Hotel and Catering Department in the Apeitio Gymnasium in Agros and the Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School) operating on the premises of two of the technical schools in Lefkosia.

Major changes in the STVE sector recently came about as a result of the Proposal for Reform, Restructuring and Modernisation of STVE put forward by the Ministry of Education and Culture and approved by the Council of Ministers in August 2000. Implementation began in September 2001.

The revised structure of STVE saw the introduction of two Streams – Theoretical and Practical – which have replaced the previous Technical and Vocational Streams. For more information on these streams see section 5.11.2.. Other significant innovations included the following:

- Revised objectives and syllabuses
- The introduction of new branches of study, specialisations and subjects
- The introduction of elective subjects of special interest
- The upgrading of general education subjects
- The introduction of modern technology
- The introduction of lifelong learning and training programmes
- The restructuring and modernisation of the Apprenticeship Scheme
- The systematic training of teaching personnel

5.2. Ongoing Debates and Future Developments

Secondary General

There have been a number of ongoing debates and developments at the secondary general level. The most significant are:

- **Reform Issues**. Recommendations arising from the report by the seven experts on the education system in Cyprus (see section 2.2.). These include the revision of subjects and syllabuses, combining secondary general and STVE and the introduction of all-day gymnasia on a similar model to those in the primary sector (see section 4.2.).
- **New Curricula**. In 2008, within the framework of the reform of the Education System, a Curriculum Committee made up of experts in curriculum development was appointed by the Ministry of Education and

Culture with the mandate to draft guidelines and objectives for the revision of curricula at all levels including secondary level. The committee submitted its suggestions in December 2008.

- **Syllabus Revision**. In 2009, the Ministry of Education and Culture appointed a number of sub-committees made up of experts and practitioners in specific fields and subjects in education to revise all subject syllabuses from primary to secondary level according to the suggestions and objectives set out in the Report of the Curriculum Committee (see also sections 2.2. and 4.2.).
- **Rizokarpasso Gymnasium**. The reopening of the Rizokarpasso secondary school in the occupied areas in 2004, with a total of ten pupils enrolled. This school, which had been a six-grade gymnasio (γυμνάσιο) (gymnasium), closed in 1975 following the invasion of the previous year when the occupying forces refused to allow to the teaching personnel access.
- **Short Courses of Greek**. In 2008, a pilot programme of short-term classes for foreign students was in operation at 15 schools of secondary general and one of STVE. The purpose of the short-term classes is to help foreign students whose native language is other than Greek to learn the Greek language within a short time and to accelerate their inclusion to the educational system. Within the framework of this programme programmes are organized in the areas of illiteracy, school failure and reading skills.
- **Form Teacher**. The practice of Form Teacher, which was implemented for the third grade classes of the gymnasium (γυμνάσιο) and all classes in the lykeio (λύκειο) (lyceum), has been expanded to cover the first grade classes at the gymnasium (γυμνάσιο) as from September 2008. For the responsibilities and duties of the Form Teacher, see section 5.10.1..
- **Innovations**. Modern appliances, equipment and software have been introduced in order to upgrade the subject of Home Economics at the gymnasium (γυμνάσιο), the Family Education, and the Baby/Nursing subject at the lyceum (λύκειο).
- **Health Education**. In order to raise pupils' awareness on health issues the following programmes have been organised:
  - The pilot programme of Sex Education was introduced at six gymnasia in 2007/08. It aims at informing pupils responsibly and scientifically about their sexual life.
  - The "European School Network for the Promotion of Health."
  - MENTOR. Pupils are helped to acquire skills that would help them resist addictive substances.
  - Anti-drug Education Seminars.
  - "Standing on my Own Two Feet." This programme aims at developing attitudes of self esteem and self respect and promoting resistance skills to the temptations of modern society.
  - EY ZHN (Well Being). This programme is implemented as a result of an agreement between the governments of Greece and Cyprus.
- **Environmental Education**. Environmental Education aims at developing positive attitudes among pupils towards the environment and its sustainable development according to the Rio Agenda 21. Such programmes are:
  - " The Gold and Green Leaf" (Cyprus and Greece);
  - "Ecoschools" (European programme for pupils at all levels of education);
  - "Young Reporters and the Environment" (European programme for gymnasia and lyceums);
  - "SEMEP" (South Eastern Mediterranean Environmental Programme);
  - "GLOBE" (Global Learning and Observations to Benefit the Environment).
- **Information Technology (IT).** The syllabuses of IT courses in secondary education have been updated to meet European standards and current trends. In all gymnasia IT is taught for two periods per week in each of the three grades. In the A' lyceum grade the subject is taught for two periods per week. In B' and C' lyceum grades It as common core subject is taught for two periods per week and as optional subject is taught for four periods per week at each grade. Moreover at all gymnasia and lyceums there are It labs

equipped with the latest technological hardware (computers, printers, scanners and multimedia) as well as software. Computers are also used at all lyceums as a teaching tool in courses such as Typing, Physics, Biology, History and Languages. School libraries have been equipped with Internet access.

- **Traffic Education**. This programme is part of Road Safety Education. The Ministry in cooperation with the Police Department organize various activities that aim at decreasing deadly road accidents.
- **Special Education**. In secondary education the following programmes are run: Learning difficulties; special units programme; literacy programme; hearing and sight programme. For further information on special education, see chapter 10..
- **Literacy Programme**. This programme started in 1989/90 as a pilot programme. It has been implemented at all gymnasia. Its aim is to ensure the basic human right for education for functionally illiterate pupils, preventing school and social exclusion.
- **Information and Communication Technology (ICT).** During the year 2007/08, the Data Centre of the Ministry of Education and Culture was established and began operation at the Cyprus Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus). This Data Centre will constitute the central service that will accommodate and ensure the effective operation of all digital application of education, such as DIAS, an Internet based school application. The system will manage the administrative processes of the Ministry from the level of school unit up to the level of the Minister's office. An unprecedented amount of computer hardware and software to be used for various courses were sent to school units. The Pefkios Georgiades primary school, the model of future public schools, started operating in September 2008. The classrooms of this model school are equipped with the latest ICT technology like interactive boards, computers and printers. Wired and wireless networks cover the whole area of the school. All teachers at this school were offered portable computers.
- **Portable Computer Subsidy**. The Minister of Education and Culture announced in December 2008 that all gymnasium students that attend second grade are entitled to a €400 subsidy to enable them to buy a portable computer of their choice for use both at home and in school in order to become familiar with IT technology.
- **European Programmes**. The implementation of the European programmes Spring Day in Europe and ETwinning.
- **Civics.** The text books on Civics for the third forms of the gymnasium (γυμνάσιο) and lyceum (λύκειο) respectively have been reviewed and enriched with texts on Human Rights.
- **Computer Science**. The upgrading of computer science syllabuses and the introduction of computer laboratories (see section 5.13.1. for further details).
- **Language Rooms.** The use of Language Rooms in the lyceums (λύκεια) which is in the line with the increasing emphasis on a learner-centred perspective and the promotion of autonomous learning – see section 5.13.1..
- **Education Priority Zones**. In the school year 2008/09 the plan for Education Priority Zones initiated in 2001-2002 was fully established in four areas (see section 4.2.). The basic principles of the Education Priority Zones are as follows:
  - To use practices based on modern pedagogical research
  - To ensure educational continuity between the three levels of education through a Network of Educational Priority
  - To establish new cooperative attitudes
  - To decrease the numbers of pupils per class
  - To ensure that oral and written skills remain a major educational priority
  - To establish a Guidance Team to offer pedagogical information and support to schools and to coordinate the links between the schools at all levels
  - To establish systematic links with parents
  - To develop cultural and athletic activities

- Restricting the highest number of pupils per class at the A and B gymnasium (γυμνάσιο) form to twenty-five and its gradual extension to all three forms of the gymnasium (γυμνάσιο) cycle by 2010/11 (see section 2.2.).
- **Music and Athletics Schools**. Operation of music and athletics schools in the afternoons at lyceum level, in the form of an oloimero scholeio. These schools aim at preparing and training young people who wish to pursue a music or an athletics career while attending general education.
- **Workshops.** A pilot programme for the establishment and operation of workshops for workshop-based teaching for all classes of A grade Technology and Computer Science and all classes of grade C Biology.

STVE

Following an in-depth review of the study carried out by the seven experts (see section 2.2.), the Directorate of STVE defined the parameters within which all decisions on STVE and its planning will be made. These parameters are as follows:

- The interconnection between the various subjects that are taught. Currently a significant problem exists in that there is a lack of such interconnection.
- Within the framework of expanding lifelong education, the Ministry of Education and Culture decided to establish technical schools, esperines technikes scholes, with the first school opening in Lefkosia in September 1999.
- A proposal for restructuring, reform and modernization of STVE was submitted and approved by the Council of Ministers of the Republic and is being implemented as from September 2001. The primary reform issues included in the proposal are:
  - The review of STVE objectives
  - The review of existing and the development of new curricula
  - The introduction of new subjects
  - The introduction of modern technology
  - The restructuring of the STVE Directorate
- The establishment of new technical schools in response to the increase in the numbers of pupils opting for STVE2.2. and developments in general education detailed in **5.2.** above).

5.3. Specific Legislative Framework

ΚΠΔ 310/1990 are the main regulations for the operation of all secondary level schools in Cyprus – they incorporate all previous legislation and are based on Law 99/1989.

Other important pieces of legislation that are relevant to the secondary sector include:

- The gradual extension of free education into secondary schools from 1972 to its completion in 1985. This is presently regulated by Law 24(I) 1993.
- The decision of the Council of Ministers 22.908 (17/03/83) divided the secondary school sector into gymnasia and lykeia, a change that took effect from the academic year 1984/85.
- The decision of the Council of Ministers 25.942 (1985) to extend compulsory education until the third grade of gymnasio (γυμνάσιο) (gymnasium), which took effect in the academic year 1986/87. This was followed by decision 31.802 (1989) which introduced the age limit of fifteen for compulsory education.
- The experimental introduction of the curriculum for the nine-year compulsory education period was approved by the Council of Ministers in decision number 34.569 (1990).
- Regulations ΚΔΠ 151/1992 control the organisation of the school year at public secondary general and in technical schools.

- The nine-year compulsory education period was extended to ten years by the introduction of a compulsory pre-primary (προδημοτική) year in 2005/06 (see section 2.1.) under decision number 59.824 (14/04/2004).

5.4. General Objectives

5.4.1. General Objectives – Secondary General

The underlying philosophy of Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education), as devised by the Ministry of Education and Culture and enacted through the syllabuses, encompasses the following two areas:

- The dissemination of knowledge with emphasis on general education and a gradual transition to specialisation in order to prepare pupils for further study or the labour market.
- The development of a sound, morally-refined personality in order to provide society with competent, democratic and law-abiding citizens.

The overarching principles that govern the operation of schools in the secondary general sector are:

- The assimilation of national identity and cultural values
- The promotion of the universal ideals of freedom, justice and peace
- The nurturing of love and respect for fellow human beings in order to promote mutual understanding and democracy
- The development of skills and abilities for the needs and challenges of the modern world
- The development of skills and abilities for lifelong learning, academic studies and the world of work

In addition, there exists a set of educational objectives, both at the gymnasio (γυμνάσιο) (gymnasium) and the lykeio (λύκειο) (lyceum) levels, which are set by the Ministry of Education and Culture and approved by the Council of Ministers.

At the gymnasium (γυμνάσιο) level, the educational objectives seek to enable the pupils to:

- Broaden their traditional value system (aesthetic, moral, social, personal, technical and economic)
- Acquire, expand and synthesise knowledge that will help them to meet personal, social and economic challenges
- Develop skills for critical literacy through the acquisition of their first language
- Acquaint themselves with a range of different art forms, express their artistic talents and progressively form their own sense of connoisseurship
- Become self-aware of their potential in terms of skills, interests and talents and be able to appreciate the importance of both intellectual and vocational aspects of work they aspire to
- Develop physically by cultivating their kinaesthetic skills

At the lyceum (λύκειο) level, the educational objectives aim to:

- Offer pupils the opportunity to develop all aspects of their capabilities through modern general, scientific and technological knowledge, methods and media, so that they can respond to a changing world and adapt to an evolving work environment.
- Link the school with the outside world and, thus, offer pupils opportunities to familiarise themselves with the world of work and production, in order to plan their career more effectively, whether they aim at being employed, venturing into entrepreneurship or pursuing higher education.
- Expand syllabuses and offer programmes with diversity and flexibility, incorporating the selection of individual subjects, as opposed to combinations of subjects, and deferring specialisation.

5.4.2. General Objectives – STVE

The general objectives of STVE, as outlined in the curriculum for public secondary technical and vocational education (May 2002), see section 5.13.2., are:

- To help society achieve its goals for social, cultural and economic growth.
- To contribute to the improvement of the quality of life of the pupils, by providing them with the opportunity to broaden their intellectual horizons.
- To enable society to utilise the fruits of economic, scientific and technological changes, for the benefit and prosperity of society as a whole.
- To provide pupils with better opportunities for vertical and horizontal movement across the upper secondary educational system.
- To offer solid knowledge and broad technological training, thereby making STVE an attractive option for the development of pupils' talents, interests and skills, leading them either towards higher education or the world of work.
- To enhance the understanding of the technological dimensions of modern civilisation and their impact on the environment.
- To give pupils an opportunity to learn a second or third language.
- To develop the decision making abilities of pupils, their cooperation and leadership skills in workplaces and in society in general.

5.5. Types of Institution

5.5.1. Types of Institution – Secondary General

In the secondary general sector, there are two different types of school, the gymnasio (γυμνάσιο) (gymnasium), lower secondary school, and the lykeio (λύκειο) (lyceum), upper secondary school.

- **Gymnasium**

The gymnasium (γυμνάσιο) comprises the first three grades of secondary education and, since 1986/87 attendance has been compulsory (see section 5.3.). The educational emphasis is on general subjects and the humanities – see section 5.13.1. for more information. Pupils who have completed their dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) (and have, therefore, been given a primary school-leaving certificate – see section 4.14.) enrol in a gymnasium (γυμνάσιο).In 2008/09 there were sixty-four gymnasia (γυμνάσια) in operation.

- **Lyceum**

The lyceum (λύκειο) makes up the final three (non-compulsory) years of secondary education and those pupils who graduate from a gymnasium (γυμνάσιο) may enrol in a lyceum (λύκειο). The lyceum (λύκειο) offers in the first grade a common core of subjects, whilst in the second and third grades pupils are able to choose the subjects they prefer – see section 5.13.1. for more information. In 2008/09 there were thirty-seven lyceums operating in Cyprus. In addition, there were five evening gymnasia and seven schools which combined both the gymnasium (γυμνάσιο) and lyceum (λύκειο) levels.

5.5.2. Types of Institution – STVE

STVE offers a wide range of technical and vocational training, as well as initial training to gymnasium (γυμνάσιο) graduates at eleven public technikes scholes and at Polis Lyceum and Agros Gymnasium as well as at the Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School) in Lefkosia (see section 5.1.). Programmes in both the Theoretical and the Practical Streams last for three years and graduates are awarded a leaving certificate which is considered equivalent to a six-year public school-leaving certificate, such as the lyceum apolytirio (απολυτήριο) (school leaving certificate) – see section 5.17.1.. The STVE system is integrated into the national school system and maintains close links with industry and other training institutions.

In addition, the systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) is run jointly by the Ministry of Education and Culture and the Ministry of Labour and Social Insurance. The Ministry of Education and Culture is responsible for the vocational education and training of the apprentices, the Ministry of Labour and Social Insurance for the scheme's administration. For more information on this scheme see section 7.5.3..

Currently, there are eleven technical schools, the Polis Lyceum and the Agros Gymnasium, which offer technical courses, and one evening technical school in operation (see section 5.1.).

5.6. Geographical Accessibility

There are no areas in Cyprus which might be described as extremely remote – see sections 1.5. and 2.3.. However, in rural or mountainous areas where a school is located some distance away from where some of the pupils live, Law 24(I)/1993 states that transport be provided, either free of charge or at a subsidised rate. Students from rural areas that are transferred with rural buses to schools in urban areas are entitled to a subsidy for the transport.

As secondary schools are built in urban, suburban or large rural communities, there are no 'remote' schools and, therefore, no need for provisions such as flexible school hours.

Law 24(I)/1993 provides for compulsory and free education at the elementary and gymnasium level

5.7. Admission Requirements and Choice of School

5.7.1. Admission Requirements and Choice of School – Secondary General

There is no system of examinations or other prerequisites in order to gain admission either to a gymnasio (γυμνάσιο) (gymnasium) or a lykeio (λύκειο) (lyceum).

In order to enrol in a gymnasium (γυμνάσιο), a pupil requires a birth certificate and a school-leaving certificate from primary school (see section 4.14.).

In order to gain admission to a lyceum (λύκειο), a pupil must have graduated from a gymnasium (γυμνάσιο) and, therefore, have gained the gymnasium apolytirio (απολυτήριο) (school leaving certificate), see chapter 5.17.1..

In terms of the choice of school, the system in the secondary general sector is the same as in the primary sector – see section 4.6.. This system is characterised by a 'catchment area' for each school, which is decided upon by the Council of Ministers based on the geographical distribution of the population. A pupil attends the nearest school in his/her neighbourhood, and the choice of school is defined by the catchment area in which the pupil lives. There are very few exceptions to this system, they can be found outlined in section 4.6..

5.7.2. Admission Requirements and Choice of School – STVE

The minimum admission requirement for enrolling in a techniki scholi (τεχνική σχολή) (technical school) is the successful completion of lower secondary education, demonstrated by a gymnasium (απολυτήριο) (see section 5.17.1.). There is no system of entrance examinations for technical schools.

Not all branches of study are available at all of the technical schools: however, the majority of subjects are available in each district of the government-controlled area.

A similar system of catchment areas for technical schools to those for public secondary general schools exists. The only difference between the two systems is that, given that there are fewer technical schools, it follows that their catchment areas are much bigger. Under such a system, a pupil in Lefkosia, for example, would be expected to enrol at one of the technical schools in Lefkosia.

5.8. Registration and/or Tuition Fees

Pupils who attend public secondary general and technical schools are not required to pay any registration or tuition fees. The expansion of the provision of free education into the secondary general sector began in 1972 and was completed in 1985 (see section 5.3.).

5.9. Financial Support for Pupils

As there are no registration or tuition fees levied for attendance at public secondary general schools and technikes scholes in Cyprus, there is no system of exemption, study grants or loans.

The government finances in full the operation of public secondary schools in Cyprus, either directly or by contribution to the budgets of the scholikes eforeies (σχολικές εφορείες) (school boards) (see sections 2.9.5. and 4.7.).

There is currently no system of tax relief for the parents of dependent children in secondary education. However, the government provides financial support to pupils' families by the provision of a family allowance (see section 3.7.) and free or subsidised transport for those children living in more remote areas (see sections 5.6.).

As has already been mentioned in section 4.7., the government provides subsidies for religious and ethnic minority groups on the island to attend private schools. The subsidy is paid directly by the government to the school and the amount varies from school to school. The subsidies cover Latins, Maronites and Armenians. The Council of Ministers' decision number 60.541 (07/07/04) extended the subsidy for Latins, Maronites and Armenians to cover pre-primary, primary, secondary and tertiary level private education. A similar subsidy was offered to Turkish Cypriots living in the government controlled areas for the first time with decision number 60.189 passed in April 2004, and a further decision 62.079 in 2005 covered Turkish Cypriots in the occupied areas attending the English School in Lefkosia (see section 5.20.).

5.10. Age Levels and Grouping of Pupils

5.10.1. Age Levels and Grouping of Pupils – Secondary General

Before detailing the differences between gymnasio (γυμνάσιο) (gymnasium) and lykeio (λύκειο) (lyceum) levels, there are a number of factors in this area that are common to both. Among these are the following:

- Secondary school teachers can teach both at the gymnasium (γυμνάσιο) and lyceum (λύκειο) levels.
- All secondary school teachers teach all grades in gymnasia and lyceums. Several teachers provide instruction for the same group of pupils, depending on the subject.
- The decision as to whether a teacher stays with a group of pupils as they progress through the school, or teaches again the grade that he/she has just taught is made at the school level. Both scenarios are possible. A teacher will normally stay with the same group of pupils for a maximum of two years (see section 5.14.1.). The final decision is dictated by the needs and organisation of the school.
- The use of 'form teachers' at both levels. His/her role is to improve the atmosphere of the school and specifically the relations between the teaching personnel and the pupils. In addition, he/she aims to foster a sense of responsibility and creativity in pupils and engage them in the organisation and operation of the class. The form teacher monitors the progress of the class and the individual pupils and, thereby, helps to create a new school ethos.
- The following decisions of the Council of Ministers 52.137 of 2000, 60.362 of 2004, 61.603 of 2005 and 65.536 of 2007 regulate the process of the gradual reduction of the maximum class size.
- Pupils in one class will generally be of the same age, unless a pupil has been asked to repeat a year – see section 5.16.1..

Gymnasium

Pupils at the gymnasium (γυμνάσιο) level attend a common programme of studies with no differentiation. The age range of pupils is from twelve to fifteen years old. Unless a pupil has to repeat a year (see section 5.16.1.), pupils are placed to classes with other children of the same age.

There are three grades at the gymnasium (γυμνάσιο) level (referred to as A, B and C in ascending order of age) and a maximum class size of twenty-five pupils, with the exception of the grade C, where the class should be no larger than thirty. By decision of the Council of Ministers, the maximum class size is to be reduced to twenty-five for all three gymnasium levels by the school year 2009/10 (see also section 4.2. and decisions of the Council of Ministers detailed above).

Lyceum

Pupils at the lyceum (λύκειο) level range from the ages of fifteen to eighteen. In common with the gymnasia, pupils of the lyceums (λύκεια) are generally grouped together with other children of the same age unless a pupil has to repeat a year (see section 5.16.1.).

The study programme is subdivided into three sections: common core subjects, optional stream subjects and subjects of special interest or enrichment (see section 5.11.1.).

There are three grades in lyceums (referred to as A, B and C in ascending order of age) and a maximum class size of twenty-five pupils (see also section 4.2. and decisions of the Council of Ministers detailed above). Moreover, twenty is the maximum group size permitted for lab and practice sessions.

5.10.2. Age Levels and Grouping of Pupils – STVE

The majority of pupils who attend technikes scholes are aged between fifteen and eighteen.

The practice is that classes in the Theoretical Stream have a maximum size of twenty-five, those in the Practical Stream have a maximum of twenty-eight and classes in the laboratory a maximum of sixteen.

A number of different teachers will provide instruction for the same group of pupils at all grades in technical schools. There are no regulations covering the issue of teachers staying with the same group of pupils for two or more years. It is wholly dependent on the individual needs of the school, pupils and teachers.

In general, pupils are placed in a class with other pupils who are of the same age as them. The only exception to this is if a pupil is required to repeat a year – see section 5.16.2..

5.11. Specialisation of Studies

5.11.1. Specialisation of Studies – Secondary General

There is no specialisation at the gymnasio (γυμνάσιο) (gymnasium) level, only common core subjects (see section 5.13.1.).

The lykeia offer a programme of study which is subdivided into three main areas, as follows:

- Common core subjects. These are compulsory subjects for all pupils. They aim to provide general education, overall development and the acquisition of general skills.
- Optional stream subjects. These subjects are selected by pupils according to their preference. Pupils then pursue a more systematic and in-depth study of these subjects. These are taught during four periods per week. It is normally expected that these are the subjects that the pupil will choose to follow at the higher education level.
- Subjects of special interest or enrichment. These are selected by pupils in order to afford them an opportunity to enrich their learning and satisfy their particular interests by studying a variety of subjects.

In grade A, the subjects are all common core ones and all are compulsory. The aim of this grade is to give pupils the opportunity to acquire a rich core of knowledge and a solid social and emotional foundation. In grade A, pupils attend thirty-five periods of common core subjects of which five periods are compulsory foreign languages.

In grade B, pupils are obliged to attend nineteen periods of common core subjects, of which four are compulsory foreign languages. In addition, they must select three or four optional stream subjects for four periods a week and two periods a week of up to two subjects of special interest of enrichment. Two subjects are chosen if the pupil has selected three optional stream subjects. A pupil who has chosen four optional stream subjects does not select any subjects of special interest or enrichment.

In grade C, pupils are obliged to attend seventeen periods of common core subjects (of which four are compulsory foreign languages), four periods of four optional stream subjects and one period of one subject of special interest and enrichment.

The subjects, which form the different areas of the programme of study, can be found in section 5.13.1..

5.11.2. Specialisation of Studies – STVE

STVE is offered in two Streams (Κατευθύνσεις) – Theoretical (Θεωρητική) and Practical (Πρακτική) – each programme of study lasts for three years. The first year is the same for the branch of study in both Streams. Pupils select a specialisation offered in the subject of their choice in the second and third year of their studies.

The Theoretical Stream (Θεωρητική Κατεύθυνση) is school-based in its entirety and combines general education subjects with technological and workshop studies. The first two years of the Practical Stream (Πρακτική Κατεύθυνση) are also school-based, but the third year combines school with work experience for one day a week, where pupils follow a practical training programme. The programmes of practical training in industry aim to provide pupils in their final year with specialised knowledge and skills gained through real work experience.

STVE offers twelve branches of study, each divided into various specialisations, as shown in the table below.

BRANCHES AND SPECIALISATIONS	BRANCHES	
Mechanical Engineering		
Mechanical Engineering (General)	Theoretical	
Production Engineering and Machine Tools		Practical
Welding and Metal Constructions		Practical
Plumbing, Heating and Cooling Systems	Theoretical	Practical
Electromechanical Hotel Equipment		Practical
Automobile Engineering	Theoretical	Practical
Car Electrics and Electronics	Theoretical	Practical
Motorcycle and Boat Engines		Practical
Electrical Engineering		
Electrical Installations	Theoretical	Practical
Electronics	Theoretical	
Computer Engineering	Theoretical	
Electrical Appliances, Automation and Control	Theoretical	Practical

Domestic Appliances, Refrigeration and Air Conditioning		Practical
Electronic Communication	Theoretical	Practical
Civil Engineering – Architecture		
Civil Engineering	Theoretical	
Architecture	Theoretical	
Land Surveying	Theoretical	
Building		Practical
Laboratory Assistants		Practical
Draftsmanship		
Draftsmanship		Practical
Chemical Technology		
Chemical Production and Chemical Lab Technicians	Theoretical	
Woodcraft and Furniture Making		
Furniture Design and Production	Theoretical	
Woodcraft and Furniture Making		Practical
Applied Arts		
Graphic Design	Theoretical	Practical
Interior Design	Theoretical	Practical
Ceramics and Pottery		Practical
Goldsmithing – Silversmithing		Practical
Dressmaking		
Fashion Design	Theoretical	
Dressmaking		Practical
Cosmetology and Hairdressing		
Hairdressing		Practical
Agriculture		
Horticulture		Practical
Services		
Tourist Agency and Hotel Clerks	Theoretical	Practical
Sales Personnel		Practical
Bank and Accounting Clerks	Theoretical	
Secretarial Studies		Practical
Hotel and Catering		
Chefs and Waiters		Practical

5.12. Organisation of School Time

The school calendar and weekly and daily timetables for public secondary general and technical schools are determined by the Ministry of Education and Culture and approved by the Council of Ministers following the

regulations outlined in ΚΔΠ 151/1992. Details of the organisation of the school year and the weekly and daily timetable are contained in the sections which follow.

5.12.1. Organisation of the School Year

Paragraph 4(1) of the regulations ΚΔΠ 151/1992 contains the legislation controlling the organisation of the school year at public secondary general and in technical schools. The academic year in all public secondary schools commences on the 1 September and ends on 31 August. Lessons begin on 10 September and end on 31 May. The Ministry of Education and Culture sets annually the date on which classes end for lykeio (λύκειο) (lyceum) grade C at the end of the academic year. The academic year is divided into three trimester terms as follows:

- Term 1 – 10 September to 10 December
- Term 2 – 11 December to 10 March
- Term 3 – 11 March to 31 May

The teaching time during the academic year is divided into two four-month sessions (paragraph 4[14] of regulations ΚΔΠ 151/1992). These run from the beginning of lessons to 20 January, and from 21 January to the end of lessons.

During the teaching year the following holidays are regulated by Law 5(I)/1961:

- Two weeks for Christmas
- Two weeks for Easter
- Eleven days for public, national or religious holidays (see section 3.9.1. for details)

As this pattern for the organisation of the school year is fixed, the number of days a year on which secondary schools operate is always the same.

There are a number of days when teachers are working, but not teaching, which are used for preparation purposes and for examinations. These fall either at the beginning of the academic year or before and after the main examination period, which is in June.

5.12.2. Weekly and Daily Timetable

5.12.2.1. Weekly and Daily Timetable – Secondary General

Gymnasium

At the gymnasio (γυμνάσιο) (gymnasium) level, classes take place from Monday to Friday. There are seven forty-five minute periods on three of the days in the week and eight forty-minute periods on the remaining two days (not the same days in different gymnasia), making a total of thirty-seven periods a week, with three breaks of up to twenty minutes each day. The introduction of the two eight-period days came about as a result of the introduction of Computer Studies into the curriculum. The school day starts at 07.30 and finishes at 13.35. There is no out-of-hours provision for pupils at the gymnasium (γυμνάσιο) level, either before or after school. A number of all-day gymnasia within Educational Priority Zones, music and athletics schools operate in the afternoon till 4.00pm with the permission of the Ministry of Education and Culture, see Regulations ΚΔΠ 225/2008, paragraph 18.(1)(a).

The following table shows how time is organised in gymnasia on a day with seven periods:

P = Period

B = Break

P1	P2	B	P3	P4	B	P5	P6	B	P7
07.30 08.15	08.15 09.00	09.00 09.20	09.20 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35

This is how a day with eight periods is organised:

P1	P2	B	P3	P4	B	P5	P6	B	P7	P8
07.30 08.10	08.10 08.50	08.50 09.05	09.05 09.45	09.45 10.25	10.25 10.40	10.40 11.20	11.20 12.00	12.00 12.10	12.10 12.50	12.50 13.35

Lyceum

Some features of the daily and weekly timetables of lyceums are the same as those of gymnasia. Classes take place from Monday to Friday, the school day starts and finishes at the same time and there is no out-of-hours provision, either before or after school.

However, given that there is an element of specialisation at the lyceum (λύκειο) level (see section 5.11.1.), the distribution of the periods throughout the three grades is different, as can be seen in the table below:

	Grade A	Grade B	Grade C
Common core subjects (including foreign languages)	Thirty-five periods (100%) (Five of foreign languages – English 3, French 2)	Nineteen periods (54,3%) (Four of foreign languages)	Seventeen periods (48,6%) (Four of foreign languages)
Optional stream subjects	Zero periods	Four periods each of four or three subjects (45,7-34,3%)	Four periods each of four subjects (45,7%)
Subjects of interest or enrichment	Zero periods	Two periods each of two or zero subjects (0%-11,4%)	Two periods of one subject (5,7%)
Total number of periods per week	Thirty-five	Thirty-five	Thirty-five

The table below shows how time is organised in a lyceum (λύκειο) on a weekly basis:

DAY	P1	P2	B	P3	P4	B	P5	P6	B	P7
Mon	07.30 08.15	08.15 09.00	09.00 09.20	09.20 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Tue	07.30 08.15	08.15 09.00	09.00 09.20	09.20 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Weds	07.30 08.15	08.15 09.00	09.00 09.20	09.20 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Thurs	07.30 08.15	08.15 09.00	09.00 09.20	09.20 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Fri	07.30 08.15	08.15 09.00	09.00 09.20	09.20 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35

5.12.2.2. Weekly and Daily Timetable – STVE

Classes in technical schools take place from Monday to Friday. Each week consists of thirty-five periods, made up of seven forty-five minute periods per day. The school day starts at 07.40 and finishes at 13.35.

The subjects that are included in the STVE programme of education can be classified into the following six categories:

- Common core subjects
- Related subjects
- Elective subjects
- Technological and workshop practice subjects for the branch
- Technological and workshop practice subjects for the specialisation
- Industrial placement

Elective subjects offer pupils the opportunity to select subjects that are of interest to them and enhance their general, cultural, social, environmental, scientific and technical and vocational education. Further details on elective subjects can be found in section 5.13.2. below.

Pupils in their second year of studies can select one elective subject of special interest. This is a subject that is not included in the standard curriculum, thereby giving pupils the opportunity to enrich their knowledge and follow their individual inclinations and talent. Further details on elective subjects of special interest can be found in section 5.13.2. below.

The number of periods per category is outlined in section 5.13.2. below.

This table below shows the typical distribution of periods and hours on a weekly basis in a technical school.

DAY	P1	P2	B	P3	P4	B	P5	P6	B	P7
Mon	07.40 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Tue	07.40 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Weds	07.40 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Thurs	07.40 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35
Fri	07.40 08.25	08.25 09.05	09.05 09.25	09.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 13.35

5.13. Curriculum, Subjects, Number of Hours

5.13.1. Curriculum, Subjects, Number of Hours – Secondary General

There is no single, unified curriculum for the secondary general level. Instead, there are syllabuses for each subject that are devised by a team of experts comprising inspectors and teachers. These syllabuses are reviewed and updated on a regular basis.

The syllabuses for both levels constitute a complete guide to the teaching of each subject and consist of:

- Clearly formulated goals for each subject
- The material to be taught
- Directions indicating the method and teaching aids for each subject

They are structured on three levels corresponding to the grades A, B and C.

In addition, at the lykeio (λύκειο) (lyceum) level there are different syllabuses for some subjects depending on whether they are taught as a common core subject, optional stream subject or as a subject of special interest or enrichment (see section 5.11.1.).

Gymnasium

The following table shows the number of hours per subject at the gymnasio (γυμνάσιο) (gymnasium) level at the three grades, A, B and C. As mentioned in sections 5.10.1. and 5.11.1. the pupils follow a programme of studies consisting of common core subjects which are all compulsory.

Subject	Grade A	Grade B	Grade C
	Number of periods per week		
Religious Education	2	2	2
Modern Greek	5	5	5
Classical Greek	3	3.5	3.5
Mathematics	4	3	4
History	3	2	2
Civics	0	0	0.5
Vocational Guidance	0	0	0.5
Physics	0	2	2
Chemistry	0	1	1
Biology	0	0	2
Geography	1	2	0
Natural Sciences	2	0	0
English	3	3	3.5
French	2	2	2
Art	2	2	1
Music	2	2	1
Physical Education	3	3	3
Home Economics	1.5	1	1
Design and Technology	1.5	1	1
First Aid	0	0.5	0
Computer Science	2	2	2
Total	37	37	37

This breakdown of hours per subject is fixed and not subject to flexibility.

One of the five pillars of the educational system in Cyprus is foreign language learning. The theoretical foundations of the new foreign language syllabus are based on principles drawn from recent research in cognitive sciences, linguistics, philosophy and neurobiology. The syllabus study groups have also drawn ideas from the European Framework for Modern Language Learning, which was updated in 1999. Current foreign language teaching and learning is focussed on 'know-what' (content syllabus), 'know-how' (skills) and 'know-why' (cultural awareness and critical evaluation).

Two foreign languages, English and French, are compulsory across the three grades of gymnasium (γυμνάσιο). Their broader aims are parallel to those of modern language teaching and learning. The pupils are expected to be able to develop their linguistic, pragmatic and sociolinguistic language competences.

In addition, Language Rooms are gradually being established at the gymnasium (γυμνάσιο) level and used as resources to carry out language tasks. Modern Language Rooms are multi-functional classrooms which can be used either as a conventional classroom, a Self Access Centre (SAC) or as a Language Resource Centre (LRC). For more information on Language Rooms, see the lyceum (λύκειο) sub-section below.

The full implementation of Information and Communication Technology (ICT) has gained top priority in secondary education at both the gymnasium (γυμνάσιο) and lyceum (λύκειο) levels. The overall goals for both short-and long-term educational planning with reference to ICT are as follows:

- To harmonise the general educational policies of Cyprus with those of Europe
- To link ICT initiatives to those of e-Europe and design suitable syllabuses
- To develop Cyprus' potential to be a regional and possibly international centre for providing educational services, including services in ICT

The Ministry of Education and Culture has formulated policies at three different levels:

- At the subject Syllabus level. 2002 was the first year of the full implementation of a National Syllabus for ICT as a subject in its own right (compulsory or optional), at all levels of the public education system.
- In all gymnasia, ICT is taught for two periods per week at all three grades. At the lyceum (λύκειο) level, ICT is taught for two periods per week at all three levels four periods per week as an optional subject at grades B and C (see also section 5.2. above).
- At the level of school syllabuses. ICT as a tool has been integrated with other subject areas, such as foreign language learning.
- At the level of macro-educational sequences. A proposal for National Certification over the period of 2003-2006 was put forward, which included several projects for the education and training of teachers in new media applications.

Lyceum

Section 5.11.1. has already covered some of the issues concerning the specialisation of subjects in the lyceum (λύκειο) system in Cyprus. There follows some additional information about how the choices to specialise are made, what subjects are on offer and how many hours are assigned to each subject.

In order for a class for an optional stream subject or a subject of special interest or enrichment to operate, there must be a minimum of sixteen pupils in the class. The only exception to this would be in smaller, rural lyceums where, with the approval of the Ministry of Education and Culture, smaller groups are permitted.

Pupils in grade A in lyceums choose their programmes of studies for grades B and C as follows:

- Pupils choose the two compulsory foreign languages they wish to study in order to complete the four periods of the common core (see tables 3 and 4 below). This choice is compulsory and independent of the possible selection of other foreign languages as optional stream subjects or subjects of special interest. The pupils may choose two foreign languages from the following seven: English, French, German, Italian, Spanish, Turkish and Russian.
- Pupils choose those subjects they wish to follow from the table of optional stream subjects (see table 1 below), taking into consideration the following criteria:
  - The subjects must lead to a specific target which will help their future career and their preparation for further studies or the world of work.
  - The subjects they choose for grade B allow them to make the choices they want for grade C. This is imperative as a number of subjects in grade C have prerequisites in grade B.
  - Their background and performance in previous grades indicate that they have good prospects for success in these subjects.
- Students choose from the table of subjects of special interest or enrichment those subjects (see table 2) they wish to follow in order to meet their own special interest or to support and enrich the other

subjects they are following in their programme. The choice is made taking into consideration the following criteria:

- The subjects chosen should not clash with the optional stream subjects. This is important as a number of subjects of special interest or enrichment cannot be chosen if respective optional stream subjects have already been selected. For example, a pupil cannot select Environmental Studies both as an optional stream subject and a subject of special interest or enrichment.
- The subjects chosen for grade B allow them to make the choices they want for grade C. As is the case with the optional stream subjects, some of the subjects of special interest or enrichment in grade C have prerequisites.

Table 1 – optional streaming subjects for pupils starting Grade A from 2000/01.

Options in Grade B **Three or four optional streaming subjects – twelve or sixteen periods.**	**Options in Grade C** **Four optional streaming subjects – sixteen periods.**
B1 Optional streaming subjects of four periods each which can be continued in grade C.	C1 Optional streaming subjects of four periods each. The subject chosen must have been studied in grade B
Classical Greek	Classical Greek
History (not a prerequisite for grade C)	Latin
Latin	Mathematics
Mathematics	Physics
Physics	Chemistry
Chemistry	Computer Science-CISCO
Computer Science	Technology
Technology	Drawing
Drawing	English
English	French
French	German
German	Italian, Spanish, Russian or Turkish
Italian, Spanish, Russian or Turkish	Accountancy
Accountancy	Secretarial Skills
Secretarial Skills	Shorthand
Shorthand	PE and Olympic Education
PE and Olympic Education	Music Subjects
Music Subjects	Art Subjects
Art Subjects	Family Education
Family Education	
B2 Optional streaming subjects of four periods each offered only in grade B.	C2. Optional streaming subjects of four periods each offered only in grade C.
Environmental Science	History
Commerce	Biology
Economy and Tourism	Graphic Art
	Political Economy
	Management
	Office Practice
	Economics – Mathematics
	Marketing
	Finance and Economics

Table 2 – subjects of special interest or enrichment for pupils starting grade A from 2001/02.

Options in Grade B **Zero or two subjects – zero or four periods.**	**Options in Grade C** **One subject – two periods.**
B1 Two periods of each enrichment subject – option on condition of respective optional streaming in the same class.	C1 Two periods – option on condition of respective optional streaming in the same class.
Classical Greek – enrichment	Classical Greek – enrichment
Mathematics – enrichment	Mathematics – enrichment
Physics – enrichment	Physics – enrichment
Chemistry – enrichment	Chemistry – enrichment
Accountancy – enrichment	Accountancy – enrichment
	Finance – enrichment
	Biology – enrichment
	History – enrichment
B2 Two periods of each special interest subjects – offered at grade B only.	C2 Two periods – each offered at grade C.
History – special interest	Logic
Psychology – special interest	Philosophy
Astronomy – special interest	Sociology
History of Science – special interest	Drama I
Photography – special interest	Music I (no option of Music Subjects as an optional streaming subject).
Geography/Geology – special interest	Art I (no option of Art Subjects as an optional streaming subject).
History of Art – special interest	Environmental Studies I (no option of Environmental Science as an optional streaming subject) or Man & Health (one of these subjects only).
Journalism – special interest	Applications of Computer Studies I (no option of Computer Science as an optional streaming subject).
	Sports/PE I (no option of PE – Olympic Education as an optional streaming subject).
	Literature I
	Home Economics I – Infant Care I (no option of Family Education as an optional streaming subject).
	Stock Broking I
	Human and Health I
B3 Two periods of each - subjects of special interest which can be continued into grade C.	C3 Two periods – subjects of special interest, must be studied in grade B.
Drama I	Drama II
Music I (no option of Music Subjects as an optional	Music II

streaming subject).	
Art I (no option of Art Subjects as an optional streaming subject).	Art II
Environmental Studies I (no option of Environmental Science as an optional streaming subject) or Man & Health (one of these subjects only).	Environmental Studies II or Man and Health II (one of these subjects only).
Applications of Computer Studies I (no option of Computer Science as an optional streaming subject).	Applications of Computer Science II.
Literature I	Literature II
Home Economics I – Infant Care I (no option of Family Education as an optional streaming subject).	Home Economy II – Infant Care II
Stock Broking I	Stock Broking II
	Human and Health II
	Sports/PE II

Table 3 – first example of a lyceum timetable. Four optional streaming subjects in grade B and zero subjects of special interest or enrichment.

P = number of periods

	Grade A		Grade B		Grade C		Total
Sector and Subject	**P**	**%**	**P**	**%**	**P**	**%**	**%**
COMMON CORE	35	100	19	54.3	17	48.6	67.6
Mother Tongue	7	20.0	5	14.3	5	14.3	16.2
Modern Greek	4		4		5		
Classical Greek	3		1		0		
Mathematics	4	11.4	3	8.6	2	5.7	8.6
Mathematics	4		3		2		
Natural Sciences	4	11.4	3	8.6	0	0	6.7
Physics	2		2				3.8
Chemistry	1		1				1.9
Biology					0		0.0
Natural Studies	1						1.0
Social Sciences	7	20.0	3	8.6	5	14.3	14.3
History	3		1.5		2		6.2
Religious Knowledge	2		1.5		2		5.2
Civics	0				1		1.0
Economics	2						1.9
Compulsory Foreign Languages	5	14.3	4	11.4	4	11.4	12.4
English	3						
French	2						
Language 1			2		2		

Language 2			2		2		
Computer Science	4	11.4	0	0.0	0	0.0	3.8
Computer Science	2		0		0		
Technology	2						
Physical Education	22	5.7	1	2.9	1	2.9	3.8
Gymnastics	2		1		1		
Aesthetic Education	2	5.7	0	0.0		0.0	1.9
Music	1						
Art	1						
Special Interest / Enrichment	0	0.0	0	0.0	2	5.7	1.9
Lesson 1					2		
Lesson 2							
Lesson 3							
Optional Streaming	0	0.0	16	45.7	16	45.7	30.5
Specialisation 1			4		4		
Specialisation 2			4		4		
Specialisation 3			4		4		
Specialisation 4			4		4		
Specialisation 5							
TOTAL	35		35		35		

Table 4 – second example of a lyceum timetable. Three optional streaming subjects in grade B and two subjects of special interest or enrichment.

P = number of periods

	Grade A		Grade B		Grade C		Total
Sector and Subject	**P**	**%**	**P**	**%**	**P**	**%**	**%**
COMMON CORE	35	100	19	54.3	17	48.6	67.6
Mother Tongue	7	20.0	5	14.3	5	14.3	16.2
Modern Greek	4		4		5		
Classical Greek	3		1		0		
Mathematics	4	11.4	3	8.6	2	5.7	8.6
Mathematics	4		3		2		
Natural Sciences	4	11.4	3	8.6	0	0	6.7
Physics	2		2				3.8
Chemistry	1		1				1.9
Biology					0		0.0
Natural Studies	1						1.0
Social Sciences	7	20.0	3	8.6	5	14.3	14.3

History	3		1.5		2		6.2
Religious Knowledge	2		1.5		2		5.2
Civics	0				1		1.0
Economics	2						1.9
Compulsory Foreign Languages	5	14.3	4	11.4	4	11.4	12.4
English	3						
French	2						
Language 1			2		2		
Language 2			2		2		
Computer Science	4	11.4	0	0.0	0	0.0	3.8
Computer Science	2		0		0		
Technology	2						
Physical Education	22	5.7	1	2.9	1	2.9	3.8
Gymnastics	2		1		1		
Aesthetic Education	2	5.7	0	0.0		0.0	1.9
Music	1						
Art	1						
Special Interest / Enrichment	0	0.0	4	11.4	2	5.7	5.7
Lesson 1			2		2		
Lesson 2			2				
Lesson 3							
Optional Streaming	0	0.0	12	34.3	16	45.7	26.7
Specialisation 1			4		4		
Specialisation 2			4		4		
Specialisation 3			4		4		
Specialisation 4					4		
Specialisation 5							
TOTAL	35		35		35		

This breakdown of hours per subject is fixed and not subject to flexibility.

The amount of time devoted to the teaching of foreign languages and the choices available to pupils in lyceums (λύκεια) has already been discussed. One other important issue to be noted in the teaching of foreign languages is the introduction of the Language Rooms. These have already been mentioned in the section on gymnasia above.

The establishment of the Language Room as a resource for language learning provides the opportunity to implement the objectives for the enhancement of the teaching of foreign languages at the gymnasium and techniki scholi (τεχνική σχολή) (technical school) levels. There are two Language Rooms in every lyceum (λύκειο) in Cyprus. The Language Rooms usually include: video players, a video camera, cassette players and cassettes, CDs, printers, TV films and computers connected to the Internet. Teaching and learning in the Language Room is a varied process of supporting learners' personal development as independent language users in terms of the autonomous selection of thematic areas to investigate in a language other than their

first language. The Language Room provides an integrated multimedia environment for the provision of Computer Assisted Language Learning (CALL), which facilitates the pupils' self-expression, reflection and assessment in a variety of modes, thus enriching their lifelong linguistic potential.

Much has already been said about Information and Communication Technology (ICT) at the secondary general level in the section on gymnasia above. With specific reference to ICT in lyceums (λύκεια), the following points should also be noted:

- ICT syllabuses have been upgraded to European standards.
- Two or three computer rooms have been established in each lyceum (λύκειο), equipped with at least eighteen PCs, printers and scanners and all have access to the Internet.
- In addition to the computer rooms, computers have also been installed in physics laboratories, school libraries, career guidance offices and special classrooms used for teaching Mathematics, Foreign Languages and History.
- The systematic use of computers as a teaching tool for subjects such as Secretarial Skills, Physics, Biology, History and Foreign Languages.

5.13.2. Curriculum, Subjects, Number of Hours – STVE

There is a general outline of the STVE curriculum. This was drawn up by the Directorate of STVE in May 2002 and is entitled 'Public Secondary Technical and Vocational Education'. Similar to the secondary general sector, there are also individual syllabuses for each subject and specialisation.

These syllabuses for STVE are devised by the Directorate of STVE in close cooperation with the following agencies:

- The STVE7..

Revised syllabuses were introduced in September 2001 and included a considerable number of innovations aimed at enabling pupils to develop more effective decision-making abilities with regard to the knowledge and skills they would like to acquire. Some of these innovations include:

- A common first year of study for the branch in both Streams (theoretical and practical)
- The introduction in the second and third years of the selection of subjects offered in the branch of choice of the pupils
- The implementation of modern teaching methodologies
- The upgrading of general education
- The introduction of horizontal and vertical movement across the upper secondary education system
- The introduction of new branches and specialisations
- The introduction of elective subjects of special interest

The syllabuses offer balanced programmes of general education, technological education and practical workshop subjects. They place particular emphasis on subjects and issues such as new technology, the environment, foreign languages and entrepreneurship and they also take account of the requirements of the rapidly growing service industry sector.

The table below details the six categories of subjects mentioned in section 5.12.2.2. and the teaching time allotted to each grade, A, B and C in the theoretical and practical streams.

STREAM	THEORETICAL			PRACTICAL		
CATEGORIES OF SUBJECTS	A	B	C	A	B	C
Common Core Subjects						
Religious Education	1	1	1	1	1	1
Modern Greek	4	5	4	4	5	4
History and Civics	1	1	1	1	1	1
Information Technology	2	0	0	2	0	0
Physical Education	1	1	1	1	1	1
Total number of periods	9	8	7	9	8	7
Related Subjects						
Mathematics	4	4	4	2	2	2
Physics	3	4	4	2	2	2
Chemistry	1	1	1	1	1	1
English	3	2	2	3	2	2
Total number of periods	11	11	11	8	7	7
Elective subjects	0	4	4	0	4	4
Technological and practical workshop subjects for the branch	15	0	0	18	0	0
Technological and practical workshop subjects for the specialisation	0	12	13	0	16	10
Industrial Placement	0	0	0	0	0	7
Total number of periods	35	35	35	35	35	35

The following information is of relevance to the subject of information and communication technology (ICT) in the STVE sector:

- A compulsory ICT course is offered in the first year of studies for two periods each week. In the second and third years, ICT is optional for all specialisations.

5.13.2.. In practice, due to the more limited amount of teaching time (two periods per week), the main languages studied are English and French. Branches of study such as Hotel and Catering also include the study of German.

5.14. Teaching Methods and Materials

5.14.1. Teaching Methods and Materials – Secondary General

Secondary education at both the gymnasio (γυμνάσιο) (gymnasium) and lykeio (λύκειο) (lyceum) levels is organised by discipline.

The Ministry of Education and Culture does not prescribe guidelines for teaching methodologies to be used in public secondary general schools. As all teachers are university graduates and have completed one year of pre-service professional training, they are expected to be familiar with all new teaching methodologies and techniques and to utilise the best method according to the needs of the class and the requirements of the syllabus. Teachers are responsible for assessing the abilities and needs of their pupils and modifying their teaching accordingly, in order to enable every child to develop. All methods in modern pedagogy are

applied according to subject and a variety of teaching materials and technological aids are used (see section 5.13.1. for more on the use of computers as a teaching tool in classrooms). Small group activities are encouraged.

Every school year, the Ministry of Education and Culture chooses a particular theme or area to focus on (for example the teaching of multi-ability classes), which becomes the target objective for schools at all levels. The Ministry also provides short courses and information for practising teachers to ensure that they are kept up to date with the latest developments in current trends, methodologies and approaches. In addition, at the beginning of every school year, special instructions are sent out to teachers or given out as part of seminars facilitated by the Inspectorate of the Secondary General Directorate of the Ministry of Education and Culture, which focus on the goals of particular subjects in the syllabus and different methodological instructions. For example in 2008, the Ministry introduced two induction programmes: one for mentors and one for teachers entering for the first time into the public Education System at all levels, including secondary education. The Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) offered as from 2008/09 these induction programmes in order to provide to newly appointed teachers support for their personal, emotional and professional needs. Similarly, the Pedagogical Institute offers induction programmes to mentors to enable them to meet the novice teachers' needs.

The system of inspections ensures that teachers are using appropriate and up-to-date classroom methodology in their teaching.

The Curriculum Development Unit of the Pedagogical Institute of Cyprus (Παιδαγωγικό Ινστιτούτο Κύπρου) is responsible for the preparation of books and audio-visual material that teachers and pupils use during lessons. Teachers also use many books that the Ministry of National Education and Religious Affairs of Greece donates to Cyprus. All textbooks, materials and teaching aids are provided to schools and pupils free of charge. All core teaching texts are the same in the public secondary general system. However, a school (with the financial support of the Scholiki Eforeia or parents' association) may opt to buy and use whichever supplementary materials it decides are the most effective.

There are no regulations concerning the number of years a teacher may teach with the same group of pupils, but general directions recommend that this happens for no more than two academic years.

There are no official recommendations at the secondary general level on homework.

5.14.2. Teaching Methods and Materials – STVE

STVE is organised by discipline, according to the subjects outlined in section 5.13.2..

The current recently revised system of STVE is based upon an instructional approach that places pupils, with their learning abilities, strengths, weaknesses, talents and interests, at the centre of the educational process, thus leading them to the acquisition of solid broad knowledge and generic skills that will equip them with the capacity to solve problems, carry out research, learn how to learn and help them adapt to a changing environment.

Modern teaching methods are currently being introduced, including group work and creative learning techniques. Pupils are encouraged to take initiative in their learning and teachers are systematically trained to be in a position to implement the new student-centred teaching methods. The Pedagogical Institute offered in 2008/09 an induction in-service programme for mentors and novice teachers at primary and secondary education levels including vocational education (see section 5.14.1.).

Modern educational technology is also employed, particularly use of the Internet, interactive multimedia materials and audiovisual aids in order to motivate pupils and promote independent learning and enhance the effectiveness and quality of the programmes on offer. The Directorate of STVE is currently in the process of adapting and developing teaching and learning materials which use ICT.

In order to provide pupils with the experience they require for a smooth transition into the labour market, the machines and equipment used in laboratories simulate as closely as possible real workplace situations.

Teachers in technikes scholes are expected to choose the teaching methodology which is best suited to their circumstances. There is no set methodological approach that is imposed by the Ministry of Education and Culture.

Core teaching materials are the same for all technical schools. These are produced by the Curriculum Development Unit of the Pedagogical Institute of Cyprus and provided free of charge to the schools. However, depending on the size of the school and the resources at its disposal, there may be differences in the number and variety of supplementary materials used in technical schools.

There are no official recommendations for technical schools on homework.

5.15. Pupil Assessment

5.15.1. Pupil Assessment – Secondary General

Pupil assessment at the secondary general level is controlled by Regulations ΚΔΠ 310/1990 paragraph 11, 1-24.

By means of ongoing, regular assessment, it is possible for a teacher to monitor how well pupils are progressing, determine the final results of the learning that has taken place in the classroom and evaluate various aspects of the pupils' personality with regard to schoolwork. The purpose of this is the continuous improvement of teaching and of the operation of schools as a whole, as well as the provision of feedback to teachers, pupils and parents on the results of the teacher's efforts and, with this, to achieve the best possible learning results. Evaluation is not an end in itself and not only provides information on the pupils' performance in the various subjects, but also offers insight into other characteristics, such as effort, interest, initiative, creativity, cooperation and respect.

At the gymnasio (γυμνάσιο) (gymnasium) and the lykeio (λύκειο) (lyceum) level, the teacher is responsible both for deciding the content and assigning the marks for assessment. The only exception to this is the Pancyprian Common Examinations taken in grade C of the lyceums (see section 5.2.).

Gymnasium

At the gymnasium (γυμνάσιο) level, assessment is based on the following methods, used for all grades and subjects:

- Daily evaluation of oral participation, and a pupil's involvement in the teaching/learning process
- Short written tests. The number and frequency of these are at the discretion of the teacher
- Period-long compulsory written tests which are given with notice in each of the three terms
- Assignments done by a pupil either at home or at school as part of the daily learning process, set at the discretion of the teacher
- Creative projects undertaken by pupils, either individually or in groups, on a subject of his/her choice and under the guidance of the teacher, and at his/her discretion
- Written examinations held every year in June in the following subjects: Modern Greek, History, Mathematics and Physics

Marks are awarded both at the end of each term and at the end of an academic year. The grading scale used is as follows:

- A = Excellent
- B = Very Good
- C = Good
- D = Almost Good

- E = Fail

The grading scale for written examinations is as follows (out of a possible 20):

- 19-20 = A
- 16-18 = B
- 13-15 = C
- 10-12 = D
- 1-9 = Fail

In order to calculate the annual mark assigned to a pupil's performance in those subjects with a final examination (see above), the three term marks are added to the mark achieved in the final examination and then divided by four. In subjects without a final examination, the annual mark assigned is the average of the three term marks. For subjects taught over one half of the academic year (extra subjects such as Civics and Career Counselling in the third grade or First Aid in the second grade), the annual mark consists of the average of the sum of the two term marks plus the mark on the final written examination.

Lyceum

The main assessment methods used at the lyceum (λύκειο) level at all grades and in all subjects are as follows:

- Oral participation.
- Short quizzes. These are given without notice and as often as the teacher chooses.
- Written term tests. These last a full period and are held at least once a term. Teachers are required to inform the deputy headteacher responsible for the class if they intend to give a written term test. Pupils should not be given more than one term test in any subject in one day, and no more than three in any one week.
- Portfolio. This is a file prepared by each pupil, giving a global picture of his/her performance in a particular subject.
- Final written examinations. These are held in June every year. Pupils in the different grades are examined in different subjects, as follows:

Grade A	Modern Greek Mathematics History Physics
Grade B	Modern Greek Mathematics Two of the optional stream subjects
Grade C*	Modern Greek Mathematics Two of the optional stream subjects

*The examinations in Grade C are organised on a pancyprian basis and are called the Common School Leaving Examinations (see above).

Marks are awarded both at the end of each term and at the end of an academic year. The grading scale used both for written examinations and progress is the same as that used in the gymnasia (see above).

The teacher gives the headteacher a list of the marks awarded for each class a minimum of five days before the end of each term. If no mark is awarded, the teacher must submit a written justification. The marks are recorded in the records of the school. Once entered into the record books, no change can be made. Marks for the third term are awarded before the final written examinations begin. The annual mark showing the progress of each pupil in each subject is the average of the three term marks and the marks awarded to the

final examination. In subjects where there is no final examination, the annual mark is the average of the three term marks.

5.15.2. Pupil Assessment – STVE

The assessment procedures at techniki scholi (τεχνική σχολή) (technical school) are similar to those used in lyceums (λύκεια) and controlled by the same regulations ΚΔΠ 310/1990 paragraph 11, 1-24.

Criteria for assessing pupils include:

- Participation in class
- Workshop and laboratory work
- Written assignments
- Quizzes
- Revision tests
- Class tests
- Final examinations

Pupils take written examinations at the end of the year in Modern Greek, Mathematics, Physics, Technical Drawing and specialised classes in Technology.

The grading scale used is the same as that used in gymnasia and lyceums – see section 5.15.1.. STVE teachers also follow the same procedures for giving a list of marks to the headteacher as in lyceums, which is outlined at the end of section 5.15.1..

5.16. Progression of pupils

5.16.1. Progression of Pupils – Secondary General

The progression of pupils to the next class at the secondary level is regulated by paragraph 10 (for gymnasia) and paragraph 11 (for lykeia and technikes scholes) of the regulations ΚΔΠ 310/1990.

Pupils who are required to repeat a class at the secondary general level can only do this at one point in the school year – at the end of the academic year. The teacher is responsible for the awarding of grades based on the assessment methods outlined in section 5.15.1. and the grades are approved by the staff association (καθηγητικός σύλλογος) (see section 2.6.4.2.).

Pupils are only allowed to repeat a year twice in one school. If they are required to repeat the year for the third time, it is necessary for them to enrol at a different school.

Gymnasium

At the gymnasium level, a pupil cannot progress to the next class if:

- He/she has failed Modern Greek and Mathematics.
- He/she has failed three or more subjects which were examined at the end of the year, or he/she has failed two subjects which were examined and 2 or more which were not.
- He/she has been absent from school for 51 periods or more of unexcused absence or 161 periods or more of absence, either excused or not.
- He/she did not sit the re-examination in September (see below).
- He/she does not pass a subject to which he/she transferred in June (see below) and fails the subject again in September.

In addition, the following regulations apply to the issue of failing a particular subject:

- The lowest grade considered a pass is a D.

- If a pupil does not sit for one or more examination(s) in June and does not have a valid justification, he/she has to take the examination(s) in September. The resulting grade(s) is/are considered to be the pupil's grade(s) for the year.
- A pupil is considered to have failed a subject that has a final examination if he/she has been awarded an E each term, or E for two terms and D or C in the third, unless he/she receives 10 or above in the final examination.
- For subjects with no final examination if a pupil has been awarded an E each term, or E for two terms and D or C in the third, he/she is required to take a final examination in that subject in June. He/she is considered to have failed the subject if he/she receives 9 or below in the examination.
- A pupil who fails one or more subjects at the end of the school year has to take a written and an oral examination in September. Both examinations are prepared by a committee of two teachers who are selected by the headteacher.
- A pupil is considered to have failed a September examination if the average grade for both the written and oral examination is lower than 10.
- A pupil may transfer from grade A to grade B, or from grade B to grade C, up to two subjects which he/she has failed following the September examinations if he/she does not have to repeat the class.
- A pupil in grade C will be considered to have passed the subjects at gymnasium (γυμνάσιο) level if he/she is awarded a grade of at least 8 in one or two subjects examined in September and does not have to repeat the class.

Lyceum

The principles applied to the progression of pupils at the lyceum (λύκειο) level are as follows:

- The grade required to pass is 10 (Almost Good).
- A pupil is promoted in June if he/she either receives at least a 10 in every subject, or if he/she fails a subject, which is not examined at the end of the year, his/her average grade is at least 10 for all the subjects with an examination as well as the subject he/she has failed.
- A pupil is required to repeat a year in June if he/she has failed 3 or more subjects with an examination, or two subjects with an examination and two without. A pupil is also required to repeat a year in June if he/she has been absent for more than 51 unexcused periods or 161 periods either excused or not.
- A pupil is promoted in September (after repeat examinations, as at the gymnasium (γυμνάσιο) level) if he/she is awarded at least a 10 in every subject, or if he/she fails a subject which is not examined at the end of the year, his/her average grade is at least 10 for all the subjects with an examination as well as the subject he/she has failed.
- A pupil is required to repeat the year in September if he/she does not receive the grades required for promotion (see above), or if he/she does not sit the examination (without a good reason).

5.16.2. Progression of Pupils – STVE

The regulations and procedures for repeating a class in the STVE sector are the same as those followed by lyceums – see section 5.16.1.

5.17. Certification

5.17.1. Certification – Secondary General

Areas of certification practice which are the same at the gymnasio (γυμνάσιο) (gymnasium) and lykeio (λύκειο) (lyceum) levels are as follows:The Ministry of Education and Culture is responsible for the definition of the content and the methods of assessment used for the purpose of certification.

- Certification occurs at the end of the academic year and is usually marked with a graduation ceremony. The dates for this ceremony vary from school to school.
- The grades obtained by the pupils are indicated on the certificates.

Gymnasium

A pupil who successfully completes grade C graduates with a gymnasium apolytirio (απολυτήριο) (school leaving certificate). This certificate entitles the pupil to enrol in a lyceum (λύκειο) or techniki scholi (τεχνική σχολή) (technical school) to continue his/her studies. The criteria for passing or failing are those outlined in section 5.16.1. above.

Lyceum

A pupil who graduates from a lyceum (λύκειο) after completing grade C is awarded a lyceum apolytirio (απολυτήριο λυκείου). In order to satisfy the requirements of the apolytirio (απολυτήριο), he/she must:

- Achieve a grade of at least 10 in all subjects.
- Achieve an average grade of 10 in all examined subjects and the subject he/she failed, if he/she fails a subject without an examination.
- Achieve an average grade of 12 in all examined subjects, if he/she has failed a subject with an examination with a grade of not less than 8.

A pupil who fails to receive his/her certificate in June has the right to retake the examinations in September, February or June for the next three years. If he/she passes according to the criteria outlined above, he/she is awarded the lyceum apolytirio.

5.17.2. Certification – STVE

The following areas of STVE certification are the same as for the secondary general sector (see section 5.17.1. above):

- The body responsible for the definition of the content and the methods of assessment namely the Ministry of Education and Culture
- The point at which certification occurs
- The inclusion of marks on certificates

In addition, the requirements that need to be satisfied in order to receive a Technical School Apolytirio (Απολυτήριο Μέσης Τεχνικής και Επαγγελματικής Εκπαίδευσης) are the same as for lyceums – see section 5.17.1..

The Technical School Apolytirio is equivalent to the Lyceum Apolytirio and entitles graduates either to pursue further studies or to enter the labour market.

Those who complete the systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) are also awarded a leaving-certificate. This, however, is not regarded as equivalent to the Lyceum Apolytirio (see section 5.5.2.).

5.18. Educational/Vocational Guidance, Education/Employment Links

The Ypiresia Symvouleutikis kai Epagelmatikis Agogis (Υπηρεσία Συμβουλευτικής και Επαγγελματικής Αγωγής) (Counselling and Career Education Service) supports and advises pupils at the secondary general and STVE levels to enable them to:

- Develop personal awareness with regard to their interests, needs, abilities and expectations as well as to develop the necessary skills for the acquisition of objective educational and occupational information.
- Make suitable decisions about their education and career.
- Deal more effectively with any psychological, personal, family and/or social problems they may be facing.

The Counselling and Career Education Service achieves these aims by carrying out the following activities:

- Individual and/or group tutoring to the majority of the student population of secondary general and technikes scholes. In the year 2007/08, 38.635 (70,51%) students sought individual counselling.
- Counselling at the Central Offices of the Counselling and Career Education Service offers help to students of private secondary schools, as well as college and university students, those completing military service and working people.
- The use of computerised information systems at the CCES Central Offices, including GIS (for educational and occupational issues in the United States), ECCTIS and Which University (for the United Kingdom). ECCTIS and Which University are also available in the Counselling Offices of seven lykeia.
- Various publications that are distributed to all public secondary schools.
- The teaching of Career Education (see below) and Anti-Drug Education in grade C of the gymnasio (γυμνάσιο) (gymnasium) level.

Counsellors will have pursued higher-level studies in counselling and are regulated by their own scheme of service. Pupils in both lyceums and gymnasia are able to make private appointments in order to have one-to-one discussions about their future or any other matter with the Counsellor.

- **Gymnasium**

Career Education is taught in grade C of gymnasia. Gymnasia in Cyprus also facilitate the choices pupils have to make during the third year regarding the combination of subjects they will choose in lyceums.

- **Lyceum**

Academic and vocational counselling is provided by full-time counsellors throughout the three grades of lyceum (λύκειο), both as all-class sessions and on a one-to-one basis. This allows pupils to learn more about prospective employment opportunities and explore their aptitudes and aspirations in order to pursue the most suitable specialisation and supplementary subjects in grades B and C. In addition, a pilot programme to link lyceums (λύκεια) with the world of work has been successfully adopted in all lyceums (λύκεια). The project, which was initiated in 1986-88, enables pupils in grade B to work for one week in diverse working establishments, such as factories, companies, offices, banks, hospitals or farms.

- **STVE**

Full-time counsellors provide pupils with academic and vocational guidance throughout their time at technical schools, in much the same way as in gymnasia and lyceums.
In addition, the third year of studies in the Practical Stream combines a school-based environment with one day a week (equivalent to seven periods) of work experience, where pupils follow a practical training programme. The industrial placement aims to provide pupils with specialised knowledge and skills gained under actual working conditions. In this way the programme contributes to the smooth transition from school to work, the consolidation and implementation of the skills and competencies learned at school, the development of the professional ethics, attitudes and values required in the labour market and society in general and the creation of closer ties between the education and industrial training systems.

5.19. Private Education

As previously mentioned in section 5.1., at the time of independence in 1960, the majority of secondary level schools did not receive a government subsidy, and were, therefore, supported either by the Church, the local community or were privately owned.

In 1962, the Greek Communal Chamber took over responsibility for all private Greek schools in the secondary sector and, in this way, the schools became part of the public sector.

In 2005/06 there were thirty-five private secondary schools in Cyprus. These schools are regulated by the laws for Private Schools and Institutes (5/1971 – 77/(I)/2008) and must be registered with the Ministry of Education and Culture.

Private secondary schools in Cyprus offer programmes of six or seven years' duration, some of them apply exactly the same syllabuses and timetables as schools in the public sector. The majority of them provide schooling for the children of foreign residents or minority religious and ethnic groups, and so the languages of instruction in the private sector include English, French, Arabic and Russian. A more recent phenomenon has been the increase in the number of private schools with Greek as their language of instruction.

Although for statistical purposes, there are private schools listed in the STVE sector, these are not equivalent to the public technikes scholes. Instead they offer preparation for professional examinations in areas such as banking, insurance etc.

There are no additional ongoing debates and future developments in the private sector in addition to those outlined in section 5.2..

5.20. Organisational Variations and Alternative Structures

The main organisational variants and alternative structures at the secondary general and STVE levels are as follows:

- The English School (Αγγλική Σχολή). The English School is a public school at the secondary level, but the language of instruction is English and it does not follow the same programme of study as gymnasia or lykeia. The reason for using English as the language of instruction is its long-standing commitment to the education of all the communities in Cyprus. It is regulated by Law 167 of 1960 and 1969 and its operation is managed by a Board of Governors. Admission is by means of an entrance examination.
- esperina gymnasiaEsperino Gymnasio (Εσπερινό Γυμνάσιο) (Evening Gymnasium). esperina gymnasia This type of school runs classes in the evening and enables adults and young people who discontinued their normal attendance at gymnasio (γυμνάσιο) (gymnasium) to complete their secondary education. In 2007/08 there were five such Evening Gymnasia in Cyprus. The Evening Gymnasia follow the same objectives, admission criteria, programme of activities and methodological emphasis as all other public gymnasia. For further information on Evening Gymnasia, see chapter 7..
- Community Schools (Παροικιακά Σχολεία) in the United Kingdom. These cater for the children of the Greek and Greek Cypriot diaspora in the United Kingdom. For further information see section 4.17..
- The Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School). It operates on the premises of one of the technical schools in Lefkosia. Much like the Evening Gymnasia, this school offers the opportunity to those who may, for whatever reason, have discontinued school in the past to continue their studies. The Evening Technical School follows the same objectives, admission criteria, programme of activities and methodological emphasis as all other technical schools in Cyprus.

5.21. Statistics

The statistics section contains information on the following:

- Enrolment 1970/71 – 2006/07
- Schools, pupils and teaching personnel 1970/71 – 2006/07
- Numbers of pupils by type of school, grade and gender 2006/07
- Schools, pupils and teachers and pupil-to-teacher ratio by district and type of school 2006/07
- Number of public schools by district and type of school 2001/02-2006/07
- Number of teaching personnel by type of school, contractual status, post and gender 2006/07
- Enrolment ratios by age group, gender and level of education 2006
- Promotion, certification, failure and repeater rate 1970-2006
- Number of grades by type of school, size of class and level 2006/07
- Average number of pupils per grade 2006/07

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

5.21.1. Enrolment 1970/71 – 2006/07

School Year	Secondary Enrolments
1970/71	42245
1975/76	49373
1980/81	47599
1985/86	46159
1990/91	44614
1995/96	49845
2000/01	64023
2003/04	65480
2004/05	65274
2005/06	65660
2006/07	665790

5.21.2. Schools, pupils and teaching personnel 1970/71 – 2006/07

School Year	Schools	Children	Teachers	Child/Teacher ratio
1970/71 total	83	42245	1893	22.3
Public	51	29204	1362	21.4
Private	32	13041	531	24.6
1975/76 total	80	49373	3364	14.7
Public	54	43689	3047	14.3
Private	26	5684	317	17.9
1980/81 total	91	47599	2910	16.4
Public	72	4383	2617	16.5
Private	19	4316	293	14.7
1985/86 total	103	46159	3075	15.0
Public	78	40541	2651	15.3
Private	25	5618	424	13.3
1990/91 total	108	44614	605	12.4
Public	84	38778	3165	12.3
Private	24	5836	440	13.3
1995/96 total	123	59845	4832	12.4
Public	97	53584	4329	12.4
Private	26	6261	503	12.4
2000/01 total	134	64023	5542	11.6

Public*	111	57258	4928	11.6
Private	23	6765	614	11.0
2003/04 total	156	65480	6756	9.7
Public*	121	57224	5953	14.6
Private	35	8256	803	10.3
2004/05 total	157	65274	6814	9.6
Public*	120	56568	5987	9.4
Private	37	8706	827	10.5
2005/06 total	158	65660	6941	9.5
Public*	122	56573	6084	9.3
Private	36	9087	857	10.6
2006/07 total	160	65790	7151	9.2
Public*	124	56405	6227	9.1
Private	36	9385	924	10.2

* includes Evening Schools

5.21.3. Numbers of pupils by type of school, grade and gender 2006/07

Type of school	1	2	3	4	5	6	7	Tot.
Public general	9428	9589	8836	8329	8125	7699	127	52133
Boys	4799	4901	4443	3754	3586	3448	82	25013
Girls	4629	4688	4393	4575	4539	4251	45	27120
Public STVE	0	0	0	1461	1398	1389	24	4272
Boys	0	0	0	1266	1191	1158	23	3638
Girls	0	0	0	195	207	231	1	634
Public total	9428	9589	8836	9790	9523	9088	151	56405
Boys	4799	4901	4443	5020	4777	4606	105	28651
Girls	4629	4688	4393	4770	4746	4482	46	27754
Private	1590	1541	1393	1458	1330	1194	879	9385
Boys	812	818	708	776	691	649	453	4907
Girls	778	723	685	682	639	545	426	4478
Total	11018	11130	10229	11248	10853	10282	1030	65790
Boys	5611	5719	5151	5796	5468	5255	558	33558
Girls	5407	5411	5078	5452	5385	5027	472	32232

5.21.4. Schools, pupils and teachers and pupil-to-teacher ratio by district and type of school 2006/07

District	Schools	Pupils	Teachers	Pupil to teacher ratio
Lefkosia	62	25036	2819	8.9
Public general	40	18660	2069	9.0
Public technical	4	1315	253	5.2
Private	18	5061	497	10.2
Ammochostos	9	3681	400	9.2
Public general	6	2930	296	9.9
Public technical	2	381	71	5.4
Private	1	370	33	11.2
Larnaka	23	11566	1212	9.5
Public general	18	9391	951	9.9
Public technical	2	784	136	5.8
Private	3	1391	125	11.1
Lemesos	49	18951	2011	9.4
Public general	32	15343	1570	9.8
Public technical	4	1235	197	6.3
Private	13	2373	244	9.7
Pafos	17	6556	709	9.2
Public general	14	5809	591	9.8
Public technical	2	557	93	6.0
Private	1	190	25	7.6
Total	160	65790	7151	9.2
Public general	110	52133	5477	9.5
Public technical	14	4272	750	5.7
Private	36	9385	924	10.2

5.21.5. Number of public schools by district and type of school 2001/02-2006/07

District and Type of School	Number of schools					
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
LEFKOSIA						
Gymnasium	23	24	24	23	24	24
Lyceum	12	13	13	13	14	14
Evening gymnasium	2	2	2	2	2	2
STVE school	2	3	3	3	3	3
Gymnasium & Lyceum	1	1	1	1	1	1

Total	40	43	43	42	44	44
AMMOCHOSTOS						
Gymnasium	2	3	3	3	3	3
Lyceum	2	2	2	2	2	2
Evening gymnasium	1	1	1	1	1	1
STVE school	1	1	2	2	2	2
Gymnasium & Lyceum	0	0	0	0	0	0
Total	6	7	8	8	8	8
LARNAKA						
Gymnasium	11	11	11	11	10	11
Lyceum	4	4	4	4	4	5
Evening gymnasium	1	1	1	1	1	1
STVE school	2	2	2	2	2	2
Gymnasium & Lyceum	1	1	1	1	2	1
Total	19	19	19	19	19	20
LEMESOS						
Gymnasium	15	17	17	17	17	18
Lyceum	10	11	11	10	10	10
Evening gymnasium	1	1	1	1	1	1
STVE school	3	4	4	4	4	4
Gymnasium & Lyceum	2	2	2	3	3	3
Total	31	35	35	35	35	36
PAFOS						
Gymnasium	7	8	8	8	8	8
Lyceum	4	4	4	4	4	4
Evening gymnasium	1	1	1	1	1	1
STVE school	2	2	2	2	2	2
Gymnasium & Lyceum	1	1	1	1	1	1
Total	15	16	16	16	16	16
ALL DISTRICTS						
Gymnasium	58	63	63	62	62	64
Lyceum	32	34	34	33	34	35
Evening gymnasium	6	6	6	6	6	6
STVE school	10	12	13	13	13	13
Gymnasium & Lyceum	5	5	5	6	7	6
Total	111	120	121	120	122	124

5.21.6. Number of teaching personnel by type of school, contractual status, post and gender 2006/07

M = Male

F = Female

	FULL TIME		PART TIME		FULL AND PART TIME		
Type of School, Level and Post	**M**	**F**	**M**	**F**	**M**	**F**	**Tot**
PUBLIC GYMNASIUM							
Headteacher	180	280	0	0	180	280	460
Teacher	745	1642	0	0	745	1642	2387
Total	925	1922	0	0	925	1922	2847
PUBLIC LYCEUM							
Headteacher	248	262	0	0	248	262	510
Teacher	705	1117	0	0	705	1117	1822
Total	953	1379	0	0	953	1379	2332
PUBLIC EVENING GYMNASIUM / STVE SCHOOL							
Headteacher	14	11	0	0	14	11	25
Teacher	51	43	0	0	51	43	94
Total	65	54	0	0	65	54	119
PUBLIC STVE SCHOOL							
Headteacher	110	20	0	0	110	20	130
Teacher	400	202	0	0	400	202	602
Total	510	222	0	0	510	222	732
GYMNASIUM & LYCEUM							
Headteacher	24	20	0	0	24	20	44
Teacher	52	100	0	0	52	100	152
Total	76	120	0	0	76	120	196
TOTAL PUBLIC							
Headteacher	576	593	0	0	576	593	1169
Teacher	1953	3104	0	0	1953	3104	5057
Total	2529	3697	0	0	2529	3697	6226
PRIVATE EVENING GYMNASIUM/TECHNICAL							
Headteacher	2	0	1	0	3	0	3
Teacher	1	0	2	11	3	11	14
Total	3	0	3	11	6	11	17
PRIVATE VOCATIONAL/TECHNICAL SECONDARY							

Headteacher	2	4	0	0	2	4	6
Teacher	4	6	7	12	11	18	29
Total	6	10	7	12	13	22	35
PRIVATE GYMNASIUM & LYCEUM							
Headteacher	37	27	1	3	38	30	68
Teacher	242	436	99	200	341	636	977
Total	279	463	100	203	379	666	1045
PRIVATE TOTAL							
Headteacher	41	31	2	3	43	34	77
Teacher	247	442	108	223	355	665	1020
Total	288	473	110	226	398	699	1097
TOTAL							
Total	2817	4170	110	226	2927	4396	7323

5.21.7. Enrolment ratios by age group, gender and level of education 2006

Level of Education	**Age group**						
	6-11	**12-14**	**15-17**	**18-20**	**21-23**	**24-26**	**27-31**
Secondary total	0.3	98.2	92.3	5.3	0.7	0.2	0.1
Males	0.3	97.5	90.8	6.5	1.1	0.4	0.1
Females	0.3	99.0	93.8	4.1	0.3	0.1	0.1

The enrolment ratios are calculated by using the number pupils during the school year 2006/07 and the population at the end of 2006.

5.21.8. Promotion, certification, failure and repeater rate 1970-2006

Failure refers to those pupils who have left school during the school year or after they failed a class, or have been promoted but have dropped out of the Cyprus educational system.

School year	Promotion	Certification	Failures	Repeaters	Total
1970/71	33101	4683	2582	1970	42245
1975/76	38784	6725	1717	2147	49373
1980/81	37986	6828	2039	746	47599
1985/86	36243	6647	2358	911	46159
1990/91	36640	5132	1943	899	44614
1995/96	47888	7403	2485	2069	59845
2000/01**	51684	9672	1402	1265	64023
2002/03**	52804	9596	1010	1301	64711
2003/04**	53573	9764	1009	1134	65480
2004/05**	53293	10071	892	1018	65274
2006/07**	53640	10082	955	983	65660

* It is estimated that during 1973/74 2000 pupils emigrated, 1000 were enclaved and 800 transferred to Greek schools overseas.

** Includes pupils from evening schools.

5.21.9. Number of grades by type of school, size of class and level 2006/07

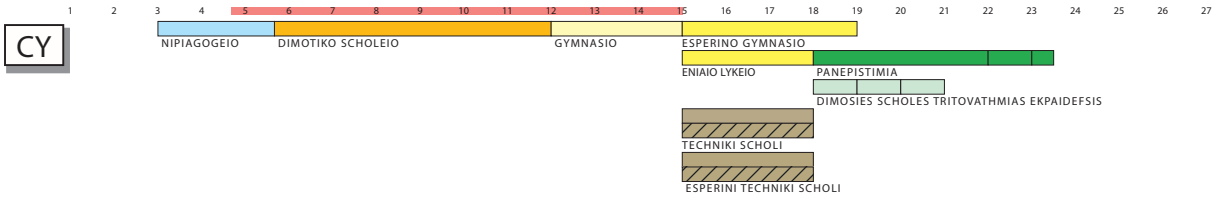
Type of school and number of pupils	Gymnasium			Lyceum & STVE				
	1	2	3	1	2	3	4	Mixed
PUBLIC								
< 10	2	1	3	31	69	64	4	0
11-15	12	7	4	55	65	60	4	0
16-20	95	37	35	41	140	129	4	0
21-25	312	254	219	227	160	226	0	0
26-28	10	87	93	92	60	5	0	0
29-30	0	13	10	11	9	4	0	0
31	0	0	1	0	0	0	0	0
Total	431	399	365	457	503	488	12	0
PRIVATE								
< 10	9	8	10	18	13	9	3	2
11-15	14	11	10	13	10	7	7	0
16-20	17	9	11	17	9	15	9	0
21-25	16	20	28	13	24	21	16	0
26-28	14	19	9	17	13	8	7	0
29-30	7	3	3	2	1	1	1	0
31	2	0	0	1	1	0	0	0
32	0	2	0	0	0	0	0	0
33	0	1	0	0	0	1	0	0
Total	79	73	71	81	71	62	43	2
GRAND TOTAL	510	472	436	538	574	550	55	2

5.21.10. Average number of pupils per grade 2006/07

Grade	Public Secondary	Private Secondary	Total
1	21.9	20.1	21.6
2	24.0	21.1	23.6
3	24.3	19.6	23.5
4	21.4	18.0	20.9
5	18.9	18.7	18.9
6	18.6	19.3	18.7
7	12.6	20.4	18.7

6. Tertiary Education

Organisation of the education system in Cyprus, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2

	Compulsory full-time education		Compulsory part-time education
	Part-time or combined school and workplace courses		Additional year
-/n/-	Compulsory work experience + its duration	>>	Study abroad

Source: Eurydice.

Tertiary education (Τριτοβάθμια Εκπαίδευση) is provided by the following four types of institution:

- The three state universities: the University of Cyprus, the Open University of Cyprus and Cyprus University of Technology.
- The seven public higher education institutions: the Higher Technical Institute (Ανώτερο Τεχνολογικό Ινστιτούτο) (HTI), the Forestry College (Δασικό Κολέγιο), the School of Nursing and Midwifery (Νοσηλευτική Σχολή), the Mediterranean Institute of Management (Μεσογειακό Ινστιτούτο Διεύθυνσης) (MIM), the Higher Hotel Institute of Cyprus (Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου) (HHIC), the Tourist Guides School (Σχολή Ξεναγών) and the Police Academy (Αστυνομική Ακαδημία).
- The three private universities: Frederick University, European University-Cyprus and University of Nicosia.
- Private higher education institutions.

Public tertiary education can be subdivided into the university and non-university sectors. For this reason, some of the sections in this chapter are separated according to this subdivision.

Cyprus has one of the highest numbers of university and higher education students on a per capita basis. Moreover, about 82% of secondary school graduates attend some form of higher education either in Cyprus or abroad (2007/08).

In 2006/07, in addition to the three public universities, there were six public and twenty-five private tertiary level institutions registered with the Ministry of Education and Culture, with a student body totalling 22.227, of which 5.961 were international students. Of this number, 7.152 were enrolled in public institutions and

15.075 in private institutions. At the same time, 20.969 Cypriot students studied abroad at tertiary level institutions.

The majority of students at the tertiary level study business administration, education, computing, social and behavioural science, humanities, health and engineering and related trades.

6.1. Historical Overview

The oldest tertiary level institutions are the School of Nursing and Midwifery, which was founded in 1945, and the Cyprus Forestry College, which has been offering programmes in the non-university sector since 1951. Both institutions continued to operate in the academic year 2008/09. However, the School of Nursing and Midwifery received its last intake of students in 2006/07 by decision of the Council of Ministers 63/576 (see sections 6.2. and 6.4.2.).

The next significant event in the history of tertiary education in Cyprus was the establishment of the Paidagogiki Akadimia Kyprou (Παιδαγωγική Ακαδημία Κύπρου) (Pedagogical Academy of Cyprus) in 1959/60. This functioned as a teacher training college for teachers in the dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) sector. It ceased operation in 1993, when it was closed and training for primary school teachers was provided by the Department of Education of the newly established University of Cyprus.

The greatest development in the tertiary education sector in Cyprus took place after independence in 1960. Most of the public non-university institutions (see section 6.5. for a full list of these) began as joint projects between the government of Cyprus, the United Nations Development Programme (UNDP) and the International Labour Organisation (ILO). Over time, the government of Cyprus gradually assumed full responsibility for these institutions.

A good example of this is the Higher Hotel Institute Cyprus (HHIC), which was established in 1965 as the Central Hotel Training School. With the ever-increasing demands of the rapidly expanding tourism industry, the training of staff for the hotel trade needed to be reorganised. The Hotel and Catering Institute was established as a joint project between the Government of the Republic of Cyprus and the UNDP in February 1969. In April 1971, the Central Hotel Training School merged with the Hotel and Catering Institute and the joint project came to an end in July 1974 with the departure of the ILO Project Manager. Since then, the Institute has operated as a public body, under the Ministry of Labour and Social Insurance. For new developments regarding the HHIC, see sections 6.2.and 6.4.2..

The Higher Technical Institute (HTI) was established in 1968 in much the same way as the HHIC, as a joint project between the government of Cyprus and the UNDP (represented by UNESCO with some cooperation from the ILO). The HTI passed into the sole control of the Ministry of Labour and Social Insurance in 1973. For new developments as regards the future of HTI, see sections 6.2. and 6.4.2..

The Turkish invasion of Cyprus in 1974 and the subsequent *de facto* partition of the island was a major blow to the island's educational establishment and a crucial factor in the delay in the development of higher education.

The Directorate of Anoteri kai Anotati Ekpaidefsi (Ανώτερη και Ανώτατη Εκπαίδευση) (Higher and Tertiary Education) of the Ministry of Education and Culture was established in 1984. At this time, the enactment of legislation to cover the tertiary sector was considered an urgent and imperative necessity. Among the first priorities of the new Directorate was the establishment of an ad hoc committee to draft a law to cover both public and private tertiary level institutions. This was to become Law 1/1987 – see section 6.3.2..

The University of Cyprus was founded in 1989 and was the first university level tertiary education institution on the island. In September 1992 the University accepted its first 500 students into three Schools: Humanities and Social Sciences; Pure and Applied Sciences; Economics. By September 1997 the number of students had increased to more than 1.000 and the schools had been renamed faculties and had increased to four with the addition of the Faculty of Philosophy. The number of students in the academic year 2006/07 was 5.180.

As a result of increasing demand, the University of Cyprus has expanded rapidly and now has six faculties and twenty-one departments. On completion of the permanent campus, the University will be able to accommodate a total of 9.000 students. The first phase of the New Campus Project has been completed and some faculties and the management and administrative staff have already moved to the New Campus. The University currently offers degrees at the undergraduate and postgraduate levels.

The Open University of Cyprus, established in 2002, is the second public university. It is dedicated to open and distance education and consequently promotes lifelong learning. In September 2006, the Open University of Cyprus accepted its first 162 students, enrolled in two postgraduate degree programmes of study by distance learning: Education Studies and Health Care Management. The Open University of Cyprus in the academic year 2007/08 offered another two additional programmes: Hellenic Civilisation Studies at bachelor level and Information Systems at postgraduate level. In 2008/09, the Open University introduced four PhD degrees in Education Studies, Health Care Management, Information Systems and Hellenic Civilisation. In the same year the Open University offered life-long learning programmes (self-funded). The total number of students in the academic year 2008/09 increased to five hundred and eighty-four.

The Cyprus University of Technology was founded in December 2003. It is a new, public, self-governing university on a par with the University of Cyprus and has similar academic guidelines, legal system, infrastructure and relationship with the state. The Cyprus University of Technology accepted its first students in the academic year 2007/08. It offered undergraduate degrees in five faculties: Applied Arts and Communications, Health Sciences, Economics and Management, Geotechnical Sciences and Environmental Management and Engineering and Technology. Postgraduate programmes are expected to be offered as from the academic year 2009/10.

There has also been a steady increase in the numbers of students attending the public non-university tertiary institutions; from 800 in 1970, 1.000 in 1980, 2.000 in 1990. However, due to the current developments as regards HTI, the School of Nursing and Midwifery and MIM (see sections 2.2. and 6.2.) the number of students attending public non-university tertiary institutions started falling, reaching 1.812 in 2006/07 (see table 6.19.3. below). On the other hand, the number of students attending university institutions has increased, reaching 5.340 in 2006/07. The total number of students attending public tertiary institutions in Cyprus in the academic year 2006/07 was 7.152 (see table 6.19.2.).

At the beginning of the 1990s, the number of students in Cyprus was almost equally divided between public and private tertiary level institutions. There has been a steady increase in the number of students enrolling in private institutions, which can be attributed to the fact that the public institutions have a numerus clausus policy (see section 6.6.1.), which restricts the intake of students each year.

Private tertiary education institutions were founded mainly during the last two decades, and there has been a remarkable increase in their number and in the number of students enrolled.

In 1970 there were only two private institutions with one hundred students. This increased to seven institutions in 1980 and 1.000 students. By 1990 there were twenty-one institutions with 4.568 students mainly following programmes of one to four years' duration in fields such as Secretarial Studies, Business Administration, Electrical, Civil and Mechanical Engineering, Hotel and Catering, Banking, Accountancy and Computer Studies. The number of students in the academic year 2006/07 was 15.075 and there were 30 private institutions registered with the Ministry of Education and Culture during the same period (see table 6.19.2.).

This steady increase in institutions and students during the 1980s, 1990s and 2000s can be attributed to the increase in demand in the service sector of the economy due to its dramatic expansion in areas such as tourism and banking.

In January 2000, about one hundred and eighteen degree programmes offered by private tertiary institutions were recognised by the government. Many of them were associate degrees: however, about fifteen degree

programmes were recognised as bachelor's degrees by SEKAP, the accreditation body for Cyprus (see section 2.6.1.). The majority of these programmes were in the area of Business Administration.

Two laws enacted in 1996 introduced important reforms into tertiary education:

- Law 67(I)/1996 created the Cyprus accreditation body SEKAP (see section 2.6.1.). This was the first of a group of laws (concluding with unified Laws 67(I)/1996 – 193(I)/2004) regulating the establishment, control and operation of institutions of tertiary education, public and private, in the non-university sector.
- Law 68(I)/1996 regulated the establishment of KYSATS (see section 2.6.1.), the body in Cyprus that provides recognition of degrees from overseas and from the private sector, by providing equivalence with what is offered in the public sector.

Another three laws enacted in the 2000s have dramatically changed the tertiary education sector and helped Cyprus become a regional educational and research centre:

- Law 234(I)/2002 provided for the establishment and operation of the Open University of Cyprus, which is expected to enhance lifelong and distance learning (see sections 2.2. and 2.6.4.3.).
- Law 198(I)/2003 regulates the establishment and operation of the Cyprus University of Technology, which is situated in Lemesos and aims at promoting applied technology and research (see sections 2.2. and 2.6.4.3.).
- Law 109(I)/2005 provides for the establishment, operation and control of private universities both as profit and non-profit organisations (see section 2.2. and 2.4.).

6.2. Ongoing Debates and Future Developments

Within the framework of the Reform of the Educational System (see section 2.2.), the Ministry of Education and Culture has been focussing on expanding, regulating and upgrading tertiary education both in the public and private sector, in order to establish Cyprus as a regional educational and research centre. The most significant ongoing developments are the following:

- **University of Cyprus.** In 2007 the University offered one new programme at undergraduate level in Biology and in 2008 a new programme in Law. In the same year, the University was given permission to establish a Faculty of Medicine. The first medical students will be admitted in 2013.
- **Open University of Cyprus**. The Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου) was established under Law 234(I)/2002. The objective of the Open University, as stated in the law, is the promotion of lifelong and distance learning. Since its inception in 2006, the Open University has continued to expand, with new undergraduate and postgraduate programmes. In 2008/09, the Open University offered PhD degrees in four programmes: Education Studies, Health Care Management, Information Systems and Hellenic Civilisation. The following faculties are expected to be established in the near future: Humanities and Social Sciences, Economics and Management and Pure and Applied Sciences.
- **Cyprus University of Technology (CUT)**. The Cyprus University of Technology (Τεχνολογικό Πανεπιστήμιο Κύπρου) was established under Law 198(I)/2003. The main objective of the Cyprus University of Technology is the promotion of the study and research of applied technology. With the exception of the Department of Nursing located in Lefkosia next to the new General Hospital in Latsia, the Cyprus University of Technology is located in the centre of Lemesos. The University began operating in the academic year 2007/08 with five faculties (see section 6.10.1.below). In 2008, CUT established two new departments: the Department of Commerce, Finance and Shipping and the Department of Environmental Management. It also developed its first Masters' and PhD programmes and submitted a proposal to establish a Faculty of Fine Arts and Drama. The University Master Plan takes into account that, by 2020, the number of students will be 7.000 to 8.000, with five to seven faculties and twenty-one to twenty-eight departments.
- **HTI and Nursing School**. The three year programmes of three of the public non-university tertiary institutions, the School of Nursing, the Higher Technical Institute and the Higher Hotel Institute Cyprus, will be phased out as they will be covered by upgraded programmes offered by the Cyprus University of Technology according to decisions by the Council of Ministers (63.420 for HTI and 63.576 for the Nursing

School). However, in the case of the Hotel and Catering Institute Cyprus, according to decisions of the Council of Ministers on 28 March 2006 and on 4 October 2006, only the Hotel and Catering Operations (a three year course) will be covered by programmes offered by CUT, while the Culinary Arts (another three-year course) will continue to be offered by the Hotel and Catering Institute Cyprus. The last intake of students in these institutions for their current three-year programmes was in the year 2006/07.

- **Private Universities**. Law 109(I)/2005 brought into force the legislation that would enable private institutions of tertiary education to use the title 'university', provided they meet all of the criteria laid down by the Ministry of Education and Culture. The law also provides for the establishment of an Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities) that will assess and evaluate all applications of institutions wishing to acquire university status (see sections 2.2. and 2.4.). The first Evaluation Committee for Private Universities was appointed by the Council of Ministers in December 2005. A new private university was licenced to operate in the academic year 2010/11 in Pafos by the name of Neapolis University-Cyprus.
- **MIM**. The morning MIM Postgraduate Management Diploma Programme was suspended in September 2007 in order to be redesigned.
- **ECTS**. An amendment to the law governing the operation of Institutions of Tertiary Education is under way, enforcing the European Credit Transfer System (ECTS) in both public and private institutions.
- **Quality Assurance Agency**. The establishment of a Quality Assurance Agency has been approved by the Council of Ministers. The aim of this Agency is to promote quality assurance in both the public and the private institutions of higher education, through various measures which include external accreditation and development of internal quality culture (see also 2.2.).
- **Expansion of Tertiary Education Sector.** It is expected that by 2013, the total number of tertiary education Cypriot students will amount 46.000.The plan is for 1/3 of the students to attend public institutions, 1/3 private institutions and another 1/3 to attend tertiary education institutions abroad. The places designed to be allocated to the latter group, will be offered to foreign students who wish to study in Cyprus.
- **Tertiary Education Law**. A committee was established to unify the laws as regards tertiary education institutions. In addition to the Quality Assurance Agency, which will provide external evaluation, there will be provision for internal evaluation of tertiary institutions using European Standards and Guidelines (ESG).There will also be provision of accountability by means of ranking of institutions linked to the allocation of received funds.
- **Research**. *The Strategic Development Plan 2007-2013* sets out, inter alia, the following measures as regards the research sector: strengthening of the scientific base; reinforcing private sector participation in Research and Development and developing research human capital and promoting international networking and cooperation. In the tertiary education sector, emphasis will be placed on rolling out the new Framework Programme of the Research Promotion Foundation 2007-2010, enhancing the Cyprus International Institute for the Environment and Public Health, established with Harvard University (2005); establishing the Cyprus Institute in collaboration with MIT (2007/08), expanding public and private university sectors; constructing a new library for the University of Cyprus, improving the Institute of Neurology and Genetics; strengthening links between businesses and the academic/research community and improving researchers' careers, encouraging their mobility and creating a research and innovation culture at all levels of education. Cyprus aims to meet the research expenditure target of 1% of GDP by 2010 with the ultimate goal of achieving the Lisbon Strategy goal of 3% at a later stage with the contribution of the private sector.

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6.3. Specific legislative Framework

6.3.1. Specific Legislative Framework – University Education

The University of Cyprus was established in July 1989 by Law 144/1989. A number of subsequent amendments of the Basic Law and the relevant regulations have been enacted by the House of Representatives in order to ensure the effective functioning of the University. Since this law was passed, there have been minor amendments to it, but no major changes.

The Open University of Cyprus was established in 2002 by Law 234(I)/2002. Since this law was passed there have been no amendments.

In December 2003, the House of Representatives approved Law 198(I)/2003 for the establishment of the Cyprus University of Technology. Since this law was passed, there have been minor amendments in order to ensure the effective functioning of the University.

For private university legislative framework, see section 6.17.1..

6.4. General Objectives

6.4.1. General Objectives – University Education

The University of Cyprus

The main objectives of the University of Cyprus are twofold:

- The promotion of scholarship and education through teaching and research
- The enhancement of the cultural, social and economic development of Cyprus

In this context, the aim of the University is to provide far more than just the accumulation of knowledge. It aims to encourage students' active participation in the process of learning and the acquisition of those values necessary for responsible and active involvement in the community.

Open University of Cyprus

The main objectives of the Open University of Cyprus are twofold:

- The provision of equal opportunity in higher education, irrespective of age, time and place
- The promotion of science, knowledge, education, research and lifelong learning

Overall, the Open University aims at providing both undergraduate and postgraduate degree programmes in the form of distance learning, delivering tailor-made training and vocational programmes and developing both technology and methodologies in the area of open and distance education.

Cyprus University of Technology

The Cyprus University of Technology, with its orientation towards applied research, aspires to establish for itself a role in support of the State and society in their efforts to confront problems in all areas of science and technology.

- The main aims of the Cyprus University of Technology are: To offer education to students of a high scientific, technological and professional level
- To produce high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of society and the economy.
- To improve university cooperation with local industry and the economic sector and to participate in the national effort to innovate and constantly improve products and services.

6.4.2. General Objectives – Non-University Education

The non-university tertiary institutions train professionals, such as technical and engineering staff, nurses, forestry workers, tourist guides and police officers, as well as managers and other personnel, in order to cater for the needs of local industry.

The main objective of these institutions is to provide high-level education and training and produce high-calibre professionals in each respective field, according to the needs of the labour market in Cyprus.

The School of Nursing and Midwifery

The School of Nursing aims to prepare nurses by offering a complete and thorough education that complies with international standards, current Cyprus legislation and the health needs of the community. The objectives of the School are as follows:

- The promotion of Nursing Science
- The promotion of health through teaching and research, both in theory and in practice

The teaching not only aims at the acquisition of knowledge, but also its application in the clinical area and in the community. The School aims to actively involve the students in the learning process and the acquisition of the necessary competencies for the promotion of health.

The School of Nursing and Midwifery accepted the last intake of students in the academic year 2006/07, as its current courses will be replaced by upgraded programmes offered by the Cyprus University of Technology (see also sections 2.2. and 6.2.).

The Higher Hotel Institute Cyprus (HHIC)

The objectives of the HHIC are:

- To provide the industry with highly-qualified individuals who possess the appropriate attitude towards hospitality and service.
- To contribute towards achieving standards of excellence for the tourism industry in Cyprus.
- To meet the needs of hospitality whilst at the same time cultivating professional ethics and the appropriate attitude.
- To cultivate an inquiring spirit.
- To be an accessible and responsive institution of higher education and high quality.
- To provide knowledge and skills that will create opportunities for individuals and the Cyprus society in general.
- To offer education which will enable students to realise their full potential.

The programme of the Hotel and Catering Operations of HHIC will be phased out and replaced by upgraded programmes of the Cyprus University of Technology, see sections 2.2. and 6.2. above.

The Higher Technical Institute

According to Law 115(I)/1999 (see section 6.3.2.), the aims of the HTI are as follows:

- The provision of tertiary education in specialisations that contribute to the technical and economic development of the Republic and the people of Cyprus as a whole, as well as the award of the relevant diplomas and certificates.
- The promotion of technological and scientific knowledge and the practical implementation through teaching, research and other appropriate methods.
- The education of responsible personnel, competent to contribute to the technological and economic development of industry in Cyprus.
- The preparation and training of efficient instructors for the needs of vocational education.

- The encouragement of study and research as well as the provision of facilities for this purpose.
- The engagement and participation in research programmes, mainly in the field of applied technology.
- The improvement of cooperation with other educational, academic and scientific institutions in Cyprus and abroad.
- The promotion of understanding between the two communities and other groups in the Republic as well as the development of the cultural activities and other traditions of Cyprus.
- The provision of advisory or other services to industry.
- The safeguarding of academic freedom, unrestricted scientific research and the exchange of ideas.

HTI accepted the last intake of students for its Diploma programmes in the year 2006/07 as its educational programmes will be replaced by upgraded programmes offered by the Cyprus University of Technology, see sections 2.2. and 6.2..

The Mediterranean Institute of Management (MIM)

The overall objective of the postgraduate diploma programme of the MIM is to provide participants with a sound framework of concepts and analytical methods and techniques which, coupled with company visits and on-the-job training, equips them to carry out the duties usually assigned to an Assistant General Manager or Functional Manager. The morning MIM postgraduate diploma programme was suspended in September 2007 in order to be redesigned.

The Cyprus Forestry College

The Cyprus Forestry College was established in 1951 to provide higher technical education and advanced training in the field of forestry to meet the increasing needs of Cyprus and other countries in the training of competent supervisory staff in the general principles of forestry practice.

The Cyprus Police Academy

The Cyprus Police Academy is the main provider of police education and training in Cyprus. Its fundamental mission is to provide systematic education and training to all police members (all ranks), to allow them to carry out their duties and responsibilities effectively and in accordance with public expectations and sensitivities. Additionally, the Police Academy offers training courses for civil servants from other government departments.

6.5. Types of Institution

6.5.1. Types of Institution – University Education

University level education in Cyprus is currently offered by three public and academically autonomous institutions: the University of Cyprus, the Open University of Cyprus and the Cyprus University of Technology.

The University of Cyprus is a public corporate body. It is governed by the Council and the Senate. The different faculties and departments are administered by Boards. Each faculty is headed by a Dean and each department by a Chairperson (see section 2.6.4.3.).

The official languages of the University are Greek and Turkish, the official languages of Cyprus as stipulated in the 1960 Constitution.

The University is a member of the Community of Mediterranean Universities (CMU), the Network of Universities from the Capitals of Europe (UNICA), the Association of Commonwealth Universities (ACU), the European University Association (EUA), the Association of Arab and European Universities (AEUA), the International Association of Universities (IAU), the Santander Group (SG) and LEO-NET. The University has also established close contacts with numerous international organisations, including the European Commission, UNESCO, CEPES and the Council of Europe.

The Open University of Cyprus is the second public institution of higher education and Cyprus' only institution dedicated to open and distance learning. The Open University of Cyprus was established in 2002 and, until it achieves complete autonomy, it is governed by an Interim Governing Board appointed by the Council of Ministers.

The official teaching languages of the Open University of Cyprus are Greek and Turkish, the official languages of the Republic of Cyprus as stipulated in the 1960 Constitution.

As a newly founded institution, the Open University of Cyprus is currently in the process of developing close relations with various leading institutions and networks mainly in the area of open and distance / lifelong learning. At present, the Open University has links with the International Council for Open and Distance Education (ICDE), the European Distance and E-learning Network (EDEN), the European Association of Institutions in Higher Education (EURASHE), the European Association for ERASMUS Coordinators (EAEC), the European Forum for Student Guidance (FEDORA) and the European Office of Cyprus (EOC).

The Cyprus University of Technology is a State institution of higher education. Like the University of Cyprus, it is governed by the Council and the Senate. The different faculties and departments are administered by Boards. Each faculty is headed by a Dean and each department by a Chairperson.

The official languages of the University are Greek and Turkish – the official languages of Cyprus as stipulated in the 1960 Constitution.

The Cyprus Technological University has established links with the following European programmes: the ERASMUS Exchange Programme, the ERASMUS MUNDUS and with the following academic and research institutions: the Mediterranean Universities Union (UNIMED), the European Association of Research Managers and Administrators (EARMA) and the European Quality Assurance Forum.

For more information on future developments in the university education sector, see section 6.2..

6.5.2. Types of Institution – Non-University Education

Non-university public tertiary education is currently offered by seven institutions. These institutions operate under the guidance of ministries other than the Ministry of Education and Culture (see above and section 1.2.4. for details). Each ministry, in collaboration with the Board of Management, Director and faculty of each respective institution, may set regulations for the type and level of courses, admission requirements, curricula and student enrolment. The Ministry is, therefore, wholly responsible for the organisation and regulation of each institution.

The language of instruction is English at the HTI, HHIC, the Cyprus Forestry College and the MIM for the morning courses. At all the other institutions, the language of instruction is Greek.

For current developments relating to HTI, HHIC, Nursing and Midwifery School and MIM, see sections 2.2., 6.2. and 6.4.2.

The Higher Technical Institute (HTI)

The HTI is supervised by the Ministry of Labour and Social Insurance. Its main purpose is the education of high-calibre technician engineers in order to satisfy the needs of industry and suitably- trained personnel to take up middle management technical positions. The HTI is a bicommunal institution and provides education and specialisation to mainly Cypriot students, irrespective of their community, nationality or religion. It also accepts a number of international students each year.

The Cyprus Forestry College

This is a government international institution of tertiary education and operates under the supervision of the Ministry of Agriculture, Natural Resources and Environment. Since its establishment, the College has become

a regional training centre for the Forestry Service of Cyprus and of Forest Services of other countries in Africa, the Middle East, the Caribbean and non-EU countries of the Mediterranean region. The College provides education and specialisation to mainly Cypriot students, irrespective of their community, nationality or religion. It also accepts a number of international students each year. The College is a residential institution with its own accommodation, boarding and transportation facilities.

The Higher Hotel Institute Cyprus (HHIC)

This institution comes under the remit of the Ministry of Labour and Social Insurance. It supplies the hotel and catering industry of Cyprus with well-trained and specialised personnel.

It is regulated by a tripartite Board of Directors (representing the government, employers and trades unions), which advises the Ministry on policy matters. The Director of the HHIC is appointed by the Public Service Commission and is responsible for the day-to-day running of the Institute as well as presiding over the Academic Committee.

The School of Nursing and Midwifery

The Ministry of Health is responsible for the operation of the School of Nursing, which is sited close to the new Lefkosia General Hospital. The School is governed by a Board of Management appointed by the Council of Ministers for a three-year term of service. The Permanent Secretary of the Ministry of Health acts as Chairperson of the Board of Management.

The Mediterranean Institute of Management (MIM)

The MIM constitutes the international component of the Cyprus Productivity Centre (Κέντρο Παραγωγικότητας), a department of the Ministry of Labour and Social Insurance. It provides high-quality management education to university graduates through its Postgraduate Management Diploma (classes held in the morning are taught in English) and its Postgraduate Programme in Management and Public Administration (evening classes taught in Greek). The Postgraduate Programme in Management and Public Administration will be discussed in chapter 7..

The School of Tourist Guides

The School of Tourist Guides offers a one-year course leading to the award of the Tourist Guide Diploma and operates under the Cyprus Tourism Organisation whenever a need arises to train new guides. Since 1994, the academic programme of the School has been placed under the supervision of the University of Cyprus. The curriculum covers History, Archaeology and Culture, Literature and Mythology, Folk Culture, Religion, Nature and the Environment.

The School covers a highly specialised area and does not operate at all times, therefore, it is not included in other sections in this chapter.

The Police Academy

The Academy functions under the jurisdiction of the Ministry of Justice and Public Order. It incorporates three different schools:

- The Officers' School
- The School for Sergeants and Constables
- The School of Foreign Languages

The Officers' School provides education and training mainly on managerial issues to Inspectors, Chief Inspectors, and Senior Officers. In addition, it undertakes the organisation of special courses and seminars in accordance with the educational needs of Senior Police Officers.

The School of Sergeants and Constables offers a variety of courses to both ranks. The Sergeant programme lasts for eight weeks and focusses on supervisory issues. The Constable training lasts for three years and leads to a Police Officer Diploma. In addition, this school offers specialised programmes in a variety of subject areas such as traffic, domestic violence and criminal investigation. The School of Foreign Languages organises language courses in accordance with the needs of the Service, providing the foreign language programmes required by the police. So far, it has organised a number of language courses in Turkish, Arabic, French, Russian, Spanish and Italian.

The Academy is solely for the training of police officers and, therefore, does not offer the broad range of education provided by other non-university tertiary institutions in this chapter.

6.6. Admission Requirements

6.6.1. Admission Requirements – University Education

University of Cyprus

The University of Cyprus, as well as all other public tertiary institutions, has a policy of *numerus clausus*, which restricts the intake of students each year. This is set by the University Council.

Undergraduate

Approximately 1.200 students are admitted to the University of Cyprus every year. The majority have to pass the Pagkypries Exetaseis (Παγκύπριες Εξετάσεις) (Pancyprian Examinations) set by the Ministry of Education and Culture. Admission to the University is highly competitive, with a ratio of candidates to admissions of ten to one. There are approximately 4. 000 undergraduate students.

In order to be eligible for the examination, prospective students must be Cypriot citizens with at least one Cypriot parent. Applicants must also have the lyceum or technical school apolytirio (απολυτήριο) (school leaving certificate) (see sections 5.17.1. and 5.17.2.) and must have completed the required forms within the deadline set by the Ministry of Education and Culture.

The Pancyprian Examination is organised by the Examinations Service of the Directorate of Anoteri kai Anotati Ekpaidefsi (Ανώτερη και Ανώτατη Εκπαίδευση) (Higher and Tertiary Education), and is governed by the 2006 Law of Conduct for the Pancyprian Examinations which abolishes Law 180(I)/2000 and its amendments (54(I)/2001, 85(I)/2001 and 30(I)/2004. The 2006 Law safeguards the right to participate, the fees, the designated examination centres, the declaration of preference, the methods of grading, the readjustment of the initial grading, the examination material, the obligations of examiners, the committees of the examination centres and the facilities for candidates with special needs.

There are also a number of categories of admissions by special criteria, as follows:

- A limited number of places (up to 12% of Cypriot applicants) are offered to special categories of applicants, such as those disabled as a result of war, children of persons still missing following the Turkish invasion of 1974, applicants living in the occupied areas or those with close relatives who died during the invasion. Admission is only open to applicants in these categories who achieve a minimum mark in the entrance examination.
- A limited number of places are granted to applicants with special needs as well as mature students.
- Greeks of the diaspora and Cypriots who belong to specific religious or ethnic minority groups as determined by the Constitution, Cypriots who have repatriated from overseas and Cypriots who are permanent residents of other countries can claim a limited number of places (up to 3% of Cypriot admissions). These places are offered based on the results of examinations such as GCSE or GCE and other equivalent examinations.
- A number of places (10% of the total admissions) are offered to Greek citizens, or Cypriots residing in Greece, who pass the entrance examinations set by the Ministry of Education.

- Turkish Cypriots who hold a six-year high-school diploma are eligible for admission after passing special examinations set by the University.
- International students who are graduates of secondary level education and who have a good knowledge of Greek or Turkish may be admitted based on GCSE/GCE results (or equivalent) or on the results of special examinations set by the University.

The special categories, the numbers and criteria for admission to the public universities, outlined above, within and outside the Pancyprian Examinations procedures, based on Laws 22(I)/2006 and 51(I)/2007, have been under review recently within the framework of the ongoing dialogue for the revision of the Education System.

Postgraduate

The University of Cyprus began accepting postgraduate students in the academic year 1997/98.

Graduate students are offered places according to the Postgraduate Studies Regulations (see section 6.14.1.). The main provisions are:

- University level education in a relevant area and academic ranking (Grade Point Average in the appropriate subject)
- Letters of recommendation
- A personal interview at the discretion of each department

A department can adopt criteria in addition to those mentioned above.

Application forms for postgraduate places should be submitted to the Postgraduate Studies Coordinator of the relevant department by 15 April for the first semester and by 31 October for the second semester. The application should include:

- A curriculum vitae
- Copies of university degrees or a statement of expected graduation for the June preceding enrolment in the postgraduate programme
- A transcript
- A short statement (two pages maximum) of the student's research goals and interests
- Names and addresses of professors of tertiary level institutions. Letters of recommendation must also be sent directly to the department

Students who have been accepted must complete a registration form and submit it along with the required documents to the Academic Affairs and Student Welfare Office by the end of June. There are currently 1.100 postgraduate students.

Open University of Cyprus

Committed to the ideals of open learning, the Open University of Cyprus does not select its students based on written examinations.

Instead, applications are submitted by prospective students online and are evaluated on the basis of predetermined criteria. Based on these criteria, an automated system creates a ranking and, according to the number of student places available for each degree programme, students are selected for enrolment.

All students are informed of their rank via email and are instructed to accept or decline the position within a given time frame. Students that accept their positions are instructed to proceed with their electronic registration and submit all required documents to the Division of Academic Affairs.

Undergraduate

One hundred and twenty-one students were admitted to the undergraduate course (BA in Hellenic Civilization) in the academic year 2008/2009. A limited number of places is granted to applicants with special needs.

In order to be eligible to apply to the course, prospective students must be graduates of secondary level education and have a good knowledge of Greek as, at present, the sole teaching language is Greek. Applicants must also be able to adequately operate a personal computer and use the Internet.

The following evaluation criteria will be used to rank all prospective students applying for the BA in Hellenic Civilization:

- Grades and the number of years since obtaining the high school diploma (apolytirio)
- Knowledge of the English language or any other European language
- Post high school diplomas of any kind
- Unemployment

Postgraduate

Three hundred and nine students were admitted in 2008/2009 to all postgraduate programmes. In order to be eligible to apply to a postgraduate course, prospective students must be holders of a University level degree.

The following evaluation criteria will be used to rank all prospective students applying to all three graduate courses:

- Grade Point Average and number of years elapsed since obtaining an Undergraduate Title
- Working experience relevant to the graduate course
- Knowledge of the English language or any other European language
- Participation in conferences, diplomas of any kind, scholarships and awards
- References

A total of seventeen students were admitted to the first four PhD programmes. In order to be eligible to apply for a PhD degree, prospective students must be holders of a university postgraduate level degree on a related subject.

Thirty-six students were admitted in 2008/09 to the life-long learning undergraduate module and one hundred and one students were admitted to the postgraduate level modules. The evaluation criteria for the life-long undergraduate and postgraduate programmes are the same as those for the regular undergraduate and postgraduate ones.

Cyprus University of Technology

The Cyprus University of Technology, like all other public tertiary education institutions, has a policy of *numerus clausus*, which restricts the intake of students each year.

Undergraduate

Admission to the Cyprus University of Technology is based on the procedures and criteria outlined in Cyprus' 2006 Law of Conduct for the Pancyprian Examinations. For the academic year 2008-2009, the University accepted 500 students into its ten departments. Applications for enrolment into the Pancyprian Examinations and declarations of course preference should be submitted no later than March of the previous academic year. A limited number of places are offered to candidates who meet certain special criteria (i.e. foreign candidates).

Pre-requisites for admission to the ten departments of the Cyprus University of Technology, for the school year beginning September 2008 are in accordance with the framework of the 2008 Pancyprian Examinations.

There are also a number of categories of admissions by special criteria based on Laws 22(I)/2006 and 51(I)/2007. The categories and criteria applying for the academic year 2008/09 are very similar to those relating to the University of Cyprus in section 6.6.1. above. For more details on admission by special criteria, see the *Undergraduate Prospectus* of the Cyprus University of Technology. Eligible candidates for admission to the Cyprus University of Technology outside the Pancyprian Examinations procedures should meet the grade requirements defined by the relevant department. No candidate will be admitted if he/she fails to satisfy the minimum criteria as outlined below. Should the department applied to have different criteria, those criteria will apply. Candidates must:

- have passed GCSE/GCE O level or equivalent exams in Modern Greek.
- have passed three GCSE A level or equivalent exams with a combined grade of at least B,C,C, unless otherwise defined by an individual department.
- submit their relevant request with the Office of Student Affairs and Services by 30 April of their entrance year.

Exams considered the equivalent of the GCSE or GCE are determined by the Cyprus University of Technology.

Postgraduate

Graduate students are offered places according to the *Postgraduate Studies Regulations*. The main provisions are:

- holding a first degree in a relevant area
- two recommendation letters to be submitted with the application form
- curriculum vitae to be submitted with the application form
- personal interview

A department may adopt additional criteria to those listed above.

The University admitted its first twenty-five doctoral students in 2008/09.

6.6.2. Admission Requirements – Non-University Education

Paragraph 10 of part III of the Laws of tertiary education (67(I)/1996 to 1(I)/2004) contains the following regulation for the number of students in public institutions: "The number of students in each public institution shall be determined by a decision of the Council of Ministers, upon the recommendation of the Minister, submitted to the Council of Ministers after he has taken into account the remarks and views of the Council of each institution."

The basic admission requirement for public non-university institutions is the apolytirio from a lyceum or techniki scholi (τεχνική σχολή) (technical school) (or overseas equivalent), which marks the completion of twelve years of primary and secondary education.

In addition, all institutions running three-year diploma courses allocate potential students on the basis of the results obtained at the Pancyprian Examinations. Some also ask applicants to successfully pass an oral interview.

The School of Nursing and Midwifery

Admission is regulated by the following:

- Success in the examinations for the allocation of tertiary level places set by the Ministry of Education and Culture
- The applicants to the School of Nursing and Midwifery are requested to present a certificate of good health signed by a government doctor

For current developments in admissions, see section 2.2., 6.2. and 6.4.2..

The Higher Hotel Institute Cyprus (HHIC)

All of the programmes of the HHIC are open to those who satisfy the following minimum entrance requirements:

- A six-year secondary school apolytirio or equivalent.
- Very good knowledge of the English language (assessed by an entrance examination in English, unless the applicant holds a recognised qualification in English – see below).
- Very good health, confirmed by a health certificate.

Cypriot students are selected based on the results of the Pancyprian Examinations for the allocation of tertiary education places.

The selection of international students takes place after their qualifications have been evaluated and according to the existing number of vacant places. International applicants may also have to sit an entrance examination in Cyprus or at an approved Overseas Examination Centre. The examination is a written test of the English language, which may be waived for holders of a recognised qualification in English, such as GCE O level English (grade C or higher) or TOEFL (500 or higher).

A limited number of places (up to 5%) are allocated to applicants in special categories such as the children of persons missing, injured or killed as a result of the 1974 Turkish invasion, the children of those enclaved in the occupied areas and those suffering from thalassaemia or chronic diseases such as diabetes.

The Higher Technical Institute (HTI)

In order to be admitted to HTI, students must be secondary school graduates (with a minimum duration of six years) or equivalent. Students are selected based on the results of the Pancyprian Examinations for the allocation of tertiary education places.

Under certain circumstances (and with the approval of the Board of Governors) overseas students may be exempted from the entrance examination.

For current developments in admissions, see sections 2.2., 6.2. and 6.4.2..

The Mediterranean Institute of Management (MIM)

Applicants eligible for admission to the postgraduate diploma programme are:

- Unemployed Cypriot university graduates who, with the help of the MIM, will be recruited and sponsored by businesses prior to the commencement of the programme.
- Employed Cypriot university graduates who are sponsored by their employers to attend the programme.
- Cypriot university graduates who wish to attend the programme at their own expense.
- Overseas university graduates who either wish to attend at their own expense or who are awarded a scholarship (see section 6.8.2.).

The basic admission requirements are:

- A first degree or equivalent qualification from a recognised university
- Very good knowledge of English
- Proven academic ability and managerial potential
- Successful completion of the MIM admission examination for Cypriot applicants

The number of students admitted to the programme is limited to thirty. For the suspension of the morning programme in September 2007, see section 6.2. above.

The Cyprus Forestry College

According to the *Forest Trainees Regulations* of 2002and amendments of 2007 and 2008 Cypriot candidates, for admission to the first year preparatory Forest Trainee Course, are required to be under 28 years of age, to have completed six years of secondary education, to have completed their obligations or to be legally exempt from military service, be physically fit and of good character. In addition, they are required to pass the College Entrance Examinations in English, Mathematics, General knowledge and Greek language and attend a selection interview.

Overseas candidates for admission to the second year Diploma Course must be physically fit and of good character and possess one of the following entry qualifications:

- A two-year Certificate in Forestry (or its equivalent) from a well-recognised school or a two-year Certificate in Agriculture or in a related field with merit grades in all major subjects from a well-recognised school of Natural Resources plus some years practical experience in Forestry.
- A General Certificate in Education at O level (or its equivalent) with passes in at least four subjects including relevant sciences plus three years practical experience in Forestry. Such other qualifications as the College deems to be acceptable in lieu of those specified above.

The Cyprus Police Academy

A successful applicant must:

- Be a high school graduate
- Be a citizen of the Republic of Cyprus
- Be of good health and character
- Have completed his military service (for men)
- Be 18 to 28 years old (university graduates or police members are accepted up to the age of 40). No special constables are recruited as from April 2004.
- Be not less than 1.65 tall for men – 1.60 for women
- Be able to speak at least one foreign language fluently
- Pass entrance examinations (written and oral)
- Pass a fitness test

6.7. Registration and/or Tuition Fees

6.7.1. Registration and/or Tuition Fees – University Education

University of Cyprus

Undergraduate

Fees for Cypriot and EU undergraduate level students total €1.709 per semester. These are paid in full by the State. The government also pays the fees of students admitted from Member States of the European Union.

The fees for international undergraduate students are €3.417 per semester.

Postgraduate

The fees for postgraduate students are set by the Council of Ministers. According to the Postgraduate Prospectus 2008/09 the current fees are as follows:

- Master Programmes: €5.125 per programme.
-
- Master in Business Administration (MBA): €10.251.

For a PhD, the fee is set at:

- €427 per course for the taught stage

- €854 per semester for the research stage
- €170 per semester for the dissertation writing stage

In addition, all postgraduate students must pay a minimum deposit of €854 for registration, which is not refundable – except for the dissertation stage of the PhD.

All fees at both the postgraduate and undergraduate levels are paid to the University. There are no compulsory financial contributions.

Open University of Cyprus

Undergraduate

The tuition fees, per module, for all international students, i.e. non-Cypriot and non-EU citizens, are set at €1.350. Cypriot and European citizens do not pay tuition fees. They pay €220 for administration charges.

Postgraduate

The fees for postgraduate studies at Master's level are set at €1.350 per module. The fees for all life-long learning programmes, which are self-funded, are set at €1750 per module.

Currently, tuition fees cover the cost of studying at the University as well as charges for registration, tuition, supervision, examinations and graduation.

Cyprus University of Technology

Undergraduate

Full tuition is €1.700 per semester for Cypriot students and European Union citizens. This amount is paid by the Republic of Cyprus. Third country students pay €3.400 per semester.

Postgraduate

The fees for postgraduate studies are set by the Council of Ministers.

The current fees for the Master in Environmental Health are €10,000.

6.7.2. Registration and/or Tuition Fees – Non-University Education

Fees are not usually paid by Cypriot students attending public non-university tertiary education institutions. In some institutions, all students receive free accommodation and board.

International students are required to pay fees to attend these institutions. These fees range from €3.759 to €8.543 per year. All fees are paid to the institution.

The Higher Hotel Institute Cyprus (HHIC)

Citizens of Cyprus, Greece and all other European Member states do not pay fees to attend the HHIC.

International students pay fees of €4.272 per year, which must be paid in advance.

All students pay €34,17 to the HHIC development fund, which includes access to PCs and the photocopy machine. Additionally, they pay a €10 compulsory enrolment fee for the Student Union and €17,09 to receive their diploma. In addition, students must purchase uniforms, books and equipment, which range from €500-600 per academic year.

No refunds are given for absence, dismissal or withdrawal from the programmes.

The Higher Technical Institute (HTI)

Cypriot and EU students of the HTI do not pay any fees for their studies. International students pay an annual fee of €1.708.

All students are required on enrolment to insure against personal accident occurring at the Institute's premises or during industrial placement. The HTI operates an insurance scheme in cooperation with insurance companies, with a nominal premium which is payable by the students.

The Mediterranean Institute of Management (MIM)

As mentioned in sections 2.2. and 6.2. the morning postgraduate programme of MIM has been suspended in 2007 in order to be redesigned.

The tuition fees for the evening postgraduate programme are €3.425 and are payable in five instalments. Companies whose staff are participating in MIM programmes are entitled to a subsidy from HRDA as follows: 70% of the fees for small-to medium size companies and 50% for large size companies.

Ten scholarships, which cover 50% of the fees, are offered to ten students selected by the Cyprus Scholarship Board.

The cost of purchasing books is approximately €1.000.

The Cyprus Forestry College

Cypriot Forestry trainees are not required to pay any tuition fees or fees for board and lodging. Whilst at the College, they also receive a monthly pocket money allowance. Overseas students are sponsored by their government, international funding organisations or the Republic of Cyprus. The scholarships cover their tuition fees amounting to €4.613 annually as well as board and lodging and other allowances.

The Cyprus Police Academy

Students are not required to pay any tuition fees.

6.8. Financial Support for Students

6.8.1. Financial Support for Students – University Education

Student grants were introduced under a special law passed by the House of Representatives in January 1996. These grants replaced the tax relief that was previously provided by the government.

All students from Cyprus, both in university and non-university tertiary education, receive a grant from the Government of Cyprus totalling €1.708 per academic year, increased to €2.562 if they are paying fees. This grant is not subject to means-testing. Students from large families receive an additional €854.

In March 2009, the Ministry of Education and Culture announced an additional €12m package of measures for student welfare, effective from September 2009. These measures cover student accommodation, transport, food and the purchase of books and PCs. They will be subject to income and family criteria and apply both to students of public and private universities, except the food subsidy, which is reserved only for the former. The measures also include an increased number of scholarships of €3,000-€4,000 each for Cypriot undergraduates studying abroad.

University of Cyprus

The Social Support Office of the Academic Affairs and Student Welfare Service of the University of Cyprus provides guidance on financial problems for all students. Students with very serious financial problems may be subsidised by the Student Welfare Fund, which is financed by private initiatives.

All students are granted free medical and pharmaceutical care by all public hospitals when they show their student identity card. In addition, the University Health Centre offers first aid and advice on health issues, organises health campaigns and refers students to public hospitals.

The University began operating a number of student dormitories (two hundred and eight bedspaces) on the new campus in September 2003. Due to the limited number of bed spaces available on campus, the Housing Office maintains a list of flats and houses for rent at the beginning of the academic year.

Five scholarships totalling €3.845 each are awarded to Greek students attending the University of Cyprus, based on the results of their examinations. The Government of Cyprus also offers meal coupons every term to students from Greece or the Greek diaspora.

The University offers a limited number of positions for students to work both within and outside the University.

The State offers scholarships to some postgraduate students. In addition, the University may subsidise a postgraduate student who offers to work as an assistant in a department. Assistance work may involve assisting in teaching, tutorials, helping with assignments, laboratory supervision or marking papers. Monthly earnings can amount to between €341-€683 for a maximum period of ten months.

Open University of Cyprus

The integration of students with disabilities and many dependants is of prime importance to the Open University of Cyprus, which offers reduced tuition or total elimination of any applicable fees to the above student populations.

Specifically, students with more than 50% disability are allowed to study without having to pay tuition, after application to and approval by the Governing Board.

Further financial support is provided to families with three or more dependent children. The support is provided in the form of reduced tuition fees as follows:

- Students with three dependent children pay only 80% of the tuition fees
- Students with four dependent children pay only 60% of the tuition fees
- Students with five dependent children pay only 40% of the tuition fees
- Students with more than five dependent children do not pay tuition fees

Cyprus University of Technology

Students can contact the Service for Academic Affairs and Student Welfare (SAASW), which is responsible for subject registrations, the issuing of certificates, accommodation, facilitating and development of student clubs, the provision of information for postgraduate studies, providing advisory guidance on issues of employment and professional prospects.

The SAASW

- supports financially a number of students through the Welfare Fund of the University.
- announces the annual scholarships and awards to the students offered by other organizations, institutions or industries. The Cyprus State Scholarship Foundation grants an annual scholarship of around €3400 to a student from each department. Additionally the Cyprus Government grants an annual scholarship of around €3700 to a Greek student in each Faculty of CUT.

The University also provides the following services for the students:

- Advisory and psychological support
- Support for students with special needs
- Sports and athletic activities.
- Medicare. All students are entitled to medical care from the state hospitals upon presenting their student ID
- Information on employment opportunities. Students are informed of temporary vacancies in the University or of part-time employment outside the University.

- Student Union (SUCUT), which according to the CUT law, students are represented in all the bodies of administration and decision-making of the University
- Student Services and Information Centre (SSIC)
- Student clubs which provide cultural, artistic and recreational activities for the students.

6.8.2. Financial Support for Students – Non-University Education

All students in the non-university sector receive a government grant – see section 6.8.1. above.

The School of Nursing and Midwifery

As mentioned in 2.2. and 6.2. above, the School of Nursing and Midwifery has accepted its last intake of students in 2006/07. The students of the School of Nursing are granted an allowance as follows:

Year 1	€222 per month plus €256 allowance for the purchase of books
Year 2	€251 per month plus €170 book allowance
Year 3	€266 per month plus €170 book allowance

All students are offered free medical and pharmaceutical care at the government hospitals and outpatient departments.

The Higher Hotel Institute Cyprus (HHIC)

HHIC students from Cyprus are eligible for the €1709,60 per year special grant from the government. Students from families of three or more children receive €854,30 extra per year. In addition, the HHIC provides accommodation at a greatly reduced rate (€205,40 per room per month – one room can accommodate three persons), free lunches during the week, medical insurance and free medical coverage.

A number of scholarships for international students are offered to various governments by the Cyprus Government. Applications for these scholarships are submitted directly to the HHIC via the appropriate national authority of the applicant.

The Higher Technical Institute (HTI)

HTI students from Cyprus are eligible for the state grant of €1.700 per year. Overseas students pay €1.700 as annual fees.

A number of scholarships are awarded to students annually on the basis of performance and other criteria as specified in the relevant regulations. In addition, a number of prizes sponsored by specific donors are awarded to graduating students based on performance.

The Mediterranean Institute of Management (MIM)

Arrangements in place before the morning full-time programme was suspended in 2007, were as follows (see sections 2.2. and 6.2.): For Cypriot applicants who wished to be employed through the programme, the MIM arranged interviews with interested organisations. Employment of those applicants selected could start on a full-time basis before the beginning of the programme. The MIM recommended that employers paid an adequate monthly stipend – in addition, the employers were required to pay the MIM fees – see section 6.7.2..

A number of scholarships were offered to participants from Commonwealth and other developing countries by the Cyprus Government, the Commonwealth Fund for Technical Cooperation (CFTC), the United Nations Development Programme (UNDP) and other organisations. For current developments, see section 6.2. above.

The Cyprus Forestry College

Students from Cyprus are eligible for the €1.700 per year special grant from the Cyprus Government. Cypriot and overseas forestry trainees receive a monthly allowance of €128 as well as free medical insurance and care at government hospitals. Students also benefit from free photocopying facilities and low cost stationery, books and instruments from the College bookshop.

A number of scholarships for international students are offered to various governments by the Republic of Cyprus. Applications for these scholarships are submitted directly to the College via the appropriate official authorities of the applicant.

The Cyprus Police Academy

Students receive a monthly salary during their three-year training.

6.9. Organisation of the Academic Year

6.9.1. Organisation of the Academic Year – University Education

University of Cyprus

The organisation of time at the University is decided by the University Council. The academic year comprises two semesters.

The academic year 2008/09 was organised as follows:

First Semester	
1-5 September	Registration and orientation of new students
8 September	Classes begin
5 December	Classes end
6-8 December	Study period
9-23 December	Examinations
24 December–11 January	Vacation period
1 October 28 October	Public Holidays
Second Semester	
12-16 January	Registration
19 January	Classes begin
30 April	Classes end
2-7 May	Study period
8-22 May	Examinations
13-26 April	Vacation period
15 July	End of academic year
6 January 2 March (Green Monday) 25 March 1 April 1 May	Public Holidays

Open University of Cyprus

The academic year 2008/09 was organised as follows:

1-10 June	First Year Student Registration
1-10 July	Second Year Student Registration
1 October	Classes begin
End of May	Classes end
29 May-28 June	Examinations
1 October 28 October 24-26 December 6 January Green Monday 25 March 1 April 17-20 April 1 May	Public Holidays

Cyprus University of Technology

The organisation of time at the Cyprus University of Technology is decided by the University Council. The academic year comprises two semesters.

The academic year 2008/09 was organised as follows:

First Semester	
1-5 September	Registration and orientation of new students
8 September	Classes begin
5 December	Classes end
6-8 December	Study period
9-23 December	Examinations
24 December–11 January	Vacation period
1 October 28 October	Public Holidays
Second Semester	
12–16 January	Registration
19 January	Classes begin
30 April	Classes end
2-7 May	Study period
8-22 May	Examinations
13-26 April	Vacation period
15 July	End of academic year
6 January 2 March (Green Monday) 25 March 1 April	Public Holidays

1 May	

6.9.2. Organisation of the Academic Year – Non-University Education

Paragraph 13(1) of part II of the Tertiary Education Laws (67(I)/1996 – 1(I)/2004) states that the schedules of classes of the programmes of study of each public institution is determined by the Minister based on the recommendation of the Council of the institution. For current developments for the Nursing School, HTI, MIM and HHIC, see sections 2.2 and 6.2. above.

The School of Nursing and Midwifery

The academic year runs from 1 September to 31 June. The holiday period for Christmas is 23 December to 6 January inclusive, and for Easter two weeks. The total length of the academic year is thirty-nine weeks.

The Higher Hotel Institute Cyprus (HHIC)

The academic year of the HHIC is organised as follows:

2-30 September	Induction course for first year students
2 October–28 January	First semester
22 December- 6 January	Christmas holidays
2 February–29 May	Second semester
15 April–22 April	Holidays
1 June–30 September	Industrial training for first and second year students
1 October 28 October 6 January Green Monday 25 March 1 April 1 May	Public holidays

The academic year runs from 1 September to 31 August. The holiday period for Christmas is 22 December to 6 January inclusive, and for Easter from the Wednesday before Good Friday to the Tuesday after Easter Sunday.

The Higher Technical Institute (HTI)

HTI's academic year is divided into two semesters, the first running from August to January and the second from the end of January to June. The total length of the academic year is forty weeks, as follows:

- First semester – instruction (15 weeks) + examinations (3 weeks) + holidays (2 weeks)
- Second semester – instruction (15 weeks) + examinations (3 weeks) + holidays (2 weeks)

First semester 1 September 2008 – 23 January 2009	
Preparatory work	1-12 September
Enrolments of second and third year students	11 & 12 September
Classes begin	15 September
Mid-semester examinations	30 October-7 November
End of semester examinations	9-22 January

Second semester 26 January – 26 June	
Classes begin	26 January
Industrial training begins	26 January
Mid-semester examinations (second year)	18-27 March
Mid-semester examinations (third year) (Industrial training suspended)	24-27 March
Industrial training ends	20 May
Final examinations (second year)	28 May–12 June
Final examinations (third year)	26-28 May
Submission of written reports for diploma project	3 June
Oral interviews for diploma project	9-12 June
Graduation ceremony	26 June

The Mediterranean Institute of Management (MIM)

The Postgraduate Management Diploma Programme was of eleven months duration, divided into three semesters and was repeated annually between September and July.

The table below shows the organisation of a typical academic year in 2006/07 before the morning programme was suspended in September 2007 (see section 6.2.):

First semester (twelve weeks x eighteen hours per week)	
Commencement	18 September
End	8 December
Examinations	12-22 December
Second semester (twelve weeks x eighteen hours per week)	
Commencement	2 January
End	23 March
Examinations	26 March-4 April
Third semester (twelve weeks x eighteen hours per week)	
Commencement	16 April
End	6 July
Examinations	19-20 July
Graduation	27 July

The Cyprus Forestry College

The academic year is divided into four terms as follows:

First term (Autumn) 1 October–21 December (12 weeks)	Theoretical and practical sessions. Mid-term examinations. First term examinations
Second term (Winter) 7 January–15 April (14 weeks)	Theoretical and practical sessions. Mid-term examinations. Second term examinations
Third term (Spring) 1 May–30 July (13 weeks)	Theoretical and practical sessions. Mid-term examinations.
July	Final examinations Graduation ceremony
Fourth term (Summer) 2-31 August (4 weeks)	Project work
September	Holidays

The Cyprus Police Academy

The academic year is divided into two semesters:

First semester	Theoretical and practical sessions Mid-term exams Final exams
Second semester - First quarter (Mobile Immediate Action Unit)	Theoretical and practical sessions Mid-term Final exams
Second semester – Second quarter (Police Academy)	Theoretical and practical sessions Mid-term examinations Final examinations Graduation ceremony

6.10. Branches of Study, Specialisation

6.10.1. Branches of Study, Specialisation – University Education

University of Cyprus

The University of Cyprus offers undergraduate and postgraduate programmes through the following faculties and departments:

- Faculty of Humanities: Departments of English Studies, French Studies & Modern Languages, Turkish Studies and Middle Eastern Studies, Language Centre.
- Faculty of Pure and Applied Sciences: Departments of Biological Sciences, Mathematics & Statistics, Computer Science, Physics and Chemistry.
- Faculty of Social Sciences and Education: Departments of Education, Social & Political Sciences, Law and Psychology.
- Faculty of Economics and Management: Departments of Public & Business Administration, Economics, the Economics Research Centre and the Centre for Banking and Financial Research.
- Faculty of Engineering: Departments of Architecture, Electrical & Computer Engineering, Mechanical & Manufacturing Engineering and Civil & Environmental Engineering.

- Faculty of Letters: Departments of Byzantine and Modern Greek Studies, History & Archaeology, Classics & Philosophy and the Archaeological Research Unit.

Undergraduate

The University offers the following degrees through the departments mentioned above:

Department	Degree
English Studies	English Language and Literature
French Studies and Modern Languages	French Language and Literature
Turkish and Middle Eastern Studies	Turkish Studies
Biological Science	Biological Sciences
Chemistry	Chemistry
Computer Science	Computer Science
Mathematics and Statistics	Mathematics Mathematics and Statistics
Physics	Physics
Education	Education/Preschool Education/Primary School
Law	Law
Psychology	Psychology
Social and Political Sciences	Political Science Sociology
Economics	International, European and Economic Studies Economics
Public and Business Administration	Accounting Finance Management Science Marketing/Management
Architecture* Architecture is currently offered by the Department of Civil and Environmental Engineering	Architecture
Civil and Environmental Engineering	Civil and Environmental Engineering
Electrical and Computer Engineering	Computer Engineering Electrical Engineering
Mechanical and Manufacturing Engineering	Mechanical and Manufacturing Engineering
Byzantine and Modern Greek Studies	Byzantine and Modern Greek Language and Literature
Classics and Philosophy	Classical Studies Philosophy
History and Archaeology	History and Archaeology

The University allows for the establishment of interdisciplinary programmes which may be proposed by the relevant departments and must have the approval of the Senate and the respective faculties.

The academic year comprises two semesters. Usually eight semesters are required for graduation at the undergraduate level, but it may be extended to a maximum of twelve semesters.

Postgraduate

The University of Cyprus began accepting postgraduate students in 1997/98.

Currently all academic departments of the University offer postgraduate programmes of study at the Master (MA and MSc) and PhD levels in a range of subjects, as shown in the table below. These programmes can be offered by each University department individually, by two or more University departments (with the consent of the departments and faculties involved) or in cooperation with other universities.

Students can study either full- or part-time. A full-time student is considered to be one who attends a minimum of 15 ECTS (see section 6.11.1.) per semester.

Department	Degree
English Studies	Applied Linguistics*** English Literature and Comparative Cultural Studies***
French Studies and Modern Languages	French Studies***
Turkish and Middle Eastern Studies	Turkish Studies***
Biological Sciences	Molecular Biology*** Experimental Molecular Biology***
Chemistry	Chemistry***
Computer Science	Advanced Information Technologies* Computer Science**
Mathematics and Statistics	Applied Mathematics* Pure Mathematics* Statistics** Applied Statistics* Mathematics**
Physics	Physics*** Foundations of Physics*
Education	Curriculum Development and Instruction*** Didactics and Methodology of Mathematics* Educational Leadership*** Learning in Natural Sciences*** Mathematics Education*** Pedagogical Sciences*
Law	International Law and European Law***
Psychology	Cognitive, Developmental and Educational Psychology*** Applied Programme in School Psychology* Theoretical Programme in Cognitive, Developmental and Educational Psychology*
Social and Political Sciences	International and European Politics* Political Science** Sociology** Social and Political Theory*
Economics	Economics Analysis* (in Greek and English) Economics*** Monetary and Financial Economics*

Public and Business Administration	Accounting** Administration** Finance*** Business Administration (MBA)* (in Greek and English)
Architecture	Architecture** (The programme is currently offered by the Department of Civil and Environmental Engineering)
Civil and Environmental Engineering	Civil Engineering*** Environmental Engineering***
Electrical and Computer Engineering	Computer Engineering*** Electrical Engineering***
Mechanical and Manufacturing Engineering	Mechanical and Manufacturing Engineering***
Byzantine and Modern Greek Studies	Modern Greek Philology***
Classics and Philosophy	Classical Studies***
History and Archaeology	Modern and Contemporary History** Mediterranean Archaeology ***
	Byzantine Studies*** (Interdepartmental Programme of BMG-HIS)

* = Masters ** = PhD *** = Masters and PhD

In order to meet the requirements for an MA or MSc, a student must attend full time for a minimum of three semesters. The period of study may be extended, subject to approval by the Senate, to up to four academic years.

The requirements for a PhD include the successful completion of a minimum of 60 ECTS (see section 6.11.1.) at the postgraduate level. A credit unit normally corresponds to a weekly course of 50 minutes duration per semester. The time for obtaining a PhD cannot exceed eight years from the day of admission to the postgraduate programme.

Open University of Cyprus

The Open University of Cyprus accepted its first students in 2006.During the academic year 2008/09 the Open University offered both postgraduate, undergraduate and life-long learning programmes.

Postgraduate

The Open University of Cyprus is currently offering three postgraduate programmes at the Master level in the following subjects:

- Master in Health Care Management
- Master in Education Studies
- Master in Information Systems

In 2008/09, the University introduced four PhD degrees in the following subjects:

- Education Studies
- Health Care Management
- Information Systems
- Hellenic Civilisation

- In 2008/09, the Open University offered the following postgraduate level life-long course modules (self-funded):Open and Distance Education

- Introduction to Adult Education
- Teaching of Natural Sciences
- Business Administration
- Banking/Finance

Undergraduate

The Open University of Cyprus offered its first undergraduate programme in 2007/08:

- Bachelor in Hellenic Civilisation Studies

In 2008/09, the University offered one life-long course module:

- Administration Business

Cyprus University of Technology

During its second year of operation (2008/09),the Cyprus University of Technology (CUT) admitted to its ten programmes of studies, approximately 500 undergraduate students. The CUT admitted students for PhD studies in the academic year 2008/09. Master degree programmes are expected to commence in the academic year 2009/10. The CUT offers undergraduate and doctoral level programmes through the following faculties and departments:

- Faculty of Applied Arts and Communication: Departments of Communication and Internet Studies, Multimedia and Graphic Arts.
- Faculty of Economics and Management: Departments of Commerce, Finance and Shipping, Hotel and Tourism Management.
- Faculty of Engineering and Technology: Departments of Civil Engineering and Geomatics, Electrical Engineering and Information Technology and Mechanical Engineering and Materials Science and Engineering.
- Faculty of Geotechnical Sciences and Environmental Management: Departments of Agricultural Sciences, Biotechnology and Food Science, Environmental Management.
- Faculty of Health and Sciences: Department of Nursing.

Undergraduate

The CUT offers the following degrees through the departments mentioned above:

School	Department	Degree
Applied Arts and Communication	Department of Communication and Internet Studies	Communication and Internet Studies Specialisations: - Communication Technologies - Information Management - Information Society
	Department of Multimedia and Graphic Arts	Multimedia and Graphic Arts Specialisations: - Multimedia - Graphic Arts
Geotechnical Sciences and Environmental Management	Department of Agricultural Sciences, Biotechnology and Food Science	Agricultural Sciences, Biotechnology and Food Science Specialisations: - Crop Science and Technology - Animal Science and Technology - Food Science and Technology
	Department of Environmental Management (2008)	Environmental Management
Health Sciences	Department of Nursing	Nursing
Economics and Management	Department of Hotel and Tourism Management	Hotel and Tourism Management Specialisations: - Hotel Management - Tourism Management
	Department of Commerce, Finance and Shipping (2008)	Commerce, Finance and Shipping Specialisations: - Finance - Shipping
Engineering and Technology	Department of Electrical Engineering and Information Technology	Electrical Engineering and Information Technology Specialisations: - Electrical Engineering - Information Technology
	Department of Mechanical Engineering and Materials Science and Engineering	Mechanical Engineering and Materials Science and Engineering Specialisations: - Mechanical Engineering - Materials Science and Engineering
	Department of Civil Engineering and Geomatics	Civil Engineering and Geomatics Specialisations: - Civil Engineering - Surveying and Geo-informatics Engineering

Postgraduate

The CUT has already accepted students for postgraduate study at doctoral level. Master degree programmes are expected to commence in the academic year 2009/10.

6.10.2. Branches of Study, Specialisation – Non-University Education

Public non-university tertiary institutions offer specialised programmes in various fields required by the state and the two communities, ranging from engineering to nursing, hotel and tourism management, forestry and other professional disciplines.

The programmes are oriented towards technical and professional knowledge, and are designed to offer the students the necessary knowledge and skills to enable them to work either in industry or in the public sector.

The Higher Technical Institute (HTI)

The Institute offers three-year full-time courses for the Technician Engineer Diploma in the following fields:

- Civil Engineering
- Electrical/Electronic Engineering
- Mechanical Engineering
- Marine Engineering
- Computer Studies

Law 1(I)/2004 recognises the programmes of study at the HTI as equivalent to the qualifications of the first cycle of tertiary education in technological disciplines.

The HTI also hosts short courses and seminars on new technology and offers evening preparatory courses for the part II examinations of the Engineering Council of the United Kingdom.

For current developments as regards the future of HTI, see sections 2.2. and 6.4.2. above.

The Higher Hotel Institute Cyprus (HHIC)

The HHIC offers the following full time programmes:

- Two-year diploma course in Hotel and Catering Operations (course offered in both English and Greek).
- Three-year diploma course in Culinary Arts (course offered in both English and Greek)

The successful candidates of the three-year programmes are awarded the Higher Diploma; the successful candidates of the two-year programmes will be awarded the Diploma, while the successful candidates of the one-year programmes receive a Certificate.

The School of Nursing and Midwifery

The School of Nursing offers a basic course of three-years and three-months duration leading to a Diploma in General Nursing and registration for the First Level of General Nursing. Diploma graduates are automatically entitled to full membership of the Cyprus Nurses Association.

The School also offers twelve-month post-diploma courses in Nursing Administration, Peri-operative Nursing, Community Nursing, Mental Health Nursing, Intensive Therapy Nursing and Midwifery (this course lasts 18 months). These post-diploma courses are required for working in specialised nursing units.

For current developments as regards the future of the School of Nursing, see sections 2.2. and 6.4.2..

The Mediterranean Institute of Management (MIM)

The Postgraduate Management Diploma Programme offers core units in subjects such as Management Accounting, Human Resource Management and Business Statistics as well as the possibility of specialisation in General Management, Marketing Management and Operations Management. For 2007 developments, see section 6.2. above.

Cyprus Forestry College

The Cyprus Forestry College offers a three-year diploma, leading to the award of the Diploma in Forestry. The diploma is designed to provide proper theoretical and practical training at a technical level in the general principles of Forestry and Forestry Practice. The first year is based mainly on manual and practical forestry work with supporting lectures. Subjects taught in the second and third years include Silviculture, Botany, Surveying, Forest Harvesting and Chainsaws, Fire Protection and Forest Engineering, Forest Mensuration, Forest Management, Nature Conservation, Timber Utilization, Nursery Management, Recreation, Agroforestry, Entomology/Pathology, Ecology, Administration, Forest Policy/Law, Geology/Soils, Meteorology, Genetics, Computers, Human Rights, Explosives and First Aid.

The College also offers the following courses for qualified overseas students:

- A six-month post-diploma course, leading to the award of the Higher Diploma in Forestry
- A short training course, leading to the award of the Certificate in Forestry

The Cyprus Police Academy

The Cyprus Police Academy offers a three-year programme leading to the award of a Diploma. The programme is designed to provide proper theoretical and practical training to police constables. During the first academic year, training is theory-based. In the second and third years, training is mainly practical and takes place in various Police Divisions, Departments and Units.

6.11. Curriculum

6.11.1. Curriculum – University Education

University of Cyprus

The structure and nature of educational curricula and courses are determined by the Departmental Boards of the University and approved by the Senate and the Council.

Undergraduate

The programmes of study at the University of Cyprus are based on the European Credit Transfer and Accumulation System (ECTS) of credit hours. One credit hour is normally equivalent to one weekly 50-minute class per semester.

A class may take the form of a tutorial, laboratory work, lecture, seminar or exercise, according to the requirements of the particular departmental programme. A degree is awarded after the successful completion of a programme of studies offered by a department.

All undergraduate students are required (as part of their 240 ECTS needed to graduate at the undergraduate level) to satisfy the Foreign Language Requirement, by attending two or three courses. Grades obtained in these courses will be recorded on the transcript and included in the Grade Point Average (GPA). In exceptional cases, subject to the decision of the department offering the courses, partial or total exemption from the foreign language requirement may be granted. This will be recorded on the transcript.

The Language Centre of the University provides resources and services for members of the University who are studying foreign languages, either as part of their programme or out of personal interest. The Centre offers five courses in English, five in French, four in German, four in Italian, three in Spanish, three in Turkish and three in Russian. All syllabuses are aligned with the Common European Framework of Reference.

Postgraduate

The postgraduate programmes of each department are supervised by a three-member Postgraduate Programmes Committee, chaired by a Postgraduate Programmes Coordinator. The Coordinator may be the Chairperson of the department or a member of the academic staff appointed by the Chairperson. The other members of the committee are appointed by the Departmental Board. The Committee is appointed for a two-year term.

The department appoints an Academic Supervisor for every student in the Postgraduate Programme – at the research stage of a PhD a Research Supervisor is appointed to guide the student in his/her research and provide the necessary support and advice.

Postgraduate studies at the University are subject to the Postgraduate Studies Regulations (see section 6.14.1.).

Open University of Cyprus

Course material, module duration and credit units, are governed by internal regulations.

The Open University of Cyprus degree structure and credit system is based on the concept of modules that cover specific topics at both an undergraduate and graduate level. The duration of each module is 10 months, and its educational material corresponds to approximately 3 classes of a conventional university.

In each academic year, students can register for a maximum of 3 modules as far as the undergraduate courses are concerned and to a maximum of 2 modules for the graduate courses.

To be awarded an undergraduate title, successful completion of at least 12 modules is required, while to be awarded a graduate title, students need to successfully complete 3 to 4 modules and/or submit a dissertation, depending on the course. For the award of a PhD degree, students need to submit a thesis.

Cyprus University of Technology

The structure and content of curricula are determined by the Departmental Advisory Committees of the University and approved by the Interim Governing Board.

Undergraduate

The System of Studies is based on ECTS credits and attendance of courses is mandatory.

To earn a degree, students must complete at least 240 ECTS credits, as defined by the relevant Programme of Studies. Those 240 credits include credits from electives, in addition to credits earned towards a major. In order to graduate, students must attend courses in at least two of the University's five schools. In addition to electives, students must also study one foreign language. Students' performance in their foreign language courses will be calculated as part of their Grade Point Average.

The Language Centre of the University provides language courses catering for the needs of students, teaching and administrative personnel of the University and the wider community. It offers courses in English for Academic and for Specific Academic Purposes as well as German language courses. In the future the Language Centre is planning to introduce more language courses in Italian, French, Greek, Turkish, Arabic, Chinese and Russian.

Postgraduate

The postgraduate programmes are supervised by a three-member Committee chaired by a Coordinator. The Coordinator may be the Chairperson of the Department or a member of the academic staff appointed by the Chairperson. The other members of the Committee are appointed by the Departmental Board. The Committee is appointed for a two-year term.

The Department appoints an Academic Supervisor for every student in the postgraduate programme who will offer guidance to the student throughout the programme of study. At the research stage of a PhD, a Research Supervisor is appointed to guide the student in his/her research and provide the necessary support and advice.

6.11.2. Curriculum – Non-University Education

Studies at non-university tertiary institutions are organised in courses including different specialisations and leading to a diploma. The diploma programmes are designed by the institution, and they are oriented towards those fields of working life where professional expertise is required.

Paragraph 12(1) of part III of the laws governing non-university tertiary education (see section 6.3.2.) states that the programmes of study of each public institution are determined by the Council of Ministers based on the recommendation of the Minister. The recommendations for the programmes of study are submitted after consultation with the Council of the institution and the Tertiary Advisory Committee. Paragraph 13(1) goes on to say that the curricula of the programmes of study are determined by the Minister based upon the recommendation of the Council of the institution.

The diploma programmes consist of a combination of basic professional studies and practical training. The language of instruction for most of the institutions is English, with some elective subjects taught in Greek.

The School of Nursing and Midwifery

The diploma course of the School of Nursing consists of 5.208 teaching hours, 2.415 theory and 2.793 clinical practice, to comply with E.U. Directives that set the minimum requirement of 4.600 hours training in General Nursing.

One of the compulsory subjects is English Language, focussing on grammar, reading, writing and aural comprehension. The programme is divided into 14 modules, including Health and Social Sciences.

For current developments, see sections 2.2. and 6.4.2. above.

The Higher Hotel Institute Cyprus (HHIC)

The content of the Diploma programme in Hotel and Catering Operations is as follows:

- 16 Professional modules
- 12 Language modules
- 4 General Education modules
- 2 Humanity modules
- Industrial Training

The content of the Higher Diploma programme in Culinary Arts is as follows:

- 25 Professional modules
- 14 Hospitality Operations modules

- Fourteen Language modules
- Four General Education modules
- Industrial Training
- Final Year Project

The Higher Technical Institute (HTI)

Education at the HTI consists of lectures, assignments and practical and experimental work in laboratories as well as industrial training for six weeks during the summer holidays in the first and second years and sixty days during the third year of studies (amounting to a total of one thousand hours). During the third year, students in all specialisations undertake a diploma project.

The curriculum structure of the HTI is as follows:

- The programme of studies (and its related curriculum) is structured on a unit basis and consists of groups of compulsory subjects, compulsory elective subjects and optional subjects.
- Each subject is quantified by the use of semester equivalent units of internationally recognised size. A minimum of one hundred and five units is required in order to graduate.
- The structure of each programme of study (and its related curriculum) is based on a system of prerequisites, corequisites and independent subjects. This is specified in terms of transferable subjects (corequisites and independent subjects) and non-transferable subjects (prerequisites).
- The system enables the implementation of an industrial training programme of one semester's duration (four days per week) during the final year of studies in accordance with the recommendations of the Human Resource Development Authority.
- Subjects of study are either theoretical (assessed by written examination), or practical (assessed by evaluation of practical assignments), or theoretical/practical subjects assessed by both written examination and evaluation of assignments.

For current developments, see sections 2.2. and 6.4.2. above.

The Mediterranean Institute of Management (MIM)

The arrangements in place before the full-time programme was suspended in 2007 were as follows:

The programme comprised twenty-one units (three units of forty-eight hours duration, two units of thirty-six hours and sixteen units of twenty-four hours) and a final project, distributed over the three semesters. It was based on similar postgraduate programmes organised in universities in the United States and the United Kingdom

Course work included lectures, workshops, tutorials, role-play exercises, video presentations and case studies. It also offered the possibility of specialisation in General Management, Marketing Management or Operations Management.

All participants were required to undertake a project in the area of their specialisation, or that of their present or potential employment, and submit an appropriate project report. For 2007 developments, see section 6.2. above.

Cyprus Forestry College

During the Diploma course, theory is combined with thorough practical training acquired by demonstrations, project work, field experiments and field work. In addition, educational tours and visits are made to various sites and forestry areas.

The Cyprus Police Academy

Training at the Cyprus Police Academy consists of a theoretical and practical component. The theoretical component lasts for one academic year. It consists of penal law, legislation, First Aid, English, Physical Training, Computers, Sociology, Psychology and other subject areas. Initial training of three weeks is provided at the Cyprus Police Academy and one week at MIAU (Mobile Immediate Action Unit).The practical component, on the other hand, lasts two-years. During this stage, recruits are posted to their Divisions, Units and Departments where, under supervision, they put theory into practice.

6.12. Teaching Methods

New technology is used as a teaching tool as much as possible in tertiary education. Teaching is structured by discipline and teachers are free to choose the teaching methodology most appropriate to the teaching context. Teaching materials are freely chosen and whatever materials are considered most appropriate are bought by the institution. No institution or body is responsible for the preparation of teaching materials.

University education

Teaching methods at the University of Cyprus and the Cyprus University of Technology are decided on by the members of academic staff, department or faculty, either individually or in collaboration. Most courses are made up of formal lectures and more informal seminars, in which students are encouraged to participate. Certain courses, by their nature, require practical sessions. These include laboratory work for science and engineering subjects and conversation classes for foreign languages.

The Open University promotes educational opportunity to all, irrespective of age and location. Thus, the University is open as it utilises a system in which the student is free to choose the time and place of his/her learning. Distance education entails that students have the opportunity to study at their own pace without having to attend conventional classes, seminars or labs. It is a teaching methodology used when the student and teacher are separated by time and place. Thus, the proximity from the premises of the Open University in Nicosia is irrelevant to the effective delivery of high quality education.

The Open University of Cyprus provides distance education using a range of forms of technology, from hard print to the digital/electronic:

- Educational material, tailored to the specifications of distance learning, that students receive either in print or in digital form over the Internet or on CDs and DVDs
- Teleconferencing and virtual classrooms are used so that students can effectively communicate with the Faculty and fellow students and attend virtual lectures
- The effectiveness of telephone and e-mail as a means of direct communication with the Faculty
- The potential of the Electronic Portal which students can use to:
  - Identify all relevant information concerning the courses and their modules
  - Contact the Faculty using synchronised and unsynchronised technologies such as online chat and academic forums
  - Exchange ideas, thoughts and opinions with fellow students

Once students are registered on courses, they are placed into groups of 25 and their supervision is assigned to a particular member of the Faculty of the Open University, whose role is to provide distance learning, constant support and monitoring of the students' progress.

As face-to-face interaction cannot be entirely eliminated, Group Advisory Meetings take place at regular time intervals and at predetermined places (4-5 times per academic year). Although attendance at these meetings is not mandatory, students are encouraged to attend in order to directly communicate with their tutor, make enquiries and solve problems and discuss the content of the course. The final examination also takes place at

a predetermined time and place and requires the physical presence of the student. Where possible, both Group Advisory Meetings and the final examinations take place in the students' home towns.

Non-university education

Teaching methods in the non-university institutions include lectures on theory, extensive practical training and student participation. There is often a period of industrial training at the end of each academic year.

6.13. Student Assessment

6.13.1. Student Assessment – University Education

University of Cyprus

Evaluation of a student's performance at the University of Cyprus is carried out by the faculty member responsible for the course, and it must also be approved by the department. Testing and evaluation may include written and/or oral examinations at the end of the semester, laboratory exercises and active participation in seminars. The various components of the evaluation and their relative weight are given in the detailed course description or announced before the end of the first week of the course. The methods of evaluation cannot be changed after the first week of the course.

All subjects are continuously assessed, through a combination of written and practical assignments, laboratory work, mid-term and end of semester examinations and active participation. The evaluation is reported at the end of the course and is the same in each year of study. Assessment is organised by the individual lecturer (with the approval of the Departmental Board) and must be by a combination of two different evaluation methods, one of which must be a final written examination. Notice must be given for an examination, and each question in the examination must be given a mark. There is a specified period in which final written examinations can be held; this must not be during the last week of the term.

Academic staff give grades from 0 to 10, including half marks. Grades are designated as follows:

- Excellent 8.5-10
- Very good 6.5-8.49
- Good 5-6.49
- Fail – less than 5

Students can re-sit an examination once more in order to improve their grade provided that the original grade was five or higher.

A prerequisite subject can be followed without evaluation in order to allow the selection of the subject of choice.

Open University of Cyprus

The degree structure and credit system of the Open University of Cyprus are based on the concept of modules. The duration of each module is ten (10) months, and its educational material corresponds to approximately three (3) classes of a conventional university.

The formal assessment for each module consists of:

- Papers (30%): Students must prepare and submit three (3) to four (4) papers for each module. The submission of these papers is mandatory and provides students with the opportunity to assess their progress. Each paper is graded on a scale between 0 (zero) and 10 (ten) in half-unit steps.
- Final Examination (70%): The final examination at the end of the teaching period covers the course material and requires the physical presence of the students at predetermined locations, where possible, convenient to the vast majority of them.

A student must achieve a combined minimum of 50% on the total score of all the papers required for his/her module, in order to be eligible to take the Final Examination (below). The overall score obtained by the submission of papers, is accounted for only if the student succeeds in passing the Final Examination.

Cyprus University of Technology

Testing and evaluation of student performance at the Cyprus University of Technology is very similar to that described above for the University of Cyprus.

6.13.2. Student Assessment – Non-University Education

Foe current developments for HTI, the School of Nursing and Midwifery, MIM and HHIC, see sections 2.2. and 6.2. above.

The School of Nursing and Midwifery

In order to successfully complete each of the fourteen modules in the basic diploma course, a student must meet all requirements in examinations and demonstrate active participation in the practical and theoretical classes.

Students are assessed on the theoretical part of every module and on each subject when fully completed. During clinical placement, the student is assessed on four different practical assignments:

- Asceptic technigue
- Giving Medicine
- Total Patient Care
- Organisation and Management of a Nursing Unit

In addition, each student must submit two case studies, one for the first and one for second year and a research proposal on a topic related to nursing at the beginning of the third year.

Grading is on a scale of 0-100%, where 50% is considered a pass.

The Higher Hotel Institute Cyprus (HHIC)

The procedure for the assessment of the performance of a student in either of the diploma programmes is based on the following:

- Written examinations at the end of the first and second semesters
- Mid-term examinations
- Written assignments
- Practical work
- Workshop practice
- Active participation

Details on how the assessment methods are combined and weighted are given in the course description for the subject. At the end of the first and second years of study, the student is given a progress report with an assessment of his/her performance in each subject.

The Higher Technical Institute (HTI)

Theoretical subjects are assessed through mid-semester and end of semester examinations. The allocations of marks per semester are as follows:

	Marks	Total Marks
For year-long subjects – first semester		
Mid-semester examinations	15%	
End of semester examinations	30%	45%
For year-long subjects – second semester		
Mid-semester examinations	15%	
End of semester examinations	40%	55%
		100%
For semester-long subjects		
Mid-semester examinations	30%	
End of semester examinations	70%	100%

The pass mark for examinations is 50%.

The following components of the diploma courses are also assessed:

- Practical work – with a pass mark of 50%
- Laboratory work – marked on a percentage scale to the accuracy of ten marks
- Engineering practice – the final mark is the average of the marks obtained in each module for the assigned job exercises, and the pass mark is 50%
- Theoretical and practical work – this consists of an assignment and an examination in the related theory at the end of the semester. The pass mark is 50%
- Industrial training – the assessment of which is carried out by the employer under a system authorised by the HTI
- Diploma projects

Mediterranean Institute of Management (MIM)

In determining the final pass mark for each subject unit, the following factors were taken into consideration:

- End of term examinations
- Assignments
- Participation in class

The total mark of each subject was constituted as follows:

- End of term examinations – 65%
- Home assignments – 25%
- Class participation – 10%

The pass mark for each subject was 50 out of 100. At the end of every term the participants and their sponsors were given a progress report with a grade for each subject, as follows:

- Excellent – 86-100
- Very good – 76-85
- Good – 66-75
- Satisfactory – 56-65
- Poor – 50-55
- Fail – less than 50

The morning MIM postgraduate programme was suspended in September 2007 in order to be redesigned (see section 6.2.).

Cyprus Forestry College

Student performance is assessed throughout the course using a variety of methods, including mid-term tests, written reports, projects and assignments, performance in practical work and skills and final examinations. Annual Examinations and oral tests are conducted by an External Examination Board at the end of each year.

In order to pass, students must obtain at least 50% in all final evaluations and project work.

The Cyprus Police Academy

Student assessment is based upon written mid-term and final exams at the end of the first and second semester as follows:

- Operational Subjects (Police Issues) – 62%
- English – 10%
- First Aid – 5%
- Sociology – 4%
- Computers – 4%
- Physical Training – 4%
- Discipline – 3%
- Mobile Immediate Action Unit – 8%

6.14. Progression of Students

6.14.1. Progression of Students – University Education

University of Cyprus

Undergraduate

If a student fails a compulsory subject, he/she has to repeat the subject until he/she passes. If a student fails an elective subject, he/she can repeat the subject one more time. If the student fails the elective subject a second time, he/she must select an alternative elective subject.

Appeals are heard by the Departmental Board, but are only permitted on non-academic grounds.

Failure in any subject is recorded in the end of semester and final reports.

A student is removed from the Register of Students of the University if he/she is not able to complete the requirements of the programme of studies within the maximum time limit without registering to more credits than the maximum allowed in one or more of the remaining semesters. At the undergraduate level, the maximum time limit is twelve semesters. If there is any postponement or interruption to a student's studies for whatever reason, this is not included in the time specified for the completion of a course.

A student will also be removed from the Register of Students if he/she is absent for one semester and the University authorities are unable to contact him/her.

Postgraduate

The Postgraduate Studies Regulations, approved during the 84th Council meeting (21 November 2001) contain the following information on the progression of postgraduate students:

Masters

During his/her studies, the student's average grade must be at least 5 – the maximum grade is 10. If, in a semester, the student's average grade is lower than 5, the student is placed on probation. If in the following semester the student's average grade remains below 5, the student's case is discussed by the Departmental Board and the possibility of expulsion from the Postgraduate Programme is raised.

In the case of failure in a postgraduate course, a Masters degree student is allowed to repeat the course. A second failure in the same course results in the expulsion of the student from the Postgraduate Programme.

If a dissertation is rejected, the student is allowed to resubmit the dissertation. The department is responsible for defining the processes that will apply in this case.

PhD

If a PhD student fails a course, he/she is allowed to repeat it. If the course is obligatory, a second failure will result in expulsion from the Postgraduate Programme.

If a PhD dissertation is rejected, the candidate is allowed to repeat the procedure. The conditions of resubmission are determined in writing by the Examining Committee.

Open University of Cyprus

Degree Structure

The degree structure and credit system of the Open University of Cyprus are based on the concept of modules that cover specific topics at both an undergraduate and graduate level. The duration of each module is ten (10) months, and its educational material corresponds to approximately three (3) classes of a conventional university.

In each academic year, undergraduate students can register for a maximum of three (3) modules and postgraduate students for a maximum of two (2) modules.

To be awarded an undergraduate title, successful completion of at least twelve (12) modules is required, while to be awarded a graduate title, students need to successfully complete three (3) to four (4) modules and / or submit a dissertation, depending on the course.

Removal from the Registry of Students of the Open University occurs when a student:

- decides to stop studying at the OUC
- does not register for at least one Module (subject to the conditions of postponement of study),
- has failed to successfully complete a Module for the second time

Postponement of studies may last up to two years, but only after successful completion of at least one Module.

Also, temporary interruption of tuition can be allowed on health grounds.

Cyprus University of Technology

The progression of undergraduate students is based on the relevant regulations of the Cyprus University of Technology, which are very similar to those described above for the University of Cyprus.

6.14.2. Progression of Students – Non-University Education

For current developments for HTI, School of Nursing and Midwifery, MIM and HHIC, see sections 2.2. and 6.2. above.

The School of Nursing and Midwifery

Each student is expected to be present for a minimum of 85% in theoretical subjects and 90% for every module in clinical practice.

If a student is absent for longer than permitted by the regulations of the school, he/she must complete the module(s) in order to be entitled to take the Final State Examinations.

If a student fails the Final State Examination, he/she is entitled to reassessment on four occasions. Final State Examinations are carried out in February and September.

A student who fails to sit an examination or submit an assignment by a certain date (without good reason) is entitled to a second attempt.

The Higher Hotel Institute Cyprus (HHIC)

Final examinations of each semester are compulsory and failure to take them will result in a failing grade, unless the absence is unavoidable. The Academic Committee will consider the case of any student who fails to sit the final examination and decide on the procedure to be followed.

A student is required to resit an examination if he/she has not achieved a grade of at least 50 out of 100 in the subject(s) examined, or if he/she has exceeded the permitted number of absences (15% of the course) in a subject or subjects. The student is permitted to repeat the examination three times.

If a student fails all resits, he/she is not permitted to continue studies in the second or third year and is not eligible to be awarded a diploma. Instead he/she is given a Certificate of Attendance which contains information on all subjects studied and the respective grades.

The Higher Technical Institute (HTI)

Students will be promoted, provided they have obtained at least 50% in all evaluations of the prescribed work and have attended at least 75% of the programme.

If a student misses an examination, all marks allocated to that evaluation will be lost and no retake is permitted. The only exception to this is in cases of examinations missed due to prolonged illness or any similar situation.

Students are required to resit an examination if their performance is below 50% in up to three subjects, and their weighted average in all subjects is above 50%. Referred examinations for first and second year students are taken prior to the commencement of the following academic year. There can be no resit of a subject failed at a referred examination. Students whose weighted average in all subjects is less than 50% and who have failed any number of subjects will be dismissed from the course.

Students who have failed a year and were not allowed to repeat it, or students who withdraw may claim a place at the HTI by taking the entrance examinations after two years have elapsed since they left the Institute.

A final year student who fails a referred examination may retake it at a later date, and only once. Failure in a referred examination will result in the student having to repeat the final year.

Appeals may be referred to the Academic Council by the Director.

The Mediterranean Institute of Management (MIM)

As the diploma is a one-year course, there is no element of progression. However, if a student fails a subject, he/she will be asked to take a resit or submit additional assignments. If a student fails more than three subjects or one resit, the student's status in the programme will be amended to one of 'observer' and upon completion of the programme he/she will be awarded only a Certificate of Attendance, not a Diploma. (See also section 6.2.).

Cyprus Forestry College

Students will be promoted provided they have obtained at least 50% in all evaluations of the prescribed work, and provided they have 100% attendance throughout the academic year. Absence of up to 20% with special reasons will be considered by the College Authorities.

A student who fails to meet the requirements of the Assessment Regulations and who is termed as a "borderline case" will be considered by the External Examining Board and may be allowed to retake examinations in September. If a student fails the resit exams in September, under certain provisions, he/she is dismissed from the college.

The Cyprus Police Academy

Students, who fail to meet the passing criteria at the end of each semester, are allowed to resit their final exam within three months of the date on which they are officially notified of their results. If students fail their final exam for the second time, they are dismissed.

6.15. Certification

6.15.1. Certification – University Education

University of Cyprus

The University is responsible for certification, including the definition of the content and the method. The University is also responsible for awarding the degrees and assessing the knowledge, intellectual training and performance of the students. The standards of assessment are outlined in the University law.

KYSATS (ΚΥΣΑΤΣ) (see section 2.6.1.) is the body in Cyprus which officially recognises degrees.

Undergraduate degree

To graduate from the University of Cyprus with a bachelor-level degree, a student must successfully complete at least 240 ECTS (see section 6.11.1.), which must include credit units from three or four elective courses outside the major area of studies from at least two different faculties of the University. The student must also complete the University's foreign language requirements of six to nine ECTS (see section 6.11.1.). All requirements of the course must be completed within the specified time limit. This is usually eight semesters, although this can be extended to twelve semesters.

This can be illustrated by taking an example from one of the degrees offered by the University. In order to obtain a BA in English Studies, students must fulfil the following requirements:

	Courses	ECTS
Programme Requirements	36	199
University Required Courses*	4	20
Language other than English**	3	15
Compulsory courses from other departments***	1	6
Total	44	240

*Students are required to take four courses (outside the English Programme) from at least two faculties

**Students majoring in English must take three courses (fifteen ECTS) in another foreign language. All three courses must be in the same language.

***Students majoring in English Studies must take an introductory course in Computer Science.

Together with the Degree, students also receive a transcript and a Diploma Supplement.

Postgraduate degree

The following are the requirements for a Masters-level degree:

- Full time attendance for a minimum of three semesters. The period of study may be extended to up to three years (for full time attendance) or four years (for part time attendance) subject to the approval of the Senate.
- Successful completion of a minimum of 90-120 ECTS at the postgraduate level, in accordance with the provisions of the relevant programme of studies.
- The fulfilment of other criteria set by the department, for example an examination at the end of the programme, or the submission of a dissertation. Masters dissertations are evaluated qualitatively with the following assessments: Excellent, Very Good, Good and Failure.

The award of a Masters degree is subject to the approval of the Departmental Board.

In order to gain a PhD, the following requirements must be fulfilled:

- Successful completion of a minimum of sixty ECTS at the postgraduate level, in accordance with the provisions of the relevant programme of studies. (Holders of a Master's degree or equivalent are either partially or fully exempted from this provision).
- Credit received for a dissertation at another recognised tertiary education institution or at the University of Cyprus may be fully or partially transferable at the discretion of each department.
- Success in a comprehensive examination in no later than the fifth semester of the programme of studies.
- Presentation of a dissertation proposal before a three-member committee, which is proposed by the Research Board and appointed and chaired by the Chairperson of the department.
- Submission of an original dissertation constituting an important contribution to the particular discipline.
- Defence of the dissertation before a five-member examining committee, appointed by the Departmental Board and composed of three members of the department's academic staff (one of whom is the student's Research Supervisor), one member from another department of the University and one member from another university or research centre. The defence of the dissertation takes place in three stages: a presentation of the dissertation in an open lecture (thirty to forty-five minutes long); discussion of the dissertation with the members of the committee; consultation (between Committee members) and the agreement of the final decision.

If the Examining Committee cannot recommend awarding a degree, it may permit the PhD candidate to resubmit the dissertation, after due modifications have been made in accordance with the Committee's requirements, and repeat the entire process of defence one more time only.

A dissertation can be submitted only upon completion of four semesters starting from the day of admission to the postgraduate programme at the PhD level. The time for obtaining a PhD cannot exceed eight years from the day of admission.

The award of a doctoral degree is subject to the approval of the Senate.

The final grade of any postgraduate degree is not written on the postgraduate diploma.

Open University of Cyprus

The Open University of Cyprus designs its Programmes in order to correspond to the European Credit Transfer System (ECTS).

The requirements for both undergraduate and postgraduate courses are explained in Section 6.11.1.

Cyprus University of Technology

Undergraduate degree

To earn a degree, students must complete at least 240 ECTS credits, as defined by the relevant Programme of Studies. In those 240 credits are included credits from electives, in addition to credits earned toward a major.

In order to graduate, students must attend courses of at least two of the University's five schools. In addition to electives, students must also study one foreign language. Students' performance in their foreign language courses will be calculated as part of their grade point average.

6.15.2. Certification – Non-University Education

Each institution awards its own diploma to graduates after successful completion of the programme of studies. The internal regulations of each institution determine the standards for assessment.

According to Law 68(I)/1996 (see section 6.3.2.) the diplomas awarded by the public institutions are recognised by KYSATS (ΚΥΣΑΤΣ) (see section 2.6.1.).

For current developments as regards HTI, the School of Nursing and Midwifery, MIM and HHIC, see sections, 2.2. and 6.2. above.

The School of Nursing and Midwifery

Students graduate when they have fulfilled all the obligations of the course and have passed the Final State Examinations. All students who have successfully passed all of the modules and passed all examinations with a grade of 50% or higher may sit the Final State Examinations, on the condition that their absences do not exceed the permitted number of days.

Final State Examinations are carried out by an Examination Committee appointed by the Board of Management. The Examinations include two papers which are taken in one day:

- Paper I – theoretical subjects other than nursing. This paper lasts sixty minutes and receives 20% of the total marks.
- Paper II – all nursing specialisations. Three and a half hours – 80% of the total marks.

The final grade of a student is calculated by using the average of the following grades:

- First year
- Second year
- Third year
- The Final State Examinations

The Higher Hotel Institute Cyprus (HHIC)

The HHIC awards the following qualifications:

- The Diploma
- The Higher Diploma

In order for a student to be awarded a Diploma in Hotel and Catering Operations, he/she must successfully complete 110 ECTS. ECTS are distributed as follows:

- Core (professional) modules 63 ECTS
- General Education modules 10 ECTS
- Humanities 4 ECTS
- Language modules 33 ECTS
- Industrial Training

Progress from the first year of studies to the second year is based on each student's average performance which must be higher than 70%. Students successfully completing their second year of studies will be awarded with a Diploma, whereas those graduating after the first year will be awarded a Certificate.

For a student to be awarded the Higher Diploma in Culinary Arts, he/she needs a total of 170 ECTS. The ECTS are distributed as follows:

- Core (professional) modules 82 ECTS
- Hotel Operations modules 40 ECTS
- General Education modules 14 ECTS
- Language modules 34 ECTS
- Industrial Training

Progress from the first year of studies to the second and then from the second year to the third is based on each student's average performance which must be higher than 70%. Students successfully completing their third year of studies will be awarded the Higher Diploma, whereas those graduating after the second and the first year will be awarded the Diploma and the Certificate, respectively.

Students must also have attended no less than 85% of classes and settled all financial obligations before the diploma is awarded.

To be eligible for the diploma, a student is subject to the following requirements:

- A grade of at least 50 out of 100 in all subjects.
- Regular class attendance (no less than 85%).
- Satisfactory presence, performance and professional behaviour during industrial placement.
- Settlement of all financial obligations.

The possible grades for the diplomas are as follows: Excellent (85-100); Very Good (65-84); Good (50-64).

The Higher Technical Institute (HTI)

The diploma is awarded subject to the successful completion of the following course components:

- Examinations
- Practical work
- Industrial training
- The project

Students must have obtained at least 50% and have successfully defended their diploma project work. Students must also have attended a minimum of 75% of the programmes in order to graduate.

The Mediterranean Institute of Management (MIM)

In order to graduate, a student must successfully complete the course (twenty-seven units) and submit a final project based on the chosen specialisation. Successful graduates are awarded the Postgraduate Management Diploma. For 2007 developments, see section 6.2. above.

Cyprus Forestry College

A Preliminary Certificate in Forestry is awarded upon successful completion of part I of the course and a Diploma in Forestry for parts I and II. The Diploma in Forestry is awarded at Pass, Credit or Distinction level based on the combined average mark of parts I and II, in accordance with the regulations.

Students must satisfy the following requirements in order to graduate:

- A grade of at least 50% in all evaluations
- A grade of at least 50% in the Final Written Examination
- A grade of at least 50% in the practical work and all other written work
- 100% class attendance

A number of prizes are awarded for outstanding achievement.

The Cyprus Police Academy

To be eligible for the diploma in police studies, a student must attain:

- A grade of at least 50% in the final exams
- A grade of at least 50% in every subject (thematic unit)

6.16. Educational/Vocational Guidance, Education / Employment Links

6.16.1. Educational/Vocational Guidance, Education/Employment Links – University Education

University of Cyprus

The University Careers Office (Γραφείο Σταδιοδρομίας) provides information on graduate programmes and scholarships abroad. The Office is available to help students choose and enter a satisfactory career. The Office provides transcripts in English for a small fee. It organizes Careers Fairs, lectures, workshops and other events relevant to employment and postgraduate studies abroad.

Cyprus University of Technology

Every student is assigned an academic advisor, who offers guidance throughout his/her studies at the CUT. Students can also contact the Service for Academic Affairs and Student Welfare (SAASW) on issues of postgraduate studies, guidance, employment and professional prospects.

6.16.2. Educational/Vocational Guidance, Education/Employment Links – Non-University Education

No official responsibility is taken by the institutions for the employment of their graduates, but the guidance and counselling that are on offer very often lead to the placement of graduates in appropriate positions in their field in the public or private sectors.

The School of Nursing and Midwifery

Each student receives guidance on educational and personal issues during the courses. The teaching personnel of the School are available to help whenever the students need assistance (on a daily basis).

The Higher Hotel Institute Cyprus (HHIC)

There is one counsellor at the HHIC who is responsible for industrial training of the students.

The Higher Technical Institute (HTI)

Vocational guidance is undertaken by lecturers in each department. Lecturers are also responsible for overseeing industrial placements in collaboration with the private sector.

The Mediterranean Institute of Management (MIM)

Many of the students of the MIM are already employed by their sponsoring organisations. In addition, the programme offers both company visits and on-the-job training. Cypriot students of the programme are required to work at their sponsoring organisation each week on Wednesday and Thursday. For participants from abroad (and Cypriots who are unemployed) a number of in-company visits are organised to a range of businesses and organisations of interest and relevance to the students and the programme. These are integral to the programme and are compulsory. After each visit the students are required to write an evaluation report. For current developments, see section 6.2. above.

Cyprus Forestry College

The number of Cypriot students is limited to that required to replace annual losses through retirements etc. All graduates are usually employed by the Cyprus Forestry Service as Casual Assistant Forest Officers. The overseas graduates continue employment in their home countries.

The Cyprus Police Academy

All trainees are employed by the Cyprus Police. They are first employed as police officers and then undertake their studies at the Police Academy.

6.17. Private Education

Higher private education can be divided into two main categories - university and non-university.

6.17.1. Specific Legislative Framework

Law 109(I)/2005 regulates the establishment, operation and control of private universities, while the unified Laws 67(I)/1996-193(I)/2004 regulate the establishment, control and operation of institutions of tertiary education – both private and public.

6.17.1.1. Private Universities

Law 109(I)/2005 provides for the establishment and operation of private universities as profit and non-profit organisations. By decision of the Council of Ministers in September 2007, following the recommendation of the Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities), the first three private universities were allowed to operate in October 2007:

- Frederick University
- European University-Cyprus
- University of Nicosia
- Neapolis University-Cyprus. The new University has been licenced to begin operation in 2010/11.

Law109(I)/2005 stipulates in detail:

- PART ONE – Introductory Provisions (interpretations).
- PART TWO - Purposes and Legal Status of the University.

This part has the following provisions: purposes of the university, competence of Minister, requirements for the establishment and operation of the university.

- PART THREE - Procedure for the Establishment and Licence of Operation of the University. This part has the following provisions: founder of the university, application for the establishment of a university, Charter, Evaluation Committee (see section 6.2. above), procedure for the examination of application, decision on registration in the Register, procedure in the case of postponement, memorandum of progress, decision on initial licence of operation, postponement and re-examination, procedure of re-examination, issue of initial licence of operation, commencement of operation of the university, obligations during the

initial licence of operation, inspection by the Evaluation Committee, procedure for providing a licence of operation, judicial order, assessment report for five-year period.

- PART FOUR – Bodies of the University.

This part describes the governing bodies of the private university: Council of the University, Senate, Rector, Vice-Rector, Deans and Deputy Deans, Faculty Boards, Department Boards, teaching researching staff, professors emeriti, visiting professors and postgraduate associates, special teaching staff, administrative staff and Internal Evaluation Committee.

- PART FIVE – Students.

This part stipulates for the following: admission of students, assessment of students and graduation and assessment bodies of students.

- PART SIX – General Provisions.

This part provides for the following: keeping of Register, misleading advertisements, Students' Records, Modification of the Charter, Regulations and internal regulations.

The three private universities, which started operating in October 2007, are licenced to offer programmes at the first Ptychio (Πτυχίο) (Bachelor Degree) and second (Master's) cycle level. At the moment, none of them is offering third cycle level programmes (PhD).

According to this law, private companies registered in the Republic of Cyprus can submit to the Ministry of Education and Culture (competent Ministry) applications for the establishment and operation of a Private University. Applications can also be submitted by the owners of existing Private Institutions of Tertiary Education (PITE), seeking the upgrade of their institutions to university status.

According to Law 109(I)/2005 a private university from the date of registration in the Register and the issue of the relevant certificate, shall have the status of a body corporate with its own title and common seal and shall be deemed to be a private law organisation of speculative or non-speculative character, depending on the declaration of its founders contained in the memorandum of association.

The same law in PART TWO provides that the purposes of every private university shall be:

- The advancement of science, knowledge, learning and education through teaching and research for the benefit of society as a whole.
- The cultivation, transmission, implementation and exchange of knowledge through science.
- The provision of graduate and/or postgraduate education of a high standard that accepts international recognition.

Article 37 of Law 109(I)/2005 stipulates the provisions for students' admission to both the undergraduate and postgraduate programmes of private universities. The main provisions are outlined below.

Undergraduate

For a student to be eligible to be registered in the Students' Records of the University, he/she must possess:

- A leaving certificate from a recognised educational institute of secondary education of at least six years duration; or
- Qualification at an equal or equivalent level to the above certificate, irrespective of whether this has been acquired in Cyprus or abroad.

Postgraduate

The registration of a student in the Students' Records for a postgraduate programme shall be forbidden unless the student possesses:

- A university degree, or
- Any other recognised equivalent qualification.

6.17.1.2. Non-university Private Education

In the academic year 2008/09, twenty-five private institutions of tertiary education were registered with the Ministry of Education and Culture, offering a wide variety of courses in fields of study such as:

- Secretarial Studies
- Business Administration
- Electrical, Civil and Mechanical Engineering
- Hotel and Catering
- Banking
- Accountancy
- Computer Studies

These institutions offer programmes of study (both academic and vocational) of between one and four years' duration at undergraduate and postgraduate levels. SEKAP, the body responsible for the evaluation and accreditation of programmes (see section 2.6.1.), by the end of the year 2008, has accredited a total of 187 programmes in the private sector. Out of these, 6 were offered at Certificate level, 109 at Diploma level, 7 at Higher Diploma, 59 at Bachelor level and 6 at postgraduate 9 Masters' level. Any re-accreditation of a programme is valid for a period of ten years.

The accredited programmes of the private non-university institutions fall into three categories:

- Academic and Vocational programmes of study lead to the following qualifications:
  - Certificate (one-year duration)
  - Diploma (two-year duration)
  - Higher Diploma (three-year duration)

For access to these programmes the Apolyterio or equivalent qualification is a prerequisite.

- First-cycle programmes, with a duration of four academic years lead to the award of a Bachelor Degree. For access to these programmes the Apolyterio or equivalent qualification is a prerequisite.
- Second-cycle programmes, whose duration is one or two academic years of full time study, lead to the award of a Masters Degree. The prerequisite for access to these programmes is the Ptychio or Bachelor or equivalent qualification.

Laws 67(I)/1996–1(I)/2004 regulate the establishment, control and operation of such institutions in Cyprus. One of the provisions of these laws is that all private tertiary institutions must register with the Ministry of Education and Culture.

The above-mentioned laws require private institutions to have a set of internal regulations (approved by the Minister), which relate to the following:

- Internal operation of the institution.
- Registration, examination, evaluation, promotion and discipline of the students.
- Work of the institution, holidays and vacations.
- Qualifications awarded by the institution.
- Organising and functioning of the teaching staff.
- Tuition fees and other charges and fees.
- Establishment of the academic, administrative and disciplinary committees.

This means that each institution is able to set its own regulations on the areas mentioned above, with the approval of the Minister.

6.18. Organisational Variations, Alternative Structures

There are no unusual variations or alternative structures in public sector tertiary education.

6.19. Statistics

The statistics section contains information on the following:

- Enrolment 1970/71–2006/07
- Institutions, students and teaching personnel 1970/71–2006/07
- Number of students and teaching personnel by institution 2006/07
- Number of university students by age, level and gender 2006/07
- Number of full and part time students in public and private non-university institutions by age, level and gender 2006/07
- Number of enrolments in 2006/07 and graduates of the previous year by field of study – University and Non-university Education
- Number of university graduates by field of study, level and gender 2005/06
- Number of graduates at the first degree level by type of institution, field of study, duration of study and gender 2005/06 – Non-university Education
- Number of graduates at postgraduate level by institution, field of study, duration of studies and gender 2005/06 – Non-university Education
- Enrolment ratios by age group and gender in tertiary education 2006
- Analysis of Enrolments by level, type of institution and gender 2006/07 – University and Non-University Education

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

6.19.1. Enrolment 1970/71 – 2006/07

School year	Enrolments in Cyprus	Enrolments abroad
1970/71	912	9236
1975/76	769	11770
1980/81	1940	11900*
1985/86	3134	10312
1990/91	6554	9028
1995/96	8874	9213
2000/01	11934	13650
2003/04	20849	17631
2004/05	20078	19400
2005/06	20587	20969
2006/07	22227	21188

* = Estimated figures based on survey results of other years.

6.19.2. Institutions, students and teaching personnel 1970/71 – 2006/07

School year	Institutions	Students	Teachers	Ratio
1970/71 total	8	912	73	12.5
Public	6	801	63	12.7
Private	2	111	10	11.1
1975/76 total	8	769	78	9.9
Public	6	602	69	8.7
Private	2	167	9	18.6
1980/81 total	13	1940	191	10.2
Public	6	993	119	8.3
Private	7	947	72	13.2
1985/86 total	16	3134	289	10.8
Public	6	1426	159	9.0
Private	10	1708	130	13.1
1990/91 total	27	6554	491	13.3
Public	6	1986	210	9.5
Private	21	4568	281	16.3
1995/96 total	33	8874	728	12.2
Public	6	3808	365	10.4
Private	27	5066	363	14.0
2000/01 total	32	11934	1077	11.1
Public*	7	4346	430	10.1
Private	25	7588	647	11.7
2003/04 total	37	20849	1368	15.2
Public*	8	6180	515	12.0
Private	29	14669	853	17.2
2004/05 total	37	20078	1294	15.5
Public*	8	6470	476	13.6
Private	29	13608	818	16.6
2005/06 total	36	20587	1403	14.7
Public*	7	6875	470	14.6
Private	29	13712	933	14.7
2006/07 total	38	22227	1519	14.6
Public *	8	7152	508	14.1
Private	30	15075	1011	14.9

* = Includes Evening Schools

6.19.3. Number of students and teaching personnel by institution 2006/07

Institution	Students			Teaching personnel			Ratio
	M	F	Total	M	F	Total	
UNIVERSITY EDUCATION							
University of Cyprus	1584	3596	5180	212	89	301	17.2
Open University	64	96	160	6	3	9	17.8
Total	1648	3692	5340	218	92	310	17.2
NON-UNIVERSITY EDUCATION - PUBLIC							
Police Academy	238	66	304	27	4	31	9.8
School of Nursing	413	571	984	9	32	41	24.0
HTI	203	28	231	62	12	74	3.1
Higher Hotel Institute	114	79	193	20	10	30	6.4
Forestry College	20	2	22	7	0	7	3.1
MIM	37	41	78	7	8	15	5.2
Total	1025	787	1812	132	66	198	9.2
NON-UNIVERSITY EDUCATION - PRIVATE							
Total	8417	6658	15075	561	450	1011	14.9
NON-UNIVERSITY EDUCATION - PUBLIC & PRIVATE							
Total	11090	11137	22227	911	608	1519	14.6

M = Male

F = Female

6.19.4. Number of university students by age, level and gender 2006/07

Age	Undergraduate			Postgraduate			Doctoral			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
17	8	98	106	0	0	0	0	0	0	8	98	106
18	49	627	676	0	0	0	0	0	0	49	627	676
19	100	657	757	0	0	0	0	0	0	100	657	757
20	263	653	916	0	0	0	0	0	0	263	653	916
21	263	544	807	0	14	14	0	0	0	263	558	821
22	158	161	319	2	81	83	1	4	5	161	246	407
23	131	75	206	9	89	98	1	5	6	141	169	310
24	48	20	68	26	74	100	4	19	23	78	113	191
25	18	20	38	40	49	89	6	21	27	64	90	154
26	11	15	26	36	52	88	20	21	41	67	88	155
27	7	11	18	22	36	58	26	22	48	55	69	124
28	8	8	16	21	13	34	24	17	41	53	38	91
29	11	7	18	20	9	29	19	8	27	50	24	74
30-34	23	13	36	56	70	126	41	34	75	120	117	237
35-39	5	7	12	56	43	99	21	7	28	82	57	139
40+	8	10	18	60	64	124	21	9	30	89	83	172
Not stated	1	4	5	4	1	5	0	0	0	5	5	10
Total	1112	2930	4042	352	595	947	184	167	351	1648	3692	5340

M = Male

F = Female

T = Total

6.19.5. Number of full and part time students in public and private non-university institutions by age, level and gender 2006/07

Age	Undergraduate			Postgraduate			Total		
	M	F	T	M	F	T	M	F	T
16	1	2	3	0	0	0	1	2	3
17	108	328	436	0	0	0	108	328	436
18	379	1508	1887	0	0	0	379	1508	1887
19	692	1314	2006	0	0	0	692	1314	2006
20	1197	973	2170	0	0	0	1197	973	2170
21	1258	804	2062	4	6	10	1262	810	2072
22	1160	505	1665	11	52	63	1171	557	1728
23	1023	307	1330	30	95	125	1053	402	1455
24	763	199	962	45	95	140	808	294	1102
25	626	158	784	79	88	167	705	246	951
26	465	138	603	63	60	123	528	198	726
27	301	99	400	59	37	96	360	136	496
28	333	94	427	50	27	77	383	121	504
29	150	53	203	33	17	50	183	70	253
30-34	237	181	418	102	59	161	339	240	579
35-39	75	71	146	58	47	105	133	118	251
40+	34	39	73	67	53	120	101	92	193
Not stated	32	34	66	7	2	9	39	36	75
Total	8834	6807	15641	608	638	1246	9442	7445	16887

M = Male

F = Female

T = Total

6.19.6. Number of enrolments in 2006/07 and graduates of the previous year by field of study – University and Non-university Education

Field of study	Enrolments			Graduates		
	U	NU	T	U	NU	T
Teacher Training and Education Science	1164	985	2149	290	163	453
Arts	0	945	945	0	125	125
Humanities	1041	132	1173	213	4	217
Social and Behavioural Science	856	542	1398	143	29	172
Journalism and Information	0	569	569	0	61	61
Business and Administration	726	8245	8971	122	1401	1523
Law	0	143	143	0	15	15
Life Sciences	35	1	36	6	0	6
Physical Science	357	150	507	73	19	92
Mathematics and Statistics	240	0	240	76	0	76
Computing	396	1463	1859	71	137	208
Engineering and related trades	325	736	1061	1	77	78
Architecture and Building	200	251	451	0	37	37
Agriculture, Forestry and Fishery	0	22	22	0	7	7
Health	0	1097	1097	0	204	204
Social Services	0	258	258	0	41	41
Personal Services	0	1044	1044	0	289	289
Security Services	0	304	304	0	249	249
Preparatory	0	190	190	0	0	0
Total	5340	17077	22417	995	2858	3853

U = University Education

NU = Non-university Education

6.19.7. Number of university graduates by field of study, level and gender 2005/06

	Undergraduate			Postgraduate			Doctoral			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
A	37	171	208	24	55	79	0	3	3	61	229	290
B	17	164	181	3	26	29	1	2	3	21	192	213
C	23	114	137	2	2	4	0	2	2	25	118	143
D	26	60	86	9	22	31	5	0	5	40	82	122
E	0	0	0	1	5	6	0	0	0	1	5	6
F	10	36	46	6	8	14	2	11	13	18	55	73
G	11	34	45	12	18	30	1	0	1	24	52	76
H	25	20	45	18	6	24	1	1	2	44	27	71
I	0	0	0	1	0	1	0	0	0	1	0	1
Tot	149	599	748	76	142	218	10	19	29	235	760	995

A = Teacher Training and Educational Sciences

B = Humanities

C = Social and Behavioural Science

D = Business and Administration

E= Life Science

F = Physical Sciences

G = Mathematics and Statistics

H = Computing

I = Engineering and engineering trades

6.19.8. Number of graduates at first degree level by type of institution, field of study, duration of study and gender 2005/06 – Non-university Education

	Duration of first degree										
	1 year		2 years		3 years		4 years		Total		
	M	F	M	F	M	F	M	F	M	F	T
PUBLIC											
A	0	0	0	0	2	19	0	0	2	19	21
B	0	0	0	0	12	6	0	0	12	6	18
C	0	0	0	0	10	0	0	0	10	0	10
D	0	0	0	0	27	1	0	0	27	1	28
E	0	0	0	0	2	0	0	0	2	0	2
F	0	0	0	0	8	3	0	0	8	3	11

G	0	0	0	0	7	0	0	0	7	0	7
H	0	0	0	0	39	130	0	0	39	130	169
I	0	6	0	0	19	4	0	0	19	10	29
J	0	0	0	0	156	93	0	0	156	93	249
Total	0	6	0	0	156	93	0	0	282	262	544
PRIVATE											
1	0	0	6	6	0	3	0	0	6	9	15
2	0	0	0	0	0	0	3	144	3	144	147
3	0	0	0	0	1	5	0	0	1	5	6
4	0	0	0	0	6	10	0	4	6	14	20
5	0	0	12	1	0	0	6	2	18	3	21
6	0	0	11	17	0	0	18	27	29	44	73
7	0	0	0	0	0	0	0	4	0	4	4
8	0	0	0	4	0	0	0	0	0	4	4
9	0	0	1	6	0	0	2	5	3	11	14
10	0	0	0	0	0	0	0	6	0	6	6
11	0	0	0	0	0	0	0	3	0	3	3
12	0	0	0	0	0	0	0	2	0	2	2
13	0	0	10	16	0	0	17	18	27	34	61
14	0	0	95	39	0	0	52	54	147	93	240
15	5	1	12	22	2	2	26	59	45	84	129
16	0	0	1	4	0	0	18	37	19	41	60
17	0	0	0	0	0	0	13	39	13	39	52
18	7	2	90	48	8	2	100	102	205	154	359
19	2	164	2	229	0	2	0	0	4	395	399
20	11	4	0	0	0	0	0	0	11	4	15
21	0	0	3	8	0	0	3	5	6	13	19
22	0	0	19	7	0	0	61	21	80	28	108
23	0	0	10	1	0	0	0	0	10	1	11
24	0	0	3	0	0	0	4	0	7	0	7
25	0	0	1	0	0	0	17	0	18	0	18
26	0	0	6	0	0	0	5	1	11	1	12
27	1	2	0	0	0	0	0	0	1	2	3
28	1	2	11	4	0	0	4	1	16	7	23
29	0	0	3	1	0	0	0	0	3	1	4
30	0	0	5	4	0	0	0	0	5	4	9
31	0	0	0	34	0	0	0	0	0	34	34
32	0	0	0	0	0	0	2	5	2	5	7

33	0	0	17	4	1	0	0	0	18	4	22
34	0	0	60	13	0	0	0	0	60	13	73
35	0	0	1	154	0	10	0	0	1	164	165
Tot	27	175	373	616	18	31	351	539	769	1361	2130
PUBLIC AND PRIVATE											
Tot	27	181	373	616	300	287	351	539	1051	1623	2674

A= Management and administration

B= Computer science

C= Mechanics and metal work

D= Electricity and energy

E= Motor vehicles, ships and aircraft

F= Building and civil engineering

G= Forestry

H= Nursing and caring

I= Hotel, restaurant and catering

J= Protection of persons and property

PRIVATE

1= Teacher training and education science

2= Education science for pre-primary schools

3= Fine arts

4= Music and performing arts

5= Audio visual techniques and media production

6= Design

7= Foreign languages

8= Social and behavioural science

9= Psychology

10= Sociology and cultural studies

11= Political science and civics

12= Economics

13= Journalism and reporting

14= Business and administration

15= Marketing/advertising/public relations

16= Finance, banking, insurance

17= Accounting and taxation

18= Management and administration

19= Secretarial and office work

20= Law

21= Earth science

22= Computer science

23= Computer use

24= Mechanics and metal work

25= Electricity and energy

26= Electronics and automation

27= Architecture

28= Civil engineering

29= Medicine

30= Pharmacy

31= Child care and youth services

32= Social work

33= Hotel, restaurant and catering

34= Travel, tourism and leisure

35= Hair and beauty services

6.19.9. Number of graduates at postgraduate level by institution, field of study, duration of studies and gender 2005/06 – Non-university Education

Type of school and field of study	Duration of postgraduate degree						
	1 year		2 years		Total		
	M	F	M	F	M	F	Total
PUBLIC							
Marketing, advertising, public relations	2	9	0	0	2	9	11
Management and administration	7	10	0	0	7	10	17
Nursing and caring	7	15	0	0	7	15	22
Total Public	16	34	0	0	16	34	50
PRIVATE							
Education science for primary schools	0	0	1	0	1	0	1
Fine arts	1	4	0	0	1	4	5
Business and administration	28	20	19	14	47	34	81
Marketing, advertising, public relations	0	0	4	4	4	4	8
Finance, banking, insurance	0	0	2	2	2	2	4
Management and administration	6	3	5	6	11	9	20
Total Private	35	27	31	26	66	53	119
Total	51	61	31	26	82	87	169

6.19.10. Enrolment ratios by age group and gender in tertiary education 2006

Level of Education: Tertiary	Age group				
	15-17	18-20	21-23	24-26	27-31
IN CYPRUS					
Total	1.7	23.7	17.2	8.1	3.2
Male	0.7	15.1	20.7	11.0	4.4
Female	2.7	32.2	13.8	5.1	2.1
ABROAD					
Total	0.9	25.0	23.7	5.4	0.7
Male	0.2	13.9	28.1	8.1	0.9
Female	1.7	36.1	19.3	2.7	0.4

NB: The enrolment ratios are calculated by using the number of students during the 2006/07 academic year and the population as at the end of 2006.

6.19.11. Analysis of enrolments by level, type of institution and gender 2006/07 – University and Non-university Education

University Education

Type of Enrolment	Undergraduate			Postgraduate			Total		
	M	F	Total	M	F	Total	M	F	Total
New entrants	321	737	1058	204	321	525	525	1058	1583
Continuing	791	2193	2984	148	274	422	939	2467	3406
Total	1112	2930	4042	352	595	947	1464	3525	4989

Non-university Education

Level and Type of Enrolment	Undergraduate			Postgraduate			Total		
	M	F	Total	M	F	Total	M	F	Total
UNDERGRADUATE									
New entrants	438	236	674	3644	2683	6327	4082	2919	7001
Reentrants	0	2	2	113	71	184	113	73	186
Continuing	526	454	980	4113	3361	7474	4639	3815	8454
Total	964	692	1656	7870	6115	13985	8834	6807	15641
POSTGRADUATE									
New entrants	49	75	124	234	230	464	283	305	588
Reentrants	0	0	0	9	14	23	9	14	23
Continuing	12	20	32	304	299	603	316	319	635
Total	61	95	156	547	543	1090	608	638	1246

7. Continuing Education and Training for Young School Leavers and Adults

The main institutions offering continuing education and training in the different categories in Cyprus are as follows:

- **Formal adult education**
  - At secondary level – the five esperina gymnasia (εσπερινά γυμνάσια) and the Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School) in Lefkosia.
  - At the postgraduate level – the Mediterranean Institute of Management (MIM) (Μεσογειακό Ινστιτούτο Διεύθυνσης) offers Postgraduate Diplomas in Management.
  - At university level – the Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου).
- **Non-formal education**
  - The Adult Education Centres (Επιμορφωτικά Κέντρα)
  - The State Institutes of Further Education (Κρατικά Ινστιτούτα Επιμόρφωσης)
  - Cyprus Productivity Centre (Κέντρο Παραγωγικότητας)
  - Cyprus Academy of Public Administration (Κυπριακή Ακαδημία Δημόσιας Διοίκησης) (CAPA)
  - The afternoon and evening classes at the technikes scholes
  - The systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) run jointly by the Ministry of Education and Culture and the Ministry of Labour and Social Insurance on the premises of Technical Schools
  - Short courses run by the Higher Technical Institute (HTI) (Ανώτερο Τεχνολογικό Ινστιτούτο)
  - In-company courses funded by the Human Resource Development Authority (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού) (HRDA), see section 1.2.4. and below.

The Open University of Cyprus is a State institution of higher education dedicated to open and distance learning and, thus, effectively promotes lifelong learning. It offers degree programmes both at the undergraduate and the postgraduate level and lifelong training and vocational programmes to serve specific needs of the labour market and the wider community.

The Ministry of Education and Culture is responsible for the operation of the Evening Technical School and esperina gymnasia, and the afternoon and evening classes at technical schools. The HTI and the CPC (of which the MIM forms a part) come under the jurisdiction of the Ministry of Labour and Social Insurance. CAPA falls under the competence of the Public Administration and Personnel Department of the Ministry of Finance.

Much of the funding for continuing vocational training comes from the Human Resource Development Authority (HRDA), a semi-government organisation, which reports to the government through the Minister of Labour and Social Insurance who is, by law, the competent Minister. The HRDA is not a training provider itself, but its funds are used primarily to subsidise training programmes implemented by public and private institutions and enterprises. Its mission is to create the necessary prerequisites for the planned and systematic training and development of Cyprus human resources.

The HRDA's main source of income comes from the Human Resource Development Levy paid by all companies in the private sector and semi-government organisations. The levy corresponds to 0.5% of the payroll of each contributing company. Civil servants and the self-employed are excluded from the HRDA's sphere of competence.

There is also some provision of continuing education and training in the private sector – see section section 7.16.

7.1. Historical Overview

The first educational programme providing continuing adult education was introduced on a voluntary basis in 1952 by a group of primary school teachers working in the rural areas of the island. The objective of these teachers was to help combat illiteracy, which was particularly high in rural areas at that time. The programme was a success and, as a result, at independence in 1960 the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) were established under the supervision of the Directorate of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education). At the same time, the provision of adult education was expanded to cover urban areas.

Most of the other institutions involved in continuing education were established after independence in 1960, including the Cyprus Productivity Centre (CPC), the technikes scholes and the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) (which were then known as the State Institutes of Foreign Languages).

The CPC was established in 1963 by the Cyprus Government with assistance from the United Nations Development Programme and the International Labour Office (ILO). The Government has undertaken full responsibility for the operation of the CPC (following decision 2463 by the Council of Ministers) as the co-operation agreement expired on 30 November 1974. CPC's main objective is to assist private and public organisations to utilise their human and capital resources in the best possible manner in order to increase productivity.

The Human Resource Development Authority (HRDA) was originally established in 1974, under the name of Industrial Training Authority of Cyprus (ITA), but only began operating in 1979 as a consequence of the Turkish invasion of 1974. It was created as a semi-government organisation governed by a 13-member tripartite Board appointed by the government. The establishing law also provided for the training levy as a means of financing the new organisation. The levy was set at 0,5 % of the payroll of all enterprises in the private sector.

During the first years of its operation, the ITA promoted and supported the implementation of training programmes, providing mainly institutional-type initial training for new entrants to the labour market. Over the years, the importance of systematic training and development of human resources was recognised. Law 125(I)/1999 changed the name of the ITA to HRDA, so that it would better reflect the objectives and scope of the organisation. The HRDA, since 2003, has reviewed and updated all its training schemes to comply with the State Aid Law of 2001. The law was enacted in order to harmonise the legislation of Cyprus with the Acquis Communautaire (Regulation 68/2001/EC).

The general education evening school, known as the Esperino Gymnasio (Εσπερινό Γυμνάσιο) (Evening Gymnasium), was established in 1990, providing up to six years of lower and upper Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education).

In the 1990s and into the beginning of the new century, the numbers attending the Adult Education Centres rose dramatically from 13.200 in 1991/92 to 24.216 enrolled in 2008/09, in 2.137 classes of approximately 70 different subjects taught by 690 qualified trainers and educators.

The Cyprus Academy of Public Administration (CAPA) was established in 1991. It offers continuous learning workshops, seminars and day events especially designed for civil servants.

The University of Cyprus, which commenced operation in 1992, does not currently offer any continuing education courses. It does, however, run some of its postgraduate courses in the afternoon and evening, in order to facilitate the participation of students who are also employed. In addition, in the non-formal

education sector, the University participates in the organisation of lecture series which are open to the public, known as the 'Free University' (Ελεύθερο Πανεπιστήμιο) (see section 7.5.2.).

The Open University of Cyprus, established in 2002, offered its first degree programmes at postgraduate level in the academic year 2006/07. Since it is a State institution dedicated to open and distance education, it effectively promotes lifelong learning and facilitates the participation of students who are otherwise employed. The Open University's students' base largely consists of mature students who are concurrently employed and the teaching methodology of distance learning provides them with the opportunity to pursue or continue higher education.

The establishment of the Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου) to encourage lifelong learning in Cyprus and the Cyprus University of Technology (Τεχνολογικό Πανεπιστήμιο Κύπρου) to upgrade personnel for local industry, has already been detailed in section 6.2..

The Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School) was established in Lefkosia in 1999/2000 on the premises of a regular technical school.

7.2. Ongoing Debates and Future Developments

- **Educational Reform**. The report by the seven experts (see section 2.2.) proposes the creation of a two-year lyceum institution for further vocational and professional training development. The report also proposed the merging of the currently separate lyceums and technikes scholes (see chapter 5.). These two issues are scheduled to be discussed in the ongoing dialogue for the reform of the Education System of the island.
- **System of Vocational Qualifications**. The Board of Governors of the HRDA, with the approval of the Council of Ministers, has decided to proceed with the gradual establishment of a System of Vocational Qualifications – see section 7.4.3. in two phases (first phase: 2006-2008 and second phase: 2008-2013). During the first phase, in 2006-2008, five Standards of Vocational Qualifications, for the occupations of waiter, cook, receptionist, construction mason and sales person (retail trade), were developed. About 400 employees submitted applications for testing and certification and 190 employees received their certificates. During the second phase, which covers the period 2008-2013, the development of around 72 new standards in priority occupations at various levels is envisaged. The standards to be developed will cover a broader range of occupations in the sectors of retail and wholesale trade, Repairs of motor vehicles, hotels and restaurants, construction, manufacturing, systems and networks of communication and computers, hairdressing and trainer of vocational training. The second phase of the System of Vocational Qualifications is included in the projects to be co-financed by the European Social Fund (ESF) during the programming period 2008-2013.
- **System for the Assessment and Certification of Training Providers.** In September 2005, the Board of Governors of the HRDA approved the development and introduction of the system for the assessment and certification of training providers, including trainers. To this end, in January 2006, the HRDA launched a tender procedure for selecting external consultants. The project was assigned to a Greek consortium of the National Accreditation Centre of Continuing Vocational Training (EKEPIS) and the ICAP Business Information and Consulting Firm, located in Athens. The implementation of the project started in October 2006. The project is expected to be completed in five stages over a period of thirty-six months. In August 2007, a draft paper of the system was extensively discussed with key stakeholders in Vocational Education and Training and interested bodies, in an effort to have the highest possible level of consensus. In July 2008, the Board of Governors of the HRDA decided to accept the proposed system and proceed with the next stage of the project, which is the preparation of a specification for the computerisation of the system.
- **Ex-post Evaluation of the Existing Schemes**. In December 2006, independent, external consultants completed a study entitled Ex-post Evaluation of the Existing Schemes of the HRDA for the HRDA's schemes operated during the period 1998-2004. The main objective of this study, which included field and desk research, was to identify the effectiveness of each scheme and its impact on the human

resources and enterprises of Cyprus. In the light of the findings of the study, the HRDA Board of Governors will reach relevant policy decisions to modify/enrich the spectrum of schemes to be promoted by the HRDA in the future. This will lead to the further upgrading/enhancement of human capital development in Cyprus. Additionally, the HRDA, with the assistance of external consultants, will design a comprehensive system evaluating the impact of HRDA in the economy of Cyprus.

- **Public Universities**. For further information on the Open University of Cyprus and the Cyprus University of Technology, see section 6.2..
- **National Action Plan for Employment**. Cyprus prepared its first National Action Plan for Employment (NAP) for the period 2004/06, within the framework of the employment guidelines adopted by the European Council and the Broad Economic Policy Guidelines. The policies and measures are in line with the general aims and objectives of the National Strategic Development Plan (2004-2006) as well as with the Convergence Plan (2005-2009). The basic priority of the NAP is the promotion of employment mainly through the upgrading of human resources. There are specific measures for attracting more people into the labour market, such as the modernisation of the Public Employment Services, training and education programmes and special measures for the economically inactive. Another priority is the promotion of equal opportunities for those threatened with social exclusion, such as the vulnerable social groups of recipients of public assistance and people with disabilities.
- **ESF Funded Schemes**. The HRDA developed and implemented during the period 2006-2008 three schemes that were co-financed by the European Social Fund (ESF). The aim of these schemes was to meet the training needs of selected target groups of young secondary school-leavers, the unemployed and the economically inactive women in order to improve their employability through the acquisition of specialised complementary skills and knowledge. Approximately 1.200 persons participated in training programmes and 475 persons participated in work experience programmes.
- **Computer Literacy**. In addition, a new scheme was implemented by the HRDA over the period November 2006-December 2007 for the enhancement of computer literacy of the unemployed, which was also co-financed by the ESF. The scheme aimed to enhance the computer literacy of the unemployed with priority attached to the young unemployed and unemployed women as well as groups of unemployed threatened by social exclusion e.g. older unemployed, in order to improve their employability. Approximately 540 persons participated in this scheme.
- **EQUAL**. The Community Initiative Programme EQUAL prioritises the facilitation of access and return to the labour market for those who have difficulty in being (re)integrated into it. This Programme targets the unemployed, inactive women and asylum seekers.
- **New Modern Apprenticeship**. In November 2007, the Council of Ministers approved the proposal for the establishment of a Nea Sychroni Mathiteia (Νέα Σύγχρονη Μαθητεία) (New Modern Apprenticeship), Systima Mathiteias (Σύστημα Μαθητείας) (Apprenticeship Scheme)designed to offer a viable, alternative form of education, training and development for young persons between the ages of 14 and 25 and, at the same time, to meet the needs of the labour market in qualified personnel. The responsibility for managing the NMA is assigned to the Cyprus Productivity Centre in the initial stage of its implementation.

The NMA consists of three levels:

- Preparatory Apprenticeship – ages 14-16
- Core Apprenticeship – ages 15-20
- Post-secondary Apprenticeship – ages 17-25

Following a period of intense consultation between the Ministry of Labour and Social Insurance and the Ministry of Education and Culture, the implementation of the New Modern Apprenticeship is currently under way and the project has already been submitted for co-funding from the European Social Fund.

7.3. Specific Legislative Framework

There is no national policy on continuing education in Cyprus nor is anybody responsible for coordinating the various courses on offer for adults. For this reason, there is no 'Adult Education Legislation,' in its place are a number of laws, provisions or decisions taken by the various agencies involved in this field.

In order to enhance the management of the Lifelong Learning Programme (2007-2013) and meet the new challenges and developments in the EU, Cyprus set up the Lifelong Learning Programme National Agency in January 2007 (see section 11.1.).

The major pieces of legislation governing all sectors of continuing education are as follows:

- The special agreement between the Government of Cyprus and the ILO in 1963, which regulated the establishment of the Cyprus Productivity Centre for the provision of initial and continuing technical and vocational training to adults.
- Laws 21/1974, 6/1975, 17 & 53/1980 and 94/1988 provide for the establishment, operation, objectives and activities of the Industrial Training Authority.
- Law 125(I)/1999 changed the name of the Industrial Training Authority to the Human Resource Development Authority (HRDA) and enhanced its objectives and responsibilities.
- The evening schools operate on the basis of regulations published in the Official Gazette of the Republic on 9 March 1990. These were amended in 1999 to cover the Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School).
- Decision number 35.582 (22/05/91) established the Cyprus Academy of Public Administration (CAPA).
- Law 234(I)/2002 provides for the establishment, operation and objectives of the Open University of Cyprus that promotes lifelong learning.

The following Ministries and authorities are responsible for the implementation and correct application of the legislative provisions relating to adult education:

- The Directorate of STVE of the Ministry of Education and Culture is responsible for the Evening Technical School and the afternoon and evening classes at the technical schools.
- The Directorate of STVE also runs the systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) jointly with the Cyprus Productivity Centre, Ministry of Labour and Social Insurance.
- The Directorate of Primary Education of the Ministry of Education and Culture is responsible for the Adult Education Centres.
- The Directorate of Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) of the Ministry of Education and Culture is responsible for the State Institutes of Further Education (KIE).
- The Ministry of Labour and Social Insurance supervises the work of the Cyprus Productivity Centre, of which the MIM forms a part, and the HTI.
- The HRDA is a semi-government organisation, which reports to the government through the Minister of Labour and Social Insurance who is, by law, the competent Minister.
- The Ministry of Finance has the responsibility for the training and development of civil servants and supervises the work of CAPA, which implements programmes for the training and development of civil servants.

7.4. General Objectives

7.4.1. General Objectives – Formal Continuing Education

The objective of formal adult education is to give working people of any age the opportunity to gain a qualification that will improve their career prospects and enable such individuals to reach their full potential.

The general objectives of the MIM have already been detailed in section 6.4.2..

The main objectives of the Open University of Cyprus are twofold:

- The provision of equal opportunity in higher education, irrespective of age, time and location.
- The promotion of science, knowledge, education, research and lifelong learning.

Overall, the Open University aims at providing both undergraduate and postgraduate degree programmes in the form of distance learning, delivering tailor-made training and vocational programmes and developing both technology and methodologies in the area of open and distance education.

7.4.2. General Objectives – Non-Formal Continuing Education

Non-formal continuing education aims at improving the quality of life of the individuals involved and offering them fulfilment, with the aim of improving their self-image and developing their communication skills, thereby contributing to their all-round development. This is achieved through a nationwide network of programmes aimed at all citizens.

The Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) specify the following aims:

- The enhancement of the quality of non-formal adult education
- The improvement of the knowledge and skills of those leaving school without basic qualifications
- The encouragement of innovation through alternative learning pathways
- The provision of lifelong learning opportunities to adults
- The overall development of adult learners' personality
- The social, economic and cultural development of adult learners

The Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) provide an opportunity for both adults and pupils to upgrade their skills and abilities.

7.4.3. General Objectives – Vocational Education

The aims of vocational training programmes are two-fold:

- To upgrade the skills of individuals already working in technical fields
- To train unskilled workers in various vocational trades through accelerated training programmes

The combination of the two aims contributes to the increased productivity of the country.

The main strategic objectives of the HRDA for the planning period 2007-2013 are:

- Upgrading the country's human resources, through the systematic lifelong training of employees, new entrants to the labour market, the unemployed, inactive females and low skilled and older persons, in order to enhance their employability potential throughout the European Union.
- Improving the productivity and strengthening the competitiveness of Cypriot enterprises through the better utilisation of their human resources and the improvement of their adaptability potential.

The effective promotion of the HRDA´s strategic objectives is expected to be realised by the adoption and implementation of horizontal targets in the various priority pillars. These will incorporate the elements of sex, age and educational attainment, the acquisition of knowledge and skills in Information and Communication Technologies (ICT) and the provision of equal opportunities for the employed and the enterprises. A basic objective will be the quality of training provision.

The main objective is to focus actions on vital segments of the knowledge society by strengthening the synergy and complementarity between training and other policy areas such as employment, research, innovation and productivity. Another important objective is the promotion of lifelong learning by creating

an open, attractive and easily-accessible learning environment, aiming at eliminating the existing gap between major and minor enterprises and between persons of high and low education and specialisation.

The aforementioned strategic objectives are being pursued through the promotion of targeted actions, which are classified under the following five priority pillars:

- Training and Development of Human Resources: Targeted actions for the lifelong learning of employees and for the integration/re-integration in the labour market of selected target-groups.
- Support to Enterprises for Upgrading their Human Resources: Various support actions in enterprises aiming at increasing human capital investments and improving the productivity of enterprises.
- Human Resource Development Infrastructure and Systems: Enhancement of the quality of training and development of human resources through strengthening the training infrastructure and establishing a national system of vocational qualifications.
- Research and Development: Promotion of research and development actions in areas of vital importance for the training and development of human resources.
- Effective Governance: Promotion of diverse actions for enhancing the Governance Systems and Processes at the HRDA and its main partners.

The long-term objective of the CPC is to evolve into an institution of excellence, playing a significant coordinating role in improving the quality of organisations and promoting employment opportunities for human resources. The CPC aims at making a significant contribution to the socioeconomic development of Cyprus, through the best possible utilisation of human and capital resources and the improvement of quality of life within the European family.

The priority areas of the CPC today are:

- Implementation of the Productivity Strategy and the National Productivity Programme.
- Implementation of the Nea Sychroni Mathiteia (Νέα Σύγχρονη Μαθητεία) (New Modern Apprenticeship).
- Modernisation of the Vocational Training Component.
- Management of European projects, including the promotion of flexible forms of employment.
- Supporting, through innovative training and development activities, organisations and enterprises to gain a competitive edge so as to be in a position to face successfully the challenges of the market, both locally and internationally.

The stated mission of CAPA is to contribute to the development of management capacity and the modernisation of the civil service through the formulation and implementation of an appropriate learning policy. More specifically, CAPA aspires to help public service organisations in Cyprus develop the capacity for:

- Decentralised management of learning
- Strategic management, leadership and professionalism
- The provision of high quality services to citizens
- Coordination and cooperation with related organisations
- The management of information and knowledge and utilisation of the opportunities offered by information technology
- Effective participation in EU decision-making procedures, programmes and initiatives
- The effective management of human resources and the application of modern management methods and practices
- The effective management of change
- Continuous self-improvement in the organisation
- Negotiation and consensus building with EU partners and society
- The modernisation of the relationship between state and society and the promotion of greater transparency and societal participation in public management
- The application of the Common Assessment Framework

The objective of the afternoon and evening classes in technikes scholes is to offer continuing education and training to adults working in industry, in order to be able to respond more efficiently to the contemporary demands of the labour market, as well as training aimed at the reintegration of unemployed individuals into the labour market where there is a shortage of skilled workers.

The systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme) offers practical and theoretical training to those students who do not wish to continue their studies within the formal education system after completing the third year of lower secondary education in a gymnasio (γυμνάσιο) (gymnasium). The current Apprenticeship Scheme will gradually be replaced by the New Modern Apprenticeship (see section 7.2.) and is expected to be phased out by 2011.

The objectives of the HTI have already been detailed in section 6.4.2. as well as current developments in 2.2 and 6.2..

7.5. Types of Institution

7.5.1. Types of Institution – Formal Continuing Education

The esperina gymnasia and the Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School) have already been discussed in section 5.20.. These schools offer adults and young school leavers the opportunity to gain the secondary apolytirio (απολυτήριο) (school leaving certificate).

The Postgraduate Management Diploma and the Postgraduate Management and Public Administration Programmes offered by Mediterranean Institute of Management (MIM) have also been covered in chapter 6., in various sections. The Diploma in Management and Public Administration is offered in the evening for individuals who are working. The language of tuition is Greek.

In its first academic year, as already mentioned in section 6.2., the Open University of Cyprus offered two postgraduate programmes, the MA in Education Studies and the MA in Health Care Management. In the academic year 2007/08, the Open University started offering another two programmes: Hellenic Civilisation at bachelor level and Information Systems at postgraduate level. In 2008/09, the Open University offered PhD degrees in four programmes: Education Studies, Health Care Management, Information Systems and Hellenic Civilisation. It also offered lifelong programmes (self-funded) in various subjects (see section 6.10.1.). The teaching language is Greek.

7.5.2. Types of Institution – Non-Formal Continuing Education

The three hundred and ninety-seven Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) in Cyprus offer programmes in both urban and rural areas, usually on the premises of public primary, secondary and technical schools. Most of the classes operate in the afternoon and evening, with a small number also taking place in the morning.

In an effort to provide learning opportunities, free of charge, for adult citizens, the Adult Education Centres organize special courses each year, three hundred and fifty-two in 2008/09. These courses are tailored specifically to meet the needs of various disadvantaged groups, such as people with special needs, disabilities and learning difficulties, mentally ill people, prisoners and elderly people in care homes. They also provide learning opportunities, free of charge, for senior citizens over the age of 65, asylum seekers and political refugees. There are also classes for Turkish Cypriots wishing to learn Greek and classes for Greek Cypriot who wish to learn Turkish, see section 7.9..

There are forty-one Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) providing academically-oriented, general education courses to 18.000 students in urban and rural areas in public school buildings. The State Institutes of Further Education (KIE) have been providing courses to both pupils and adults since 1960.

The 'Free University' is a series of lectures organised by the University of Cyprus with the Municipality of Aglandzia, one of the municipalities of Nicosia. In Larnaka, the University cooperates with the Municipality in a similar way to operate the Zenonion Free University (Ζηνώνειον Ελεύθερο Πανεπιστήμιο). In Paphos, the University cooperates with the Municipality of Yeroskipou το offer the Ierokipeion Free University (Ιεροκήπειον Ελεύθερο Πανεπιστήμιο). This programme has also expanded to cover Lemesos and the Cypriot diaspora in London.

Non-formal continuing education classes are also run in prisons, for which teaching staff is seconded to offer subjects such as painting, handicrafts and Greek as a foreign language in classes that take place twice a week for one to one-and-a-half hour.

7.5.3. Types of Institution – Vocational Training

The primary institutions offering continuing vocational training are:

- **Cyprus Productivity Centre (CPC) (Κέντρο Παραγωγικότητας).** The CPC offers short modular programmes that focus on technical occupations and management functions. The basic aim of these programmes is to offer those already working the opportunity to upgrade their skills and knowledge so as to improve their employability and increase their prospects of advancement and career development. CPC operates on its own premises in three major towns. Admission qualifications and final certification depend on the type of programme the participants follow. As from May 2005, following a Decision of the Council of Ministers, the CPC has undertaken the management and redesign of the systima mathiteias (σύστημα μαθητείας) (apprenticeship scheme).
- **Cyprus Academy of Public Administration (CAPA) (Κυπριακή Ακαδημία Δημόσιας Διοίκησης).** This institution offers continuous learning workshops seminars and day events especially designed for civil servants. These programmes focus on subjects such as: the EU; Management of Learning in the Public Sector; Personal and Interpersonal Skills in the Public Sector; Organisational and Management Development in the Public Sector. Its main aim is to contribute to the efficiency and effectiveness of the Civil Service through the development of the management capabilities of its departments. Moreover, CAPA provides training courses for newcomers aiming at their smooth induction into the public service through familiarization with the machinery of government and the institutional framework and the environment within which public officers act. Participation in these courses is mandatory as from 7 April 2004, following a decision of the Council of Ministers. It is worth saying that in an effort to deal with the considerable number of the new entrants employed at the Cyprus civil service, CAPA is in the process of developing and offering training courses for the newcomers through e-learning methodologies. CAPA practises participative techniques in its training and development programmes, based on experiential and adult learning approaches. These encourage the use of work-based projects, thereby combining job-related problem solving with learning. CAPA supports these initiatives with follow-up meetings and other activities so as to ensure the effective transfer of learning from the classroom to the workplace. Methods and techniques include lectures, group work, video, discussions, role-play and case studies amongst others. Those who attend receive a certificate of attendance which may play a role in promotion. Since its inception, CAPA has forged links with a number of educational and training institutions at home and abroad.
- **Afternoon and Evening Classes.** The afternoon and evening classes of the technical schools are organised in a flexible manner in order to accommodate working individuals who may wish to attend either short modular courses leading to a certificate or longer programmes which lead to the acquisition of a qualification equivalent to the apolytirio (απολυτήριο) of the technical schools. The admission qualifications required and the pedagogical methods used vary according to the programme. The classes run on the premises of Technical Schools in all the major towns of Cyprus.

The Apprenticeship Scheme. This scheme, in its present form, is mainly directed towards students who do not wish to continue their studies in the formal education system after completing the gymnasio (γυμνάσιο) (gymnasium). The Scheme lasts for two years and provides alternate practical and theoretical training. The practical component takes place in industry, and trainees are paid for working three days a week. Theoretical

training is provided at a technical school two days per week. In order to enrol, students must be fifteen or over by 31 December of the year of enrolment, and must have completed the second year of gymnasium (γυμνάσιο). Apprentices are trained to become builders, furniture makers, woodworkers, electricians (of domestic appliances or electrical installations), car mechanics, car electricians, sheet metal workers/welders, aluminium manufacturers, machine workers/fitters, plumbers, silversmiths/goldsmiths, dressmakers, cooks and waiters, depending on the needs of the labour market.

- **New Modern Apprenticeship**. The present scheme will gradually be replaced by the Nea Sychroni Mathiteia (Νέα Σύγχρονη Μαθητεία) (New Modern Apprenticeship) (see section 7.2.) which is to embrace a larger group of young persons, offer a wider spectrum of specialisation and is to be based on an internal research and development centre which will develop curricula, train the trainers and test pilot applications for best practice.
- **HRDA.** The HRDA approves and subsidises continuing training programmes provided by public and private institutions and enterprises.

The provision of vocational education and training is described in detail in a series of publications initiated by CEDEFOP (the European Centre for the Development of Vocational Training), entitled The Vocational Education and Training System of Cyprus, including:

- *A Thematic Overview* (November 2008).
- *Initial Vocational Education and Training* (November 2008).
- *Continuing Vocational Education and Training* (November 2008).
- *Training VET Teachers and Trainers* (November 2008).
- *Skills and Competences Development and Innovative Pedagogy* (November 2008).

Another relevant 2008 publication is the *Cyprus VET Policy Report 2008* that provides information on national progress in policy priority areas for VET during the period 2002-2008.

All of these publications are produced by the HRDA and Refernet Cyprus and are regularly updated.

The publication *Continuing Vocational Education and Training*, gives further information on the area of vocational training. For this reason, the rest of this chapter will focus solely on formal and non-formal education.

7.6. Geographical Accessibility

Non-formal education is provided in both Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) and Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) in both rural and urban areas.

It should also be noted that Cyprus is relatively small and there are no areas that are considered particularly remote. Therefore, it is not difficult (especially for adults) to get access to continuing education in a neighbouring community, even if there is no provision in a particular village or area.

7.7. Admission Requirements

7.7.1. Admission Requirements – Formal Continuing Education

In order to attend one of the esperina gymnasia or the Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School), an applicant must usually be aged over fifteen, employed or have been unable to complete his/her education for whatever reason.

Individuals are placed in an appropriate class in the evening schools according to the level of education they have already reached. If necessary, an applicant may also be asked to sit a placement examination.

The MIM programmes are offered to university graduates (or those with equivalent qualifications). In addition, applicants must also have a good knowledge of English and Greek and be employed in the private or broader public sector and pass the required MIM admission test.

The admission requirements for entrance to the programmes of the Open University of Cyprus are the same as detailed in section 6.6.1..

7.7.2. Admission Requirements – Non-Formal Continuing Education

Admission requirements in the non-formal sector vary according to the various programmes and the institutions which offer them.

The programmes offered by the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) require no formal qualifications and may be attended by anyone over the age of fifteen.

The Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) offer programmes that are more academically oriented, but they are of a more limited range. Adults and pupils still in school may attend the programmes on offer. Individuals who wish to enrol must take a placement test and are advised on the basis of the results for the appropriate level.

There are no courses in Cyprus that are restricted in terms of admission only to particular groups, for example immigrants or the unemployed.

7.8. Registration and/or Tuition Fees

7.8.1. Registration and/or Tuition Fees – Formal Continuing Education

No fees are payable by the students attending the public evening schools.

The fees for the MIM are the same as detailed in section 6.7.2..

The applicable fees for all the programmes of the Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου) are the sameas detailed in section 6.7.1..

7.8.2. Registration and/or Tuition Fees – Non-Formal Continuing Education

Those attending the adult general education programmes, offered through the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) and the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education), offer pay fees that cover part of the cost of provision.

Fees for those attending the courses of the Adult Education Centres (Επιμορφωτικά Κέντρα) vary according to whether they live in urban or rural areas, and whether they attend general or ICT courses, for example:

- €41 per year (24 sessions x 90') for individuals in rural areas with more than two hundred inhabitants
- €20 per year (24 sessions x 90') for individuals in rural areas with fewer than two hundred inhabitants
- €51 per year (24 sessions x 90') for those living in urban areas
- €59 per year (24 sessions x 90') for any Information and Communication Technology (ICT) classes in both urban and rural areas

The fees for the State Institutes of Further Education (KIE) depend on the subject and level of the programme studied, and range from €225.54 to €394.69 per year.

Fees are payable to the institution. There are no compulsory financial contributions.

7.9. Financial Support for Learners

Since most continuing education programmes in the formal and non-formal sectors are state-run, funding is granted through the state budget. The Ministries involved in adult education prepare budgets for the costs of the programmes and submit them to the Ministry of Finance, which includes them in the national budget to be approved by the House of Representatives. There may be cuts, but generally the budgets for the programmes are approved, and this allows for the continuation of the services.

In terms of tax incentives, all expenditure on human resource development is tax deductible in the same way that other production expenses are treated. In this way, it is estimated that about 20-25% of total human resources development expenditure in the private sector is borne by the state.

Students following the full time MIM Diploma course receive subsidies for fees as follows:

- The HRDA pays 70% of the total fees for participants from SMEs (small and medium-sized enterprises) and 50% of the total fees for larger companies.
- For those who are not employed by a company, ten scholarships are awarded annually by the Cyprus Scholarship Board, which receives funds from the government. These scholarships amount to 50% of the total fees.

For new developments as regards the full time MIM Diploma course, please see sections 2.2. and 6.2. above.

The following categories of adult learners may attend, free of charge, courses of the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) some of which are organised especially for individuals from these category groups (see sections 7.5.2.):

- People with special needs, disabilities and and learning difficulties
- Mentally ill people
- Greek Cypriots who wish to learn Turkish
- Turkish Cypriots who wish to learn Greek
- The children of repatriated Cypriots, diaspora Greeks and foreigners
- Adults over the age of sixty-five
- Elderly people living in care homes
- Prisoners
- Asylum Seekers
- Political Refugees

The Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) offer both partial and full scholarships to students taking into consideration their financial situation and academic performance. Such scholarships can number up to 10% of the total student intake. In addition, the children of families with three or more children pay reduced fees. Greek Cypriots who wish to learn Turkish and Turkish Cypriots who wish to learn Greek may attend courses free of charge.

In addition, there exist educational leave schemes for public-sector employees in Cyprus which offer the opportunity of both paid and unpaid leave in order to gain qualifications. The aim of these schemes is to fulfil the government's needs and priorities for the education and training of public-sector employees.

There are two types of scholarship available for paid educational leave:

- Scholarships granted by the Government of Cyprus
- Scholarships granted through the Government of Cyprus by external sources

The eligibility criteria for paid educational leave are as follows:

- The applicant must be a permanent member of staff and must have completed five years of service.
- The area of study must fall within the range of needs and priorities of education for the government.

- The area of study must be relevant to the employee's current job.
- Whether the applicant can be released for the duration of the programme of study.
- Whether the applicant holds the necessary qualifications in order to obtain a placement.

The eligibility criteria for unpaid educational leave are the same, except that the first criterion concerning the applicants contractual status and duration, does not apply.

In certain other sectors, leave of absence for education and training purposes is stated formally in the collective agreements. The sectors are: the hotel industry, banking sector, cabinet making and carpentry and private clinics.

The financial support provided by the Open University of Cyprus to specific student populations is indicated in section 6.8.1..

7.10. Main Areas of Specialisation

7.10.1. Main Areas of Specialisation – Formal Continuing Education

The evening schools offer programmes of seven years' duration, as compared to six years in the regular secondary schools. The curriculum is the same as that followed in secondary schools, except for the fact that neither Physical Education nor Music is offered at the evening schools.

Lessons start on 20 September and end on 3 June for all grades except the final one, which finishes on 22 May to allow for preparation for final examinations. Classes usually start at around 5pm and continue to 9pm.

The Postgraduate Diploma in Management and Public Administration consists of five modules – the first three consist of one hundred and forty-four periods, the fourth seventy-two periods and the fifth (which offers the opportunity to specialise in either Business or Public Administration) lasts one hundred and sixty-eight periods. The individual modules focus on the following subjects:

- Module one – Computer Science Applications; Human Resource Management, Principles of Management.
- Module two – Management Accounting; Economics for Managers; Statistics; the European Union.
- Module three – Management Science; Marketing; Financial Analysis; Government Organisation.
- Module four – Feasibility and Appraisal of Projects; Labour Relations; Strategic Management.
- Module five – Specialisation.

For developments as regards full time MIM Diploma course since 2007, see sections 2.2. and 6.2. above.

The main areas of specialisation that the Open University of Cyprus offers are the same as detailed in section 6.10.1..

7.10.2. Main Areas of Specialisation – Non-Formal Continuing Education

Registration at the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) takes place during the month of September and the provision of each course, 24 sessions for 90 minutes once a week, starts at the beginning of November and concludes at the end of May. The minimum number of adult learners in each class is thirteen in urban and ten in rural areas.

Instructors at the Adult Education Centres (Επιμορφωτικά Κέντρα) are given a curriculum outline at the beginning of the course. However they are free to shape the programme according to the needs of the group.

The main areas of study are: Foreign Languages, Cultural Issues, Health and Sports, Domestic and Handicrafts, Acquisition of Skills for Professional Development and Subjects of General Interest. Within these fields, a broad spectrum of up to seventy subjects is covered including, Information and Communication

Technology (ICT), ; Byzantine Icon Painting, Aesthetics, Literacy, Astronomy, Braille, Graphic Arts, Physical Education, Electronics, Theatre, Pottery, Gardening, Culinary Arts, Auto Mechanics, Sign Language, First Aid, Wood Engraving, Plumbing, Mosaics, Cypriot and Greek Dances, In recent years, there has been an increasing demand in the teaching of foreign languages such as English, Arabic, Bulgarian, French, German, Italian, Russian, Spanish and Romanian. There is also the possibility to study other foreign languages if there is an adequate number of adult learners interested and a qualified teacher is available.

Since 2003, the Adult Education Centres (Επιμορφωτικά Κέντρα) have been providing Turkish language courses, free of charge, to Greek Cypriots and Greek language courses, free of charge to Turkish Cypriots. The programmes offered at the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) combine socio-cultural development with the possibility of gaining more formal academic qualifications.

Registration starts in May and continues until the first week of September. Lessons start in the middle of September and final examinations take place at the end of May. Teaching materials are prescribed by the Ministry of Education and Culture, as well as some textbooks that have been specially written for use in the Institutes (including books for Greek and Turkish as a Second Language). Lessons are held twice a week on Monday, Tuesday, Thursday or Friday from 3-6pm and some morning and evening classes for adults only. Each lesson lasts 90 minutes. There are between ten and fifteen students in each class, although occasionally permission is given for a smaller group. The subjects taught focus mainly on Foreign Languages, Computer Studies and Accounting. The foreign languages studied include English, French, German, Italian, Spanish, Russian, Turkish and Greek as a foreign language. There are opportunities to study other languages if there is sufficient demand and a suitably-qualified teacher can be found.

Learners in both the State Institutes of Further Education (KIE) and the Adult Education Centres (Επιμορφωτικά Κέντρα) are permitted to change course at the beginning of the programme.

ICT subjects are taught in their own right as well as being used as a tool for teaching, depending on the experience and training of the instructor.

There are no special measures for adult immigrants, except for the free of charge attendance of Greek language courses for the children of repatriated Cypriots, diaspora Greeks and foreigners, asylum seekers and political refugees described in section 7.9..

7.11. Teaching Methods

7.11.1. Teaching Methods – Formal Continuing Education

At the evening schools, a range of teaching methods is used, from more traditional methods to group work, research, problem solving, workshops and audio-visual aids. Efforts are made to select the teaching method that will best satisfy the students' individual needs.

The teaching methods of the MIM have already been discussed in section 6.12..

The teaching methodology of the Open University Of Cyprus is that of open and distance learning and specific details can be found in section 6.12..

7.11.2. Teaching Methods – Non-Formal Continuing Education

Teaching methods in the non-formal sector depend on the programmes, the level of the students and the pedagogical training of the instructors. In courses aimed at individuals without academic qualifications, the teaching methods used are more practical.

At the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres), where some instructors may not have followed a teacher-training course (see section 7.12.2.), more traditional teaching methods are

used. However, an emphasis on more modern approaches and methodologies has been introduced by means of on-going, in-service training of all instructors at Adult Education Centres (Επιμορφωτικά Κέντρα).

Modern methods of teaching are used for all subjects taught at the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education).

New technologies are used in class, where appropriate, and provided the teacher has experience in using such teaching tools.

In the non-formal continuing education sector, learning is structured by discipline.

7.12. Trainers

7.12.1. Trainers – Formal Continuing Education

Trainers in the evening schools are regular, qualified secondary school teachers who are assigned to teach in these particular schools. As they are required to work in the evening, each teaching period counts as one and a half.

The teaching staff of the MIM consists of experts who hold relevant degrees in the subjects they teach. They are full-time public servants or guest lecturers from reputable institutions/organizations from Cyprus and abroad.

7.12.2. Trainers – Non-Formal Continuing Education

The general courses at the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) are taught by secondary and primary level teachers and unemployed graduates who hold a diploma relevant to the course they teach and who are waiting to be appointed as teachers (see section 2.2.). More practical courses, such as Auto Mechanics, Sewing, Handicrafts and Dance, are taught by individuals with specialist knowledge in the relevant field.

Special seminars and continuous in-service training are provided for the trainers and educators of the Adult Education Centres (Επιμορφωτικά Κέντρα) in order to prepare them for their role as adult educators. They cover methodological approaches, group dynamics, how adults learn and other relevant subjects.

The trainers of the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) are always secondary level teachers. They have usually had experience in the formal education system, and are either seconded to teach in the State Institutes of Further Education (KIE) or paid a special fee for doing so. The headteachers of State Institutes of Further Education (KIE) are seconded from the secondary sector to carry out this role.

7.13. Learner Assessment/ Progression

7.13.1. Learner Assessment/ Progression – Formal Continuing Education

The approach to learner assessment and progression at the evening schools is very similar to that used in secondary schools (see section 5.15.). There is daily oral assessment and written examinations at the end of each term and each year. The difference is that the end of final year examinations for all subjects are internal (i.e. set by the institution itself), as opposed to the Pagkypries Exetaseis (Παγκύπριες Εξετάσεις) (Pancyprian Examinations) used in the regular secondary schools.

Students on the Diploma course at the MIM are assessed by a combination of assignments (30%) and final examinations (70%). The pass mark is considered to be 50%. The students and their sponsors receive a report on progress at the end of each unit. If a student fails a subject they are required either to complete another assignment or resit the examination (as long as they have failed no more than two subjects in each unit and

no more than seven subjects overall). If a student fails the resit and/or fails more than two subjects in a unit or more than seven subjects overall, he/she is allowed to attend the course as an 'observer' and will receive a Certificate of Attendance, not a Diploma. For 2007 developments as regards MIM full time programme, see sections 2.2. and 6.2. above.

The learner assessment and progression at the Open University of Cyprus are the same as detailed in sections 6.13.1. and 6.14.1..

7.13.2. Learner Assessment/ Progression – Non-Formal Continuing Education

Students are assessed in a variety of ways in the non-formal sector, depending on the type of institution offering the continuing education.

Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) Courses provided by Adult Education Centres involve continuous oral as well as practical assessment throughout their duration. There is no provision for a final examination or a practice test aiming at certifying adult learners' skills and competencies.

At the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education), formal assessment is carried out in the form of tests as well as more informal oral assessment. Progress reports are provided to those attending courses at the State Institutes of Further Education (KIE) each term. Final Examinations are set by trainers at the Institutes who are not teaching the level for which they are preparing the examination.

7.14. Certification

7.14.1. Certification – Formal Continuing Education

The apolytirio (απολυτήριο) (school leaving certificate) awarded by the evening schools is equivalent to that of the regular secondary schools.

The postgraduate programme at the MIM leads to the award of a Diploma which, by decision of the Council of Ministers 28.667, satisfies the requirement of the schemes of service of positions in the Civil Service for which postgraduate studies in management of one-year duration are recognised as an additional qualification. The Diploma is also recognised in the private sector. In order to gain the Diploma, students must successfully complete all five units and the Diploma project.

The certifications of the Open University of Cyprus are indicated in section 6.15.1..

7.14.2. Certification – Non-Formal Continuing Education

Those who attend courses at the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) receive a Certificate of Attendance which may sometimes be used in terms of professional development. There is no formal examination.

At the Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) there are final Pagkypries Exetaseis (Παγκύπριες Εξετάσεις) (Pancyprian Examinations), and certificates of successful attendance are awarded to those who pass. In 1998/99 in a Circular issued by the Public Service Commission, the certificates of years four and five of the State Institutes of Further Education (KIE) in English, French and German as a Foreign Language were recognised as an official indication of 'good knowledge' of the languages for the purposes of both appointment and promotion in the Civil Service. The certificates from years six and seven in English were recognised as representing 'very good knowledge'.

Students of the State Institutes of Further Education (KIE) can also take external examinations in order to obtain qualifications in foreign languages, for example, GCE O and A Level English, First Certificate in English

(FCE), DELF, accounting examinations from the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and the European Computer Driving Licence.

If a student has been absent for more than twenty classes, he/she is not eligible to sit for the pancyprian final examinations.

7.15. Education/Employment Links

Guidance for learners is generally offered by the headteacher or director of continuing education institutions. The same individual would be involved in supporting learners in the event of failure.

Courses, subjects and career opportunities are frequently advertised in institutions of continuing education.

The link between the courses offered by the institutions and the local economy is that the subjects studied are those currently required by the market.

7.16. Private Education

There are four main types of continuing education provider in the private sector: private colleges (see section 6.17.), training institutions, consultancy firms and enterprises.

There are around twenty-five private colleges registered with the Ministry of Education and Culture, one hundred and sixty private training institutions, employing more than eight hundred trainers and fifty consultancy firms. These provide programmes to employees and individuals. The great majority of the programmes offered to employees are approved and subsidised by the HRDA.

Many of the private colleges run evening courses for adults in subjects such as ICT, secretarial skills and languages. Many of these courses are approved and subsidised by the HRDA.

The training market is highly developed in Cyprus and has been encouraged and strengthened through the approval and consequent subsidy for programmes provided by the HRDA. As in the public sector, private training institutions offer a variety of training programmes, including a large number on information technology. As there is a substantial amount of competition between these institutions, curricula and training tools have been adapted using the latest available technology.

7.17. Statistics

Information in the statistics section includes:

- Enrolments by type of institution 1970/71–2006/07
- Adults' Enrolments by educational institution by gender 2006/07
- Participation rates of the population over the age of 15 in education or training by age group and sex 2007

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

7.17.1. Enrolments by type of institution 1970/71 – 2006/07

Year	Public				Private			
	A	B	C	D	E	F	G	H
1970/71	4874	906	873	2551	0	1037	0	3572
1975/76	3559	880	1187	2490	0	1126	0	2997
1980/81	7181	1367	1089	3095	1025	3067	0	16690
1985/86	5727	980	288	3960	9325	2892	0	26045
1990/91	5496	812	635	15537	15866	2437	0	39220
1995/96	10900	695	747	14650	19254	2197	697	49319
2000/01	11099	622	1067	14671	30921	1399	1412	45346
2003/04	13888	487	1172	18676	34389	679	2042	42588
2004/05	15651	478	1360	19176	34737	821	2520	39666
2005/06	19348	399	1245	19492	54366	748	2225	39634
2006/07	19134	370	1368	22014	58357	820	2419	37605

A =State Institutes of Further Education (Κρατικά Ινστιτούτα Επιμόρφωσης) (Kratika Institouta Epimorfosis) (previously known as Institutes of Foreign Languages)

B = Apprenticeship Scheme

C = Evening classes of technical schools

D = Adult Education Centres (Επιμορφωτικά Κέντρα) (Epimorfotika Kentra)

E = Human Resource Development Authority (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού) (Archi Anaptyxis Anthropinou Dynamikou) (commenced operation in 1979/80)

F = Cyprus Productivity Centre (Κέντρο Παραγωγικότητας) (Kentro Paragogikotitas)

G = Cyprus Academy of Public Administration (Κυπριακή Ακαδημία Δημόσιας Διοίκησης) (CAPA) (Kypriaki Akadimia Dimosias Dioikisis)

H = Part-time institutes (as from 1999/00 including only those registered with the Ministry of Education and Culture)

7.17.2. Adults' Enrolments by educational institution by gender 2006/07

Type of institution	Males	Females	Total
PUBLIC			
State Institutes of Further Education	896	1117	2013
Apprenticeship Scheme	0	0	0
Afternoon classes of technical schools	748	315	1063
Adult Education Centres	6113	15901	22014
Human Resource Development Authority	34313	23836	58149
Cyprus Productivity Centre	754	66	820
Cyprus Academy of Public Admin.	1001	1418	2419
PRIVATE			
Part time institutes (registered with the Ministry of Education and Culture)	1019	1467	2486

7.17.3. Participation rates of the population over the age of 15 in education or training by age group and sex 2007

Age group	Male %	Female %	Total %
15-19	74.5	77.6	76.1
20-24	27.2	35.6	31.7
25-29	14.3	13.5	13.9
30-34	11.0	12.1	11.5
35-39	9.4	8.9	9.1
40-44	7.0	8.7	7.9
45-49	7.4	7.0	7.2
50-54	5.9	6.4	6.2
55-59	3.7	5.2	4.5
60-64	2.0	4.6	3.3
65-69	0.9	1.2	1.1
70-74	0.7	0.6	0.6
75+	0.7	0.1	0.4
25-64	8.1	8.6	8.4
Total	13.2	14.7	14.0

Data from Labour Force Survey 2007

8. Teachers and Education Staff

This chapter is subdivided into the four types of teachers and education staff, as follows:

- Pre-primary
- Primary
- Secondary
- Tertiary

In some cases, prodimotiki ekpaidefsi (προδημοτική εκπαίδευση) (pre-primary education) and primary school teachers will be covered in the same subdivision. In the pre-primary sector, only nipiagogeio (νηπιαγωγείο) (kindergarten) teachers will be included, as paido/vrefokomikoi stathmoi (παιδο/βρεφικοί σταθμοί) (day nurseries) are not considered part of the education sector.

The Directorate of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) is responsible for Special Education (see chapter 10.) and, therefore, most of the conditions of service for these teachers are the same as for Primary Education. The situation is similar for teachers of foreign languages and physical education, who have the same training and conditions of service as teachers in Secondary Education, as these subjects are taught mainly at the secondary level.

8.1. Initial Training of Teachers

The basic training of pre-primary (προδημοτική) teachers is offered by the Pre-school Teachers Section of the Department of Education (Τμήμα Επιστημών της Αγωγής), part of the Faculty of Social Sciences and Education at the University of Cyprus.

The Primary School Teachers Section of the same Department is responsible for the basic training of primary teachers.

The only exception to this are teachers of special education, who can be employed to provide services to children within mainstream schools, special units attached to mainstream schools or in special schools (see chapter 10.). Teachers of special education specialise in one of the following areas:

- Teaching children with learning difficulties or emotional problems
- Teaching children with visual impairments
- Teaching children with hearing impairments
- Speech therapy
- Psychology
- Physiotherapy
- Special physical education
- Music therapy
- Occupational therapy
- Audiology

Teachers of Special Education must have a first degree in one of the areas of special education mentioned in the list above or a first degree as a teacher of primary/pre-primary education and a postgraduate qualification in the specialist area in which they wish to teach or fulfill one of the provisions of regulations ΚΔΠ 35/2008 based on articles 24 and 76 of Laws 10/1969-52(I)/207..

Secondary school teachers are required, as a minimum, to hold a recognised university degree at bachelor level in a subject taught in secondary schools in Cyprus. In addition, prospective teachers must attend a nine-month pre-service training course, which, as from September 2007, is delivered by the Department of Education of the University of Cyprus (see sections 2.6.4.3. and 8.1.4.2.).

Members of academic staff at the tertiary non-university level hold, as a minimum, a recognised university degree in their subject area and usually a postgraduate qualification in addition to a first degree. They are not required to follow any pedagogical training prior to appointment. For this reason, section 8.1. will focus mainly on pre-primary, primary and secondary education.

A newly-appointed teacher in the primary, secondary or tertiary non-university education sectors is on probation for the first two years after appointment to a permanent post.

8.1.1. Historical Overview

8.1.1.1. Historical Overview – Pre-primary Education

For a historical overview of pre-primary education in general, see section 3.1..

The first public pre-schools were created from private institutions. The Paidagogiki Akadimia Kyprou (Παιδαγωγική Ακαδημία Κύπρου) (Pedagogical Academy of Cyprus), the first institution offering formal teacher training, began operating in 1959, during the transition period to independence, offering a two-year training programme for primary school teachers.

In 1978, the first teachers graduated from a three-year programme for pre-primary teachers offered by the Pedagogical Academy of Cyprus (Παιδαγωγική Ακαδημία Κύπρου). These teachers followed basically the same programme as teachers in the primary sector. All courses had already increased in duration from two to three years in 1965/66.

In 1992, the Pedagogical Academy of Cyprus (Παιδαγωγική Ακαδημία Κύπρου closed (see section 6.1.) and its role as a pre-primary teacher training institution was taken over by the Department of Education of the University. The duration of the university course programmes is four years.

Neither of the courses offered by the University of Cyprus, for pre-primary and primary teachers has a final 'on the job' qualifying stage. Teachers in the pre-primary and primary sectors serve a two-year probationary period (see section 8.2.5.1.).

Up to 1982, some pre-school teachers also entered the profession as graduates of two- or three-year courses from the teacher training academies in Greece. After 1982, courses for pre-primary and primary school teachers began to be offered by universities in Greece (under the provisions of law 1268/1982). All applicants (graduates from the University of Cyprus or from universities in Greece), have to apply to the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission) to be considered for appointment.

In the 1980s, the private tertiary institutions (see section 6.17.) began offering a two-year and subsequently also a four-year training course for pre-school teachers. These courses were officially accredited by the Cyprus government in the academic year 1998/99. However, graduates from these programmes are not eligible to become pre-primary school teachers on the basis of this qualification alone. Instead, they are required to submit their qualifications to KYSATS (ΚΥΣΑΤΣ), the Cyprus Council for the Recognition of Higher Qualifications (see section 2.6.1.), which in such cases usually recommends university-level courses to be followed in order to gain equivalence with the bachelor level qualification from the University of Cyprus. For this reason, the qualifications offered by the private sector are not discussed in detail in this chapter, as they do not lead directly to qualified teacher status.

However, the three private universities, which were licenced to operate under Law 109(I)/2005 and began operation in October 2007, offer recognized first degree programmes in pre-primary and primary education.

Graduates from non-Greek speaking universities have to go through the same process of submitting their qualifications to KYSATS (ΚΥΣΑΤΣ) described above.

8.1.1.2. Historical Overview – Primary Education

A general overview of the historical background to dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) in Cyprus can be found in section 4.1..

Prior to 1959, there were five institutions that provided teacher training for primary school teachers:

- The Pancyprian Gymnasium (Παγκύπριο Γυμνάσιο) – a secondary school in Lefkosia, started offering teacher training classes in 1893 (Παγκύπριο Διδασκαλείο).
- In 1903 the first teacher training course for women was set up at Phaneromeni Girls School (Παρθεναγωγείο Φανερωμένης) in Lefkosia.
- A teacher training school was founded in Larnaka in 1911, which educated clergymen to serve as teachers (Ιεροδιδασκαλείον).
- 1937 saw the founding of the Teachers' Training College in Morfou by the British colonial authorities for male teachers only. As this college was established to serve teachers from both the Greek Cypriot and Turkish Cypriot communities, the language of instruction was English.
- A similar institution for women teachers, the Lefkosia Schoolmistresses' Training College, was opened in 1943.

In 1959, The Pedagogical Academy of Cyprus (Παιδαγωγική Ακαδημία Κύπρου) was set up to provide programmes (initially of two-year duration) for primary school teachers. In 1965, the duration of the programme increased from two to three years.

As described in section 8.1.1.1., the three-year qualification to become a primary school teacher offered by The Pedagogical Academy of Cyprus (Παιδαγωγική Ακαδημία Κύπρου) was replaced by the Department of Education in the newly established University of Cyprus in 1992, and the length of the course increased to four years.

Since 1982, a small number of teachers in the primary education sector have received training outside Cyprus. These come principally from the Departments of Education of universities in Greece (such as Athens, Thessaloniki, Patra, Ioannina, Crete, Thrace, Thessaly and the Aegean) and a smaller number from the United Kingdom.

As mentioned in section 8.1.1.1., the private non-university institutions of tertiary education offer bachelor degrees in primary and pre-primary education. However, their qualifications do not qualify their holders to become teachers of primary and pre-primary education unless they are supplemented by additional courses as KYSATS (ΚΥΣΑΤΣ) would prescribe. In 2007, the three private universities were licenced to offer programmes in both the pre-primary and primary education.

8.1.1.3. Historical Overview – Secondary Education

From 1962, when the state took control of all private secondary schools, Inspectors provided in-service training for secondary school teachers on an informal basis. This changed in 1976/77, when formal teacher training for secondary school teachers (who had graduated with a bachelor-level degree from a recognised university) was introduced. The training took place after appointment to a permanent post, and was delivered as in-service training by the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus). The Pedagogical Insitute was set up in 1972, following a report by E.G. Wedell (an expert from UNESCO), and became the official provider of in-service training to teachers at the pre-primary, primary and secondary levels.

There were two elements to the compulsory in-service training programme for secondary teachers:

- An intensive pre-service training programme for newly-appointed secondary general and techniki scholi (τεχνική σχολή) (technical school) teachers. This programme took place each morning for a week and a half before the beginning of the academic year. It focussed on approaches and methods of teaching the

subject of specialisation, teaching mixed ability classes and familiarisation with the curriculum and textbooks in the area of specialisation.

- A probationer programme for secondary general and technical school teachers. This programme lasted one academic year, running from September to June, and comprised two days' attendance each week at the Pedagogical Institute or a regional centre. The programme focussed on issues covered in the intensive pre-service course as well as teaching practice, the general theory and practice of education, the structure and organisation of the education system, educational psychology, sociology, learning theories, classroom observation, measurement and evaluation and educational research methodology.

Only after gaining the certificates for these programmes from the Pedagogical Institute could teachers obtain permanent teaching appointments.

A pre-service pedagogical training course for secondary school teachers was introduced in the 1999/2000 academic year and was delivered by the Pedagogical Institute until June 2007. The pre-service training programme has since been assigned to the Department of Education of the University of Cyprus by the revised Law 1969-52(I)/2007 and the relevant regulations (ΚΔΠ 236/2007). In accordance with the provisions of the regulations ΚΔΠ 236/2007, two committees have been set up – the Co-ordination Committee and the School Experience Committee.

8.1.2. Ongoing Debates and Future Developments

Within the ongoing dialogue for the reform of the Cyprus Education System, the following issues are being discussed at various levels (see section 2.2.). The same issues are mentioned in the Report of the seven experts in the field of education:

- The abolition of Waiting Lists for appointing teachers in the pre-primary, primary and secondary education sectors.
- The Teacher Evaluation System in the sectors of pre-primary, primary and secondary education.
- The In-service Training System offered by the Pedagogical Institute.
- The introduction of the Mentoring System in the public system. By decision of the Council of Ministers in July 2008, a supportive mentoring system was introduced by the Cyprus Pedagogical Institute in order to help towards the smooth induction of novice teachers of primary, secondary and technical/vocational teachers (see section 8.2.8.1.).
- The establishment of the Cyprus Quality Assurance Agency with the aim of promoting quality assurance and safeguarding accountability for both public and private Higher Education Institutions through various measures, which should include external accreditation and development of internal quality culture (see section 2.2.).

8.1.3. Specific Legislative Framework

8.1.3.1. Specific Legislative Framework – Pre-primary and Primary Education

The laws and regulations relevant to the initial training of pre-primary and primary education are as follows:

- The structure and operation of the University of Cyprus, contained in the University Law (144/1990 – 199(I)/2003).
- The organisation and operation of the Department of Education – contained in the University Law (see above).
- Regulations regarding the criteria and standard of evaluation and accreditation by SEKAP (see section 2.6.1.) of programmes of study for private tertiary education institutions contained in laws 67(I)/1996 – 1(I)/2004.
- Regulations ΚΔΠ 35/2008 update schemes of service for Special Education teachers based on articles 24 and 76 of Laws 10/1969-52(I)/2007 (see section 8.1. and chapter 10.).
- New regulations ΚΔΠ 225/2008 on public primary schools based on Laws 99/1989-227/1990-227/1990.

Regulations 225/2008 based on Laws 99/1989-227/1990 regarding the operation of public Primary Education

Regulations 35/2008 based on Laws 10/1969-52(I)/2007 concerning scheme of service for children with special needs

8.1.3.2. Specific Legislative Framework – Secondary Education

The pre-service training of secondary school teachers is covered by regulations numbers 214/2000, 295/2001, 860/2004 and 236/2007, which are based on Laws 10/1969 – 52(I)/2007.

8.1.4. Institutions, Level and Models of Training

8.1.4.1. Institutions, Level and Models of Training – Pre-primary and Primary Education

The bachelor level degrees in Primary and Pre-primary Education are offered by the University of Cyprus and public universities in Greece.

The duration of both degree courses at the University of Cyprus is usually 4 years. Students are required to successfully complete at least 240 ECTS (credit hours – see section 6.6.1.), divided into the following categories:

- Compulsory courses – 190 ECTS for primary teachers (79,6% of the course) and 170 ECTS for pre-primary teachers (70,8% of the course).
- Elective courses – 30 ECTS (12,5%) for primary teachers and 55 (22,9%) for pre-primary.
- General education courses – 20 ECTS (8,3%) for primary teachers and 15 ECTS (6,3%) for pre-primary teachers.

The methods of training include lectures, tutorials, practical application exercises, mentoring and other relevant educational activities. The objective of these methods is for graduate teachers to become independent learners exercising critical thinking skills (rather than memorising subject matter), and efficient in successfully transferring these and other similar skills and qualities to students.

The training of pre-primary and primary teachers follows the concurrent model, therefore school experience is an integral part of their studies. School experience for Primary Education is completed in four phases:

- Phase I is completed in the second year of studies, spring semester
- Phase II is completed in the third year of studies, fall semester
- Phase III is completed in the third year of studies, spring semester
- Phase IV is completed in the fourth year of studies, either fall or spring semester of studies

School experience for Pre-primary Education takes place in three phases:

- Phase I takes place in the second year of studies, either fall or spring semester.
- Phase II takes place in the third year of studies, either fall or spring semester
- Phase III takes place in the fourth year of studies, either fall or spring semester

Students are required to complete 30 ECTS in School Experience (12,5%) as part of the programme of their studies. These courses are designed to familiarise students with what takes place in a school setting, focussing on planning for instruction and the different roles undertaken by teachers in school settings.

Neither of the courses offered by the University of Cyprus, for pre-primary and primary teachers has a final 'on the job' qualifying stage, as this is covered by the third and fourth phases respectively of school experience (see above). As for all public servants, teachers in the pre-primary and primary sectors serve a two-year probationary period (see section 8.2.5.1.).

8.1.4.2. Institutions, Level and Models of Training – Secondary Education

Pre-service training for secondary school teachers follows the consecutive model and, at present, is delivered by the Department of Education of the University of Cyprus. Up to June 2007, it was offered by the Pedagogical Institute. In 2007/08, four hundred and ninety prospective secondary school teachers registered for the pre-service training.

Under regulations 236/2007, two bodies have been set up:

- **Co-ordinating Committee.** The Co-ordinating Committee consists of the Directors of Secondary General and Secondary Technical Directorates; the Director of the Pedagogical Institute (the three of them represent the Ministry of Education and Culture); two representatives of the University of Cyprus, one representative of OELMEK and one representative of OLTEK – the two secondary teachers' unions (see section 8.2.1.3.). One of the representatives of the University of Cyprus chairs the Committee. The responsibilities of this Committee are to:
  - monitor and evaluate the pre-service programme
  - make suggestions to the Ministry of Education and the University of Cyprus as regards issues of structure, content and administration of the programme.
- **School Experience Committee.** This committee is made up of four officers of the Ministry of Education and one representative of the University of Cyprus. The two Secondary School Teachers Unions (OELMEK and OLTEK) are represented by one Member each, but their representatives have the status of observer. The chairperson of this committee is one of the four officers representing the Ministry of Education. The responsibilities assigned to the School Experience Committee are as follows:
  - to take all necessary measures so that the practical school experience of the participants is successfully completed.
  - to approve the co-ordinators and mentors for each individual school unit involved in the school experience training on the initial suggestions of the school directors.

The course begins in the first week of September and is completed by 15 May and classes run Tuesday to Thursday from 9.00 to 13.00 or from 15.00 to 19.00. The only exception to this timing is during the teaching practice element of the course, which takes place in the Spring Semester. During the teaching practice, those participants who are not employed in public schools attend classes only on Wednesday, while they do their school experience on Tuesday and Thursday. On the other hand, those participants who are being employed in the public secondary schools can attend lectures on any of the three assigned days and can choose to do their school experience on any working day. The Co-ordinating Committee (see above) meets after the completion of the course to decide which of the participants have been successful and which ones have been unsuccessful. The course provides for a combination of theory and practice and a participant must successfully complete 48 ECTS. The course is made up of the following elements:

- Compulsory Common Core Subjects (4X4=12 ECTS)
- School Experience - compulsory (20 ECTS)
- Subject Specialisation (1X4=4 ECTS)*
- Teaching Methodology for the Subject Specialisation (2X4=8 ECTS)*
- Set Electives (1X4=4 ECTS)*

Total ECTS = 48

The model described above is the one used for most specialisations, However, the number of credits assigned above to the Teaching Methodology for Subject Specialisation, and Set Electives can be modified to serve better the needs of each particular specialisation area.

The pre-service training is held in the morning (09.00-13.00) and afternoon (15.00-19.00). Those participants who attend the morning session receive a monthly allowance of €1025 during the eight months that they attend the course. The participants who attend the afternoon session are not entitled to a monthly allowance.

Only those participants who have successfully completed the pre-service training course and have as a result received a certificate from the Department of Education of the University of Cyprus are eligible to be appointed to permanent teaching posts by the Education Service Commission.

Secondary school teachers serve a probationary period in the same way as pre-primary and primary school teachers – see section 8.1.4.1. above.

8.1.5. Admission Requirements

8.1.5.1. Admission Requirements – Pre-primary and Primary Education

Entrance to the Pre-primary and Primary Sections of the Department of Education at the University of Cyprus is determined by the Pagkypries Exetaseis (Παγκύπριες Εξετάσεις) (Pancyprian Examinations) to allocate tertiary education places, which take place in June and July annually. Only those students, who hold an apolytirio (απολυτήριο) (school leaving certificate) from either a lykeio (λύκειο) (lyceum) or a technical school, or an equivalent qualification from a school overseas, are eligible to sit these examinations.

Admission to the department is allocated in descending order of the highest total results, according to the preference declared by the applicant in advance, until the quota of entrants is reached. The Directorate of Tertiary Education at the Ministry of Education and Culture is responsible for conducting these examinations (see section 6.6.1.).

Up to 12% of the total number of Cypriot applicants may be admitted upon submission of a special certificate issued by the Ministry of Justice and Public Order, certifying membership of one of the following special categories:

- Disabled as a result of an act of war
- Children of persons missing after the Turkish invasion of 1974
- Children of persons living in the occupied areas of Cyprus
- A close relative of person(s) who died during the Turkish invasion

Admission is only open to those applicants in the categories listed above who have achieved a minimum grade in the Pancyprian Examination, the results of which are also used for the allocation of places at tertiary level institutions. For more information for admission by special criteria, see *Undergraduate Prospectus 2008/09* of the University of Cyprus. In the current academic year there has been discussion at various levels among the stakeholders for admitting Cypriot students with international qualifications.

All information on any *numerus clausus*, other administrative criteria and the decision-making body for entering the University is the same as for any other student wishing to enter the University, and has already been detailed in section 6.6.1..

8.1.5.2. Admission Requirements – Secondary Education

In order to be eligible to attend pre-service training for secondary school teachers, a participant must already be on the waiting lists for teachers administered by the Education Service Commission (see section 2.2.). To be placed on the list, an applicant must meet the requirements of the schemes of service for appointment by the Education Service Commission. The number of participants in the course depends on the number of teachers estimated to be required by the public school system in the following academic year – see section 8.2.4.. The participants are taken from the top of the waiting lists for each subject specialisation.

8.1.6. Curriculum, Special Skills, Specialisation

8.1.6.1. Curriculum, Special Skills, Specialisation – Pre-primary and Primary Education

A student must complete 240 ECTS in order to complete a bachelor's degree in Pre-primary or Primary Education. The course is divided into a compulsory component and an elective component, as well as 20 ECTS of general education courses for elementary school teachers and 15 ECTS for pre-primary school teachers. Students must also complete 10 ECTS of Foreign Language courses.

The main areas of study are as follows:

- **Pedagogical Science**. Primary school teachers must complete twelve courses (60 ECTS) of which eight are compulsory and four departmental elective, making up 25% of the programme of studies. Pre-primary teachers must complete fourteen courses (70 ECTS), of which nine are compulsory and five elective, comprising 29,2% of the programme of study.
- **Teaching Methodology**. For elementary school teachers, courses are divided into compulsory 40 ECTS (16,7%) and elective 10 ECTS (4,2%). For kindergarten teachers. Courses are divided into compulsory 45 ECTS (18,8%) and elective 20 ECTS (8,3%).
- **Content Area Courses**. For primary teachers, all fourteen courses are compulsory 40 ECTS (17,1%). For pre-primary teachers twelve courses (40 ECTS, 17,1% of the whole course) of which ten are compulsory and two elective.
- **Specialisation (A and B)**. Specialisation is required only for the degree of elementary school teachers. Students are required to complete 30 ECTS (12,5%) – 15 ECTS from Specialisation A and 15 ECTS from B – in the fourth year of studies. Students must choose two areas from the following:
  - Specialisation A - Greek Language, Mathematics, Science Education.
  - Specialisation B – Special Education, Art Education, Music Education, Physical Education.
- **General Education**. The courses must be chosen from at least two different faculties and are completed within the first two years of studies. Elementary school teachers must complete 20 ECTS (8,3%), four courses and kindergarten teachers must complete 15 ECTS (6,3%), three courses.
- **Foreign Language**. Students are required to complete 10 ECTS in a foreign language.

The compulsory components of each course are listed in the table below:

Primary Education

Compulsory Course	ECTS
Pedagogical Sciences	
Introduction to Pedagogical Sciences	5
Educational Technology	5
Methodology of Educational Research	5
Theory and Practice of Teaching	5
Introduction to Inclusive Education	5
Educational Education	5
Sociology of Education I	5
Developmental Psychology	5
Total	40
Teaching Methodology	
Early Literacy	5

Language Arts Methods	5
Teaching of Mathematics	5
Theology and Christian Education	5
Art Education in Primary School	5
Teaching of Natural Sciences	5
Music Education in Primary School	5
Physical Education in Elementary School	5
Total	40
School Experience	
School Experience I	10
School Experience II	20
Total	30
Content Area Studies	
Introduction to Computer Science	5
Statistical Methods	5
Greek Language or Greek Literature	5
Foundations and Fundamental Concepts of Mathematics I	5
Natural Sciences in the Elementary School-Environmental and Living Organisms or Environmental Issues or Experimental Study of Natural Sciences	5
Greek Language Instruction – the Structure of Greek	5
Foundations and Fundamental Concepts of Mathematics II or Topics from Modern Mathematics	5
Natural Sciences in the Elementary School – Physical and Chemical Phenomena and Changes	5
Total	40
Specialisation (A+B)	30
Foreign Language	10

Pre-Primary Education

Compulsory Course	ECTS
Pedagogical Sciences	
Introduction to Pedagogical Sciences	5
Educational Technology	5
Methodology of Educational Research	5
Developmental Psychology I	5
Theory and Practice of Teaching	5
Introduction to Inclusive Education	5
Early Childhood Pedagogy	5
Principles and Perspectives of Early Childhood Education	5
Educational Evaluation	5
Total	45
Teaching Methodology	
Early Literacy	5
Social Studies	5
Cultural Learning and Art	5
Forms of Language Expression	5
Early Childhood Music Education II	5
Mathematical Concepts	5
Natural Sciences	5
Play – Learning and Development	5
Content of Physical Education	5
Total	45
School Experience I	10
School Experience II	20
Total	30
Content Area Studies	
Introduction to Computer Science	5
Statistical Methods	5
Greek Language or Greek Literature	5
Pre- Mathematics Concepts	5
Natural Sciences Concepts – Environment and Living Organisms	5
Art Education in the Kindergarten	5
Early Childhood Music Education I	5
Physical Education in Preschool Education	5
Total	40
Foreign Language	10

The following special skills are covered in some of the compulsory courses:

- The use of ICT – Educational Technology
- School management and administration – School Experience I and II
- The ability to manage mixed groups of pupils – Introduction to Inclusive Education and the Theory and Practice of Teaching

There is, at present, no specific course covering the attitudes expected of teachers as regards contact with pupils in their classes or with parents, and their ability to attend to the personal growth of pupils, although these issues are covered in a number of the courses listed above.

Graduates of these courses are trained specifically to work in the pre-primary and primary sectors and are not qualified to teach at other levels.

The Department of Education at the University is responsible for determining the curricula for these courses – see section 6.11.1..

8.1.6.2. Curriculum, Special Skills, Specialisation – Secondary Education

The content of the pre-service training course for secondary teachers is divided up into four sections: common core subjects, elective common core subjects, subject specialisations and school practice.

The compulsory common core subjects are:

- Methodology of Teaching
- Educational Psychology
- Plus one of the following subjects:
  - Methodology of Research and Evaluation
  - Current Trends in Education
  - Inclusive Education

The elective common core subjects are a set of electives offered e.g. Educational System, Sociology of Education, Moral issues and other.

The areas covered in the subject specialisations include:

- Teaching Methodology of the Subject Specialisation (I)
- Teaching Methodology of the Subject Specialisation (II)
- Subject Specialisation

Teaching Practice

The whole course is 48 ECTS. The Teaching Practice, which is assigned 20 ECTS, takes place in a public secondary school. Each school, that receives trainees is assigned a Co-ordinating Deputy Director by the School Practice Committee at the suggestion of the School Director. The Co-ordinating Deputy Director receives special training from the University of Cyprus and is responsible for the Mentors who participate in the programme. The Mentors are secondary school teachers who must have at least five years of experience as public secondary school teachers and receive special training delivered by the University of Cyprus. Mentors are responsible for the effective and efficient training of the prospective teachers in their special area and their familiarisation with school life and practice.

For participants holding certain specified and relevant qualifications, there is a possibility of exemptions from certain parts of the course according to the new Regulations ΚΔΠ 236/2007.

8.1.7. Evaluation, Certificates

8.1.7.1. Evaluation, Certificates – Pre-primary and Primary Education

The evaluation of students pursuing bachelor degrees offered by the University of Cyprus is determined by the teaching staff of the University according to student performance in written and/or oral examinations, laboratory work and projects. Marking schemes and methods of calculating grades are determined by the department.

A student who completes the required courses and accumulates the correct number of credits within the specified time will be eligible to be awarded the University degree.

Further information on assessment and certification at the University of Cyprus can be found in sections 6.13.1. and 6.15.1..

The degree courses offered by the Pre-primary and Primary Sections of the Department of Education qualify the holders for appointment as members of the teaching staff of pre-primary and primary schools respectively.

8.1.7.2. Evaluation, Certificates – Secondary Education

There is continuous evaluation throughout the pre-service training for secondary school teachers. The evaluation of participants is determined by the teaching staff according to the performance of the participant in each individual course. Marking schemes and methods of calculating grades are determined by the Department of Education of the University of Cyprus and can take the form of written and/or oral examinations, laboratory work and projects depending on the specialisation. Each subject is graded from 0-10. For a participant to be considered as successful in a subject he/she should score a minimum of 5.

The teaching practice element is assessed by the teachers who have been seconded (at least one for each specialisation) by the Ministry of Education and Culture, taking into consideration elements such as the effectiveness of the participants in observed teaching, the teaching practice portfolio with lesson plans and reports by his/her Mentor and Deputy Director (see section 8.1.6.2.). The Teaching Practice is evaluated as Pass or Fail. The School Practice Committee eventually approves the final results (see section 8.1.4.2.).

8.1.8. Alternative Training Pathways

At the pre-primary, primary and secondary levels, there are no alternative pathways to qualified teacher status other than those outlined in the sections above.

8.2. Conditions of Service of Teachers

The conditions of service of teachers in Cyprus differ according to the level at which they teach – primary, secondary or tertiary.

As pre-primary (προδημοτική) and primary teachers both come under the Directorate of Primary Education, their conditions of service are often very similar and, therefore, separate subdivisions will only be used where conditions differ significantly.

For tertiary level education, conditions of service differ according to whether the institution is a university or non-university level institution, and whether the university and non-university institution is public or private.

8.2.1. Historical Overview

8.2.1.1. Historical Overview – Pre-primary Education

Working conditions for teachers in pre-primary (προδημοτική) schools have improved greatly with the advent of public pre-primary schools after 1960. Prior to that, 'teachers' in the sector rarely received any specialist training, as such institutions fulfilled more of a child-care role rather than following a prescribed

curriculum. Prevailing conditions were poor in these institutions, particularly in areas such as working hours, pupil-to-teacher ratios, books and equipment.

Major changes in working conditions occurred at five main points in the history of pre-primary education:

- In 1960 with the establishment of the Republic of Cyprus
- In 1963 with the commencement of operations of public pre-primary schools
- In 1977 with the appointment of the first pre-primary Inspector
- In 1978 when the first pre-school teachers graduated from the Pedagogical Academy of Cyprus (Παιδαγωγική Ακαδημία Κύπρου)
- In 1996 when the first pre-primary teachers graduated from the four-year degree course of the University of Cyprus

8.2.1.2. Historical Overview – Primary Education

The first attempt at a formal organisation for primary school teachers took place in 1898 in Kerynia with the formation, by five teachers, of the Cyprus Teachers' Association (Κυπριακός Διδασκαλικός Σύνδεσμος). This organisation lasted until the end of the century.

This was followed in 1911 by the Pancyprian Teachers' Association (Παγκύπριος Διδασκαλικός Σύνδεσμος), which, in 1936, became the Pancyprian Teachers' Organisation. A separate organisation, the Pancyprian Union of Greek Teachers (Παγκύπρια Ένωση Ελλήνων Διδασκάλων) was set up in 1948. The two organisations merged in 1953 to form the Pancyprian Greek Teachers Organisation (Παγκύπρια Οργάνωση Ελλήνων Διδασκάλων) (ΠΟΕΔ).

Since 1953, many major improvements have occurred in the conditions of service of teachers in the primary sector, many of them with a significant contribution from this union, including:

- Parity of pay for male and female teachers – 1963
- The provision of in-service training – 1997/98
- Parity of pay for primary and secondary school teachers – 1997
- The creation of a cooperative savings association for teachers
- The establishment of the role of deputy headteachers
- Various reductions in the maximum class size in primary schools
- The restriction of the school day to mornings only
- The recognition of the permanent positions and years of service of women teachers who have had children

The Pancyprian Organisation of Greek Teachers (ΠΟΕΔ) is an independent union which does not form part of any wider body. It represents the interests of pre-primary, primary and special education teachers.

8.2.1.3. Historical Overview – Secondary Education

Secondary school teachers established their own union in November 1953, the Organisation of Secondary School Teachers of Cyprus (Οργάνωση Ελλήνων Λειτουργών Μέσης Εκπαίδευσης) (ΟΕΛΜΕΚ).

At independence in 1960, the teachers in the STVE sector joined the Pancyprian Organisation of Civil Servants (ΠΑΣΥΔΥ). As Law 10/1969 allowed for the establishment of a separate union, the techniki scholi (τεχνική σχολή) (technical school) teachers set up their own independent union on 11 May 1969, the Organisation of Teachers of Technical Education of Cyprus (Οργάνωση Λειτουργών Τεχνικής Εκπαίδευσης) (ΟΛΤΕΚ).

The major achievements of both unions in the area of conditions of service include:

- The review and restructuring of salary scales for teachers – 1975
- The regulations covering the reduction of the working week from six to five days – 1989
- The pension law for teachers – 1990

8.2.1.4. Historical Overview – Tertiary Education

University Education - Public

Regulations 144/1989-44(I)/2003 concerning the establishment and operation of the University of Cyprus also include the procedures followed for the initial appointment of teaching staff.

The Interim Governing Body advertised the positions in the various departments and faculties in the official Gazette of the Republic, as well as in the local and overseas press. The most suitable candidates for the posts were then selected by the electoral body from the applications submitted.

The procedure for appointment is now different and is detailed in section 8.2.5.4..

Law 234(I)/2002 concerning the establishment and operation of the Open University of Cyprus stipulates the procedures to be followed for the appointment of the Faculty. The Interim Governing Board is currently responsible for advertising all teaching positions for the various degree programmes and the setting up of suitable electoral bodies that ultimately select the most appropriate candidates. As the Open University of Cyprus is a State institution of higher education, all positions are advertised in the official Gazette of the Republic of Cyprus.

Law 198(I)/2003, regarding the establishment and operation of the Cyprus University of Technology, has provisions concerning the procedures to be followed for the appointment of the academic and non-academic staff of the university. Part IX also provides for the incorporation of the teaching staff of the three tertiary education institutions, the programmes of which will be offered by the University of Technology (see section 6.2.). The Law also provides that, in the case of absence of regulations, the law and regulations concerning the University of Cyprus should apply (144/1989-44(I)/2003). The same procedure followed by the Interim Governing Board of the University of Cyprus and the Open University is also followed by the Interim Governing Board of the Cyprus University of Technology.

University Education - Private

Law 109(I)/2005, which stipulates for the establishment, operation and control of private universities, has provisions for teaching research staff (sections 32-34) pertaining to the manner of their selection, and appointment, employment and the upgrading of its academic, teaching and researching staff, which shall be prescribed in the Charter of the university and shall correspond to international standards and anything applicable at the University of Cyprus. As the first three private universities were licenced to operate in October 2007, a Temporary Administrative Board was appointed, according to the same law, responsible for appointing the first academic staff. However, each private university stipulates in its Charter the way of selection and appointment of its academic staff.

Non-university Education

Until 1992 when the University of Cyprus began operating, tertiary education in Cyprus was provided by both public and private non-university institutions (see chapter 6.), awarding diplomas at below first degree level. The public institutions are the responsibility of various ministries and the faculty members of these institutions are public servants, whose conditions of service are determined by the relevant schemes of service. The academic staff of the non-university tertiary institutions is made up of Senior Lecturers, Lecturers and Instructors. All members of the academic staff, with the exception of Instructors, must be university degree holders, and must hold additional postgraduate and doctoral academic qualifications.

The conditions of service of teaching staff in the private sector were initially determined by contracts with the owners of the respective institutions. However, with the process of accreditation of such institutions, the terms and conditions of service had to be brought into line with the laws and regulations for tertiary education institutions 67(I)/1996 to 1(I)/2004 (see section 6.3.). These laws include regulations regarding the academic qualifications of the teaching staff, but do not impose legislation in the areas of salary, working time, holidays, pensions and other areas covered in the following sections. The private non-university

institutions are run along business lines, and therefore the market dictates the conditions of service for the staff working there, and conditions vary from institution to institution. For this reason, the conditions of teaching staff in private institutions in the tertiary sector are not discussed in detail in this chapter.

8.2.2. Ongoing Debates and Future Developments

The report by the seven experts on the education system in Cyprus (see section 2.2.) highlighted the following issues of relevance to the conditions of service of teachers:

- To retain the model of the 'all subjects teacher' at the primary level.
- To revise the system of teacher appointment at all levels, currently administered by the Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission). In the current academic year there has been discussion within the framework of the ongoing dialogue for educational reform as regards revision of placement and transfer of teaching personnel at pre-primary, primary and secondary level.
- To increase the amount of support given to teachers following undergraduate or postgraduate courses relevant to teaching.
- In addition, there has been a more general debate around the retirement age for the Public Service (including the academic staff of public non-university institutions), which has been raised from sixty to sixty-three. The proposed increase in the retirement age was rejected by pre-primary, primary and secondary school teachers in the public education system, who come under the Education Service, not the Public Service.

8.2.3. Specific Legislative Framework

The conditions of service of teachers in pre-primary, primary secondary and tertiary education are determined by the basic legislative framework published in the Official Gazette of the Republic of Cyprus. These laws are discussed by level of education in sections 8.2.3.1., 8.2.3.2. and 8.2.3.3..

8.2.3.1. Specific Legislative Framework – Pre-primary and Primary Education

The conditions of service for teaching staff in pre-primary and primary education are detailed in Laws 10/1969 to 113(I)/2003 and the regulations regarding the placement, movement and transfer of teachers (212/1987 to 267/1994). Both the laws and the regulations are published in the Official Gazette of the Republic.

More generally, the operation of public primary schools is governed by regulations 223/1997 based on Laws 21/1959 – 28(I)/1996. New regulations ΚΔΠ 225/2008 on the operation of public pre-primary, primary and special needs schools were introduced in 2008, for more details, see section 4.3..

Schemes of service for teachers at all levels are approved by decisions of the Council of Ministers.

8.2.3.2. Specific Legislative Framework – Secondary Education

The legislation in accordance with which the conditions of teachers of secondary education are determined is as follows:

- The main Law on secondary education – 10/1969 to 113(I)/2003
- The regulations for the operation of public secondary schools – 310/1990 based on Laws 6/1961 – 58/1969
- The recognition of service for the purpose of appointment and increments – regulations 382/1997 based on Laws 10/1969 to 17(I)/2003
- The placement and transfer of teachers – regulations 212/1987 based on Laws 10/1969 to 46(I)/1987. In the current academic year, there have been discussions within the ongoing dialogue for the revision of the education system as regards regulations on placement and transfer of teaching personnel at all levels, including secondary education.

- The inspection and evaluation of teachers - regulations 223/1973/1987 based on Law 10/1969
- Leave of absence – regulations 307/1993 based on Laws 10/1969 to 46(I)/1993

8.2.3.3. Specific Legislative Framework – Tertiary Education

University Education

The special legislative framework governing the operation of the University of Cyprus can be found in Law 144/1989 (including amendments to 199(I)/2003), which was published in the Official Gazette of the Republic (2430, 28/07/89).

The decision-making bodies for the conditions of service of teaching personnel at the University are the electoral boards or the academic administrative bodies (i.e. the departments, faculties and the Senate).

The University is an autonomous public corporate body, therefore, in financial matters, decisions are made by the University Council. The Council also has the authority to sanction appointments or promotions for the academic and administrative staff of the University.

Law 234(I)/2002, which governs the establishment and operation of the Open University of Cyprus, was published in the Official Gazette of the Republic of Cyprus (Issue No. 3670, 31/12/2002).

While the Interim Governing Board is responsible for the advertisement of positions of teaching personnel and appointment of the Faculty, dedicated electoral bodies are the decision-makers when it comes to the selection of the most suitable candidates.

Since the Open University is to be governed by the Interim Governing Board until it reaches autonomy, all financial matters are managed and all decisions are taken by this Board. As an autonomous public corporate body, a University Council will have the overall responsibility for all financial matters and the authority to appoint or promote the academic and administrative staff of the Open University of Cyprus.

Law 198(I)/2003 provides for the establishment and operation of the Cyprus University of Technology. In Part IX of this law, the conditions of employment and service of the academic research staff are outlined. It is stipulated that the conditions of service, in the case of absence of relevant regulations, the Regulations of the University of Cyprus would apply (144/1989-44(I)/2003). In the same Part, there are also provisions for the incorporated staff of the three tertiary institutions, whose programmes would be covered by the University of Technology (see section 6.2.).

A committee was established by the Ministry of Education and Culture to unify the laws as regards tertiary education institutions. For more details, see section 6.2..

Non-university Education

Laws 67(I)/1996 to 1(I)/2004 regulate the establishment, control and operation of both public and private non-university tertiary education institutions.

Regulations 143/1996 (published in the Official Gazette of the Republic 3057, 03/05/97) refer to the criteria and standards of educational evaluation.

The afore mentioned laws include the provision that each public institution has its own Council, which advises the Director on matters concerning the operation, educational programmes, specialisations and budget of the institution. The Council submits its recommendations to the competent Minister, who submits them in turn to the Council of Ministers. The decisions of the Council of Ministers have to be approved by the House of Representatives and then pass into law.

8.2.4. Planning Policy

Currently in Cyprus there is no long-term planning policy for teacher supply and demand.

In the short-term, the provision of teachers is based on the figures recorded in the enrolment period for all schools, which takes place annually in January. Based on these figures, and on any reforms or changes in the education system which may impact on the number of teachers required, the Ministry of Education and Culture makes plans for teacher supply and demand on a year-to-year basis.

The 'waiting list' system for the appointment of teachers (see section 2.2.) ensures that there is no shortage of instructors and makes it easy to find teachers willing to be employed on a temporary or contract basis.

8.2.5. Entry to the Profession

8.2.5.1. Entry to the Profession – Pre-school Education

Graduates of the Pre-school Section of the Department of Education at the University of Cyprus or any Education Department of the public universities in Greece are appointed to state-run, community or private nipiagogeia.

In public kindergartens, pre-school teachers are public servants appointed annually by the Education Service Commission, after the official announcement of vacant permanent positions. Increasingly, community and private kindergartens recruit their teachers using the same method.

Applicants are appointed to a permanent post through annual appointment lists drawn up at the end of each academic year. These lists include all of the properly submitted applications in order of submission date. A small percentage of the following groups of applicants used to be given priority (according to paragraph 28D of Laws 10/1969 to 8(I)/1994, which was further amended after a challenge in the High Court with Law 87(I)/2004):

- Those who were disabled or otherwise victims of war
- Wives or children of those killed in action
- The children of missing or enclaved persons
- Other disabled applicants as per the definition in the laws

However, the Education Service Commission had taken a decision not to use this priority system for appointment and to allow it to become 'dormant', due to the difficulty in establishing parity between applicants on a list which is based on priority.

The amended Law (87(I)/2004) was challenged again at the High Court and was found to be incompatible with the provisions of Article 28 of the Constitution of the Cyprus Republic, which stipulates that citizens should enjoy equal treatment by the Administration, forbidding any form of discrimination (see High Court Decision 56/2006 on 8 December 2006).

If a pre-primary or primary teacher is posted to a town or city, the District Education Officer decides the school in which he/she is placed within the same town or city.

A number of pre-school teachers with the status of public servants are appointed to community kindergartens. This is one method by which the government provides educational support to communities.

Both pre-school and primary teachers in the public sector become permanent public (education) servants after completion of a two-year probationary period following the recommendation of an Inspector to the Education Service Commission. An Inspector may also make a recommendation for extension of the probationary period or dismissal to the Education Service Commission at this time.

There are also teachers in both the public pre-school and primary sectors who are employed on an annual contract basis to cover immediate needs.

8.2.5.2. Entry to the Profession – Primary Education

Graduates of the Primary School Section of the University of Cyprus (Department of Education) or from Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) Departments of any public university in Greece are appointed to public primary schools.

Permanent vacancies are announced, following consultation with the Ministry of Education and Culture, and appointments made by the Education Service Commission, in the same way as described in section 8.2.5.1..

Qualified primary school teachers may also teach in private primary schools, which are increasingly required by legislation to employ properly qualified teachers.

See section 8.2.5.1. for information on probationary periods and permanent public servant status for primary school teachers.

8.2.5.3. Entry to the Profession – Secondary Education

Teaching staff vacancies in public secondary education (both General and STVE) are filled annually on a waiting list basis (see section 5.2.) by appointments made by the Education Service Commission, once the vacant positions have been announced, as described in section 8.2.5.1..

In order to qualify for appointment, the first degree of all applicants must indicate specialisation in the subject they wish to teach in the secondary sector. In addition, all applicants must hold a certificate confirming completion of pre-service training issued either by the Education Department of the University of Cyprus, as is now the case, or by the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) if the Ministry of Education and Culture, for whatever reason, reassigns it to it (see section 8.1.1.3. and 8.1.4.2.).

8.2.5.4. Entry to the Profession – Tertiary Education

University of Cyprus

Academic staff positions at the University of Cyprus are open to any applicant who has the necessary qualifications for the post, irrespective of nationality, language, creed, sex, social or political beliefs, class or colour.

In addition to the positions of Professor, Associate Professor, Assistant Professor and Lecturer, there also exist the following posts: Professor Emeritus, Visiting Professors, Postgraduate Research Associates and Specialist Teaching Staff.

Ten percent of the number of posts for academic staff are held for the purpose of inviting Visiting Professors or recalling Professors.

The posts of Professor and Associate Professor are filled either by advertisement, call or upgrading. The post of Assistant Professor is recruited by means of advertisement or upgrading and Lecturer posts are filled by advertisement.

For each of the various categories of staff, a special procedure for appointment must be followed.

Vacancies for permanent positions are announced in the Official Gazette of the Republic, in local newspapers and the overseas press. A special five-member committee has the responsibility of screening the applicants; the committee consists of three external members (professors from at least two different foreign universities) and two members from the University of Cyprus, one of whom is appointed president of the committee. Within six weeks of the deadline for applications, applicants are shortlisted for interview by the committee. Interviews are held within twelve weeks of the deadline and, two weeks after completion of the interview, the committee prepares a confidential report with its recommendations, which is then submitted to the recruiting department. The Dean calls a meeting of the electoral body and, within three weeks, a final selection is made, and the results sent to all applicants who were called for interview.

The procedure is the same for contractual positions, except that the committee consists of two external and three internal members.

The experience and qualifications required for academic staff at the University are as follows:

- Lecturer. A doctoral degree awarded by a recognised university and evidence of competence in teaching and research at the university level.
- Assistant Professor. The same as for a Lecturer and, in addition, three years of autonomous university teaching or research at a recognised university after the award of the doctoral degree. Also required are original publications in international scientific journals of established reputation.
- Associate Professor. The same as for Assistant Professor, except that teaching or research experience must total at least seven years, four of which spent in a post of equal rank to that of Assistant Professor. In addition, it is necessary to have experience in instructing and promoting research with postgraduate students or a significant contribution to research activities, an indication of international recognition of the applicant's contribution to a certain field of research and to the promotion of the teaching and administrative work of the university.
- Professor. The same as for Associate Professor, except that experience must total eleven years, four of which must have been at a rank equivalent to that of Associate Professor.

Open University of Cyprus

Academic staff positions at the Open University of Cyprus are open to any applicant who has the necessary qualifications for the post, free of any discrimination on the basis of nationality, language, creed, sex, social or political beliefs, class or colour.

In addition to the positions of Professor, Associate Professor, Assistant Professor and Lecturer, the following posts also exist: Professor Emeritus, Visiting Professors, Postgraduate Research Associates and part time/contractual educational personnel.

The procedure of recruiting and appointing academic staff at the Open University is much the same as the one described above for the University of Cyprus.

The Cyprus University of Technology

The University of Technology, like the Open University, has the same posts as the University of Cyprus. The only exception is that the academic staff incorporates the staff of the tertiary education institutions, the three-year programmes of which are taken over by the University of Technology.

According to the provisions of Law 198(I)/2003, Part IX, in the absence of regulations concerning qualifications, selection or upgrading of academic staff, the relevant Regulations of the University of Cyprus should apply (see section 24(3) of the same law). According to the provisions of the same law, the procedure of selection or upgrading, as well as the qualifications of the academic researching staff for all posts is outlined in paragraphs 25-26. These are the same as those of the University of Cyprus as outlined above.

Private Universities

Law 109(I)/2005 (paragraphs 32-34) provides that the qualifications of the members of the teaching research staff, the manner of their selection and the conditions of their service shall be prescribed in the Charter of each private university and shall correspond to international standards and anything applicable at the University of Cyprus. The teaching research staff shall be graded hierarchically as, professors, assistant professors and lecturers.

Professors emeriti, visiting professors and postgraduate associates may also serve at the university. Their qualifications, the manner of their selection and the terms of their service shall be described in the Charter of each private university.

In each university department, special teaching staff may serve to a percentage not exceeding that of 30% of the Faculty's teaching research staff. Their qualifications, manner of selection and conditions of service shall be prescribed in the Charter.

Non-university Education

Teaching posts at public non-university institutions are filled either by appointment after vacancies have been announced publicly or by promotion, according to conditions provided by the regulations (see section 8.2.13.3.).

In the public sector, once a vacant position has been announced, any individual who is a citizen of the Republic of Cyprus or of the European Union and possesses the necessary qualifications may apply. The procedure followed for appointment may either be based on the provisions made by the laws governing the Civil Service, or on special legislation passed for a specific institution.

Some applicants may be appointed to the permanent staff of the institution and others on a contractual basis, according to needs. The conditions of service for each employee upon appointment, including information on duties, rights and salary, are outlined in the relevant schemes of service which are approved by the Council of Ministers.

8.2.6. Professional Status

8.2.6.1. Professional Status – Pre-primary and Primary Education

The Directorate of Primary Education is responsible for overseeing pre-primary and primary educational staff. The different ranks are as follows:

- Education officer (A14+2 increments)
- Inspector (A12 and A13 + 2 increments)
- Headteacher (A12 + 2 increments)
- Deputy headteacher (A11 + 2 increments)
- Pre-primary and primary school teacher (A8, A10 and A11)

For teachers in pre-primary, primary and secondary schools, once the two-year probationary period is successfully completed, teachers become permanent members of staff and do not have a contract as such. The case is the same for permanent members of the academic staff of public tertiary institutions (university and non-university education).

The scales in terms of actual salary per annum for all teachers are as follows:

Scale	Basic scale CY£	Basic scale €	Top scale CY£	Top scale €	Annual increment CY£	Annual increment €
A8	10.503	17.946	16.146	27.593	513	877
A10 + 2	14.696	25.112	21.726	37.122	703	1.201
A11	17.372	29.684	22.996	39.292	703	1.201
A11+2	17.372	29.684	24.402	41.694	703	1.201
A12	19.283	32.947	25.590	43.727	901	1.540
A12 + 2	19.283	32.947	27.392	46.807	901	1.540
A13	22.833	39.013	28.239	48.253	901	1.540
A13 + 2	22.833	39.013	30.041	51.333	901	1.540
A14 + 2	24.470	41.810	32.902	56.218	1.054	1.801

All teachers also receive a Cost of Living Allowance (COLA), which, until 31 December 2005, was 9,78%. From January 2007 to June 2007 the COLA was 14,76%, while in the period July 2007 to December 2007, it was 15,36%. For the period January to June 2009 it is 23,61%. Teachers' gross salary is equivalent to the basic salary multiplied by the COLA.

Additionally, all teaching personnel in the public sector receive a 6,65% increase on basic salary and a thirteenth salary in December.

For all teachers at pre-primary, primary and secondary levels, the code of conduct is enshrined in legislation as follows:

- Laws 10/1969 to 113(I)/2003, section 6 paragraphs 48-62 – The Duties and Responsibilities of Teachers.
- From the same law, section 7 paragraphs 63-75 – the Disciplinary Code.

8.2.6.2. Professional Status – Secondary Education

Secondary education teachers belong to one of three groups, as follows:

- **University degree holders**. This group includes holders of bachelor level degrees in the following fields: Theology, Greek Literature, Mathematics, Physics, Chemistry, Biology, Geography, English, French, German, Art, Economics, Physical Education, Psychology, Computer Science, Music, Home Economics, Technology, Engineering, Counselling. Salary scale A8 to A10/11.
- **Non-university Diploma holders**. Holders of the United Kingdom Higher National Diploma (HND), and graduates of the Higher Hotel Institute Cyprus (HHIC), the Higher Technical Institute (HTI) or the TEI (the equivalent of the HTI in Greece), following at least three years of study. Salary scale A5-7 (A8 on promotion). On 1 June 2001 a law was passed in Greece, which established that graduates of the TEI should be recognised as having a qualification equivalent to that of a university degree. The Education Service Commission adopted the same law on 1 July of the same year and so TEI graduates are placed on the same salary scale as university degree holders.
- **Apolytirio holders**. Graduates of a technical school (and holders of a technical school-leaving certificate, or apolytirio), or holders of a secondary general apolytirio plus a certificate from a two-year programme in the specialisation of the classes to be taught, as well as five years experience in that specialisation. Additional pedagogical courses, as specified by the Ministry of Education and Culture, are also necessary. Salary scale A4.

The salary scales are lower for those in technological and vocational education, whose schemes of service do not require an undergraduate degree.

The scales for deputy headteacher, headteacher, inspector and education officer are as follows:

- Education officer – A14 + 2 increments
- Inspector A' – A13 + 2 increments
- Headteacher – A13
- Deputy headteacher 'A' (see section 2.7.1.) – A12 + 2 increments
- Deputy headteacher – A12
- Secondary General school teacher
  - (university degree holders)– A8, A10 and A11
  - A7, A8 and A10
  - A8
  - A5 and A7
- Secondary Technical school teacher
  - (university degree holders) – A8, A10 and A11
  - A8

- A5 and A7
- A4 and A6

Section 8.2.6.1. details the Cost of Living Allowance and the code of conduct for secondary teachers.

8.2.6.3. Professional Status – Tertiary Education

University Education

Permanent members of the academic staff at the University of Cyprus, the Open University of Cyprus and the Cyprus University of Technology are not public servants, in that they are not appointed by the Public Service Commission. This is because these institutions were founded as autonomous public corporate bodies.

The academic staff of a private university are accountable to the university, which has the status of a body corporate with its own title and common seal and shall be deemed to be a private law organisation of profit or non-profit character.

Non-University Education

Individuals teaching at public non-university institutions as teaching staff are public servants and positions are either permanent, temporary or on probation. Teachers in the private non-university sector are accountable to their employers, i.e. the owners of the institutions.

8.2.7. Replacement Measures

In the event of absence, the educational authorities in Cyprus employ new fully-qualified teachers if the period of absence is over three days. This applies to pre-primary, primary and secondary and tertiary non-university education. As far as University education is concerned, the institution decides about the replacement measures that need to be taken.

8.2.7.1. Replacement Measures – Pre-primary, Primary and Secondary Education

For periods of up to three days cover, arrangements are made within schools, using the available staff or dividing classes in order to ensure adequate cover.

If cover is required for any period of more than three days, the procedure is for the Education Service Commission to use those teachers who are on the list, waiting to be appointed. Every year, the Education Service Commission advertises to teachers on the waiting list to express their interest in any temporary vacancies. If such vacancies then become available, the Education Service Commission fills them from the list of interested persons.

8.2.7.2. Replacement Measures – Tertiary Education

University Education

As an independent body, the University of Cyprus is free to take any measures it deems appropriate to provide replacement teachers in case a member of the academic staff is absent. This may involve either adding to the existing teaching load of a teacher or calling a replacement in.

The Open University of Cyprus and the Cyprus University of Technology, like the University of Cyprus, also have the flexibility of adding part time/contractual teaching personnel to cover the needs of replacement. As independent bodies, all three state universities are free to take the measures they consider necessary if they need to replace an absent member of staff.

Non-university Education

For short absences, the procedure for replacement measures in public non-university institutions is similar to that in public schools, in that arrangements are made within the institution to provide adequate cover.

If an absence is prolonged, then the temporary vacancy will either be advertised or the teaching load will be taken on by a current teacher who is able to manage the additional work.

8.2.8. Support Measures for Teachers

8.2.8.1. Support Measures for Teachers – Pre-primary, Primary and Secondary Education

The current practice is that new teachers in public pre-primary, primary and secondary schools are assigned a more experienced teacher to whom a new teacher can turn for guidance and advice in a mentoring role. Support is also offered to new teachers by the deputy headteacher (or most senior member of staff in the absence of a deputy head) and the Inspector of the teacher's specialisation. Inspectors also offer pre-service seminars specific to the subject or specialisation as a form of support to newly-appointed teachers.

However, in October 2008, following a decision of the Council of Ministers in July 2008, an induction programme for novice teachers was offered for the first time by the Cyprus Pedagogical Institute. The induction programme is addressed to teachers of primary, secondary and technical/vocational education. The course aims to help towards the smooth induction of novice teachers through a supportive mentoring system. The course aims to cater for the novice teachers' personal, emotional, professional and practical needs as well as to promote the development of critical thinking in their teaching practice. The novice teachers are offered support in their school unit by their assigned mentors.

Mentors themselves have to attend a special training programme, delivered by the University of Cyprus, which aims to promote effective mentoring skills that are necessary for achieving a successful mentoring relationship between the mentors and the newly-appointed teachers. The mentors are expected to play an influential role in the school unit.

The current practice is that newly-appointed teachers do not have a lighter teaching workload than their colleagues. However, both the novice teachers and the mentors who participate in the induction programme offered by the Cyprus Pedagogical Institute have a lighter teaching workload than their colleagues who do not attend this programme.

There is no specific person appointed to deal with any difficult situations, related to teaching or of a personal nature that all teachers may face at some point in their careers. Instead, wherever possible the issue is dealt with within the school by the deputy headteacher or the headteacher. If further support is required, the teacher may consult the Inspector for their specialisation or go further up the hierarchy of the Ministry of Education and Culture.

8.2.8.2. Support Measures for Teachers – Tertiary Education

University Education

University of Cyprus

There are no formal methods of support for teaching staff at the University of Cyprus. However, informal support is offered within departments and faculties, sometimes using a mentoring system, whereby a new member of staff is assigned to a more experienced teacher who acts as a mentor.

Open University of Cyprus

Based on the organizational structure of the Open University of Cyprus, the Educational Material and Methodology Unit will be in position to provide support to the academic personnel.

Cyprus University of Technology

As with the University of Cyprus, there is no formal system for the support of teachers. However, senior, more experienced members of staff, may be assigned to act as mentors to newly-appointed staff.

Non-university Education

Methods of providing support to both newly appointed and experienced teachers are left to individual colleges to devise, based on the regulations that apply to public servants.

8.2.9. Evaluation of Teachers

8.2.9.1. Evaluation of Teachers – Pre-primary, Primary and Secondary Education

The evaluation of teachers at pre-primary, primary and secondary levels is covered by regulations 223/1976 (see section 8.2.3.2.).

Headteachers and Inspectors are required to complete an evaluation report on the progress of teachers during the two-year probationary period every six months. As part of this evaluation, the teacher may be observed in the classroom.

Once the probationary period is successfully completed, a teacher is evaluated once a year for the first two years and then at least once every three years thereafter. This procedure stays in place until a teacher has completed twenty-five years of service, at which point he/she is evaluated once every four years.

These evaluations are carried out by the appropriate Inspector, who must also discuss the results of the evaluation with the headteacher and, if appropriate, the previous Inspector if the present evaluating Inspector has been newly appointed. These individuals may add their opinions directly to the report. In the report, the Inspector outlines the positive and less positive areas of a teacher's performance, making suggestions for improvement. The teacher is informed of the result of the evaluation, and may request a copy of the report, if he/she wishes it. The teacher also has the right to appeal against the contents of the report. The reports are submitted in May or June to the Inspector General and the Director of STVE, Primary or Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) and after approval to the Education Service Commission.

A similar evaluation will take place immediately prior to any promotion.

In addition to the evaluations detailed above, each teacher also completes a form of self-evaluation. This takes place in May and requires the teacher to complete a form with information describing the work he/she has undertaken in the academic year in addition to normal teaching duties. These forms are submitted to the Inspector via the headteacher and are kept on the teacher's file.

The performance of headteachers is also evaluated by a team of Inspectors. Headteachers are given notice of when the evaluation will take place and are not usually observed in the classroom.

The results of evaluation have no impact on salaries at any level, but are taken into consideration when assessing applications for posts on promotion.

Within the ongoing dialogue for educational reform, a committee was appointed by the Ministry of Education and Culture with the mandate to revise the current system of evaluation and promotion of teaching personnel at all levels from pre-primary to secondary education (see also section 2.2.).

8.2.9.2. Evaluation of Teachers – Tertiary Education

University Education

No formal system of evaluation for the academic staff of the University of Cyprus is provided for in the law on the University, however, the disciplinary code covers some of the issues that may result from evaluation. In addition, academic staff are evaluated by students using an informal system which is not a legal requirement.

At the Open University of Cyprus, other than the informal but frequent evaluation of the academic staff by students, the formulation of an internal and an external evaluation committee is provided for by the Open

University Law. However, the evaluation of the teaching staff will be indirect instead of direct and within the efforts of improving the quality of education provided by the university.

Unlike the Open University Law, Law 198(I)/2003, which stipulates the establishment and operation of the Cyprus University of Technology, does not provide for an evaluation committee internal or external, relating to the quality of education provided. However, the academic staff is evaluated by students in an informal way.

Non-university Education

As public servants, academic staff in non-university public institutions are required to be evaluated every year, according to the Civil Service regulations. This system is regulated by the laws for the Civil Service (Law 1/1999 to 4(I)/2004).

This evaluation requires the teacher to complete a form outlining his/her main duties and any additional work he/she may have undertaken during the year. This form is evaluated by a committee consisting of three people (usually the teacher's direct superior and two others of a higher rank than the teacher), who decide which grade to assign. The academic staff member is notified of the results and has the right to appeal to the committee. The results of these evaluations are filed and assessed if the individual has applied for a post on promotion.

There is no impact on the salary of the individual as a result of this evaluation, except in the case of an application for promotion, as detailed above.

8.2.10. In-service Training

There is no systematic in-service training for teachers in tertiary education, either at the university or non-university (public or private) levels.

The general aim of in-service training of pre-school, primary and secondary teachers is to improve the quality of the teaching/learning process by:

- Enhancing the knowledge and skills of serving teachers
- Improving teachers' understanding of different teaching methodologies and classroom management in their area of specialisation
- Supporting the professional development of teachers
- Updating teachers on the use of new technologies as a teaching/learning tool
- Disseminating new ideas and supporting teachers in the introduction of innovations in the educational system

In the past, the task of providing opportunities for teacher development was the responsibility of the Pre-Primary, Primary and Secondary Inspectors. However, in-service training became more systematic with the establishment of the Pedagogical Institute in 1972.

The Pedagogical Institute has become the official provider of in-service teacher training and provides training at either its own premises or in schools. The training is conducted either by experienced teachers who have been seconded to the Pedagogical Institute, members of the permanent staff of the Institute, highly-qualified individuals from the private sector and academics from universities or experts from abroad. During the academic year 2007/08 the Institute offered compulsory in-service training courses to:

- One hundred and seventy-five secondary school assistant principals
- Thirty-five secondary school principals
- Thirty-five elementary school principals
- Twelve school teachers from the Greek speaking community of Pontos, Russia.

Furthermore the Institute organised optional seminars (each seminar comprising 5 afternoon sessions and adding up to a total of 15 teaching periods). One thousand three hundred and fifty teaching and

administrative personnel from all Directorates attended these seminars. These seminars took place in five centres in Lefkosia, Lemesos, Pafos and Paralimni.

In 2007/08, the Institute also organised training courses in ICT, which were attended by two thousand five hundred teaching and administrative personnel from the Primary and Secondary Departments of Education. The participants received training in the following ICT programmes:

- Basic information technology skills
- Basic educational applications of information technology
- Specialised training for teachers of computer science

Two committees of officials from the Ministry of Education and Culture were set up in 1983 in order to deal with matters of policy on in-service training and with coordinating the work of the different Directorates. The committees are as follows:

- The Pedagogical Institute Consulting Committee (SEPI). This committee makes recommendations to the Minister of Education and Culture on matters of in-service training policy, educational research, educational technology and educational documentation.
- The Pedagogical Institute Interdepartmental Committee (DEPI). This committee deals with the implementation, coordination and supervision of the programmes and activities of the Pedagogical Institute.

In July 2008, a Scientific Committee (Epistimoniko Symvoulio) was set up by decision of the Council of Ministers with the mandate to monitor the Cyprus Pedagogical Institute's work and make recommendations to the Ministry of Education and Culture. This Committee consists of five professors from the University of Cyprus and the University of Ioannina, three representatives from the teachers' unions (one from each union), the Director of the Pedagogical Institute and the Director of the Centre of Educational Research and Evaluation (CERE). CERE was established in August 2008 (see section 2.2.).

In-service training may also be provided by the following bodies and organisations:

- Professional organisations (such as the Association of Teachers of English/French or the Mathematical Association etc.), which organise programmes of in-service training for their members, usually delivered by experts from Cyprus or abroad.
- Inspectors organise in-service training for teachers of their subjects, in order to inform them of policies, reforms in curricula and new didactic approaches.

The basic approaches and methods used in in-service training include lectures, group work, workshops and projects. The aim is to actively engage the participants in order to acquire the necessary skills and experience. Some sessions are broken down into two separate sections: the first addressing the theory and the second putting the theory into practice.

Attendance certificates are issued to all participants of in-service training programmes, provided that the participant has attended a minimum number of sessions (usually 80%).

There are two types of in-service training offered, namely compulsory and optional programmes.

Compulsory Programmes

The compulsory programmes address the needs of particular groups of teachers. The Directorates of Primary, Secondary General and STVE regulate access to such courses. Compulsory courses are provided for the following groups:

- Newly-appointed primary and secondary headteachers
- Newly-appointed primary and secondary deputy headteachers
- Novice teachers (induction programme)

Optional Programmes

Optional seminars are open to all teachers and are usually held in the afternoon, from 15.00 to 18.00, in the Pedagogical Institute's regional centres all over Cyprus. The Pedagogical Institute circulates a booklet at the beginning of each academic year that includes all the information on the optional seminars to be held during the year.

Since September 2007, information on optional seminars and applications can be submitted electronically through the website of the Pedagogical Institute (www.pi.ac.cy).

If selection criteria are used for a seminar, these are usually based on time of application, length of service and previous participation in similar seminars. If demand for a seminar exceeds available places, the course is repeated on different dates either in the same year or in the next academic year.

These seminars cover a wide range of topics, including Psychology, Sociology, Pedagogy and Information Technology.

School-based seminars are also offered during school working hours by the Pedagogical Institute to address problems or issues of particular relevance to a school. These are usually organised in consultation with the school after a request from the school for assistance or expert advice on the issue.

8.2.10.1. In-service Training – Pre-primary and Primary Education

An agreement between the Primary School Teachers Association and the Ministry of Education and Culture in 1989 made provision for a special programme for teachers in primary education (Δ. ΠΤΥΧ). The programme was optional for teachers and lasted for a year and a half, with participation in afternoon seminars and the submission of papers. The programme ended in 1995, by which time nearly all of the pre-primary and primary school teachers had attended. Participation in the programme resulted in an increase in salary scale for the teachers (Law 113(I)/1992). A second agreement between the teachers' union and the Ministry resulted in a second programme (Πρόγραμμα Εξομοίωσης), held between 1997-1999. The second programme was conducted by the University of Cyprus and other Greek universities. The graduates of this programme are considered as university degree holders. Thus, pre-primary and primary school teachers who were graduates of either two- or three-year programmes have gained salary and professional parity with the teachers who are university graduates.

Pre-school and primary teachers who are graduates of overseas universities submit their qualifications to KYSATS (ΚΥΣΑΤΣ) (see section 2.6.1.) for assessment as to the equivalence of the programme of studies to that offered by the University of Cyprus. As a result of this assessment, individuals may be required to attend specific courses at the University in order to gain equivalence and, therefore, be eligible for appointment.

There is also a compulsory in-service programme for newly-appointed headteachers of primary schools that lasts for 10 weeks, and requires attendance of one day per week at the Pedagogical Institute. The subjects offered in the programme include: educational administration; decision making; school law; guidance and counselling; educational measurement and evaluation; educational research methodology; the European dimension in education and new technology.

8.2.10.2. In-service Training – Secondary Education

The law governing the appointment of secondary school teachers states that vacant posts may only be filled by candidates who possess a certificate from the Department of Education of the University of Cyprus or the Pedagogical Institute stating that they have attended the required programme of pre-service training – see the relevant parts of section 8.1..

In addition, there is a compulsory in-service programme for deputy headteachers. This programme lasts for one year and requires that participants attend one day per week at the Pedagogical Institute or regional centre. It focusses on the following subject areas:

- Educational administration
- Decision making
- Guidance and counselling
- Mentoring
- Educational measurement and evaluation
- Educational research methodology
- The European dimension in education
- New technology

The in-service programme for headteachers of general secondary and technical schools lasts for one year and requires one day per week attendance at the Pedagogical Institute or a regional centre. The programme focusses on the theoretical principles of administration, the implementation of administrative principles in school management and other issues such as new programmes and educational innovations.

8.2.11. Salaries

8.2.11.1. Salaries – Pre-primary and Primary Education

Information on salary scales, increments and the Cost of Living Allowance for teachers at all levels can be found in section 8.2.6.1..

In addition to the salary and benefits described in this section, a teacher will receive a thirteenth monthly salary every year. From their total income, deductions are made for income tax, social insurance, professional tax and contribution to other funds.

Other benefits for teachers include free medical care and access to low interest loans and holiday houses provided by teachers' unions.

The only factor taken into consideration when ranking teachers on the salary scale is any previous teaching experience, for which increments are awarded. This is the case for pre-primary, primary and secondary education.

The GDP in 2007 was CY£9128.1 million which equates to CY£10.950 per capita GNI with a growth rate of 5.1%(see 1.7.9.).

8.2.11.2. Salaries – Secondary Education

Information on salary scales, increments and the Cost of Living Allowance for teachers at all levels can be found in section 8.2.6.1. and 8.2.6.2..

All of the aforementioned categories also receive the following allowances:

- An annual salary increase of approximately 6,65% of basic salary
- A thirteenth month salary
- Free medical care
- Access to low interest loans and holiday homes provided by the secondary level teachers' unions

8.2.11.3. Salaries – Tertiary Education

University Education

Academic and other educational staff at the University of Cyprus, the Cyprus University of Technology and the Open University of Cyprus are placed on salary scales that are approved by the University Council. They receive a Cost of Living Allowance and any other benefits which are approved by the Council.

The scales are as follows:

- Specialist educational staff – monthly gross salary
- Lecturers – A12 to A13 (€3619.71-5639.68)

- Assistant professors – A13 to A14 (€4226.15-6176.37)
- Associate professors – A14 to A15 (€4953.44-6262.39)
- Professors – A15 to A16 (€5208.24-6769.96)

Non-university Education

Salaries for academic staff of non-university public institutions are determined on the basis of the scales relating to the job. Usually Directors are placed at A15, heads of department at A13, senior lecturers at A12 and lecturers at A8, A10 and A12 combined scales.

Previous experience is taken into consideration when placing an individual on a particular salary scale. Benefits for teachers in this sector include a thirteenth monthly salary and free medical care.

8.2.12. Working Time and Holidays

8.2.12.1. Working Time and Holidays – Pre-primary and Primary Education

Pre-primary and primary school teachers work from 07.30 to 13.05 Monday to Friday. The number of teaching periods varies according to their length of service and the post held. The table below gives details of this:

Post	Periods per week
Headteachers	
Schools with three teachers	21
Schools with four teachers	19
Schools with five teachers	17
Schools with six teachers	15
Schools with 7-9 teachers	13
Schools with 10+ teachers	11
Deputy headteachers	23
Teachers	
1-14 years experience	29
15-20 years experience	27
21+ years experience	25
Teachers over 50 years old	25

In schools with only one or two teachers, the teacher is required to work thirty-five periods per week, and is, therefore, given a special allowance.

The school year for primary and pre-primary teachers begins on the first Monday in September and ends on the penultimate Friday of June. Teachers have the months of July and August as a summer break as well as 2 two-week holidays at Christmas and Easter. Teachers are also not required to work on public holidays. For more details on this, see sections 3.9.1.1. and 4.9.1..

Teachers at the primary level are required to attend staff meetings once a week, from 13.05 to 13.50.

A leave of absence may be granted to teachers in the following situations:

- Maternity leave – from four weeks before the birth to six weeks after
- Additional unpaid maternity leave of up to twelve weeks
- For a maximum of twelve days per year for personal or family reasons, subject to the approval of the Director of Primary Education

- For a maximum of forty-two days per year for sick leave, accompanied by a medical certificate
- One year of certificated sick leave (with full benefits) and an additional year on half benefit for teachers injured during war
- Educational leave of absence for another degree or postgraduate qualification. If teachers are in receipt of a state scholarship, then a part of the monthly salary is paid. If not, such leave is unpaid

Other types of leave of absence for personal or public interest reasons (without allowances) may be granted at the discretion of the Director of Primary Education.

8.2.12.2. Working Time and Holidays – Secondary Education

Secondary school teachers begin the year on 1 September and perform a variety of administrative functions until teaching starts on 10 September. The last teaching day in the year is different for teachers in lower secondary (gymnasia) and upper secondary schools (lyceums, technical schools), and is determined by the Director of Secondary Education. The dates range from the last week in May to the first few days of June. The remainder of the month of June, until the 30th, is spent on examinations, administrative duties and staff meetings.

The weekly hours of teaching at the secondary level are as follows:

- Teachers in gymnasia, lyceums and technical schools:

Zero to seven years and ten months experience – twenty-four periods per week
Seven years and eleven months to sixteen years experience – twenty-two periods per week
Sixteen to twenty years experience – twenty periods per week
More than twenty years experience – eighteen periods per week

- Deputy headteachers:

Zero to five years experience – fourteen periods per week
Six to ten years experience – twelve periods per week
More than ten years experience – ten periods per week

- Headteachers:

Six periods per week, unless a headteacher has a coordinating role in each of the four districts, in which case he/she teaches for four periods a week. Headteachers of technical schools may not be required to teach at all.

Teachers at the secondary level are required to attend staff meetings once a month, from 13.35 to 15.00. In addition, teachers must also attend biannual seminars organised by the Inspectorate from 14.00 to 16.00.

The regulations for holiday and leave of absence are the same as in the primary sector (see section 8.2.12.1.), except that the summer holidays for secondary school teachers last from 1 July to 31 August.

8.2.12.3. Working Time and Holidays – Tertiary Education

University Education

The permanent and contractual academic staff of the University of Cyprus and the Open University of Cyprus do not have set working hours. Instead, the University regulates the courses to be taught and other academic activities according to the needs at the time.

The academic staff at both universities take the same holidays as other staff in the public service, including those teaching at public non-university institutions (see below).

Sick leave, maternity leave and leave for attending seminars overseas are governed by the regulations proposed by the Senate and approved by the University Council of each university.

Academic staff at both universities are entitled to paid sabbatical leave of one semester for three years of service, and a year's sabbatical for every six years of service. Those wishing to be considered for sabbatical leave must first submit an application to the relevant department four months before the beginning of the

sabbatical. The faculty then submits the application to the Senate for approval. On return from sabbatical, the member of academic staff must submit a report to the Research Committee via the Faculty Dean.

It is possible for members of the academic staff to be granted unpaid leave for one year in order to conduct research or work at another university, subject to the recommendation of the Senate and after approval from the University Council.

Non-university Education

The academic year in public non-university institutions begins on 1 September and ends on 30 June. Each institution decides its own weekly work schedule, which varies from that followed by the Civil Service. The weekly teaching load depends on the teaching position. For staff at higher levels, this may mean teaching only seven periods per week.

Permanent members of the academic staff are public servants and are, therefore, entitled to all public holidays as well as a holiday period that ranges from four to six weeks, depending on the number of years of service. There may also be additional special arrangements in individual institutions at the discretion of the Director.

Leave is granted in accordance with the rules and regulations in effect for public servants.

8.2.13. Promotion, Advancement

8.2.13.1. Promotion, Advancement – Pre-Primary and Primary Education

Teachers in the pre-primary and primary sectors are eligible for promotion to the following posts:

- Deputy headteacher
- Headteacher
- Inspector
- Education officer

In order to become a deputy headteacher, teachers must have at least thirteen years of service, five of which must have been spent in public pre-primary or primary schools and must submit a special application form to the Education Service Commission. The Commission then sends all the application forms to the Advisory Committee, which suggests a list of names (three times as many as the vacancies available) and ranks them according to certain criteria (such as a high standard achieved on evaluation, additional academic qualifications and length of service). The list of names is then announced by the Ministry of Education and Culture, and for a ten-day period after the announcement of the list, each candidate has the opportunity to submit an objection to the quantitative assessment assigned by the Advisory Committee. Such an objection may lead to changes in ranking or in the names on the list.

Following an interview with the Education Service Commission, promotion is offered to those selected by the Commission, after evaluation of the interviewees' performance at interview on a scale of 1 to 5. One representative of the respective Directorate of the Ministry of Education and Culture participates in the interview and expresses an opinion, which may or may not be taken into consideration by the Commission when making a final decision.

The same procedure is followed for appointment to the post of headteacher, but applicants must have completed at least three years in their previous post.

In order to become an Inspector of general subjects, an applicant must have served as a headteacher for at least three years. To be an Inspector for special subjects, an applicant must have been a headteacher for at least three years or a primary school teacher for at least nineteen years, five of which must have been spent teaching the subject of specialisation. Applicants for the post of Inspector at secondary level must have at least one year of postgraduate studies in Pedagogy or in a subject or subjects closely related to the duties and responsibilities of the post, This does not apply for Inspectors of pre-primary and primary education.

8.2.13.2. Promotion, Advancement – Secondary Education

Secondary school teachers may be promoted to the following posts:

- Deputy headteacher
- Deputy headteacher 'A'
- Headteacher
- Inspector
- Education Officer

The procedure for application is as outlined above in section 8.2.13.1..

In order to be eligible for promotion to the post of deputy headteacher in secondary general and technical and vocational education, a teacher must have completed at least twelve years of service, five of which were spent in public secondary schools in Cyprus. An applicant for the position of deputy 'A' must also have two years of experience as a deputy headteacher. A special application form is submitted to the Education Service Commission and the procedure followed is the same as described in section 8.2.13.1. for pre-primary and primary school teachers.

In order to apply for promotion to the post of headteacher, an applicant must have served at least two years as a deputy headteacher 'A'.

Both headteachers and deputy headteachers may apply to become Inspectors. All applicants must have at least one year of postgraduate studies in pedagogy, educational administration or in their specialisation. Headteachers and deputy headteachers who wish to apply must have had at least fifteen years of teaching experience, of which a minimum of two years must have been spent in a position not lower than that of deputy headteacher and five years spent in the public education system.

8.2.13.3. Promotion, Advancement – Tertiary Education

University Education

Promotion is not an automatic process for academic staff at the University of Cyprus. In order to gain promotion, a member of staff must apply when there is a vacancy. Academic staff may be elected to the position of Rector, Vice Rector, Faculty Dean, Chairperson or Vice Chairperson of a Department.

Academic staff employed on a contractual basis cannot be promoted to a permanent position. A specific procedure is followed for the renewal of contracts, as follows:

- Nine months prior to the expiry of the contract, the Senate appoints a committee made up of two external and three internal advisors.
- One of the internal advisors is appointed president of the committee.
- The two external advisors submit a detailed, confidential report to the department concerning the teaching and research work undertaken by the individual whose contract is due for renewal.
- The final decision on the renewal of the contract is announced to the employee six months before its expiry.

Academic staff at the Open University of Cyprus and the Cyprus University of Technology may be elected to the position of Rector, Vice Rector, Faculty Dean, Chairperson or Vice Chairperson of a Department, provided they fulfill the necessary conditions (teaching, research, etc).

Non-university Education

The schemes of service which apply to the different public non-university institutions indicate whether a post is an appointment or promotion position.

If there is a vacant position at a higher level, usually there is open recruitment and the post is advertised in the press. However internal applicants are given preference for promotion.

8.2.14. Transfers

8.2.14.1. Transfers – Pre-primary and Primary Education

Transfer is defined as a teacher moving from a school in one town or village to a school in another town or village.

According to the regulations (212/1987 based on laws 10/1969 to 162/1987), teaching staff can be transferred in the following three circumstances:

- For reasons of educational need
- If the teacher has a compelling reason to transfer
- In exceptional circumstances, for up to a maximum of forty-two days

Transfers between different towns or villages can only be carried out by the Education Service Commission.

If a teacher changes school in the same town or village, the Directorate of Primary Education is the responsible authority.

Pre-primary and primary school teachers may also be seconded to the Pedagogical Institute, the Curriculum Development Unit of the Pedagogical Institute (see section 2.6.1.), embassies of the Republic, the Ministry of Education and Culture (Administration) and the Archbishopric. Such secondments can only be carried out with the consent of the teacher.

Teachers have the right to retain all salary entitlements when they are transferred.

8.2.14.2. Transfers – Secondary Education

The procedures for transfers in the secondary education sector are the same as for pre-primary and primary teachers, as detailed in section 8.2.14.1..

8.2.14.3. Transfers – Tertiary Education

University Education

Until 2005, there was only one university level institution on the island, so there was no opportunity for transfer. Since 2006/07 the Open University of Cyprus and the Technogical University of Cyprus began their operations and, therefore, the possibility of transferring between institutions is now feasible. Moreover, it is possible in exceptional cases, and following recommendation by the Senate and approval from the University Council, for a member of the academic staff to accept or retain a position in an overseas university, provided that he/she teaches at only one of the two institutions during the academic year.

Non-university Education

Individuals in the non-university public institutions are appointed according to the particular needs of the institution and on the basis of specific schemes of work. For this reason, it is impossible to transfer to another institution.

8.2.15. Dismissal

8.2.15.1. Dismissal – Pre-primary and Primary Education

A pre-school or primary teacher can be dismissed after a disciplinary hearing conducted by the Education Service Commission has found him/her to be in breach of contract by:

- Being absent from duties without official permission
- Refusing or omitting to perform prescribed duties

- Committing an act of misconduct or dishonesty

Pre-primary and primary school teachers may also be dismissed as inadequate for the role of teacher after being referred to the Education Service Commission by the officer in charge of the investigation. If there is a case to answer, the officer submits his/her own report or a report from the Medical Board in support of the investigation. There is a range of possible outcomes in this situation, one of which is summary dismissal.

These issues are covered in laws 10/1969 to 113(I)/2003 paragraphs 63-75.

8.2.15.2. Dismissal – Secondary Education

The reasons and process for the dismissal of secondary school teachers are the same as for those in the primary sector, detailed in section 8.2.15.1..

8.2.15.3. Dismissal – Tertiary Education

University Education

The rules as to what constitutes a disciplinary offence are set by the University Council of all three state universities based on the recommendations made by the Senate. If, after the procedures outlined in the regulations of the university have been followed, an individual is found to have broken the rules or behaved in an inappropriate manner, measures can be taken ranging from a written reprimand to summary dismissal.

Non-university Education

Individuals teaching at non-university public institutions are public servants and, therefore, can only be dismissed if found to have committed a serious offence, as detailed in the rules governing the Civil Service. Dismissal is an extreme measure, and is only taken after the due process has been followed (including referral to the 'court' of the Public Service Commission), as outlined in the rules and regulations governing the Civil Service. This is covered in the Disciplinary Code of the Civil Service laws (1/1990 to 4(I)/2001) paragraphs 72-86.

8.2.16. Retirement and Pensions

8.2.16.1. Retirement and Pensions – Pre-primary and Primary Education

The laws regarding retirement and pensions are as follows: 97(I)/1997, 3(I)/1998, 77(I)/1999 and 141(I)/2001.

Teaching staff in the primary education sector retire at the age of sixty. A teacher is entitled to a full pension if he/she retires before the age of sixty having completed thirty-three and one-third years (or four hundred months) of service in the public education sector.

If a teacher retires before this point, his/her pension is calculated according to the following formula:

Annual pension = total annual pensionable earnings multiplied by the number of months of service, divided by eight hundred.

In addition, retiring teachers receive a gratuity equivalent to:

Gratuity = annual pension multiplied by fourteen and divided by three.

A teacher who has been dismissed receives no pension or gratuity, although it is given to his/her husband/wife or dependent children. A teacher who has had his/her service terminated for any other reason receives the pension and gratuity which is due to him/her.

Teachers are not permitted to pursue their career beyond official retirement age.

8.2.16.2. Retirement and Pensions – Secondary Education

The details of retirement and pensions for secondary school teachers are the same as for those in the primary sector, detailed in section 8.2.16.1..

8.2.16.3. Retirement and Pensions – Tertiary Education

University Education

Academic staff of all three state universities are required to retire at the end of the academic year in which they become sixty-seven years of age.

Permanent staff with three or more years of service are entitled to an annual pension and gratuity, which are calculated according to the number of years of service they have completed.

Permanent staff with fewer than three years of service retire with an annuity which amounts to half of the monthly salary for each year of service.

Academic staff who are on contracts are also entitled to receive an annuity on the same terms, with no minimum period of service required.

Non-university Education

As public servants, permanent staff in non-university public institutions retire at the age of sixty-three. The retirement age for civil servants has recently increased from sixty to sixty-three, see section 8.2.2..

The retirement pension for permanent academic staff is structured along the same lines as for teachers in pre-primary, primary and secondary schools, as detailed in section 8.2.16.1..

8.3. School Administrative and/or Management Staff

Information on the conditions of work of school administrative and management staff is contained in the subdivisions below.

8.3.1. Requirements for Appointment as a School Head

The requirements for appointment as a headteacher of a pre-primary (προδημοτική), primary or secondary school have already been described in sections 8.2.13.1. and 8.2.13.2..

8.3.2. Conditions of Service

The conditions of service for pre-primary (προδημοτική), primary and secondary headteachers are the same as for teachers and have, therefore, been covered in the previous sections.

Specific mention of information for headteachers can be found in the following sections:

- Professional status – 8.2.6.1. and 8.2.6.2.
- In-service training – 8.2.10.1. and 8.2.10.2.
- Salaries – 8.2.11.1. and 8.2.11.2.
- Working time and holidays – 8.2.12.1. and 8.2.12.2.
- Promotion and advancement – 8.2.13.1. and 8.2.13.2.

8.4. Staff involved in Monitoring Educational Quality

Information on the conditions of work of those working in monitoring educational quality can be found in the subdivisions below.

8.4.1. Requirements for Appointment as an Inspector

The requirements for appointment as an inspector of pre-primary (προδημοτική), primary or secondary schools have already been described in section 8.2.13.1. and 8.2.13.2..

8.4.2. Conditions of Service

The conditions of service for pre-primary, primary and secondary Inspectors are similar in many ways to those of teachers, and have been covered in the previous sections. The major areas of difference, are that Inspectors do not have the same amount of paid holidays as those working in schools and are not required to teach. Inspectors follow the same regulations in terms of hours of work, holidays, duties, terms and conditions of service as public servants. Inspectors also have their own trades union.

Specific information regarding Inspectors can be found in the following sections:

- Professional status – 8.2.6.1. and 8.2.6.2.
- In-service training – 8.2.10.1. and 8.2.10.2.
- Salaries – 8.2.11.1. and 8.2.11.2.
- Working time and holidays – 8.2.12.1. and 8.2.12.2.
- Promotion and advancement – 8.2.13.1. and 8.2.13.2.

8.5. Educational Staff responsible for Support and Guidance

Counsellors at the secondary level are responsible for the support and guidance of pupils. Further details on counsellors can be found in section 5.18..

Counsellors have the same conditions of service as teachers, so all of the information in the previous sections on secondary school teachers applies also to counsellors. The only difference between a counsellor and a 'regular' teacher, is that a counsellor has a reduced teaching load to make time available for counselling pupils.

Support and guidance in the primary sector comes primarily from teachers, deputy headteachers and headteachers (see section 4.15.).

8.6. Other Educational Staff or Staff working with Schools

Currently in schools in Cyprus there are no non-teaching staff who are directly or indirectly involved in the process of education. However, the Ministry of Education and Culture and the Public Administration and Personnel Department have agreed to appoint secretarial staff in all primary schools. The process of appointments will begin in September 2007 and will be completed in September 2009.

8.7. Statistics

The statistical information in this section includes:

- Number of teaching staff in comparison to the total working population 1989/90 – 2006/07.
- Number of teaching and management personnel by level, post, type of school, contract status and gender 2006/07.
- Number of non-teaching personnel by type of education institution, level, post, contractual status and gender 2006/07.
- Number of teaching and management personnel by level of education, post, age group, type of education institution and gender 2006/07.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

8.7.1. Number of teaching staff in comparison to the total working population 1998/90 – 2006/07

Total number of teachers 1998/99 – 2006/07

Year	Teaching Personnel			
	Pre-primary	Primary	Secondary	Tertiary
1998/99 total	1549	3616	5096	857
Public	466	3384	4573	404
Private	1083	232	523	453
1999/00 total	1562	3711	5313	886
Public	471	3507	4786	421
Private	1091	204	527	465
2000/01 total	1591	3756	5542	1077
Public	538	3529	4928	430
Private	1053	227	614	647
2001/02 total	1575	4032	6070	1067
Public	582	3769	5395	465
Private	993	263	675	602
2002/03 total	1687	4121	6398	1245
Public	605	3807	5689	487
Private	1082	314	709	758
2003/04 total	1779	4295	6756	1368
Public	633	3992	5953	515
Private	1146	303	803	853
2004/05 total	1914	4301	6814	1294
Public	671	4009	5987	476
Private	1243	292	827	818
2005/06 total	1948	4348	6941	1403
Public	675	4054	6084	470
Private	1273	294	857	933
2006/07 total	1991	4442	7151	1519
Public	685	4142	6227	508
Private	1306	300	924	1011

Gainfully employed population (thousand) 2000-2007

Year	2000	2001	2002	2003	2004	2005	2006	2007
	309.3	318.1	323.8	331.5	342.1	349.5	358.9	370.0 *

* Provisional Figure

Comparison of the number of teaching staff and total working population 1998/99 – 2006/07

Year	Pre-primary %	Primary %	Secondary %	Tertiary %
1998/99	0.5	1.2	1.7	0.3
1999/00	0.5	1.2	1.7	0.3
2000/01	0.5	1.2	1.7	0.3
2001/02	0.5	1.2	1.9	0.3
2002/03	0.5	1.2	1.9	0.4
2003/04	0.5	1.3	2.0	0.4
2004/05	0.5	1.2	1.9	0.4
2005/06	0.5	1.2	1.9	0.4
2006/07	0.5	1.2	1.9	0.4

8.7.2. Number of teaching and management personnel by level, post, type of school, contract status and gender 2006/07

Pre-primary Education

See section 3.16.4.

Primary Education

See section 4.18.5.

Secondary Education

See section 5.21.6.

Tertiary – Non-university Education

Type of Institution and Post	Full Time		Part Time		Full & Part Time		Full Time Equivalent		
	M	F	M	F	M	F	M	F	T
PUBLIC									
Director	15	2	2	0	17	2	16	2	18
Teaching personnel	98	55	38	16	136	71	115	64	179
Total	113	57	40	16	153	73	131	66	197
PRIVATE									
Director	61	13	3	0	64	13	62	13	75
Teaching personnel	357	307	304	240	661	547	499	437	936
Total	418	320	307	240	725	560	561	450	1011
PUBLIC & PRIVATE									
Total	531	377	347	256	878	633	692	516	1208

Tertiary – University Education

Post	Male	Female	Total
Professor	55	4	59
Associate Professor	59	19	78
Assistant Professor	49	24	73
Lecturer	32	16	48
Visiting Professor	1	0	1
Visiting Assistant Professor	1	0	1
Visiting Lecturers	0	1	1
Special Teaching Staff	21	28	49
Total	218	92	310

8.7.3. Number of non-teaching personnel by type of education institution, level, post, contractual status and gender 2006/07

Pre-primary Education

See section 3.16.2.

Primary Education

See section 4.18.6.

Secondary Education

Type of school, level and post	Full Time		Part Time		Total		
	M	F	M	F	M	F	Tot
PUBLIC GYMNASIUM							
Administrative staff	8	114	25	27	33	141	174
Other staff	7	226	1	56	8	282	290
Total	15	340	26	83	41	423	464
PUBLIC LYCEUM							
Administrative staff	10	127	15	22	25	149	174
Other staff	1	169	2	63	3	232	235
Total	11	296	17	85	28	381	409
EVENING GYMNASIUM							
Administrative staff	0	2	0	5	0	7	7
Other staff	0	4	0	3	0	7	7
Total	0	6	0	8	0	14	14
TECHNICAL SCHOOLS							
Administrative staff	8	37	1	4	9	41	50
Other staff	31	67	5	2	36	69	105
Total	39	104	6	6	45	110	155
GYMNASIUM & LYCEUM							
Administrative staff	2	10	0	2	2	12	14
Other staff	1	21	1	0	2	21	23
Total	3	31	1	2	4	33	37
TOTAL PUBLIC							
Administrative staff	28	290	41	60	69	350	419
Other staff	40	487	9	124	49	611	660
Total	68	777	50	184	118	961	1079
PRIVATE EVENING GYMNASIUM							
Administrative staff	0	1	1	1	1	2	3
Other staff	0	0	0	2	0	2	2
Total	0	1	1	3	1	4	5
PRIVATE TECHNICAL SCHOOL							
Administrative staff	1	4	0	0	1	4	5
Other staff	0	1	0	0	0	1	1
Total	1	5	0	0	1	5	6
PRIVATE GYMNASIUM & LYCEUM							
Administrative staff	15	80	5	19	20	99	119
Other staff	42	95	8	28	50	123	173

Total	57	175	13	47	70	222	292
TOTAL PRIVATE							
Administrative staff	16	85	6	20	22	105	127
Other staff	42	96	8	30	50	126	176
Total	58	181	14	50	72	231	303
TOTAL PUBLIC PRIVATE							
Administrative staff	44	375	47	80	91	455	546
Other staff	82	583	17	154	99	737	836
Total	126	958	64	234	190	1192	1382

Tertiary – Non-university Education

Type of institution and post	Full Time		Part Time		Total		
	M	F	M	F	M	F	Total
PUBLIC							
Teaching/research assts.	11	4	0	0	11	4	15
Academic support	0	2	0	0	0	2	2
Administrative staff	24	30	4	17	28	47	75
Maintenance staff	23	29	0	5	23	34	57
Total	58	65	4	22	62	87	149
PRIVATE							
Teaching/research assts.	7	3	0	0	7	3	10
Academic support	21	34	2	1	23	35	58
Administrative staff	84	255	1	9	85	264	349
Maintenance staff	10	30	1	17	11	47	58
Total	122	324	4	28	126	352	478
PUBLIC & PRIVATE							
Teaching/research assts.	18	7	0	0	18	7	25
Academic support	21	36	2	1	23	37	60
Administrative staff	108	285	5	26	113	311	424
Maintenance staff	33	59	1	22	34	81	115
Total	180	389	8	50	188	439	627

Tertiary – University Education

Post	Male	Female	Total
Teaching/research assistants	90	51	141
Academic support for students	4	21	25
Administrative personnel	72	186	258
Maintenance personnel	45	17	62
Total	211	275	486

8.7.4. Number of teaching and management personnel by level of education, post, age group, type of education institution and gender 2006/07

Pre-primary Education

Post and age	Public			Communal			Private			Total		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
KINDERGARTEN DIRECTOR												
<25	0	0	0	0	0	0	0	4	4	0	4	4
25-29	0	0	0	0	2	2	0	11	11	0	13	13
30-34	0	0	0	0	0	0	0	27	27	0	27	27
35-39	0	0	0	0	1	1	2	13	15	2	14	16
40-44	0	1	1	0	1	1	1	13	14	1	15	16
45-49	0	38	38	0	1	1	2	19	21	2	58	60
50-54	0	44	44	0	2	2	1	10	11	1	56	57
55-59	0	16	16	1	2	3	3	11	14	4	29	33
60-64	0	1	1	0	0	0	0	8	8	0	9	9
> = 65	0	0	0	0	1	1	1	7	8	1	8	9
Total	0	100	100	1	10	11	10	123	133	11	233	244
KINDERGARTEN TEACHING PERSONNEL												
<25	0	4	4	0	27	27	0	121	121	0	152	152
25-29	0	103	103	0	37	37	2	159	161	2	299	301
30-34	0	108	108	0	14	14	0	93	93	0	215	215
35-39	1	115	116	0	6	6	1	30	31	2	151	153
40-44	1	84	85	0	2	2	2	32	34	3	118	121
45-49	1	53	54	0	3	3	1	24	25	2	80	82
50-54	0	56	56	0	1	1	0	18	18	0	75	75
55-59	0	5	5	0	1	1	0	5	5	0	11	11
60-64	0	0	0	0	0	0	0	4	4	0	4	4
>=65	0	0	0	0	0	0	0	1	1	0	1	1
Not stated	0	0	0	0	0	0	0	1	1	0	1	1
Total	3	528	531	0	91	91	6	488	494	9	1107	1116

DAY NURSERY DIRECTOR												
<25	0	0	0	0	2	2	0	10	10	0	12	12
25-29	0	0	0	0	2	2	0	39	39	0	41	41
30-34	0	0	0	0	6	6	0	35	35	0	41	41
35-39	0	0	0	0	3	3	0	20	20	0	23	23
40-44	0	0	0	0	5	5	1	23	24	1	28	29
45-49	0	0	0	0	1	1	1	10	11	1	11	12
50-54	0	0	0	0	0	0	0	4	4	0	4	4
55-59	0	1	1	0	0	0	0	1	1	0	2	2
60-64	0	0	0	0	0	0	2	2	4	2	2	4
> = 65	0	0	0	0	1	1	0	0	0	0	1	1
Total	0	1	1	0	20	20	4	144	148	4	165	169
DAY NURSERY TEACHING PERSONNEL												
<25	0	0	0	0	20	20	0	108	108	0	128	128
25-29	0	3	3	0	34	34	0	96	96	0	133	133
30-34	0	3	3	0	31	31	0	44	44	0	78	78
35-39	0	6	6	0	14	14	0	21	21	0	41	41
40-44	0	3	3	0	8	8	2	25	27	2	36	38
45-49	1	15	16	0	14	14	0	15	15	1	44	45
50-54	0	13	13	0	3	3	0	11	11	0	27	27
55-59	0	8	8	0	1	1	0	5	5	0	14	14
60-64	0	0	0	0	0	0	0	1	1	0	1	1
> = 65	0	0	0	0	0	0	0	3	3	0	3	3
Total	1	51	52	0	125	125	2	329	331	3	505	508
TOTAL	4	680	684	1	246	247	22	1084	1106	27	2010	2037

Primary Education

Age, type of school and post	Male	Female	Total
PUBLIC – HEADTEACHERS & DEPUTY HEADTEACHERS			
30-34	0	0	0
35-39	15	112	127
40-44	60	168	228
45-49	24	40	64
50-54	62	143	205
55-59	88	151	239
60-64	2	4	6
Not stated	0	1	1

Total	251	619	870
PUBLIC – TEACHING PERSONNEL			
<25	2	122	125
25-29	171	951	1122
30-34	204	908	1112
35-39	148	520	668
40-44	27	129	156
45-49	11	38	49
50-54	6	15	21
55-59	2	14	16
Not stated	1	2	3
Total	573	2699	3272
PRIVATE – HEADTEACHERS & DEPUTY HEADTEACHERS			
< 25	0	0	0
25-29	0	1	1
30-34	0	1	1
35-39	3	1	4
40-44	1	2	3
45-49	2	2	4
50-54	1	6	7
55-59	4	4	8
60-64	4	3	7
> = 65	1	2	3
Total	53	266	319
PRIVATE – TEACHING PERSONNEL			
<25	2	28	30
25-29	10	65	75
30-34	11	43	54
35-39	6	30	36
40-44	7	31	38
45-49	9	32	41
50-54	9	30	39
55-59	6	20	26
60-64	7	5	12
> = 65	2	4	6
Total	69	288	357

Secondary Education

Age, type of school and post	Male	Female	Total
PUBLIC – HEADTEACHERS & DEPUTY HEADTEACHERS			
30-34	0	1	1
35-39	1	0	1
40-44	11	3	14
45-49	52	65	117
50-54	132	217	349
55-59	354	286	640
60-64	27	19	46
Not stated	0	1	1
Total	577	592	1169
PUBLIC – TEACHING PERSONNEL			
<25	2	9	11
25-29	55	431	486
30-34	248	551	799
35-39	281	317	598
40-44	385	557	942
45-49	414	647	1061
50-54	343	469	812
55-59	219	107	326
60-64	4	4	8
Not stated	4	13	17
Total	1955	3105	5060
PRIVATE – HEADTEACHERS & DEPUTY HEADTEACHERS			
25-29	0	3	3
30-34	2	2	4
35-39	2	4	6
40-44	6	6	12
45-49	9	6	15
50-54	5	6	11
55-59	3	1	4
60-64	7	2	9
> = 65	8	4	12
Not stated	1	0	1
Total	43	34	77
PRIVATE – TEACHING PERSONNEL			
< 25	6	87	93

25-29	99	221	320
30-34	58	112	170
35-39	43	60	103
40-44	61	64	125
45-49	27	56	83
50-54	14	35	49
55-59	19	16	35
60-64	14	8	22
> = 65	12	4	16
Not stated	2	2	4
Total	355	665	1020

Tertiary – Non-university Education

Age and type of institution	Male	Female	Total
PUBLIC			
25-29	3	4	7
30-34	11	11	22
35-39	25	14	39
40-44	21	9	30
45-49	26	9	35
50-54	29	12	41
55-59	17	8	25
60-64	4	0	4
Not stated	0	4	4
Total	136	71	207
PRIVATE			
<25	4	28	32
25-29	74	139	213
30-34	122	110	232
35-39	103	78	181
40-44	92	59	151
45-49	61	32	93
50-54	26	14	40
55-59	18	11	29
60-64	16	8	24
> = 65	34	9	43
Not stated	111	59	170
Total	661	547	1208

Tertiary – University Education

Age	Male	Female	Total
25-29	5	5	10
30-34	37	19	56
35-39	42	26	68
40-44	55	17	72
45-49	41	16	57
50-54	15	4	19
55-59	15	1	16
60-64	7	3	10
>65	1	1	2
Total	218	92	310

9. Evaluation of Educational Institutions and the Education System

The Ministry of Education and Culture is responsible for the coordination of all evaluation systems in Cyprus undertaken by schools, the Inspectorate and the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus). The newly established Centre for Educational Research and Evaluation (CERE), set up as an independent unit within the Ministry of Education and Culture in 2008, is expected to give new impetus in the domain of educational research and evaluation.

Schools at all levels are involved in a form of institutional, informal self-evaluation, which is described in more detail in section 9.4.1..

The Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education), Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) and STVE Directorates of the Ministry of Education and Culture have their own teams of Inspectors, who are responsible for evaluation, as well as teacher support, disciplinary matters and curriculum development.

The provisions for both internal and external evaluation in the tertiary education sector, public and private, are detailed in sections 9.4.1.2. and 9.4.2.2..

In addition to its role in teacher training (see section 8.1.) and the provision of school textbooks (see sections 4.11. and 5.14.), the Pedagogical Institute, through the Department of Educational Research and Evaluation (Τομέας Έρευνας και Αξιολόγησης) organised research into and evaluation of certain aspects of the education system in Cyprus. This role was taken over by CERE in 2008.

9.1. Historical Overview

In the primary school sector, the history of school and teacher evaluation goes back to 1880, two years after the British took control of Cyprus. The influence of the British system of educational evaluation on the equivalent system in Cyprus can clearly be seen, and reflects its historical origins.

The history of evaluation in the primary sector can be divided into four distinct periods.

Period 1880-1926. This period saw the appointment of the Reverend Josiah Spencer as the Inspector of all the Christian schools on the island – see section 4.1.. One of his first actions was to review all schools and prepare a report with suggestions for improvements. As a result of these improvements, the numbers of both schools and pupils increased. In 1900, F.D. Newman assumed the role of Inspector and was succeeded in 1914 by two Inspectors, J.E. Talbot and F.W. Cape. They were instructed by the colonial authorities to visit all primary schools, observe lessons and ascertain the levels of the pupils. By 1929, the British authorities had taken over complete control of the dimotiki ekpaidefsi (δημοτική εκπαίδευση) (primary education) sector, at the same time, the inspection regime was established, and the record of observations was kept in the book of inspections.

Period 1930-1945. In this period, the Inspector exercised an important role and came to be regarded by teachers as the representative of the central administration. In terms of the content of the role, this remained more administrative than advisory. During this period, the colonial authorities maintained full control over the primary sector curriculum and the training of teachers. In 1937, the Teachers' Training College in Morfou began training male teachers, with the Schoolmistresses' Training College in Lefkosia carrying out the same function for female teachers from 1943 onwards. During this time, there were nine inspectors, six Greek Cypriot and three Turkish Cypriot.

Period 1947-1959. At the beginning of this period, a New Zealander, G.F. Sleight, was appointed Director of Education. In terms of the evaluation of education, there were two major developments under his period of influence:

- The introduction of the policy of sending inspectors abroad for training
- The creation of the role of Teacher Coordinator (Συντονιστής Δάσκαλος) in special subjects, with the object of improving the standard of teaching subjects such as music, art and English.

This innovation led to the creation of the position of Inspector of Special Subjects (Επιθεωρητής Ειδικών Μαθημάτων), a post that is still in existence today.

The inspectors and teacher coordinators undertook much more of a mentoring role in terms of teacher development. Also introduced at this time was the concept of inspection of the school as a whole unit over a period of time by a team of inspectors, which developed into what is now known as the Meizon Epitheorisis (Μείζων Επιθεώρησις) (Major Inspection) – see section 9.4.2.1..

After independence in 1960, the role of the inspector in primary education continued as the dual role of advisor and evaluator, and the debate began as to the ability of one individual to carry out both roles effectively at the same time.

Prior to 1960, there was little formal evaluation of secondary education, mainly due to the fact that it fell outside the control of the colonial authorities. Secondary schools were supervised only very occasionally and in an informal way, by an Inspector of Schools from the Ministry of National Education and Religion in Greece visiting the island and inspecting all schools considered to be equivalent to secondary schools in Greece.

However, after the dramatic increase in the number of secondary schools following independence, the Inspectorate for the secondary level was created, together with the role of Inspector General, who was initially supervised by the Head of Higher and Secondary Education. The first Inspectors had a challenging task, as teachers in the secondary sector were not accustomed to inspection and grading procedures, unlike their counterparts in primary education. However, the authority of the Inspectorate was established, and the secondary inspectors became involved with in-service training, as well as their duties in coordination, supervision, evaluation and assessment.

In 2008, following a decision of the Council of Ministers the Centre for Educational Research and Evaluation (CERE) (Κέντρο Εκπαιδευτικής Έρευνας και Αξιολόγησης) was established as an independent unit within the Ministry of Education and Culture on par with the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus). Its mission is to "promote research and evaluation in our educational system and to develop research culture in the system. The main role of CERE is to undertake scientific research in areas of educational policy, curriculum and in-service training, including the system as a whole."

9.2. Ongoing Debates and Future Developments

The most significant debates and developments in the area of evaluation of educational institutions and the education system are as follows:

- **Educational Reform**. In their report into the education system of Cyprus, the seven experts (see section 2.2.), devoted a whole section to the evaluation of teachers and schools. The report criticises the current system for being traditional and unproductive, and suggests instead a multi-dimensional model of inspection to replace the current one-dimensional model, which includes the following features:
  - The development of a system of internal evaluation of the school unit based on quality benchmarks
  - Evaluation by the students, peers, parents and headteacher as part of the internal evaluation

- The inclusion of the teacher's portfolio as self-evaluation
- External evaluation by a team of especially trained evaluators
- The role of the Inspector to become one of a school advisor and mentor rather than evaluator

- **Evaluation Committee**. The Ministry of Education established a new committee with the objective of studying the current evaluation and promotion system of educators and to propose a new system for the evaluation of school units and teaching personnel (see also section 2.2.). In April 2009, the Ministry of Education and Culture submitted a proposal for a new scheme of evaluation and promotion of teaching personnel to the teachers' unions and other stakeholders. The Ministry's proposal will be discussed at the three councils in an effort to reach maximum consensus on this issue (see section 2.2.).
- **National Agency of Quality Assurance and Accreditation**. The report of the seven experts also calls for the creation of a National Agency of Quality Assurance and Accreditation (Εθνικός Φορέας Διασφάλισης και Πιστοποίησης Ποιότητας) in Education for the tertiary sector, to cover both public and private institutions (and to include the accreditation function in the private sector). The role of this agency would be to maintain standards and accreditation in tertiary level institutions in Cyprus, by means of regular evaluations, as part of a comprehensive system of quality assurance (see section 2.2.).
- **CERE**. In addition, the report also recommends the creation of a Centre of Educational Research and Evaluation (Κέντρο Εκπαιδευτικής Έρευνας και Αξιολόγησης), either as an independent body, or affiliated with the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus). In 2008, the Centre for Educational Research and Evaluation (CERE) was set up as an independent unit within the Ministry of Education and Culture and on a par with the Cyprus Pedagogical Institute following a decision of the Council of Ministers (see section 9.1.).
- **Tertiary Education Unified Law**. The Minister of Education and Culture appointed a specialist committee of university professors and high-ranking administrators with the objective of proposing a new unified law for higher education (see section 2.2. and 6.2.). In addition to the Quality Assurance Agency, which will provide external evaluation, there will be provision for internal evaluation of tertiary institutions using European Standards and Guidelines (ESG) in the new unified law.

9.3. Administrative and Legislative Framework

The legislation relating to the evaluation of both schools and teachers is Law 223/1976. The regulations covering Meizon Epitheorisis (Μείζων Επιθεώρησις) (Major Inspection) can be found in part two of this law in paragraph nine. Under this law, evaluation is mandatory in Cyprus.

The legislation relating to tertiary education evaluation is provided by

- Law 144/1989 -199(I)/2003 relating to the University of Cyprus
- Laws 67(I)/1996 – 193(I)/2002 relating to institutions of tertiary education (public and private)
- Law 234(I)/2002 relating to the Open University of Cyprus
- Law 198(I)/2003 relating to the Cyprus University of Technology
- Law 109(I)/2005 relating to private universities

The Council of Ministers, responding to suggestions from the Ministry of Education and Culture, is authorised by law to take regulatory decisions in relation to evaluation.

9.4. Evaluation of Schools/Institutions

The general framework of the evaluation of schools and institutions in Cyprus comprises both internal and external aspects. The internal evaluation system which currently operates in schools is not a comprehensive set of procedures and the form of self-evaluation which is carried out lacks some of the important components of a rigorous system.

The main players in internal evaluation are the teachers, deputy headteachers and headteachers of the schools. The Inspectors of each Directorate in the Ministry of Education and Culture are the evaluators in the external aspect of evaluation.

The different types of evaluation at each level of education are described in the subdivisions below. However, all of the different methods are united in one objective, namely to assess and improve the quality of education on offer in each of the different institutions on the island.

Information on the assessment of individual teachers can be found in section 8.2.9..

9.4.1. Internal Evaluation

Schools and higher education institutions in Cyprus carry out evaluations of educational and teaching activity both during the course of and at the conclusion of the academic year. The different forms of evaluation for the levels of education are described in the subsections below.

9.4.1.1. Internal Evaluation – Primary and Secondary Education

The main feature of the form of self-evaluation of the school unit currently used in schools is a report written by the headteacher.

In both the primary and secondary sectors, the headteacher submits a summary report on the school which focusses on the objectives for the academic year. This report is drawn up with the cooperation of the teaching staff.

The main objective of the evaluation is the opportunity to report on whether the school has reached its stated targets. The report is also used to bring any other important issues to the attention of the Ministry of Education and Culture. The evaluators are the headteacher, deputy headteacher and the teaching staff. The results of this form of self-evaluation are included in the annual report which is sent to the Ministry of Education and Culture and kept in its records. Some action may be taken by the Ministry, depending on the content of the reports and the type of requests coming from schools.

9.4.1.2. Internal Evaluation – Tertiary Education

Each tertiary level institution is required to carry out some form of self-evaluation into its respective strengths and weaknesses.

University Education

As an autonomous body, the University of Cyprus is required by the University Law (144/1989 to 199(I)/2003 section 31) to prepare and submit to the Council of Ministers a report in respect of its activities during the preceding year. This report, which is submitted as soon as possible after the end of the academic year, contains information relating to its operations and policy.

Another form of self-evaluation is the biennial publication of a summary of research carried out at the University. *Research at the University of Cyprus* constitutes the main means for both publicising and accounting for the research activity of the University. It covers the research publications (books, chapters in books and papers in academic journals or conference proceedings) of the academic staff of the University, their research interests, the projects secured with either internal or external funding, any consulting activities and the organisations and institutes with which the academic staff have cooperated. Also included is a list of Doctoral titles awarded by the University during the two-year period.

In the Law 198(I)/2003 of the Cyprus University of Technology, there is provision for the University to submit a report annually on its work, activities and policies during the preceding academic year to the Council of Ministers.

In the Law 234(I)/2002 of the Open University, there is provision for the setting up of an Internal Evaluation Committee (Επιτροπή Εσωτερικής Αξιολόγησης) by decision of the Senate.

Law 109(I)/2005, which provides for the establishment and operation of private universities, stipulates that the Council of the University is responsible for the establishment and function of an Internal Evaluation Committee (Επιτροπή Εσωτερικής Αξιολόγησης), which evaluates the standard of the academic work offered in all departments and submits suggestions for improvement (see section 6.2. above).

Non-university Education

The public non-university institutions are also required to submit an annual report detailing the activities undertaken by the institution during the academic year.

9.4.2. External Evaluation

9.4.2.1. External Evaluation – Primary and Secondary Education

The system of external evaluation at local, regional and national level is centralised in Cyprus and carried out by Inspectors of the Ministry of Education and Culture.

A meizon epitheorisis (μείζων επιθεώρησις) (major inspection) is carried out occasionally by the Inspectorate at various schools all over the country. The main aim of this inspection is to ascertain the effectiveness of the school as a complete unit, and not the performance of individual teachers.

The main inspection covers all areas and aspects of school life, both managerial and teaching, and reviews both the aims set by the school for itself and the national objectives that schools are expected to achieve.

The inspection is carried out by a small number of Inspectors acting as a team and coordinated by one Inspector, usually the Inspector General (Γενικός Επιθεωρητής).

The schools to be inspected are notified at least one month in advance. The headteacher is asked to complete a questionnaire and submit it to the Inspector in charge a week before the inspection begins.

The following information about the school is required by the team of Inspectors:

- A historical overview of the school since its establishment
- The school timetable
- A list of the teaching staff
- A list of administrative and other staff
- Information on the student population
- A report by the headteacher on the school and its extracurricular activities
- Details of staff meetings and the major issues raised
- A sample of teaching material
- Information on school based in-service training for teachers
- Student welfare information
- Details of relationships with parents and the wider community
- Comments on school equipment
- A plan of the school building and its premises and comments on the effectiveness and suitability of the school premises
- Any other information the headteacher feels is necessary for the team of Inspectors

The inspection process takes approximately one week, during which the school continues to operate as normal. The team of Inspectors meets with the headteacher and deputy headteacher(s) to receive their input and information on the methods used in the school to ensure that objectives are met.

As well as inspecting his/her own subject area, each Inspector takes responsibility for reviewing one or more aspects of the life of the school, such as the subjects studied in the school, student conduct, student assessment and extracurricular activities.

The general approach is to investigate the principles underpinning the teaching/learning culture and ethos. Inspectors are permitted to observe entire lessons and, with the consent of the teacher, obtain verbal or written feedback from pupils. Inspectors may also review lesson plans to ensure that the work being carried out is in line with curriculum requirements and to check the written work of the pupils.

It is not the objective of the meizon epitheorisis (μείζων επιθεώρησις) (major inspection) to evaluate individual teachers, and teachers are not therefore given individual feedback. Rather the inspection aims to evaluate the school as an entity.

The team of Inspectors may also call meetings to review aspects of the work of the school such as work done by pupils, the minutes of staff meetings, school publications, correspondence with parents, task allocation programmes, activity timetables and supplementary teaching material.

During the inspection, the team will meet the representative body of the pupils and may also meet the parents' association in order to hear their views on the functioning of the school.

A comprehensive report covering all aspects of the school prepared by the Inspector General is submitted to the school authorities. Guidelines are provided to the Inspector General as to the areas to be included in the report, but the Inspector in charge is free to include any additional points considered necessary or important.

The report must provide a complete picture of the conditions under which the school is functioning, as well as of the quality of its work. Achievements as well as weaknesses and limitations are recognised and suggestions are made for measures to be taken to address problem areas.

The report is an unbiased evaluation by external expert observers, and its recommendations are expected to be put into immediate effect by the school authorities after the inspection and to continue to serve as guidelines into the future.

9.4.2.2. External Evaluation – Tertiary Education

University Education

The Council and Senate of the University of Cyprus approved a general external evaluation of the institution to be carried out by the European University Association every four years, with a follow up assessment two years after the general evaluation. The first general evaluation took place in 2001, and the second four years later in 2005.

In addition, there are special committees, made up of external experts, to carry out evaluations of specific departments. These evaluations are programmed to take place two years before the general evaluation carried out by the European University Association. The first of these evaluations was carried out in 2001. The next is scheduled to commence in June 2008 and is expected to be completed in 2009.

As mentioned in section 9.2. above, the Law of the Open University (234(I)/2002) provides for external evaluation, which is to be carried out by a team of external evaluators. The findings of the external evaluators are taken into consideration by the University Council when programming future developments.

The Cyprus University of Technology commenced operation in September 2007 and whenever there is no provision in its own law or regulations on a specific issue, it is stipulated in its law that the provisions of the University of Cyprus are to apply.

Law 109(I)/2005 provides for the establishment of an Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities) (see sections 2.2. and 6.2. above), which evaluates applications for university accreditation and, after universities are licenced, they

are evaluated every five years to ensure that they operate according to their licence and comply with their Charter's provisions. The first Evaluation Committee of Private Universities was appointed by the Council of Ministers in 2005 (see sections 2.2. and 6.2.).

As mentioned in sections 2.2. and 9.2., the Ministry of Education and Culture, within the scope of the ongoing dialogue for the revision of the whole educational system, is planning to set up the Cyprus Quality Assurance Agency. The aim of this agency is to promote quality assurance and safeguard accountability for both public and private institutions of tertiary education institutions. The new body is expected to absorb the functions of the Symvoulio Ekpaideftikis Axiologisis - Pistopoiisis (Συμβούλιο Εκπαιδευτικής Αξιολόγησης - Πιστοποίησης) (Council for Educational Evaluation and Accreditation) (SEKAP) and those of the KYSATS, carrying out external evaluation of all public and private higher education institutions operating in Cyprus.

Non-university Education

The public non-university institutions are accountable to the respective Ministries, whose function is to ensure that the highest standards are maintained at all times.

Paragraph 30 of the laws regulating the establishment, control and operation of institutions of tertiary education (Laws 67(I)/1996 – 221(I)/2004), covers the inspection regime for private institutions. By this provision of the law, the authorised officers of the Ministry of Education and Culture may enter the institution and the classrooms in order to inspect and ascertain:

- Adherence to the conditions of establishment and operation
- The suitability of the staff employed
- Observance of the schedules of classes and curriculum
- The teaching work performed
- Any deficiencies and the measures taken by those in charge to remedy them, thereby ensuring the efficient operation of the institution
- Observance of the internal regulations
- The suitability of the premises
- Compliance with the provisions of the Laws (67(I)/1996 – 221(I)/2004)

Such inspections will be carried out at least twice a year and the person responsible for the inspection draws up a report to be submitted to the Minister of Education and Culture. If there are negative comments in the report, the Minister communicates these comments to the owner and director of the institution and requires action to be taken.

9.5. Evaluation of the Education System

There is no provision in the law which states that the entire educational system of Cyprus must be evaluated on a regular basis in a particular way. However, the recently established Centre for Educational Research and Evaluation (CERE) is expected to carry out ongoing and longitudinal evaluations of the whole education system (see also 9.1.).

So far, major evaluations have been carried out occasionally when the government deems it necessary. An example of this was the UNESCO evaluation in 1996/97, which aimed at providing information about the functioning of the system as well as giving specific guidelines for improvement.

Another more recent example is the report by the seven experts in 2004 – see section 2.2.. This report led to the establishment of the Symvoulio Paideias (Συμβούλιο Παιδείας) (Pedagogical Council) by the Council of Ministers in 2005, whose role is to initiate dialogue and gain a consensus of opinion on the restructuring of the whole education system in Cyprus (see section 1.2.4.). In addition to the creation of the Pedagogical Council, the report triggered research projects into specific areas of the education system, such as the content of the curricula from pre-primary (προδημοτική) to lykeio (λύκειο) (lyceum) level, oloimera scholeia

(ολοήμερα σχολεία) (all-day schools) and the evaluation of teachers and school units. The results of these research projects are fed into the ongoing dialogue on the education system as a whole.

As these evaluations are carried out only when required, the aims and procedures adopted by the evaluators and the use to which the results are put differ according to the circumstances of each evaluation.

Before the establishment of CERE in 2008, whenever the Ministry required evaluation and research to be carried out into a specific area of the education system – such as innovation programmes introduced into the system – this was carried out either by the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) or by overseas or local experts, and is described in section 9.6..

9.6. Research into Education linked to Evaluation of the Education System

The Centre for Educational Research and Evaluation (CERE) has taken over the role of the Department of Research and Evaluation (Τομέας Εκπαιδευτικής Έρευνας και Αξιολόγησης) of the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus). The CERE is expected to contribute to the evaluation of education at a national level by carrying out the following tasks:

- Conducting a wide range of educational research and evaluation projects at the local, national and international level
- Evaluating several projects run by the Ministry at schools
- Providing assistance in the design of research and guidance for the processing of statistical data for research and evaluation projects undertaken by educators from primary and secondary education
- Providing training and seminars on the methodology of educational research and evaluation
- Promoting action research in schools
- Designing and exploiting records for educational data
- Collaborating with external institutions, such as the Research Promotion Foundation and universities in the conduct of educational research

The CERE contributes to the planning and organisation of research and evaluation and, in cooperation with the Department of Educational Documentation (Τομέας Εκπαιδευτικής Τεκμηρίωσης), undertakes the publication of such work.

The personnel of the Centre also act in a consultative role, assisting trainees who take on small-scale studies as part of the requirements for satisfactory completion of in-service training at the Pedagogical Institute. The staff assist in the planning, organisation, execution and processing of data from research and evaluation.

Facilities are offered to teachers and other departments of the Ministry of Education and Culture for the creation of tools for the collection of data, the processing of statistics and the interpretation of the results of large-scale research and evaluation projects (such as the evaluation of new textbooks and educational programmes).

The Centre is responsible for processing the evaluation data for all seminars offered at the Pedagogical Institute, both compulsory and optional. The objective is to obtain feedback on issues such as the organisation, conduct and scheduling of the seminars. The Department also conducts continuous evaluation of the in-service training programmes for teaching staff.

During 2008, CERE, which has taken over the functions of the Department of Research and Evaluation, worked on several projects commissioned by the Ministry of Education and Culture, as follows:

- Evaluation of Language Classrooms in lyceum
- Evaluation of schools in zones of priority
- Evaluation of literacy projects in gymnasia

- The assessment project on the literacy level of primary school leavers, (primary third grade and secondary third grade students – end of compulsory education) in cooperation with the University of Cyprus
- Research projects on Social and Emotional Education, in cooperation with the University of Athens
- The assessment of innovations and innovative programmes introduced into the education system such as a Music and Athletic School
- The evaluation of the in-service training programme for ICT teachers
- The evaluation of all training courses delivered by the Pedagogical Institute for the purpose of feedback and continuous improvement
- The assessment of actions taken through the work done in the Lyceum (upper secondary school)

9.7. Statistics

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

The total expenditure on education in 2006 was CY£775,0 million, of which CY£595,7 million concerned public expenditure and CY£179,3 million private expenditure. From the total amount, CY£14,8 million was allocated to research and development, accounting for 1,91% of the total expenditure on Education. This was divided among the Tertiary Educational Institutions as follows: the University of Cyprus with CY£11,9 million (1,53%), the Higher Technological Institute with CY£0,3 million (0,04%) and Private Tertiary Institutions with CY£2,6 million (0,34%).

10. Special Educational Support

In Cyprus, the majority of pupils with special educational needs are integrated into mainstream education. However, there remains a small separate sector of special educational support which caters exclusively for these children (approximately 5-6% of all pupils with special educational needs) who are unable to integrate into mainstream schools.

10.1. Historical Overview

As was the case in many countries, special education services in Cyprus began as private, charitable initiatives. The first 'special' schools were the School for the Blind, which was founded in 1929 and the School for the Deaf, in 1953. Both remained charitable foundations until 1957 and 1965 respectively, when the government took over responsibility for them.

An initial attempt at integration, came ahead of its time in 1962, with the creation of a special class for mentally handicapped children, which was attached to a primary school in Lefkosia.

During the 1960s and 1970s, five schools for pupils with special needs were founded, one in each district. However they remained outside the public sector, run by non-governmental organisations, with the state providing teachers on secondment.

A further programme of integration began in 1972, with eight classes in various primary schools throughout Lefkosia, into which pupils who were described as 'emotionally disturbed' were integrated. This programme came to an end in 1978, when a special education school was established for pupils with emotional and behavioural problems.

The first piece of legislation to address special educational support was passed in 1979 – the Special Education Law. This law placed the responsibility on the state to provide special needs education for pupils between the ages of five and eighteen and furthermore stated that this education must be both free and compulsory. The passing of this law resulted in government funding for special education, which was to be provided in schools and special classes for those pupils who were classed as physically handicapped, mentally retarded, emotionally disturbed or slow learners. The law also provided for regional multidisciplinary committees whose role was to review the cases of individual children referred for special educational support and to recommend the most suitable educational placement for each.

In 1980, a report published by UNESCO into the provision of special education in Cyprus highlighted a number of serious problems in the way individual needs of pupils were met, both in mainstream and in special education schools. As a result, a plan was introduced, which saw the informal inclusion of children with mild and moderate learning disabilities and less serious behaviour problems and sensory impairment into mainstream primary schools. This plan gradually expanded and, by 1995/96, two thousand pupils with special educational needs had received support from ninety-five resource teachers in mainstream schools.

The unwillingness of parents to accept a segregationary approach towards the education of their children also drove forward integrationary practice in Cyprus.

However, the introduction of integration posed problems of a technical, practical and social nature and had no legislative foundation. This was remedied in 1999 with the Law for the Training and Education of Children with Special Needs (113(I)/1999). The main objective of this legislation was to minimise the educational restrictions faced by children with special educational needs. Since 1999, there have been a number of amendments to this law. The latest, Law 69(I)/2001, with its focus on the goal of integration, has achieved a balance between the legislation, philosophy and practice of special education.

In 2001, Laws 113 (I)/1999-69(I)/2001 were strengthened by the issue of regulations ΚΔΠ 185(I)/2001 which regulate the mechanisms for early detection of children with special needs and regulations ΚΔΠ 186(I)/2001 which regulate education and training of children with special needs.

10.2. Ongoing Debates and Future Developments

There were no specific recommendations in the area of special education included in the report of the seven experts – see section 2.2..

As in many European countries, the major area of debate in special education is the integration of children with special educational needs into mainstream education, and how it can be effectively achieved.

In the new *Strategic Development Plan 2007-2013*, it is stated that among policy measures for preventing social exclusion of children are the following:

- Providing enhanced and differentiated schemes for teaching the Greek language to the children of returnees and foreigners, for effective communication and their smooth integration in the educational system of Cyprus
- Promoting Educational Priority Zones (EPZ)
- Providing programmes helping illiterate people
- Promoting programmes supporting children with special needs

The Ministry of Education and Culture has introduced the following measures at primary and secondary level in order to assist integration of children with special needs and children of migrant workers in mainstream education and to improve quality of special education provision:

- Increasing the number of special education teaching staff
- Carrying out public awareness campaigns
- Organizing in-service training seminars for teaching personnel and voluntary seminars by the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus)
- Inviting specialists on issues of special education from abroad to share their knowhow and practice with their Cypriot counterparts
- Offering scholarships to teachers of special education for training abroad
- Increasing the number of special units in mainstream schools
- Employing new teaching aids and ICT in the teaching of children with special needs
- Introducing special arrangements for pupils with special needs as regards examinations
- Introducing in 2008 new schemes of service and regulations 35/2008 based on articles 24 and 76 of Laws 10/1969 – 52(I)/2007 for teaching personnel for students with special needs (see section 8.1.).
- Offering courses of Greek language to children whose first language is not Greek both at primary and secondary level of education
- Reducing the number of children per class from pre-primary (προδημοτική) to upper secondary level of education (see section 2.2.).

10.3. Definition and Diagnosis of the Target Group(s)

Part 1 of Laws 113(I)/1999 - 69(I)/2001 specifies which categories are recognised under law as pupils or students in need of special support as follows:

- Any child which has serious learning or special learning difficulties, or who has difficulty in adapting or functioning, due either to his/her physical or mental condition
- Any child whose learning, adaptation or functioning skills are impaired compared to other children of his/her age
- Any child who suffers from an incapacity which prevents him/her from using educational facilities of the kind that are generally available at school for pupils of his/her age

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10.4. Financial Support for Pupils' Families

After a child has been referred to the District Committee of Special Education (Επαρχιακή Επιτροπή Ειδικής Αγωγής και Εκπαίδευσης) and assessed as being in need of special educational support if, for example, he/she is placed in a school more than 4,2 kilometres from the family home, the Ministry of Education and Culture covers the cost of travelling to and from school for the child and one of his/her parents or an escort.

10.5. Special Provision within Mainstream Education

It is the policy in Cyprus to integrate provision for special educational needs into mainstream education wherever possible.

Integration applies to any child with special needs who is able to integrate into the mainstream, even in a partial way. For this reason, integration is not always complete, with special units and separate classes offered as alternatives to total integration.

In 2007/08, students attended normal classes in :

- Primary schools 2.328 pupils
- Kindergartens 139 pupils

In the same school year, within mainstream education there were 60 special units in operation attended by 291 children; 350 special education teachers of various specializations were employed in kindergartens, primary schools and special units within mainstream education.

At secondary level (general and technical/vocational)

- 1.536 students attending mainstream classrooms received special instruction
- 7.113 periods of support were offered to children with special needs

10.5.1. Specific Legislative Framework

Laws 113(I)/1999 - 69(I)/2001 and regulations ΚΔΠ 185/2001 and ΚΔΠ 186/2001 based on articles 6 and 27 respectively of the Laws 113(I)/1999 - 69(I)/2001 for the Education and Training of Children with Special Needs constitute the legislative framework, which regulates the following:

- The identification and assessment of children with special educational needs
- The development of an Individual Education Plan (IEP)
- The placement of children with special educational needs in the most appropriate educational setting
- The provision of teachers and educational resources to meet the needs of the children
- The ongoing evaluation of children with special educational needs

The law specifies that special educational support must be provided free of charge by the state for those identified as having special educational needs between the ages of three and eighteen, with a provision to extend this to twenty-one years of age, if required.

The key elements of the law are as follows:

- The legal definition of a child with special needs and, according to that definition, what special educational support he/she requires, the process for its implementation and the place where it should take place, this could be in a mainstream school, a special unit in a mainstream school or a special education school.

- The establishment of different committees for special education: the Central Committee (Κεντρική Επιτροπή Ειδικής Αγωγής και Εκπαίδευσης), the District Committee (Επαρχιακή Επιτροπή Ειδικής Αγωγής και Εκπαίδευσης) and the Board for Special Education and Training (Συμβούλιο Ειδικής Αγωγής και Εκπαίδευσης).
- The development of a mechanism for the identification of children with special educational needs.
- The possibility of reducing the total number of students within a class where one or more children with special educational needs is placed.
- The development and implementation of assessment procedures for a child with special educational needs.
- The recruitment of coordinating officers to oversee the implementation of the special educational support programme recommended for each child.
- The differentiated assessment of the educational progress of each child with special educational needs, according to their individual differences.
- The right of parents to appeal against any decision of the Committee for Special Education.
- The provision of placement for a child in need of special educational support into mainstream classrooms, special units within mainstream schools or into public schools of special education, according to his/her individually assessed needs.
- The legal framework for the functioning of private schools for special education.
- The establishment of a coordinating Special Education Services Committee (Υπηρεσιακή Επιτροπή Ειδικής Αγωγής και Εκπαίδευσης), referred to as the 'Caretaker Committee'.

10.5.2. General Objectives

The first part of the law on special education summarises its objectives as follows:

- The state recognises that every individual child has a right to an education appropriate to his/her needs
- Children with special educational needs should be provided with all the opportunities for an equal right to education in order to develop their abilities to the fullest degree
- It is the responsibility of the state to avoid any kind of obstacle in the educational environment

The Special Education Law provides a legal framework so that children with special educational needs can receive an instruction which meets their individual needs in the least restrictive environment possible. The law provides for the development of the educational programme as the child develops, by means of ongoing programme.

Whilst the law covers the whole spectrum of special educational needs, regulations (which make the law more specific) have assisted in advancing the integration of children with special educational needs into mainstream education.

The Board for Special Education and Training, created by the 1999 law, monitors the implementation and efficacy of the law, and can make recommendations to the Minister.

10.5.3. Specific Support Measures

Special educational support can be provided at any of the public school levels. pre-primary (προδημοτική), primary, secondary general (gymnasia and lyceums) and technical schools are obligated to adapt their facilities to suit children with special educational needs. As the compulsory upper age limit for education is fifteen (i.e. after the completion of the gymnasio (γυμνάσιο) (gymnasium) level), lykeia are currently in the process of modifying the standard curriculum for pupils with special needs, who, for example, may have mobility problems or sensory disabilities.

For the vast majority of pupils with special needs, support is provided within a class at the child's local school, which receives all of the necessary modifications and resources.

In cases where full-time attendance in a mainstream class is not appropriate for the child's needs, special tuition in a resource room for specified periods per week may be recommended, or alternatively, attendance at a special unit within a mainstream school. Such special units offer the opportunity to provide more intensive special educational support to a small number of pupils (usually a maximum of six), whilst maintaining contact and a certain level of integration with a mainstream class. Staff members in the special units include the special unit teacher and pupil assistants who work in close cooperation with the teacher. Speech therapists are often placed in schools offering support to special unit pupils as well as mainstream pupils with language problems.

If neither of the above options is considered suitable, the child is recommended to attend a public special education school (see section 10.6.).

Special educational support staff who are either fully assigned to mainstream schools, run special units or are peripatetic, are considered to belong to the teaching staff of the school. When a member of the special educational support staff is in class with a pupil, he/she must cooperate and interact with the child's classroom teacher in the development and delivery of the IEP for the child.

In addition to the special educational support staff, there are coordinators of special education (Συνδετικοί Λειτουργοί), whose role is to offer guidance in mainstream schools, special units and separate schools of special education. These coordinators report to the Inspector for Special Education and offer advice and support to special education teachers, mainstream teachers and administrators. One of the main responsibilities of the coordinators is the development of the IEP, which is prepared with the involvement of a multi-disciplinary group and the parents of the child.

Children with special educational needs attending mainstream schools follow the normal curriculum, which may be adjusted to suit their particular needs. During the development of the child's IEP, staff will make every effort to ensure that the child is fully involved in all class and school activities. If a child requires individual assistance outside the classroom, this is provided so as not to restrict access to all subjects of the curriculum. However, it is possible to remove some subjects from the curriculum, which are unsuitable for the child.

In the secondary school special support setting, children are graded in the same way as their peers, unless they have special permission from the District Committee for Special Education and Training for their evaluation to be carried out in a different way. The Committee can also give instructions for evaluation material and procedures to be modified in order to facilitate the specific needs of the child, according to the philosophy that special educational needs should not impede the expression of individual abilities.

At the gymnasium (γυμνάσιο) level, progression from one grade to the next depends on the results of examinations. Students with special educational needs who are not able to sit the examinations can be classed as 'attendees' and be promoted without the need for examinations. Children graduating at the gymnasium (γυμνάσιο) level sit modified examinations and graduate with the same apolytirio (απολυτήριο) (school leaving certificate) (see section 5.17.1.) as their peers, if the modifications to the examinations do not lower the standard of the content. Where modifications significantly alter the content or standard of the examination, this is noted on the certificate. Those who do not sit examinations are issued with an informal leaving certificate.

Children who attend special units within schools follow the same timetable as the mainstream school and, depending on their individual needs, may join their designated class for as many subjects as possible (depending on their IEP). The amount of time spent in the special unit depends on the severity of the learning difficulty which the child presents. This will also determine the amount of differentiation that the child's IEP will have from the curriculum followed by his/her peer group.

According to the law, all new special education schools must be built within the grounds of a mainstream school, and new and existing special education schools must develop networks of contacts and joint activities in order to minimise segregation.

10.6. Separate Special Provision

Currently, separate special provision is as follows:

- Seven regional special education schools – two in Lefkosia, two in Lemesos, one in Larnaka, one in Ammochostos and one in Pafos
- One school for children with visual impairment – the School for the Blind in Lefkosia
- One school for children with hearing impairment – the School for the Deaf in Lefkosia

The latter two schools also offer services to visually or hearing impaired children who are integrated into mainstream education, as well as to adults requiring specialist assistance. In 2007/08, 276 children attended special schools, while 118 specialist educators in a variety of special subjects were employed in special schools.

As previously stated, the policy in Cyprus is to ensure integration into mainstream education for any child with special educational needs who will benefit. This is the reason for the decline in the number of students in special education schools over recent years. The separate provision which remains is for children who are unable, for whatever reason, to integrate into the mainstream, usually because the challenges the child faces are too severe to permit any form of integration. For this reason, in many of the special education schools, the focus is as much on care as on education, and on the provision of services such as physiotherapy, occupational therapy and speech therapy.

10.6.1. Specific Legislative Framework

The legislative framework for separate special provision covered in part IV (public schools) and part V (private schools) of the regulations on the setting up and operation of schools of special education, is based on Laws 113(I)/1999 and 69(I)/2001 and regulations based on these laws 185/2001 and 186/2001.

10.6.2. General Objectives

The general objective of the schools in this category of education are as follows:

- To assist children most in need of special educational support to develop their skills and abilities
- To enable such children to become as independent as possible with regard to their personal care and social adjustment
- To allow such children to integrate into the social system to the greatest degree possible

10.6.3. Geographical Accessibility

There are special education schools in each region of the Republic of Cyprus and any transport which may be required is provided free of charge by the government. This is also the case for a child placed in a special unit which is more than 4.2 kilometres from his/her home (see section 10.4.).

10.6.4. Admission Requirements and Choice of School

There is a District Committee of Special Education in each educational area set up by Laws 113(I)/1999 to 69(I)/2001. Its members are as follows:

- A Chief Education Officer
- A teacher of special needs
- An educational psychologist
- A clinical psychologist

- A social worker
- A speech therapist
- A representative from the appropriate Directorate of the Ministry of Education and Culture, depending on the child's age and school level

This Committee examines the cases of the children who have been referred, and makes proposals to the Director of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) regarding placement and educational provision. Children may be referred to the Committee by parents, teachers, school administrative staff, doctors, psychologists or social workers.

It is the duty of the District Committee to evaluate the child's needs. This evaluation is carried out by a team of specialists including a psychologist, a special needs teacher, a doctor, a speech therapist and any other appropriate specialist. Parents are informed of the decision of the Committee and have the right to appeal first to the Committee, asking for the case to be reconsidered, and then (if the parents are not satisfied with the second decision of the Committee), to the Central Committee for Special Education and Training.

All assessments have as their primary goal to provide a holistic picture of the current needs, interests and abilities of the individual child, so that the most effective IEP can be developed and implemented.

If the Committee decides that separate provision is appropriate, the child will be admitted to a public special education school. However, the majority of children with special educational needs are integrated into mainstream schools or attend special units attached to mainstream schools (see section 10.5.).

After a child has been assessed and admitted to a school (either separately or as part of the mainstream) a coordinator of special needs (see section 10.5.3.) will visit the school to offer advice and support to teachers, parents and pupils – see section 10.6.7..

Given the small number and narrow range of schools in this sector, a child will be referred to the school that is nearest to where he/she lives, and that meets the needs of the child. The question of parental choice does not apply in this scenario, however, an attempt is always made to satisfy the wishes of the parents as well as to meet the recommendations of the evaluation.

10.6.5. Age Levels and Grouping of Pupils

The age level and grouping of pupils in the special education schools depend on the number of children in the group, their ages and their abilities. Such matters are not determined by legislation, but left to the school authorities to decide on the basis of what is best for the whole group.

10.6.6. Organisation of the School Year

The organisation of the school year is the same as that of public primary schools – see section 4.9.1..

10.6.7. Curriculum, Subjects

As the majority of children with special needs attend mainstream schools, those in the special education schools present the greatest learning difficulties. Hence, the curricula of such schools contain a major element of skills development in the areas of self-help and independence skills, social and emotional interaction, recreation and communication as well as vocational training. Where a child is able to follow elements of the mainstream curriculum, this is provided for.

The content of the curriculum, the subjects taught and the period of provision are decided by the individual school. There is no element of compulsory or optional curriculum. A pupil will study what he/she is able to.

The director of the school ensures that each child is offered an individualised programme of learning which will assist in his/her development as a whole person. The IEP focusses particularly on the psychological, social, educational and pre-professional areas and is devised according to the abilities, weaknesses and

special characteristics of the child. The IEP is drawn up by the special needs coordinator in cooperation with parents and is based on the suggestions contained in the report from the District Committee of Special Education; it is then approved by the Head of the appropriate Directorate in the Ministry of Education and Culture.

The IEP (for pupils in mainstream or special education units or schools) will include elements of the following:

- Academic knowledge
- Abilities and skills from various subjects in the curricula of public schools in Cyprus
- Skills connected with hygiene, movement, language development, communication and the emotional and psychological support needed to gain a degree of independence
- Necessary skills towards achieving integration into the school and wider society as a whole
- Any therapies (for example physiotherapy, occupational or speech therapy) that may be required

If a pupil is able to take certain subjects or classes in mainstream schools, the child will be allocated to the mainstream provision of special education, not the separate provision.

At primary level (kindergartens and primary schools) teachers are appointed to teach children with special needs who specialize in one of the following areas: speech therapy; psychology; physiotherapy; special physical education; music therapy; occupational therapy; audiology; teaching children with learning difficulties or emotional problems; visual impairments and hearing impairments (see also section 8.1.).

The following special education programmes ran in 2007/08 at secondary level (general and technical/vocational):

- **Learning difficulties programme**. Pupils are offered support, individually or in groups of no more than four children, in Modern Greek, History, Mathematics and Physics. Support is also offered in other subjects according to the pupils' needs.
- **Special units programme**. Special education and training is offered to pupils within an everyday school. Pupils attend 17 periods in their everyday class without any participation and then in two to eight pupils attend lessons in the special unit. Special staff is hired to offer help in the unit.
- **Literacy programme**. This programme started in 1989 and is run under the auspices of the Educational Psychology Service and the Secondary Education Directorate. It aims at offering equal educational opportunities and preventing social exclusion by fostering basic skills and reinforcing self esteem and offering emotional support.
- **Hearing programme**. This programme takes place either in an everyday class without support or, if necessary, with support in a special room mostly for the subjects which are examined at the end of the year and in a special unit. Supportive material has been produced for teachers locally and in Greece.
- **Sight programme**. This programme is run in cooperation with the School for the Blind.

10.6.8. Teaching Methods and Materials

The child's IEP will determine what instructional methodology will be implemented. Special education schools usually have a maximum of seven pupils per class. The use of practical equipment, audiovisual aids and information and communication technology (ICT) is continually increasing in an effort to maximise learning and contribute to the education of the children. Teachers also adopt differentiating techniques, such as step-by-step teaching and the use of simplified educational material in order to facilitate learning. Hands-on learning, visits and course trips also constitute an integral part of the educational process.

The administration in a special education school selects whatever teaching materials are felt to be most beneficial to the pupils. These are provided free of charge.

10.6.9. Progression of Pupils

Children attending the School for the Blind and the School for the Deaf are evaluated using criteria developed for their individual needs. Nowadays, the majority of blind/partially blind and deaf/partially deaf children attend mainstream schools and receive whatever support is needed.

Children attending other special education schools are evaluated on the progress made in accordance with their IEP.

The IEP is reviewed by the special needs coordinator every six months and reassessment of the child must be carried out every two years by the District Committee, and on a more regular basis if requested either by the Committee, the coordinator, the director of the school or the parents of the child. Moreover, the school director, in cooperation with the teaching staff, must prepare a report on the child at the end of the school year (mid June).

The report by the coordinator is sent via the Inspector of Special Education to the District Committee. The report includes the following:

- The views and opinions of the parents and (if possible) the child, as well as those of the management team of the school and the teaching staff and others involved in the child's education
- Samples of work done by the child
- The progress achieved
- Suggestions for educational or other types of programme

In addition to the re-evaluation of the IEP by the District Committee, there is assessment by the teachers throughout the year. Teachers will assess educational achievement in the fields of literacy (pre-writing and reading skills) and numeracy skills. A teacher will also assess behaviour and social maturity as exhibited within the classroom setting. Teachers assess their goals and review IEPs, in cooperation with the special needs coordinator, every six months. There may also be some repeated formal assessment in such areas as speech therapy, occupational therapy and psychometric reassessment.

10.6.10. Educational/ Vocational Guidance, Education/Employment Links

Special education schools for the learning disabled or those with emotional or behavioural problems also have pre-vocational and vocational training programmes designed to assist the transition from school to work or to other vocational training authorities. Many special education schools maintain close links with non-governmental agencies (NGOs) providing vocational training programmes to facilitate transition.

In the last two years, special units have been set up in a number of gymnasia and technikes scholes with the aim of promoting student participation in suitable pre-vocational and vocational training programmes.

10.6.11. Certification

There is no provision in the law for certification in special education schools, however the schools for the Blind and the Deaf have their own certificates which are awarded on students' completion of their programme of studies.

In addition, there is provision in the law for the kinds of support that may be given to children with special needs who are taking examinations of any kind. This is covered in part VIII of the regulations (see section 10.6.1.). The regulations specify that, if a child requiring special educational support is to sit an exam in a mainstream school, certain allowances are permitted to be made to ensure that the child gets all the support that he/she needs, including the provision of extra time, alterations to the presentation of the examination paper and special services such as lip-reading, sign language and the use of an interpreter. These regulations also specify that it is not necessary for a child to be forced to take every part of an examination, but that the section which is not taken should be noted on the final certificate.

10.6.12. Private Education

As stated in section 10.6.1., part V of the regulations covers the private provision of special education.

The regulations provide for the following controls by the state:

- Special permission must be given by the Council of Ministers to any private individual or organisation wishing to set up a school
- Private schools are checked and evaluated by the Inspector of Special Education or others from the Inspectorate
- The levels of the programmes of education offered must be evaluated regularly – at least once every three months
- If the owner of a private school fails to consider suggestions made by an inspector, a Meizon Epitheorisis (Μείζων Επιθεώρησις) (Major Inspection) by a team of inspectors is triggered (see section 9.4.2.1.)
- A Major Inspection will cover all aspects of the school, including the buildings, workshops, teaching methods, curricula, IEPs, teaching personnel and levels of education offered. A report is submitted containing the results of the inspection
- A school owner can appeal against the results of the inspector to the Permanent Secretary of the Ministry of Education
- An owner is given no longer than 6 months to rectify any serious omissions or problems highlighted by the report. If this is not done, the licence is revoked
- The qualifications of the teaching staff must be the same as, or similar to, those required in the public system
- Private schools must comply with the regulations of public schools in the areas of registration, transfer, re-evaluation, attendance, extension of the period of education, curricula and IEPs

10.7. Special Measures for the Benefit of Immigrant Children/Pupils and those from Ethnic Minorities

The number of students who fall into the category of children of immigrants is still relatively small in Cypriot schools, as immigration to the island is a relatively new phenomenon. However, in recent years, a growing number of pupils from other countries (mainly from countries of the former Soviet Union) have enrolled in primary education. Figures from 2007/08 indicate that approximately 7,7% of primary level pupils have a first language other than Greek.

The policy of the Ministry of Education and Culture has been to recognise the language and diverse cultural traditions of the different groups, whilst supporting those pupils who do not have Greek as their first language to improve their language skills in order to facilitate a smooth transition into Greek Cypriot society. The Directorate of Primary Education has made provisions to ensure that bilingual pupils are distributed evenly at the district, school and classroom level to enable teachers to support their linguistic and cultural needs more effectively. The model being used takes a mainstreaming approach, in that bilingual pupils participate fully in classes together with Greek speaking children, in a system which allows for a flexible system of intervention within the normal timetable. This involves providing separate classes for bilingual pupils for some hours of the week, which are devoted to intensive Greek language classes and other specialised assistance according to the pupils' needs. In addition, the Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) (see chapter 7.) offer afternoon classes in Greek as a second language, not only for the children of returning ethnic Greeks, but to all who are interested. The Directorate of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) has provided all of the necessary educational material, including books for teaching Greek as a foreign language and methodology books for teachers. The Directorate also provides in-service training for teachers instructing bilingual pupils.

If there are a significant number of such children within a school requiring this kind of additional support, it is likely that the school will fall into one of the newly created Education Priority Zones (see section 5.2.),which are eligible for additional support in a number of ways.

Within the framework of the creation of a democratic school that will incorporate and include all students, the following measures, that aim to the smooth and rapid induction of foreign students to the school system and the Cyprus society, are promoted by the Ministry of Education and Culture:

- Parallel classes for fast acquisition of the Greek Language
- In-service training seminars for teachers for the teaching of Greek as a second/foreign language
- The use of specific tests in order to rank students and place them in the appropriate language class
- Preparation of an induction guide in eight languages that will give information on the educational system of Cyprus to foreign students and their parents
- Production of suitable educational and pedagogical material for students whose language is other than Greek or use appropriate material prepared in Greece for non-Greek speaking students.

A pilot programme of short-term classes in Greek language has been introduced in 15 schools of Secondary General and 1 school of Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education).

10.8. Statistics

The statistics section of this chapter contains the following information:

- Schools, pupils and teaching personnel by district 2006/07.
- Number of pupils by degree of disability 2006/07.
- Number of pupils by age and gender 2006/07.
- Teaching and non-teaching personnel by post 2006/07.
- Number of foreign pupils/students by level of education, nationality, type of educational institution and gender 2006/07.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

10.8.1. Schools, pupils and teaching personnel by district 2006/07

District	Schools	Pupils			Teaching Personnel		
		M	F	Total	M	F	Total
Lefkosia	5	92	47	139	18	49	67
Ammochostos	1	18	8	26	2	4	6
Larnaka	1	27	14	41	3	7	10
Lemesos	3	69	42	111	9	12	21
Pafos	1	20	7	27	3	4	7
Total	11	226	118	344	35	76	111

10.8.2. Number of pupils by degree of disability 2006/07

Degree of disability	Pupils in special education		
	Male	Female	Total
Sight problem total	8	4	12
Blind	2	3	5
Restricted sight	6	1	7
Hearing problem total	9	8	17
Serious hearing problem	4	6	10
Impairment of hearing	5	2	7
Mentally handicapped total	145	75	220
Slightly	31	17	48
Quite seriously	52	33	85
Seriously	62	25	87
Physically handicapped	24	16	40
Emotionally disturbed and maladjusted	27	5	32
Speech development disturbances	10	9	19
Writing and reading disturbances	3	1	4
Total	226	118	344

10.8.3. Number of pupils by age and gender 2006/07

Age	Pupils in special education		
	Male	Female	Total
0	2	0	2
1	2	1	3
2	6	1	7
3	4	2	6
4	8	2	10
5	7	10	17
6	3	3	6
7	4	4	8
8	7	7	14
9	5	3	8
10	13	6	19
11	9	1	10
12	7	4	11
13	20	7	27
14	30	14	44
15	24	8	32
16	13	6	19
17	17	10	27
18	16	10	26
19	11	8	19
20	14	6	20
21	4	2	6
27	0	1	1
28	0	1	1
31	0	1	1
Total	226	118	344

10.8.4. Teaching and non-teaching personnel by post 2006/07

Post	Full Time		Part Time		Total		
	M	F	M	F	M	F	Total
Headteacher & Deputy	7	10	2	1	9	11	20
Teaching personnel	20	59	18	15	38	74	112
Health and social support	3	21	12	24	15	45	60
Administrative staff	1	12	0	4	1	16	17
Maintenance staff	20	74	0	0	20	74	94
Total	51	176	32	44	83	220	303

10.8.5. Number of foreign pupils/students by level of education, nationality, type of educational institution and gender 2006/07

Pre-primary Education

	Public			Communal			Private			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
KINDERGARTEN												
A	63	71	134	15	12	27	23	26	49	101	109	210
B	127	143	270	25	39	64	35	41	76	187	223	410
C	20	34	54	4	5	9	51	35	86	75	74	149
D	1	0	1	0	0	0	6	8	14	7	8	15
E	6	7	13	0	0	0	30	21	51	36	28	64
F	20	21	41	6	2	8	2	0	2	28	23	51
G	74	81	155	20	22	42	73	81	154	167	184	351
Tot	311	81	155	20	22	42	73	81	154	167	184	351
DAY NURSERY												
A	3	2	5	6	6	12	46	38	84	55	46	101
B	17	8	25	11	10	21	77	60	137	105	78	183
C	0	0	0	4	6	10	53	44	97	57	50	107
D	0	0	0	0	0	0	8	7	15	8	7	15
E	0	0	0	0	0	0	53	46	99	53	46	99
F	1	0	1	1	2	3	12	15	27	14	17	31
G	5	4	9	17	14	31	128	99	227	150	117	267
Total	26	14	40	39	38	77	377	309	686	442	361	803

A = Greece

B = Greeks of Pontos

C = United Kingdom

D = India

E = Russia

F = Syria

G = Other countries

Primary Education

Country	Public			Private			Total		
	M	F	Tot	M	F	Tot	M	F	Tot
Egypt	18	13	31	14	14	28	32	27	59
Bulgaria	56	59	115	6	7	13	62	66	128
France	2	0	2	17	22	39	19	22	41
Germany	10	7	17	18	16	34	28	23	51
Georgia	114	113	227	3	4	7	117	117	234
Yugoslavia	19	19	38	15	18	33	34	37	71
Greece	367	330	697	19	17	36	386	347	733
Greeks of Albania	18	17	35	0	0	0	18	17	35
Greeks of Pontos	598	556	1154	5	5	10	603	561	1164
United States	5	6	11	27	18	45	32	24	56
United Kingdom	179	144	323	224	215	439	403	359	762
India	2	0	2	24	17	41	26	17	43
Iran	50	54	104	1	1	2	51	55	106
Iraq	17	14	31	2	4	6	19	18	37
Canada	0	1	1	10	6	16	10	7	17
Lebanon	19	12	31	22	14	36	41	26	67
Libya	0	0	0	11	6	17	11	6	17
Belarus	3	3	6	6	6	12	9	9	18
Moldova	12	29	41	3	3	6	15	32	47
South Africa	6	6	12	5	2	7	11	8	19
Foreign Armenians	7	7	14	5	4	9	12	11	23
Ukraine	47	59	106	11	17	28	58	76	134
Netherlands	2	2	4	7	5	12	9	7	16
Poland	29	34	63	6	4	10	35	38	73
Romania	38	48	86	1	3	4	39	51	90
Russia	101	124	225	129	125	254	230	249	479
Syria	81	61	142	11	16	27	92	77	169
Turkey	19	19	38	0	0	0	19	19	38
Philippines	5	17	22	0	2	2	5	19	24
Other countries	54	41	95	44	36	107	98	104	202
Total	1878	1795	3673	646	634	1280	2524	2429	4953

Secondary General Education

Country	Public			Private			Total		
	M	F	Total	M	F	Total	M	F	Total
Egypt	5	3	8	2	6	8	7	9	16
Armenia	9	7	16	7	7	14	16	14	30
Australia	6	6	12	4	7	11	10	13	23
Austria	2	2	4	3	0	3	5	2	7
Belgium	1	0	1	3	3	6	4	3	7
Bulgaria	29	67	96	19	13	32	48	80	128
France	3	3	6	14	19	33	17	22	39
Germany	5	7	12	10	22	32	15	29	44
Georgia	30	36	66	2	3	5	32	39	71
Yugoslavia	9	10	19	22	24	46	31	34	65
Greece	328	322	650	15	20	35	343	342	685
Greeks of Pontos	486	507	993	2	1	3	488	508	996
Greeks of Albania	11	7	18	6	5	11	17	12	29
United States	11	6	17	20	34	54	31	40	71
United Kingdom	96	99	195	282	295	577	378	394	772
India	0	0	0	16	8	24	16	8	24
Jordan	2	0	2	8	3	11	10	3	13
Iraq	3	3	6	4	4	8	7	7	14
Iran	26	16	42	16	16	32	42	32	74
Ireland	1	0	1	2	3	5	3	3	6
Israel	0	0	0	1	6	7	1	6	7
Italy	2	1	3	2	1	3	4	2	6
Kazakhtsan	0	1	1	3	2	5	3	3	6
Canada	2	4	6	9	6	15	11	10	21
Latvia	0	0	0	4	2	6	4	2	6
Belarus	0	0	0	5	4	9	5	4	9
Lebanon	3	5	8	18	19	37	21	24	45
Libya	0	0	0	4	2	6	4	2	6
Lithuania	3	2	5	2	1	3	5	3	8
Moldova	10	18	28	3	2	5	13	16	29
South Africa	4	5	9	8	12	20	13	16	29
Russian Federation	81	70	151	163	170	333	244	240	484
Ukraine	33	33	66	27	31	58	60	64	124
Netherlands	1	0	1	8	6	14	9	6	15
Poland	7	6	13	3	10	13	10	16	26

Romania	34	42	76	6	12	18	40	54	94
Sudan	3	3	6	0	0	0	3	3	6
Sweden	0	2	2	5	8	13	5	10	15
Syria	20	15	35	9	13	22	29	28	57
Turkey	14	9	23	0	0	0	14	9	23
Philippines	7	4	11	2	4	6	9	8	17
Other countries	15	17	32	23	26	49	38	43	81
Total	1303	1337	2640	762	830	1592	2065	2167	4232

Tertiary – Non-university Education

Type of institution and nationality	Undergraduate			Postgraduate			Total		
	M	F	Total	M	F	Total	M	F	Total
PUBLIC									
Gambia	0	0	0	1	0	1	1	0	1
Ghana	4	0	4	0	0	0	4	0	4
Guatemala	1	0	1	0	0	0	1	0	1
Greece	6	0	6	0	0	0	6	0	6
Zambia	1	0	1	0	0	0	1	0	1
Jordan	1	0	1	0	0	0	1	0	1
Cameroon	5	0	5	0	0	0	5	0	5
Malvides	1	2	3	0	0	0	1	2	3
Namibia	0	2	2	1	0	1	1	2	3
Nigeria	3	0	3	0	0	0	3	0	3
Pakistan	1	0	1	0	0	0	1	0	1
West Bank/Gaza	1	0	1	0	0	0	1	0	1
Seychelles	0	2	2	0	0	0	2	0	2
Sierra Leone	2	0	2	0	0	0	2	0	2
Jamaica	0	0	0	0	1	1	0	1	1
Yemen	4	0	4	0	0	0	4	0	4
Total	30	6	36	2	1	3	32	7	39
PRIVATE									
Armenia	12	3	15	0	0	0	12	3	15
Bulgaria	44	46	90	3	1	4	47	47	94
Yugoslavia	12	4	16	3	4	7	15	8	23
Ghana	10	5	15	2	0	2	12	5	17
Greece	40	51	91	4	1	5	44	52	96
Zimbabwe	11	11	22	0	0	0	11	11	22
United Kingdom	9	18	27	3	4	7	12	22	34

India	726	26	752	64	0	64	790	26	816
Iran	54	41	95	1	7	8	55	48	103
Spain	17	7	24	0	0	0	17	7	24
Cameroon	62	21	83	10	9	19	72	30	102
Kenya	9	4	13	1	1	2	10	5	15
China	511	316	827	22	36	58	533	352	885
Belarus	4	13	17	2	3	5	6	16	22
Morocco	30	15	45	0	2	2	30	17	47
Bangladesh	1100	24	1124	18	0	18	1118	24	1142
Nepal	184	30	214	21	1	22	205	31	236
Nigeria	34	4	38	3	0	3	37	4	41
Ukraine	15	56	71	5	6	11	20	62	82
Pakistan	415	2	417	9	2	11	424	4	428
West Bank/Gaza	17	4	21	4	1	5	21	5	26
Poland	7	13	20	0	1	1	7	14	21
Romania	6	12	18	2	2	4	8	14	22
Russia	75	165	240	16	13	29	91	178	269
Sri Lanka	345	68	413	0	0	0	345	68	413
Syria	50	3	53	3	0	3	53	3	56
Other countries	195	170	365	18	12	30	213	182	395
Total	4024	1138	5162	216	107	323	4240	1245	5485

Tertiary – University Education

Nationality	Undergraduate			Postgraduate			Doctoral			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Albanian	4	3	7	0	1	1	0	0	0	4	4	8
Australian	0	1	1	0	0	0	0	0	0	0	1	1
Bulgarian	0	1	1	0	0	0	0	1	1	0	2	2
French	0	0	0	0	1	1	0	0	0	0	1	1
German	10	13	23	1	0	1	0	0	0	11	13	24
Greek	129	169	298	30	30	60	12	11	23	171	210	381
American	0	0	0	1	1	2	0	0	0	1	1	2
English	0	4	4	0	0	0	0	0	0	0	4	4
Indian	0	0	0	0	0	0	1	0	1	1	0	1
Irish	2	1	3	0	0	0	0	0	0	2	1	3
Spanish	3	5	8	0	0	0	0	1	1	3	6	9
Italian	1	4	5	1	0	1	0	0	0	2	4	6
Chinese	0	0	0	0	0	0	1	0	1	1	0	1
Latvian	0	2	2	0	0	0	0	0	0	0	2	2
Lithuanian	1	1	2	0	0	0	0	0	0	1	1	2
Polish	2	9	11	0	0	0	0	0	0	2	9	11
Romanian	0	2	2	0	0	0	0	1	1	0	3	3
Russian	0	1	1	0	2	2	0	3	3	0	6	6
Serbian	0	0	0	1	1	2	0	0	0	1	1	2
Singaporian	0	1	1	0	0	0	0	0	0	0	1	1
Slovak	0	2	2	0	0	0	0	0	0	0	2	2
Slovenian	0	1	1	0	0	0	0	0	0	0	1	1
Swedish	0	2	2	0	0	0	0	0	0	0	2	2
Finnish	0	1	1	0	0	0	0	0	0	0	1	1
Total	152	223	375	34	36	70	14	17	31	200	276	476

11. The European and International Dimension in Education

11.1. Historical Overview

Following Independence in 1960, Cyprus maintained close co-operation with international organisations like UNESCO, the United Nations Development Programme (UNDP) and the International Labour Organisation (ILO). Through this cooperation, most of the public non-university institutions were established as joint projects between the Cyprus government and these international organisations. Such projects were the Hotel and Catering Institute, the Higher Technical Institute and the Cyprus Productivity Centre (see sections 6.1. , 6.4.2. and 7.1.).

Cyprus became a member of the European Union on 1 May 2004. However the European dimension in the island's education system has been an important feature of education at all levels for many years (see sections 1.1. and 2.1.). In the education sector, prior to accession, Cyprus belonged to the Educational Committee of the Council of Europe, with a member on its board of directors. It has also been a member of UNESCO since 1961 and has worked within the Organisation to promote intercultural dialogue in the Mediterranean region.

Cyprus has enjoyed excellent relations with the members of the European Union since the early 1970s. The Republic first expressed interest in establishing an association agreement with what was then the European Economic Community (EEC) in the early 1970s. This agreement came into force on 1 June 1973 and aimed at establishing a Customs Union between Cyprus and the EEC, to be implemented in two stages over a period of ten years.

There was a delay in the implementation of the second stage of the agreement due to the Turkish invasion of Cyprus in 1974. It came into effect in January 1988. In accordance with the provisions of this protocol, the Customs Union between Cyprus and the EU was to be completed by 2003.

However, prior to the completion of the Customs Union, Cyprus applied for full membership of the European Union. Accession negotiations with Cyprus and five other countries were officially launched in March 1998.

On 12 and 13 December 2002, the European Council took the decision to admit Cyprus, together with nine other candidate countries, on 1 May 2004. This was approved by the European Parliament on 9 April 2003 and on 16 April the Republic of Cyprus signed the Treaty of Accession in Athens.

During the accession process, Cyprus prepared for membership by following a process of converging laws and practices with those of the EU and aligning with European directives.

The following programmes/actions, most of which began prior to accession, highlight the close links that Cyprus has retained with Europe in the educational sector.

Eurydice Network

The Eurydice (Ευρυδίκη) Network was set up in 1980 in order to boost cooperation in education by improving understanding of systems and policies among EU Member states. Since 1995, Eurydice has also been an integral part of EU action programmes in education. It consists of a European Unit in Brussels and national units in each of the thirty-one countries covered by the Lifelong Learning Programme (namely the twenty-seven EU Member states, the three EFTA/EEA countries and Turkey). The national units are generally situated within the ministries of education or bodies closely associated with them. Cyprus was one of the first countries to adopt the Eurydice project in 1980. Since June 2002, the Eurydice Unit has been operating within the Ministry of Education and Culture.

Socrates Programme

Cyprus joined the Socrates Programme in 1997. This programme was founded by the European Commission to act as the connecting link among European countries in the field of education. The Ministry of Education and Culture established the Socrates National Coordination Unit (Εθνική Συντονιστική Μονάδα Σωκράτης) (www.socrates.org.cy) to manage and implement the programme, which promotes the development of transnational cooperation between various educational institutions working in the field of formal and informal education, within the framework of the Centralised Actions. The National Coordination Unit initiated activities involving the full range of education bodies in order to establish a European dimension and improve quality in education.

The Socrates Programme was replaced by the Lifelong Learning Programme (www.llp.org.cy), which is the flagship European funding programme in the field of education and training. This programme, which covers the period 2007-2013, will cover learning opportunities from childhood to old age and will support projects and activities that foster interchange, cooperation and mobility between education and training systems within the EU, so that they become a world quality reference. The LLP is an over-arching structure built on four pillars or sub-programmes - Comenius, Erasmus, Leonardo da Vinci and Grundtvig. Cyprus participates in all four sub-programmes and other related actions/programmes.

Lifelong Learning Programme National Agency (LLP)

Cyprus, in response to new challenges and developments in the EU, decided to set up an independent National Agency in order to enhance the management of the Lifelong Learning Programme 2007-2013. The Cyprus Lifelong Learning Programme National Agency (Ίδρυμα Διαχείρισης Ευρωπαϊκών Προγραμμάτων Δια Βίου Μάθησης) was set up following Decision 64.892/2007 in January 2007 of the Council of Ministers. The main objective of the LLP National Agency is the management of the European programmes relating to education and training and the promotion of the aims and policies of the European Union in these sectors. As from June 2007, the LLP National Agency, as mentioned above, has taken over responsibility for the management of funds and activities relating to the following programmes: Erasmus, Leonardo da Vinci, Comenius, Grundtvig and Study Visits.

Erasmus Programme

Cyprus joined the Erasmus programme in 1998/99. The Erasmus programme addresses the teaching and learning needs of all those in formal higher education, including trans-national student placements in enterprise or education and training institutions. Cyprus has also joined the Erasmus Mundus European Masters Programme which supports inter-university European Union Master Courses and promotes the European Union as a centre for excellence in learning world-wide. In the academic year 2007/08 the total amount assigned to Cyprus for the promotion of Erasmus objectives comes to €,167,290.00. As from June 2007, the Erasmus budget is managed by the newly founded Cyprus LLP National Agency (see above), the foundation for the management of the European Lifelong Learning Programmes.

Fifteen institutions of tertiary education, university and non-university, public and private, are scheduled to participate in mobility programmes involving students and/or teaching personnel in 2008/09 (see also section 11.4.2.). The School of Modern Greek of the University of Cyprus is also subsidised from Erasmus funds. Erasmus students can enroll, free of charge, in the Summer Intensive Course of the School of Modern Greek or in any of its regular courses.

Bologna Process

Although not an original signatory to the Bologna declaration in June 1999, Cyprus joined the process at the first ministerial meeting after Bologna, held in Prague on 17 May 2001 and was a signatory to the Prague Communiqué. In this way, Cyprus has signalled its support of the main objectives of the Bologna Process, namely the increase in mobility and employability of European higher education graduates, thus ensuring the competitiveness of European higher education.

The Directorate of Tertiary Education of the Ministry of Education and Culture is responsible for the implementation of the main trends and aspects of the Bologna Process in Cyprus. These aspects include the existence of a higher education structure based on three cycles, the adoption or general implementation of the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement, the establishment of a national qualifications framework and joint/double degrees, as well as, the development of measures for quality assurance. For an overview of the national reforms or current arrangements as regards Cyprus, see sections 2.2., 6.2., 11.2. and 11.3. A useful reference is the Eurydice publication, *Focus on the Structure of Higher Education in Europe 2006/07 – National Trends in the Bologna Process.*

Leonardo da Vinci Programme

In 2000, following a decision of the Council of Ministers, the Cyprus Productivity Centre (see chapter 7.) was chosen to be the National Agency for the Leonardo da Vinci programme (www.kepa.gov/leonardo). The Agency's activities included:

- The provision of information
- The provision of technical assistance to potential participants in preparing their proposals
- The selection of proposals to be funded through the Leonardo da Vinci Programme
- The setting up of contracts with beneficiary organisations whose projects were selected for funding by the Programme
- The monitoring of project implementation
- The payments of funds to projects

The Cyprus Productivity Centre maintained its role as the National Agency for the Leonardo da Vinci Programme till June 2007 when the LLP National Agency took over.

In 2008/09, Cyprus was allocated €1,416,661.00 which will support IVT, PLM and VETPRO Mobility projects (see also section 11.4.2.).

Study Visits

This programme aims at facilitating exchange of information and experiences among decision makers and experts in education and training. For the academic year 2008/09, thirteen experts/decision makers were approved to participate in activities organised in EU countries and having a maximum duration of one week. The total subsidy budget amounts to €19,278.00.

Grundtvig

In 1998/99, Cyprus joined this programme, which addresses the teaching and learning needs of those in all forms of adult education, as well as the institutions and organisations providing or facilitating such education. In 2008/09, Cyprus was allocated a total of €232,437,00, while in 2001/02 Cyprus absorbed only €8.000,00.

Comenius

Cyprus joined the Comenius programme in 1997/98. This programme addresses the teaching and learning needs of all those in pre-school and school education up to the level of the end of upper secondary education and the institutions and organisations providing such education. For the academic year 2008/09 Cyprus was allocated total €783,146.00. Cyprus was given €90,500.00 for in-service individual scholarships, €29,107.00 for assistant teachers and €21,539.00 for preparatory visits. In 2008/09 forty-six public and private schools at the pre-primary (προδημοτική), primary and special education level, as well as secondary general and STVE will participate in the Comenius programme and related activities.

Europass

Following the decision of the Cyprus Council of Ministers of 27 April 2005, the Cyprus Productivity Centre (CPC) was set up as the National Europass Centre (see chapter 7. and section 11.1.). Europass records skills

and competencies in a clear and easy-to-understand way, to help people find a job, acquire experience abroad or enroll in education or training programmes. The National Europass Centre is responsible for the following:

- The coordination, management and promotion of all activities related to Europass
- The provision of information to individuals, education and training providers, employers and others requiring information and guidance on Europass
- The cooperation with other related agencies in the field of mobility and transparency of qualifications
- The representation of Cyprus in the Europass network of Europe

11.2. Ongoing Debates and Future Developments

One of the reasons for the commissioning of the review of the educational system by the seven experts (see section 2.2.) was the entry of Cyprus into the European Union in 2004. Membership of the EU entitles citizens from member countries to the right of residence in any other member country. For this reason, it was felt that the system of education in Cyprus needed to be restructured. The report of the seven experts stressed the importance of the following features of a European school system:

- The school system must respect pluralism in the areas of culture, language, religion and multiple intelligences
- Schools must be democratic institutions which cultivate not only the mind but also the soul, focussing not only on the knowledge society, but also beyond it
- Schools must be inclusive, recognising differences and the importance of multiculturalism, which has resulted from the process of globalisation

The report focusses on the promotion of the European dimension in education, with its emphasis on the global citizen.

The policy of the government of the Cyprus Republic is to meet its commitments as a full Member of the European Union and as a signatory of the Bologna Process and the Lisbon Agreement. The National Lisbon Programme (2005) includes policies to enhance investment in physical and human capital, research and development and the country's infrastructure. Furthermore, measures and actions incorporated in the National Strategic Reference Framework for Cohesion Policy 2007-2013 (NSRF) utilise the resources of the Structural Funds and the Cohesion Fund. As mentioned in 11.1., the LLP National Agency will finance educational and other institutions and organisations that are active in the field of education and training with funds provided by the European Commission, as well as teachers, students, trainers and trainees.

The policy of the Cyprus government is to promote:

- **School Curricula**. In 2009, within the framework of the ongoing Educational Reform, the Ministry of Education and Culture set up a number of committees composed of academics and specialists in curriculum subjects with the objective of designing new curricula for all subjects at all levels from pre-primary (προδημοτική) to secondary education level. The curriculum subject committees will work according to the aims and objectives set out in a report by the Curriculum Scientific Committee published in December 2008. One of the general objectives is to cultivate the European and international dimension in education.
- **EQF and ECVET**. The European Qualifications Framework (EQF) and the European Credit Transfer System for Vocational Education and Training (ECVET). These two initiatives will contribute to shaping the policies in Cyprus on skills and competencies development and to helping the mobility of European citizens.
- **ECTS**. The implementation of the European Credit Transfer System (ECTS) and the Diploma Supplement in both the public and the private sectors of tertiary education. All three public universities and some of the public institutions of tertiary education have adopted the ECTS system.

- **Tertiary Education Law**. A specialist committee was appointed by the Ministry of Education and Culture made up of university professors and high-ranking administrators with the objective of proposing a new unified law for tertiary education institutions, public and private, university and non-university.
- **National Quality Assurance Agency**. As mentioned in section 2.2., the establishment of the National Quality Assurance Agency, another Bologna Process emphasis, is under consideration by the Ministry of Education and Culture.
- **University Qualifications**. The adoption by public and private universities of the three-level qualifications framework, according to the Bologna Process recommendation: Bachelor, Master and Doctoral.
- **University Programmes in a Non-national Language**. The European and international dimension in education was enhanced by adopting Law 199(I)/2003, which amends the Cyprus University Laws 144.1989-44(I)/2003 and permits the university, in special cases, to offer programmes in a foreign language and trans-university programmes of studies in a foreign language that are related to European programmes, such as the Erasmus Mundus Masters Courses or similar European programmes. Much the same provision is incorporated in the legislation of the other two public universities.
- **Private University Programmes**. Mobility of students and teaching personnel in the private academic sector is facilitated by permitting private universities to offer programmes in Greek and/or a foreign language (English) provided it is stipulated in the university Charter and the conditions of their licence.
- **Student and Staff Exchanges.** Both the three public and three private universities promote student and staff exchanges under the Life Long Learning Programme 2007-2013 by participating in the ERASMUS and Leonardo da Vinci Programme. The aim of the ERASMUS programme is to promote the European dimension in education and acquaint students and academic staff with the different cultures that compose the European Union. The most important activity of this programme is the exchange of students and staff. The University of Cyprus began participating in this programme in the academic year 1998/99. For the period 2007-2013, the Life Long Learning Programme (LLP) includes the ERASMUS Studies programme and the ERASMUS Placements programme.
- **Vocational Training**. All six universities participate in the Leonardo da Vinci programme as it offers young university graduates the opportunity to be placed in companies or organisations in EU countries.
- **The European Cooperation Office.** The University of Cyprus established in 2004 its own office in Brussels in order to obtain reliable and timely information about EU policies which are of interest to the University and others in the field of research, education and culture.
- **The Networks of the University of Cyprus**. The University is a member of European, Commonwealth and international organisations and networks (see section 6.**5.1.**). It also maintains close contacts with international organisations as the EU, UNESCO, CEPES and the Council of Europe. These links enhance and promote the European and international dimension in education.
- **The Networks of the Open University of Cyprus**. The Open University has established contacts with international organisations and networks which promote distance learning such as the International Council for Open and Distance Education (ICDE), the European Distance and E-learning Network (EDEN), the European Association for ERASMUS Coordinators (EAEC), the European Association of Institutions in Higher Education (EURASHE) and the European Forum for Student Guidance (FEDORA) – see also section 6.5.1..
- **The Networks of the Cyprus University of Technology**. The University of Technology promotes European and international cooperation, student and staff mobility and has become a member of UNIMED and EARMA. It has established links with universities in Greece, Holland and Germany. It also participates in the ERASMUS Exchange Programme and ERASMUS MUNDUS (see also section 6.5.1.).
- **UNESCO Chairs**. In 2004, the first UNESCO Chair was set up at Intercollege, now the Nicosia University, with the aim of promoting Cultural Diversity and Intercultural Dialogue for a Culture of Peace (www.intercollege.ac.cy). The UNESCO Chairs network known as UNITWIN is one of the most important programmes of the Department of Higher Education of UNESCO. This programme started in 1992 with 17 Chairs. In 2002, the number of Chairs worldwide was 570. In 2008, a second UNESCO Chair on Gender Equality and Empowerment was established at the University of Cyprus. The main aim of the Chair is to

promote an integrated system of research, training, information and documentation activities in the field of women and gender studies in all the partnership's countries, at a regional, European and international level.

- **European Office of Cyprus**. The Cyprus government set up the European Office of Cyprus (EOC) in May 2007. Its aim is to inform its members of developments and policies at the level of the European Union, as well as to support them to absorb funds from European grants. The European Office of Cyprus currently has nineteen member organisations and operates with two support centres, one in Nicosia and one in Brussels. On a daily basis, targeted information is promoted to members according to their areas of interest.
- **Eurozone**. On 1 January 2008, the Republic of Cyprus joined the eurozone (see section 1.6.). This development is expected to enhance further not only the economic, banking and trade relations with the EU, but also the European dimension in education, culture and lifestyle.
- EQUAR. In March 2008, Cyprus, as a Member of the European Union and a signatory to the Bologna Process, participated in the meeting to establish EQAR, the European Quality Assurance Register for Higher Education AISBL, a non-profit organisation. Cyprus, subsequently, applied to become a full member of EQAR.

11.3. National Policy Guidelines/Specific Legislative Framework

The *Strategic Development Plan 2007-2013* of the Republic of Cyprus reflects the European dimension in education. For example in its *Foreword* it is stated that "our goal is the successful incorporation of Cyprus in the eurozone and the highest possible actual convergence and cohesion with the most developed EU member countries. Moreover, our target is to establish Cyprus as the bridge of economic cooperation between the EU, the countries of the Middle East and of North Africa and as an international and regional centre for the provision of high value-added services."

In the same publication, under Axis 7- *Developing Human Capital*, the strategic goals of the Planning Bureau (see section 1.2.4.) are streamlined with EU policies and goals: "the main components of the development planning are the guidelines for the employment policies of the Lisbon Strategy (and respectively of the National Reform Program for Lisbon) as well as the EU Employment Program for Employment and Training 2010 and the goals of the European Social Fund and the Community Strategic Guidelines of the Cohesion Policy for the period 2007-2013."

Cyprus has not enacted special legislative regulations in the area of education regarding the introduction of the European and international dimension in education. However, both before and after accession in 2004, the European dimension in particular became a major strand of educational policy in Cyprus, in full alignment with articles 126 and 127 of the Treaty of Maastricht and the Green and White Papers on Education from the European Commission. Cyprus was one of the Member States that signed the Treaty of Lisbon on 13 December 2007 and the Parliament of the Republic of Cyprus ratified the Treaty on 3 July 2008 (Law 17(III)/2008). Thus Cyprus will address today's challenges such as globalisation, climatic and demographic changes and security and energy in partnership with other EU countries. The Treaty of Lisbon will reinforce democracy in the EU and its capacity to promote the interests of its citizens on a day-to-day basis.

The Ministry of Education and Culture is the principal agency for the promotion and implementation of the European dimension in education and is responsible for:

- Ensuring that, as a member of the EU, Cyprus meets all its responsibilities in the field of education
- The involvement of Cyprus in the Bologna Process
- The interface between the educational authorities and institutions of Cyprus and the Directorate General XXII, the European Commission's department responsible for education, training and youth
- The promotion and dissemination of information regarding the educational policies of the EU and its activities in the area of education
- The issuing of directives aimed at the promotion of the European dimension, stressing multiculturalism and combating intolerance and xenophobia

- The participation of teachers and decision-makers in seminars and workshops organised by the Council of Europe and the European Centre for Modern Languages
- The participation of pupils in international competitions, sports meetings and other international and European events, such as celebrating Europe Day on 5 May
- The school links and exchanges programme

The inclusion of a European dimension in the general targets set by the Ministry of Education and Culture between 2004-2007 is detailed in section 11.4.. In addition, the publication *The Development of Education 1996-1998 National Report of Cyprus* by the Ministry of Education and Culture stated the following priority for education in Cyprus: "Creating favourable conditions for coexistence, cooperating and combating intolerance and xenophobia in a world where an international character is increasingly developed, cultural diversity promoted and boundaries abolished".

Government policy has been to facilitate the island's successful transition into the global economy and the new technological era, while securing, at the same time, sustainable economic development and social cohesion. The Cyprus Republic, since independence in 1960, has become a member of the following international and European organisations: the United Nations and its specialised agencies (1960), the Commonwealth (1961), the Council of Europe (1961), the World Bank (1961), the International Monetary Fund (1961), the Organisation of Security and Cooperation in Europe (1975), the World Trade Organisation (1995), the European Union and its agencies (2004) and the eurozone (2008).

As regards education, the aim of official policy is to establish Cyprus as a regional educational and research centre, a hub for international scholars and students alike. Steps in this direction include the following:

- The setting up of the Health Research Centre, a joint project between the government of Cyprus and the University of Harvard (USA).
- The establishment of the Institute of Cyprus and the operation of its first Research Centre in 2007/08, which will focus on Energy, Environment and Water in cooperation with Massachusetts Institute of Technology (MIT).
- The introduction and/or upgrading of computer and modern technologies at all levels of education. A project, (funded by the European Investment Bank and the Council of Europe Development Bank), which aims at establishing a state of the art technological infrastructure, the reform of the curricula of all the subjects at all the levels of education and training of all the teachers in the basic ICT skills and how they can use ICT in their teaching process, was set up in 2005 and is expected to be completed in 2009.
- The restructuring of the whole education system with the assignment of a report to seven experts in education in 2004 and the initiation of the dialogue between all partners involved in education, which is still ongoing (see section 2.2.).
- The expansion of the university education sector with the setting up of two new public universities – the Open University (2006) and the University of Technology (2007).
- The upgrading of three tertiary education institutions into private universities (2007) and the licence of a fourth one to begin operation in the academic year 2010/11.
- The adoption of the European Credit Transfer System (ECTS) and the Diploma Supplement by the three public universities and some public tertiary educational institutions. The policy of the Cyprus government is to enforce the ECTS and the Diploma Supplement both in the public and private sector of tertiary education (see section 11.2.). The establishment of Europass, like the ECTS and the Diploma Supplement, enhances transparency of qualifications and facilitates mobility within the EU. The transparency of qualifications will be further enhanced by the adoption of the European Qualifications Framework (EQF) and the European Credit Transfer System for Vocational Education and training (ECVET), see section 11.2. above.
- The establishment of the Kypriako Symvoulio Anagnorisis Titlon Spoudon (Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών) (Cyprus Council for the Recognition of Higher Education Qualifications) and the Symvoulio Ekpaideftikis Axiologisis - Pistopoiisis (Συμβούλιο Εκπαιδευτικής Αξιολόγησης - Πιστοποίησης)

(Council for Educational Evaluation and Accreditation) (SEKAP). In order to meet its obligations as a signatory of the Bologna Process, the Cyprus Republic is considering setting up a National Quality Assurance Agency, which will, eventually, incorporate the functions of KYSATS (ΚΥΣΑΤΣ) and SEKAP, in order to enhance further quality assurance both in the private and public tertiary education sectors (see sections 6.2. and 11.2.).

- The adoption of the three-level qualification framework – bachelor, master and doctoral in both public and private university sectors – a Bologna Process emphasis.
- The establishment of the Educational Research and Evaluation Centre in 2008 following a decision of the Council of Ministers (see section 2.2. and chapter 8.).
- The emphasis on learning foreign languages. At the gymnasio (γυμνάσιο) (gymnasium), two foreign languages – English and French – are compulsory across the three grades. At the lykeio (λύκειο) (lyceum), students choose the two compulsory languages they wish to study from the following six - English, French, German, Italian, Spanish, Turkish and Russian. They can also choose to study additional languages as optional subjects.

The involvement of Cyprus with UNESCO and the Council of Europe has already been detailed in sections 1.1., 11.1. and 11.2.. Cyprus is not a member country of either the OECD or EFTA.

The specific legislation concerning education which implements national policy is as follows:

- Laws 67(I)/1996-221(I)/2004 regulate the establishment and operation of the Council for Educational Evaluation and Accreditation (SEKAP) and the public and private non-university institutions (see section 2.6.1.). This law superseded Law 1/1987.
- Law 68(I)/1996-1(I)/2004 and corresponding regulations 1999-2003 provide for the establishment and operation of the Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS), see section 2.6.1..
- Law 144/1989 –199(I)/2003 provides for the establishment and operation of the University of Cyprus and minor amendments to this law and permits the University to deliver programmes in a foreign language provided the same programme is offered in Greek as well (see sections 6.2. and 11.2.). The same provision applies to all other public universities (see section 6.3.1.).
- Law 234(I)/2002 established the Open University of Cyprus (see section 6.2.).
- Law 198(I)/2003 established the Cyprus University of Technology and its amendment by law 74(I)/2005 (see section 6.2.).
- Law 109(I)/2005 provides for the establishment and operation of private universities (see also section 6.2.).

Στρατηγικό Σχέδιο Ανάπτυξης 2007-2013

11.4. National Programmes and Initiatives

The European dimension is developed and disseminated at all levels of education in Cyprus through a number of activities and initiatives. The Ministry of Education and Culture (http://www.moec.gov.cy) has included the European dimension in general targets set interdisciplinarily through the syllabi of various subjects and other school activities since the academic year 1996/97. Among the annual priority goals, the Ministry includes targets set by the EU or the Council of Europe. For the school year 2008/09, the emphasis was primarily on the following three targets:

- Cultivating a culture of rapprochement, cooperation and peaceful coexistence between the Greek Cypriots and Turkish Cypriots with the objective of living in a reunited Cyprus free of the army of occupation
- The European Year of Creativity and Innovation 2009
- The European Year of Intercultural Dialogue 2008

Primary Education

The Directorate of Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) promotes the following programmes/actions which aim to enhance European identity and cultivate positive civic virtues:

- **Environmental Education** – a number of schools are involved in the following programmes/actions:
  - Ecological Schools – European programme
  - Golden-Green Leaf - a bilateral programme (Greece– Cyprus)
  - The Seed-Source of Life – a bilateral programme (Greece– Cyprus)
  - Study visits to the two Environmental Education Centres of Pedoulas and Kritou Terra
  - Summer camping, which reinforces positive attitudes towards the environment.
- **Health Education** - "MENTOR"
  - *Mentor* - The Drug Prevention Programmes of the *Mentor* Mobile Unit continued during the school year 2006/07.
  - Folk Story Telling. The goal of this programme is the prevention of drug addiction through art, culture and folk story telling.
  - The European School Network for the Promotion of Health – European project.
- **Information and Communication Technology**. This ICT programme has been initiated by the Directorate of Primary Education in order to enhance the educational process. In 2002, the Ministry of Education adopted a programme entitled The Integration of Information and Communication Technology, which is funded by the European Development Bank and the Council of Europe Development Bank.
- **Road Safety Education**. This programme was set up by the Ministry of Education and Culture, in co-operation with the Ministry of Transport and the police to introduce road safety in public nipiagogeia and primary schools. In 2006/07 Road Safety Education became a priority goal.
- **Multicultural Education**. Around 7.7% of the pupils attending public primary schools do not speak Greek as their mother language. The Ministry is trying to cope with multiculturalism in education, quite a new phenomenon on the island and at schools. The Ministry is developing multicultural awareness by training instructors to teach bilingual children and Greek for non-natives.

Secondary Education

In 2007-2008 the Directorate of Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) promoted the following programmes/ actions:

- **Health Education** – under this programme the Ministry organised the following events/actions
  - The pilot programme of Sex Education was implemented in six gymnasia
  - The European School Network for the promotion of Health
  - MENTOR – the drug prevention programme through mobile units
  - Anti-drug education seminars
  - Standing on My Own Two Feet – a programme aiming at developing attitudes of self esteem and self-respect.
  - EY ZHN (Well Being) – a bilateral programme between Cyprus and Greece.
  - A pilot programme aiming at preventing the use of addictive substances implemented by the Educational Psychology Department of the Ministry.
- **Environmental Education** – Environmental Education aims at developing positive attitudes among pupils towards the environment and its sustainable development and it is being promoted through programmes and actions as well as through syllabi and new teaching approaches. Such programmes are the following:
  - The Golden-Green Leaf – a bilateral programme between Greece and Cyprus
  - Ecoschools – European programme
  - Young Reporters and the Environment – European programme

- South-Eastern Mediterranean Sea Project – multilateral project (14 countries are participating)
- Global Learning and Observations to Benefit the Environment – a multilateral programme between Cyprus and 109 countries, coordinated by the USA.
- The Ministry of Education and Culture in cooperation with the Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) published in 2007, *The Strategic Plan for Environmental Education with Emphasis on Sustainable Development* – a useful guide for teachers and schools.

- **Information Technology (IT)** – The Directorate has been making every effort in the past few years to update the syllabi of IT courses at the gymnasia and the lykeia in order to meet European standards and current trends.
- **Road Safety Education** - Traffic Education was one of the emphases set by the Ministry in 2007. Lectures, visits, activities, competitions and seminars relating to Traffic Education were organised by schools.
- **Entrepreneurship in Education** - This programme (2005/06) aimed at equipping students with the knowledge and skills needed to communicate and function in the world of enterprises.
- **Euro** - The introduction of the euro as the official currency of the Republic of Cyprus (2006-2008)
- **Human Rights** – Another priority goal of the Ministry was the promotion of equal opportunities for both sexes, all races and nations in 2006/07.
- **The European year for Multicultural Dialogue 2008** - This programme is the main priority goal of the Directorate in the school year 2007/08 and many activities are scheduled to take place at schools, as Cypriot society as well as the island's schools are increasingly becoming multicultural.

The European dimension in the secondary general sector is promoted through various subjects in the curriculum, as well as school activities which aim to give information on the EU and cultivate awareness and a positive attitude towards the EU. Such activities include the celebration of Europe Day, the setting up and operating of Europe Clubs, special projects and the linking of schools in Cyprus with those in the EU by use of email and the Internet.

Cyprus Pedagogical Institute

(www.pi.ac.cy) The Ministry of Education and Culture further encourages the participation of educators in European programmes of teacher-training workshops and seminars. The Pedagogical Institute is the main provider of in-service compulsory and optional seminars to teachers at the pre-primary (προδημοτική), primary and secondary levels and to teachers of special needs (see also section 9.6.). During the period 2008/09, the Pedagogical institute organised the following seminars/workshops which promote the European and international dimension on education:

- Conference on online and printing material for the teaching of Greek to Greeks of the Diaspora
- Conference on "Intercultural Dialogue"
- Conference on CLIL in pre-primary and primary education
- Conference on training teachers on environmental education
- Council of Europe 2nd Seminar on "Policies and Practices for Teaching Sociocultural Diversity"
- Conferences and workshops on preventing youth delinquency

During the same period, the Pedagogical Institute organised a number of seminars on ICT education for 3.300 secondary school teachers and 1.300 primary school teachers.

All of the activities listed above are supported, organised and financed by the Ministry of Education and Culture (http://www.moec.gov.cy).

11.4.1. Bilateral Programmes and Initiatives

Cyprus has strong links with Greece, and a number of bilateral programmes and initiatives are organised between the two countries. These include:

- the IKADE (OIKADE) project in the primary sector (see section 4.2.)
- the 'Golden-Green Leaf' (Χρυσοπράσινο Φύλλο) project in gymnasia (see section 5.2.)
- 'Forest – Nature Trails' (Δάσος-Μονοπάτια της Φύσης)
- *EY ZHN* (Well Being) – secondary education
- Youth Parliament (13 Sessions) – secondary education

The University of Cyprus has signed bilateral frameworks of cooperation with around eighty universities in Europe, Australia, Asia and the USA. These are agreements, both inter-university and inter-departmental, which provide for student and academic staff exchanges, joint research projects, conferences and exchange of teaching and research material. For more details on the University of Cyprus network of cooperation within the Life Long Learning Programme 2007-2013, visit the University website (http://www.ucy.ac.cy).

The two new public universities, the Open University of Cyprus (http://www.ouc.ac.cy) and the Cyprus University of Technology (http://www.cut.ac.cy), are currently in the process of drafting inter-institutional agreements with Greek and other European institutions for student and staff mobility purposes (see also section 11.2.).

11.4.2. Multilateral Programmes and Initiatives

Cyprus is involved in multinational programmes at all levels of education. Some of the major projects are listed below:

Primary Education

- The European School Network for the Promotion of Health (Ευρωπαϊκό Δίκτυο Σχολείων Προαγωγής της Υγείας) – see section 4.2.
- Spring Day in Europe (Άνοιξη της Ευρώπης) – see section 4.2.
- E-Twinning – see section 4.2.
- LeAF - Learning about Forests 'I Learn about Forests and the Green Corners of my Neighbourhood' (www.cymepa.org.cy/frames.htm)

Secondary Education

- South Eastern Mediterranean Environmental Programme (SEMEP)
- Council of Europe Programme on Democratic Citizenship
- Globe (Global Learning and Observations to Benefit the Environment) co-ordinated by the USA. Cyprus joined in 2004/05 (www.globe.gov/fsl/INTL/main.pl?ctry=CY&lang=en&nav=1).
- The European School Network for the Promotion of Health – see above
- The European programmes 'Eco-schools' (Οικοσχολεία) (www.eco-schools.org)
- Young Reporters for the Environment (Νέοι Δημοσιογράφοι για το Περιβάλλον) (www.youngreporters.org/sommaire.php3)
- 'The South Eastern Mediterranean Sea Project' (UNESCO) (www3.unesco.org/iycp/uk/uk_tb_national_articles.asp?CodeContact=24773)
- LeAF - Learning about Forests 'I Learn about the Forests and Green Corners of my Neighbourhood' (www.cymepa.org.cy/frames.htm)
- The 'Fresh Water' programme
- UNESCO associated schools (www.unesco.org.cy/educationForAll.shtm)
- E-Twinning Schools (www.etwinning.net/ww/e/pub/etwinning/index2006.htm)

Pre-primary, Primary, Secondary and Tertiary Education

The Cyprus National Agency for LLP (http://www.llp.org.cy) announced the following programmes/ initiatives for the academic year 2008/09, which promote education and vocational education and training within the framework of the European Lifelong Learning Programme at all three levels of education (public and private)

(http://ec.europa.eu./education/programmes/programmes_en.html):

European Language Label
(http://www.llp.org.cy/ell.htm)

Within the framework of this programme, the National Agency for LLP, in cooperation with the European Commission Office in Cyprus and the Ministry of Education and Culture, organised a competition among public and private schools for the academic year 2007/08 in order to promote innovation in language learning. in the awards to the participating schools were presented at a special ceremony held in Nicosia in October 2008. The European Language Label competition has become an annual event.

Comenius – Multilateral School Partnerships

(http://ec.europa.eu./education/programmes/llp/comenius/index_en.html)

(http://www.llp.org.cy/comenius.htm)

Within the framework of this initiative for the school year 2008/09, forty-six schools (public and private) participated at total cost of € 642,000.00. The breakdown is as follows:

- 5 kindergartens
- 17 primary schools
- 3 gymnasia
- 13 lyceums
- 5 technical school
- 7 private schools (primary and secondary education)
- 1 special education school

Comenius – Training of Educational Personnel

(http://ec.europa.eu./education/programmes/llp/comenius/index_en.html)

Under this initiative for the year 2008/09,

- Four trainee/assistant teachers were approved to receive initial/pre-service training in European countries for eight months at total cost of €29,107.00
- Forty-nine scholarships were granted to teaching personnel (from the public and private sector) to participate in in-service seminars in other European countries of one-four weeks duration. Total funding was estimated at €90,500.00.

Comenius – Preparatory Visits

(http://ec.europa.eu./education/programmes/llp/comenius/index_en.html)

Within the framework of this action, in the school year 2008/09, twenty schools were subsidised to participate in seminars/visits in order to organise multilateral school partnerships for the period 2008-2010. Total cost for subsidies came to €21,539.00.

- Two trainee/ assistant teachers were approved to receive initial/ pre-service training in European countries for eight months at total cost €17.063,00
- Forty-eight scholarships were granted to teaching personnel (from the public and private sector) to participate in in-service seminars in other European countries of one-four weeks duration. Total funding was estimated at €80.318,00.

Study Visits

(http://www.llp.org.cy/sv.htm)

Under this initiative, thirteen experts in educational and training policy participated in meetings/activities of one week duration, which took place in other European countries. The total cost amounted to €19,278.00.

Grundtvig – Transnational Partnerships

(http://ec.europa.eu./education/programmes/llp/grundtvig/index_en.html)

(http://www.llp.org.cy/grundtvig.htm)

Under this programme, seventeen public and private institutions participated in non-vocational adult and continuing education of 2 years (2008/10). The total cost came to €207,000.00.

Grundtvig – Training of Educational Personnel

(http://ec.europa.eu./education/programmes/llp/grundtvig/index_en.html)

Under this initiative, in 2008/09 nine trainers involved in adult education, employed in institutions of adult continuing education/training, were selected to participate in in-service seminars of one-four weeks duration, which were held in other European countries. The total cost was estimated at €17,027.00.

Grundtvig – Preparatory Visits/Seminars

(http://ec.europa.eu./education/programmes/llp/grundtvig/index_en.html)

Under this initiative, during the year 2008/09, twelve educational institutions for adults were approved to participate in seminars in two European countries in order to prepare Grundtvig Educational Partnerships for the period 2008-2010. Total funding came to €8,410.00.

Leonardo da Vinci – Mobility

(http://ec.europa.eu./education/programmes/llp/leonardo/index_en.html)

(http://www.llp.org.cy/leo.htm)

In the academic year 2008/09, this programme subsidised the following initiatives:

- IVT - trainees in initial vocational training
- PLM – people on the labour market, including graduates
- VETPRO – exchange of experience and further professional development for persons responsible for vocational education and training on a professional level

Twenty-seven mobility proposals were approved at a total funding of €627,018.00, which were submitted by private and public institutions.

Leonardo da Vinci – Transfer of Innovation

(http://ec.europa.eu./education/programmes/llp/leonardo/index_en.html)

Under this initiative, in 2008/09, three multilateral projects for transfer and development of innovation were approved with a total funding of €755,350.00.

Leonardo da Vinci – Preparatory Visits

(http://ec.europa.eu./education/programmes/llp/leonardo/index_en.html)

Four institutions were subsidised to participate in preparatory meetings for the organisation of Leonardo da Vinci mobility programmes. The cost for this initiative was estimated at €4,293.00.

Tertiary Education and Lifelong Learning

The National Agency for LLP supported the following initiatives and actions under the European Erasmus programme during the academic year 2008/09:

- Erasmus – Mobility of Individuals, both Student Mobility (SM) and Teacher Mobility (TM)
- Erasmus – Intensive Programmes (IP)
- Erasmus – Organisation of Mobility (OM)
- Erasmus – Intensive Language (EILC)
- Erasmus – Preparatory Visits

Under Erasmus 2008/09, fifteen tertiary education institutions of university and non-university status were approved by the Cyprus National Agency to participate in four sub-programmes of Erasmus. The total funding for the academic year 2008/09 came to €1,167,290.00.

The participating institutions and the amount of subsidy in euro received are indicated below:

- University of Cyprus, €745,765.00
- Higher Technical Institute, €6,300.00
- Nursing School, €13,471.00
- Forestry College, €9,760.00
- University of Nicosia (Intercollege), €54,050.00
- European University (Cyprus College), €79,702.00
- Frederick University (Frederick Institute of Technology), €67,965.00
- Higher Hotel Institute Cyprus, €18,190.00
- College of Tourism, €15,860.00
- Philips College, €31,950.00
- CIIM, €16,440.00
- P.A. College, €12,741.00
- Americanos College, €6,380.00
- Open University of Cyprus, €24,610.00
- Cyprus University of Technology, €34,250.00

The six universities, both public and private, but also the majority of the twenty-five Institutions of Tertiary Education (public and private) registered with the Ministry of Education (see chapter 6.) undertake research programmes which are funded either by national foundations, enterprises or European Union projects with collaborations on a national, bilateral and multilateral level. For example, the research programmes of the University of Cyprus are funded through the University's budget or by institutions in Cyprus (such as the Leventis Foundation, the Cyprus Research Foundation) and abroad. European Union projects (including the 6th Framework Programme, INTERREG II, COST, EUROMED, HERITAGE II, LEONARDO, MEDA) constitute the majority of externally-funded projects.

The universities and the large Institutions of Tertiary Education (public and private) are members of international organisations and networks (see chapter 6.). They also cooperate, through inter-state and inter-university/institution agreements, with universities and research centres in Europe and internationally, for the promotion of science, scholarly research, vocational training and exchange of information. They also cooperate with each other or with enterprises on research programmes that are specifically aimed at the needs of Cypriot industry and the economy and culture in general.

Ministry of Education and Culture

(http://www.moec.gov.cy)

The Ministry of Education and Culture through its four Directorates of Primary, Secondary General, Secondary Technical, Anoteri kai Anotati Ekpaidefsi (Ανώτερη και Ανώτατη Εκπαίδευση) (Higher and Tertiary Education)

and the Pedagogical Institute is responsible for implementing the policy of the Republic of Cyprus in the educational sector. The Ministry is also responsible for applying the *Strategic Development Plan 2007-2013*, which is in synergy with the *National Lisbon Programme 2005-2008* and European policies on education (see 11.3. above) and the responsibilities of Cyprus as a signatory of both the Lisbon Agreement and the Bologna Process (see section 11.1. above). The Ministry also promotes the European and international dimensions in education, quality in education and lifelong learning.

The Ministry of Education and Culture has had responsibility for the management of the Community Socrates Progamme since November 1997 when Cyprus joined the programme. The Ministry set up the Socrates National Coordination Unit within the Ministry, which co-ordinated all Socrates actions and initiatives up to June 2006 when the National Agency for LLP took over. The Ministry also resumed responsibility for the National Eurydice Unit (http://www.eurydice.org) in 2002 and, thus, contributed to the promotion of cooperation and better understanding of European educational systems and policies (see also 11.1. above). Between 2008-2009, the Cyprus Eurydice Unit promoted the following reports:

- Levels of Autonomy and Responsibilities of Teachers in Europe (Greek)
- Governance in Higher Education
- Key Data on Teaching Languages at Schools in Europe
- Tackling Social and Cultural Inequalities through Early Childhood Education and Care
- Vocational Guidance in Education
- National Dossier 2007/08
- National Summary Sheets 2008

The Ministry of Education and Culture has also undertaken the translation, publication and promotion of EU publications.

Cyprus Pedagogical Institute

(www.pi.ac.cy)

During the academic year 2008/09, the Cyprus Pedagogical Institute (section 2.6.1. and chapter 8.), which comes under the Ministry of Education and Culture, participated in the following bilateral/ multilateral programmes:

Action	Programme	Topic
COMENIUS 2.1	ECMA	Curriculum for the training of teachers in intercultural education
COMENIUS 2.1	On the Edge	Dealing with teaching needs through the development of teaching strategies and materials
COMENIUS 2.1	PRO-CLIL	Providing guidelines for the implementation of CLIL in pre-primary and primary education
COMENIUS Network	Wi-Mi	Thematic network aiming mainly at supporting intercultural partnerships amongst European schools
ERASMUS Mundus	Erasmus Intensive Programmes	ACEP (Analysis of Comparative Education Policies)
eContent	CITER	Development of an online electronic database of history books with the aim of enabling access to historical information through multiple sources
Safer Internet Plus	CYBERETHICS GII	Island-wide Combined Safer Internet Awareness Node and Hotline

The Pedagogical Institute also participates in the European Network "ENTEP" (European Network on Teacher Education Policy).

11.5. European / International Dimension through the National Curriculum

The promotion of the European dimension at all the different levels of education in Cyprus occurs across all the curricula, through the focus on the teaching of foreign languages, the revision of history textbooks, the teaching of European literature and links and common projects with European counterparts.

The ongoing revision of the curricula at all levels of the public education system from pre-primary (προδημοτική) to secondary education (general and technical/vocational) within the framework of the Educational Reform will promote further the European and international dimension in education.

General information on foreign language teaching in the curriculum is dealt with in the relevant sections of chapters 3., 4., 5. and 6..

The revision of article 4 of the legislation which provides for the establishment and operation of the University of Cyprus 144/1989 – 199(I)/2003 in 2003 will give a new impetus to the promotion of the European and international dimension in the sector of university education. This revision permits the University to offer in a foreign language certain programmes that are already taught in one of the national languages of the University, as well as to offer inter-university programmes within the framework of European programmes (programmes offered by the University of Cyprus in cooperation with at least two other EU universities), within the framework of ERASMUS MUNDUS Masters Courses or other similar programmes to be established by the European Union. The University of Cyprus offers an MBA degree both in Greek and English. However, the following departments are exempted from the rule to offer their programmes in one of the official languages of the University: Department of English Studies, Department of French Studies and Modern Languages and Department of Turkish and Middle Eastern Studies.

11.6. Mobility and Exchange

Pupils, students and teachers in Cyprus are involved in various kinds of mobility and exchange, detailed in the subsections below.

11.6.1. Mobility and Exchange of Pupils

11.6.1.1. Mobility and Exchange of Pupils – Secondary Education

A substantial number of secondary schools participate in various programmes of school links and exchanges and also in international conferences aimed at promoting cooperation between schools from various countries and enhancing understanding among young people.

The most important international conferences and programmes attended by Cypriot pupils in 2008-2009 were:

- Symposium of UNESCO Associated Schools in Athens
- The Global Pupil Conference in the Hague organised by The Hague International Model United Nations (THIMUN), January 2009
- Pupils participating in the Model European Parliament in Nicosia, 28 March-5 April, 2009
- Meeting of Youths of Europe in South France within the framework of the programme "Printemps des Lyceens et des Apprentis" 14-15 May 2009
- The Youth Parliament Programme 13th Session in Athens
- Winning Pupils' participation in Europe at School in Austria, July 2009

All of these programmes are supported and funded by the Ministry of Education and Culture.

11.6.1.2. Mobility and Exchange of Students – Tertiary Education

In the academic year 2008/09 a growing number of tertiary education institutions (university and non-university) in both the public and private sectors participated in programmes and initiatives of LLP in bilateral and multilateral cooperations which involved mobility and exchange of students.

All institutions of higher and tertiary education listed above in 11.4.2. –Tertiary Education and Lifelong Learning, with the exception of the Forestry College, the College of Tourism and the Higher Technical institute are participating in the student exchange initiatives and actions. The Student Exchange programmes were funded by subsidies amounting to €901,803.00 while the Teacher Exchange programme has been allocated €92,166.00. In the academic year 2008/09 168 students were participating in exchange/mobility programmes under ERASMUS and 22 under ERASMUS placement programmes.

At the same time, the School of Modern Greek (Σχολείο Ελληνικής Γλώσσας) at the University of Cyprus was chosen to be the provider of Greek as a Foreign Language classes to all incoming students on the Erasmus programme both prior to and during their course of studies as well as in the Summer Intensive Greek Language Course. Erasmus students are exempt from paying the usual fees for attending classes at the

School of Modern Greek. For the 2008/09 academic year, the School of Modern Greek was awarded an €11,000.00 subsidy. For more information on the courses available and scholarships, visit the Cyprus University website (httpp://www.ucy.ac.cy) or see the Undergraduate and Postgraduate Prospectus of the University.

The Erasmus programme offers the opportunity to study abroad for a period of three to twelve months. Participants are eligible to receive a study grant from the European Commission, and the period of studies abroad is recognised by the home country of the participant. The participating student is not required to pay tuition fees at the host institution.

The adoption of the ECTS (see section 6.11.1.) and the introduction of the Diploma Supplement (see section 11.2.) at the University of Cyprus in 2005/06 facilitated the mobility and exchange of students at the tertiary level, in the same way as the work on equivalence of programmes of study carried out by KYSATS (ΚΥΣΑΤΣ) (see section 2.6.1.).

The Open University of Cyprus and the Cyprus University of Technology have engaged in student mobility since their successful application for and award of the Erasmus University Charter in 2007. All mechanisms have since then been in place to safeguard high quality in academic mobility and no applicable fees have been charged to incoming Erasmus students.

The Higher Technical Institute (HTI) has also been a participant in the Erasmus programme since 1998 and has established cooperation with fourteen European universities. The HTI is a member of the International Association of Exchange of Students for Technical Experience (IAESTE). For current developments as regards HTI, see section 6.2.. In the academic year 2008/09, the HTI was participating in the ERASMUS academic staff exchange programme and not in the student exchange programme.

The School of Nursing and Midwifery and the Forestry College also participate in the Erasmus and Leonardo da Vinci programmes, and exchanges of students and staff take place between these institutions and tertiary level institutions in Europe. For current developments as regards the Nursing School, see section 6.2.. The Forestry College participates in the ERASMUS academic staff exchange programme.

Students in receipt of a grant as a result of a programme such as Erasmus are still entitled to the financial assistance provided by the government of Cyprus (see section 6.8.1.).

For the list of the twelve institutions which participated in the 2008/09 Student Mobility programmes under Erasmus and the allocated funds, see section 11.4.2. above.

11.6.2. Mobility and Exchange of Teaching and Academic Staff

As part of the Lifelong Learning Programme in 2008/09, the Cyprus National Agency for the LLP approved applications from educators at all three levels - primary, secondary (general and technical) and tertiary education in the public and private sectors. Such approval allowed teaching personnel to participate in the following mobility programmes:

Comenius – Training of Educational Personnel

Under this initiative:

- Four trainee/assistant teachers were approved to receive initial/pre-service training in European countries for five - eight months at a total cost €29,107.00
- Forty-nine teachers from the public and private sectors were approved to participate in in-service seminars in other European countries of one to four-weeks duration at €90,500.00

Study Visits

Under this programme, 13 experts in educational and training policy were participating in 2008/09 in meetings/ activities of one week duration at the cost of €19.278.00.

Grundtvig – Training of Educational Personnel

Under this initiative, 9 trainers involved in adult continuing education/training in 2008/09, were participating in in-service seminars of one to four-weeks duration, the cost of which was estimated at €17,027.00.

Leonardo da Vinci – VETPRO Mobility

Five professional institutions responsible for vocational education and training participated in professional meetings/seminars in European countries for further professional development. Total subsidy for VETPRO Mobility programmes: €44,268.00.

Erasmus – Teacher Mobility

Under this programme, the fifteen institutions of higher and tertiary education listed in section 11.4.2. – Tertiary Education and Lifelong Learning received a subsidy of €92,166.00 for teacher mobility initiatives in 2008/09. Eighty-five teaching personnel participated.

11.7. Statistics

The statistics section contains information on the following:

- Cypriot students studying abroad by country of study and gender 1996/97 – 2006/07
- Cypriot students studying abroad by field and country of study 2006/07
- Cypriot students studying abroad by field of study, level and gender 2006/07
- Cypriot students studying abroad by age, level and gender 2006/07
- Number of visiting teaching personnel at the University of Cyprus by post and gender 2006/07

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus. Data refer to the government controlled area of Cyprus.

11.7.1. Cypriot students studying abroad by country of study and gender 1996/97 – 2006/07

	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007
AUSTRALIA											
Total	22	22	43	43	50	53	59	53	40	26	21
M	14	14	17	16	27	35	38	31	27	19	16
F	8	8	26	27	23	18	21	22	13	7	5
AUSTRIA											
Total	52	38	26	20	13	13	14	18	13	12	8
M	32	19	21	9	5	5	6	6	6	6	4
F	20	19	5	11	8	8	8	12	7	6	4
BULGARIA											
Total	74	96	166	218	264	322	399	502	528	525	472
M	35	44	76	92	122	139	177	219	220	221	189
F	39	52	90	126	142	183	222	283	308	304	283

FRANCE											
Total	82	85	109	98	88	83	107	117	124	156	164
M	23	23	45	23	24	15	29	28	29	43	35
F	59	62	64	75	64	68	78	89	95	113	129
GERMANY											
Total	165	144	133	93	110	131	123	144	158	165	150
M	86	64	63	49	50	63	61	74	79	82	71
F	79	80	70	44	60	68	62	70	79	83	79
GREECE											
Total	4201	4887	6158	6416	7563	8975	10592	11831	12663	13470	13378
M	1799	1999	2581	2488	2810	3396	4253	4988	5527	6028	6122
F	2402	2888	3577	3928	4753	5579	6339	6843	7136	7442	7256
UNITED KINGDOM											
Total	2739	2952	3073	2816	2933	2815	2781	2806	3967	4952	5641
M	1548	1599	1636	1516	1569	1501	1494	1453	1991	2409	2708
F	1191	1353	1437	1300	1364	1314	1287	1353	1976	2543	2933
UNITED STATES											
Total	1876	1924	1885	1704	1702	1556	1386	1245	997	762	566
M	1355	1342	1223	1100	1064	982	916	827	650	489	359
F	521	582	662	604	638	574	470	418	347	273	207
ITALY											
Total	114	101	111	66	85	79	74	84	105	106	113
M	54	52	49	17	30	25	23	35	39	33	39
F	60	49	62	49	55	54	51	49	66	73	74
CANADA											
Total	44	42	65	72	85	74	85	73	64	49	40
M	27	24	33	34	37	31	40	32	29	22	22
F	17	18	32	38	48	43	45	41	35	27	18
RUSSIA											
Total	90	121	182	152	171	197	199	195	178	148	96
M	52	58	120	90	105	130	135	141	124	96	57
F	38	63	62	62	66	67	64	54	54	52	39
HUNGARY											

Total	177	211	238	227	286	299	288	265	243	253	234
M	114	128	141	145	191	210	215	196	178	180	159
F	63	83	97	82	95	89	73	69	65	73	75
ROMANIA											
Total	31	34	41	33	42	42	33	30	20	18	18
M	21	21	24	19	23	26	22	20	13	10	12
F	10	13	17	14	19	16	11	10	7	8	6
CZECH REPUBLIC											
Total	48	62	87	67	64	70	79	97	99	129	126
M	26	33	42	27	27	33	45	59	68	87	73
F	22	29	45	40	37	37	34	38	31	42	53
OTHER COUNTRIES											
Total	98	96	171	122	194	173	155	171	201	198	161
M	52	52	112	69	108	92	82	101	124	114	98
F	46	44	59	53	86	81	71	70	77	84	63
TOTAL											
Total	9813	10815	12488	12147	13650	14882	16374	17631	19400	20969	21188
M	5238	5472	6183	5694	6192	6683	7536	8210	9104	9839	9964
F	4575	5343	6305	6453	7458	8199	8838	9421	10296	11130	11224

Percentage figures

Country	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007
Australia	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.1	0.1
Austria	0.5	0.4	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Bulgaria	0.8	0.9	1.3	1.8	1.9	2.2	2.4	2.8	2.7	2.5	2.2
France	0.8	0.8	0.9	0.8	0.6	0.6	0.6	0.7	0.6	0.7	0.8
Germany	1.7	1.3	1.1	0.8	0.8	0.6	0.7	0.8	0.8	0.8	0.7
Greece	42.8	45.2	49.3	52.8	55.4	60.3	64.7	67.1	65.3	64.2	63.1
UK	27.9	27.3	24.6	23.2	21.5	18.9	17.0	15.9	20.4	23.6	26.6
USA	19.1	17.8	15.1	14.0	12.5	10.5	8.5	7.1	5.1	3.6	2.7
Italy	1.2	0.9	0.9	0.5	0.6	0.5	0.4	0.5	0.5	0.5	0.5
Canada	0.5	0.4	0.5	0.6	0.6	0.5	0.5	0.4	0.3	0.2	0.2
Russia	0.9	1.1	1.5	1.2	1.3	1.3	1.2	1.1	0.9	0.7	0.5
Hungary	1.8	2.0	1.9	1.9	2.1	2.0	1.8	1.5	1.3	1.2	1.1
Romania	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.1	0.1	0.1
Czech Republic	0.5	0.6	0.7	0.6	0.5	0.5	0.5	0.5	0.5	0.6	0.6
Others	1.0	0.8	1.4	1.0	1.5	1.5	1.1	1.0	1.0	0.9	0.8

11.7.2. Cypriot students studying abroad by field and country of study 2006/07

ISCED 97*	A	B	C	D	E	F	G	H	I	J	K	L	Total
14	131	4	3	1033	264	31	3	0	8	29	7	13	1526
21	80	12	9	413	527	47	29	4	9	1	19	25	1175
22	8	75	22	1577	335	23	46	5	4	1	0	16	2112
31	66	25	10	1236	606	74	6	9	12	18	3	19	2084
32	1	1	1	166	72	8	0	0	0	0	2	0	251
34	3	6	4	1264	1205	107	1	5	1	4	5	20	2625
38	0	11	4	353	579	0	0	0	3	0	1	9	960
42	2	6	2	260	188	41	2	4	0	1	0	5	511
44	1	5	8	561	112	22	0	3	4	2	3	4	725
46	4	0	2	496	439	25	0	0	0	0	0	3	879
48	3	2	4	794	430	70	0	1	1	5	2	9	1321
52	5	3	8	1623	376	54	3	6	4	48	7	7	2144
54	1	0	0	203	20	2	0	0	0	0	0	1	227
58	13	7	6	768	231	15	20	1	2	26	0	12	1101
62	2	1	3	532	13	2	2	0	1	0	0	1	557
64	7	0	4	37	7	1	1	0	3	12	2	4	78
72	142	5	60	1385	255	35	0	0	41	86	75	58	2142
76	3	0	0	159	14	2	0	0	0	0	0	0	178
81	0	0	0	230	37	3	0	0	2	1	0	2	275
84	0	0	0	88	10	1	0	0	1	0	0	0	100
85	0	1	0	67	8	1	0	2	0	0	0	0	79
86	0	0	0	133	3	2	0	0	0	0	0	0	138
Total	472	164	150	13378	5641	566	113	40	96	234	126	196	21188

* International Standard Classification of Education, Fields of Study, UNESCO

ISCED 97	Field of Study	ISCED 97	Field of Study
14	Teacher Training & Education Science	**21**	Arts
22	Humanities	**31**	Social & Behavioural Science
32	Journalism & Information	**34**	Business & Administration
38	Law	**42**	Life Sciences
44	Physical Sciences	**46**	Mathematics & Statistics
48	Computing	**52**	Engineering & related trades
54	Manufacturing & Processing	**58**	Architecture & Civil Engineering
62	Agriculture, Forestry & Fishery	**64**	Veterinary Medicine
72	Health	**76**	Social Services
81	Personal Services	**84**	Transport Services
85	Environmental Protection	**86**	Security Services
99	Not stated		

Countries

A = Bulgaria

B = France

C = Germany

D = Greece

E = United Kingdom

F = United States

G = Italy

H = Canada

I = Russia

J = Hungary

K = Czech Republic

L = Other Countries

11.7.3. Cypriot students studying abroad by field of study, level and gender 2006/07

*	Tertiary Non-university			Undergraduate			Postgraduate			Doctoral			Tot
	M	F	T	M	F	T	M	F	T	M	F	T	
14	9	33	42	343	862	1205	62	185	247	9	23	32	1526
21	21	30	51	340	614	954	48	87	135	17	18	35	1175
22	17	55	72	330	1458	1788	41	149	190	26	36	62	2112
31	34	41	75	577	1174	1751	75	125	200	26	32	58	2084
32	4	7	11	54	149	203	22	11	33	3	1	4	251
34	54	43	97	1165	1038	2203	149	147	296	14	15	29	2625
38	10	25	35	292	543	835	30	56	86	2	2	4	960
42	5	8	13	154	249	403	22	33	55	14	26	40	511
44	14	9	23	257	354	611	26	36	62	12	17	29	725
46	9	10	19	287	447	734	41	55	96	16	14	30	879
48	39	8	47	821	288	1109	98	31	129	25	11	36	1321
52	84	14	98	1652	238	1890	82	17	99	48	9	57	2144
54	8	6	14	99	104	203	4	5	9	0	1	1	227
58	32	30	62	609	385	994	23	11	34	8	3	11	1101
62	13	3	16	350	167	517	13	6	19	3	2	5	557
64	2	3	5	49	21	70	2	0	2	0	1	1	78
72	31	44	75	811	1089	1900	36	84	120	22	25	47	2142
76	0	7	7	8	150	158	2	10	12	0	1	1	178
81	7	10	17	97	149	246	4	8	12	0	0	0	275
84	1	2	3	69	20	89	3	4	7	1	0	1	100
85	3	0	3	39	30	69	3	2	5	1	1	2	79
86	16	0	16	114	7	121	1	0	1	0	0	0	138
Tot	413	388	801	8517	9536	18053	787	1062	1849	247	238	485	21188

* ISCED 97 International Standard Classification of Education, Fields of Study, UNESCO

ISCED 97	Field of Study	ISCED 97	Field of Study
14	Teacher Training & Education Science	**21**	Arts
22	Humanities	**31**	Social & Behavioural Science
32	Journalism & Information	**34**	Business & Administration
38	Law	**42**	Life Sciences
44	Physical Sciences	**46**	Mathematics & Statistics
48	Computing	**52**	Engineering & related trades
54	Manufacturing & Processing	**58**	Architecture & Civil Engineering
62	Agriculture, Forestry & Fishery	**64**	Veterinary Medicine
72	Health	**76**	Social Services
81	Personal Services	**84**	Transport Services
85	Environmental Protection	**86**	Security Services
99	Not stated		

11.7.4. Cypriot students studying abroad by age, level and gender 2006/07

Age	Tertiary Non-university			Undergraduate			Postgraduate			Doctoral			Tot
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	
17	3	12	15	25	264	289	0	0	0	0	0	0	304
18	9	94	103	172	1663	1835	0	0	0	0	0	0	1938
19	29	99	128	504	2165	2669	0	0	0	0	0	0	2797
20	92	80	172	1661	2312	3973	5	10	15	0	0	0	4160
21	92	62	154	1849	1780	3629	9	120	129	1	2	3	3915
22	86	28	114	1834	899	2733	46	346	392	2	10	12	3251
23	58	6	64	1435	274	1709	95	277	372	5	41	46	2191
24	32	3	35	699	82	781	229	168	397	23	41	64	1277
25	8	2	10	190	41	231	198	61	259	31	51	82	582
26	3	0	3	76	16	92	106	42	148	47	36	83	326
27	1	0	1	30	13	43	46	14	60	36	29	65	169
28	0	0	0	18	7	25	27	8	35	34	15	49	109
29	0	0	0	10	2	12	11	4	15	34	5	39	66
30-34	0	1	1	11	11	22	14	10	24	27	7	34	81
35-39	0	1	1	2	4	6	1	1	2	6	0	6	15
40+	0	0	0	1	3	4	0	1	1	1	1	2	7
Tot	413	388	801	8517	9536	18053	787	1062	1849	247	238	485	21188

11.7.5. Number of visiting teaching personnel at the University of Cyprus by post and gender 2006/07

Post	Male	Female	Total
Visiting Professor	1	0	1
Visiting Assistant Professor	1	0	1
Visiting Lecturer	0	1	1
Total	2	1	3

GLOSSARY

Allilodidaktika Scholeia (Αλληλοδιδακτικά Σχολεία) (Peer Teaching Schools) *:* These peer-teaching schools operated in Cyprus during the period of the island's Ottoman occupation at which students taught each other.

Anoteri kai Anotati Ekpaidefsi (Ανώτερη και Ανώτατη Εκπαίδευση) (Higher and Tertiary Education) *:* It is the Directorate of the Ministry of Education and Culture in charge of all issues and legislation pertaining to all public and private tertiary institutions and universities, the KYSATS, SEKAP and the Pancyprian Examinations.

Apolytirio (Απολυτήριο) (School Leaving Certificate) *(Apolytiria,Απολυτήρια) :* A School Leaving Certificate is awarded upon a student's successful completion of a certain level of education.

didaskalikos syllogos (διδασκαλικός σύλλογος) (school teacher body) *(didaskalikoi syllogoi) :* School teacher body at Primary Education schools (kindergartens, primary schools and special schools). It is the highest body of a school unit responsible for the implementation of educational targets and policy according to Regulations 223/1997 and 225/2008.

Dimotiki Ekpaidefsi (Δημοτική Εκπαίδευση) (Primary Education) *:* It is the Directorate of the Ministry of Education and Culture which is pertaining to issues of nursery schools (public, communal, private) primary schools (public and private) and schools for children with special needs, the Adult Education Centres and education of the Greek diaspora.

Dimotiko Scholeio (Δημοτικό Σχολείο) (Primary School) *(dimotika scholeia,δημοτικά σχολεία) :* School in which basic education is provided for pupils aged five years and eight months to eleven years and eight months

Eniaio Lykeio (Ενιαίο Λύκειο) (Unified Lyceum) *(Eniaia Lykeia,Ενιαία Λύκεια) :* The Unified Lyceum is a form of post-compulsory school which combines general and technical education.

Eniaio Oloimero Scholeio (Ενιαίο Ολοήμερο Σχολείο) (Single All-Day School) *(Eniaia Oloimera Scholeia,Ενιαία Ολοήμερα Σχολεία) :* The Ministry of Education and Culture, in the academic year 2006/07, introduced the single all-day school, on a pilot basis, in nine primary schools in all the districts in Cyprus. The pilot programme will have a duration of three years.

Epimorfotika Kentra (Επιμορφωτικά Κέντρα) (Adult Education Centres) *:* They began functioning, mainly in rural areas, in 1960 with the They began functioning mainly in rural areas in 1960 with the establishment of the Republic of Cyprus. In 1974, these centres were extended in urban areas. Today they cover every corner of the Government controlled area of Cyprus, offering opportunities for further education to thousands of individuals aged from 15 and above.

Epitropi Axiologisis Idiotikon Panepistimion (Επιτροπή Αξιολόγησης Ιδιωτικών Πανεπιστημίων) (Evaluation Committee for Private Universities) *(ECPU,ΕΑΙΠ) :* The ECPU was appointed by the Council of Ministers in December 2005 in accordance with the relevant Law (109(I)/2005 for the establishment of private universities. It is an independent body appointed by the Council of Ministers that appoints teams of local and international experts who evaluate the private universities' infrastructure, programmes of study, academic personnel and student sevices.

Epitropi Ekpaideftikis Ypiresias (Επιτροπή Εκπαιδευτικής Υπηρεσίας) (Education Service Commission) *(EEY) :* The Education Service Commission is an independent body appointed by the Council of Ministers for a six-year period. It reports only to the Council of Ministers and its members may be discharged from their duties only for those reasons and by those procedures with which members of the Supreme Court are discharged. It has the power to appoint, confirm, place in permanent posts, promote, transfer, second, retire and exercise disciplinary control over the whole body of public teachers from pre-primary to upper secondary education.

Esperini Techniki Scholi (Εσπερινή Τεχνική Σχολή) (Evening Technical School) *(esperines technikes scholes,εσπερινές τεχνικές σχολές) :* In view of the need for lifelong learning education,

STVE has established evening technical schools, with the first school operating in Lefkosia as from September 1999. They operate according to regulations similar to those approved for the esperina gymnasia, and study programmes are equivalent to the STVE formal programmes offered in the morning.

Esperino Gymnasio (Εσπερινό Γυμνάσιο) (Evening Gymnasium) *(esperina gymnasia,εσπερινά γυμνάσια) :* Institution offering evening secondary classes to students, fifteen years and over, who work. Admission is based on successful completion of Gymnasium. Successful completion of courses leads to a school leaving certificate equivalent to that of the Unified Lyceum (Ενιαίο Λύκειο).

Grafeio Evropaikon kai Diethnon Ypotheseon (Γραφείο Ευρωπαϊκών και Διεθνών Υποθέσεων) (Office for European and International Affairs) *(GEDY,ΓΕΔΥ) :* In September 2009, the Ministry of Education and Culture set up GEDY following a decision of the Council of Ministers. GEDY's goal is to facilitate prompt, adequate and effective response of the Ministry to matters resulting from international agreements of the Republic of Cyprus, as well as from the participation in the European and other international organisations.

Gymnasio (Γυμνάσιο) (Gymnasium) *(gymnasia,γυμνάσια) :* An institution providing three years of full-time compulsory, lower secondary education to pupils aged twelve to fifteen. Admission is based on successful completion of primary school.

kathigitikos syllogos (καθηγητικός σύλλογος) (school teacher body) *(kathigitikoi syllogoi) :* School teacher body at secondary education schools (gymnasia, lykeia and technikes scholes). It is the highest body at a secondary education school unit responsible to implement educational targets and policy according to Regulations 310/1990 and 297/2009.

Kentro Epistimonikon Erevnon (Κέντρο Επιστημονικών Ερευνών) (Cyprus Research Centre) *(CRC) :* The CRC was founded in 1962 to promote local and international research on Cypriot history and civilisation and to encourage Cypriot and overseas scholars to participate in such research and publish their conclusions on a systematic basis. The CRC also promotes research programmes relevant to the island's folklore, language, literature, ethnography and social evolution.

Kratika Institouta Epimorfosis (Κρατικά Ινστιτούτα Επιμόρφωσης) (State Institutes of Further Education) *(KIE,ΚΙΕ) :* These institutions are run by the Ministry of Education and Culture at which year-long courses in languages and other subjects are offered.

Kypriako Symvoulio Anagnorisis Titlon Spoudon (Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών) (Cyprus Council for the Recognition of Higher Education Qualifications) *(KYSATS,ΚΥΣΑΤΣ) :* Since January 2000, KYSATS has been responsible for examining applications for recognition of academic credentials. The Council also offers written information to employers and interested persons on the matter of academic qualifications.

Lykeio (Λύκειο) (Lyceum) *(Lykeia,Λύκεια) :* Post-gymnasium school, in which upper secondary non-compulsory education is provided.

Meizon Epitheorisis (Μείζων Επιθεώρησις) (Major Inspection) *:* The major inspection is an external approach to evaluation of schools as entities. It is carried out occasionally by the Inspectorate at various schools all over the country. The main aim of this inspection is to ascertain the effectiveness of the school as a complete unit, and not the performance of individual teachers. The main inspection covers all areas and aspects of school life, both managerial and teaching, and reviews both the aims set by the school itself and the national objectives that schools are expected to achieve.

Mesi Geniki Ekpaidefsi (Μέση Γενική Εκπαίδευση) (Secondary General Education) *:* Public Secondary Education offers two three-year cycles of education, Gymnasium and Lyceum, to pupils between the ages of twelve and eighteen. The curriculum includes core lessons, interdisciplinary subjects and a variety of extracurricular activities in order to ensure the balanced development of pupils' personalities.

Mesi Techniki kai Epangelmatiki Ekpaidefsi (Μέση Τεχνική και Επαγγελματική Εκπαίδευση) (Secondary Technical and Vocational Education) *(STVE,ΜΤΕΕ) :* Upper secondary school at which technical/vocational education is offered to students aged fifteen to eighteen. Admission is based on

the successful completion of lower secondary education (gymnasium). It is offered in two streams: the theoretical and the practical.

Nea Sychroni Mathiteia (Νέα Σύγχρονη Μαθητεία) (New Modern Apprenticeship) *(NSM,ΝΣΜ) :* The current Apprenticeship Scheme has been redesigned in order to offer a viable, alternative form of education and training to young persons between the ages of forteen and twenty five. The management of the new Scheme will be assigned, at the initial stage, to the Cyprus Productivity Centre (CPC). The present Apprenticeship is expected to be phased out by 2011.

Nipiagogeio (Νηπιαγωγείο) (Kindergarten) *(nipiagogeia,νηπιαγωγεία) :* Pre-school institution, in the public and private sector, which provides education to children from three to five years and eight months in preparation for primary school.

Oloimera Scholeia (Ολοήμερα Σχολεία) (All-day Schools) *(oloimero scholeio,ολοήμερο σχολείο) :* The All-day school concept was initially experimentally implemented in nine primary schools (four urban and five rural schools) during the school year 1999/2000. The number of all-day schools have increased but they are still operating on an experimental basis.

Pagkypries Exetaseis (Παγκύπριες Εξετάσεις) (Pancyprian Examinations) *:* The Pancyprian Examinations are conducted on a pancyprian level at Grade C of the lyceum ranking candidates for placement at tertiary public institutions in Cyprus and Greece. They have replaced the Common School-leaving Examinations since 2007.

Paidagogiki Akadimia Kyprou (Παιδαγωγική Ακαδημία Κύπρου) (Pedagogical Academy of Cyprus) *:* The Pedagogical Academy was a teacher training institution which began operating 1959 and ceased to function in 1993, following the establishment of the University of Cyprus. It began offering a two-year training programme for primary teachers which was upgraded into a three-year programme in 1965/66. In 1975 it offered programmes for pre-primary school teachers.

Paidagogiko Institouto Kyprou (Παιδαγωγικό Ινστιτούτο Κύπρου) (Pedagogical Institute of Cyprus) *:* The Cyprus Pedagogical Institute was established in 1972. It is a government institution, attached to the Ministry of Education and Culture, responsible for the in-service training of teachers at all levels of education (pre-primary - upper secondary).

Paido/vrefokomikoi Stathmoi (Παιδο/βρεφοκομικοί Σταθμοί) (Day Nurseries) *(paido/vrefokomikos stathmos,(παιδο/βρεφοκομικός σταθμός)) :* Day nurseries are established for children from a very young age to three years old (or up to five years and eight months if the day nursery is combined with a kindergarten). These institutions are supervised by the Social Welfare Services Department of the Ministry of Labour and Social Insurance.

Proairetiko Oloimero Scholeio (Προαιρετικό Ολοήμερο Σχολείο) (All-Day Voluntary School) *(proairetika oloimera scholeia,προαιρετικά ολοήμερα σχολεία) :* A concept initially introduced on an experimental basis in the form of nine primary schools in the academic year 1999/2000. Two of these schools operated as both morning and afternoon schools at which the school day ended at 4.00 pm. In another two, school ended at 2.45 pm and the remaining schools extended the school day for grades A-C until 1.05 pm.

Prodimotiki Ekpaidefsi (Προδημοτική Εκπαίδευση) (Pre-primary Education) *:* Pre-primary education became mandatory as of 1 September 2004 and it is offered free of charge to children aged four years and eight months to five years and eight months who attend public kindergartens, community or private schools registered and approved by the Ministry of Education and Culture.

Ptychio (Πτυχίο) (Bachelor Degree) *(ptychia,πτυχία) :* A Bachelor university degree.

Savvatiatiko (Σαββατιάτικο) *(σαββατιάτικα, savvatiatika) :* The meagre payment of private teachers in the mid-nineteenth century was supplemented by gifts from parents of bread, wine, olive oil, and cheese sent to the teacher every Saturday.

Scholikes Eforeies (Σχολικές Εφορείες) (School Boards) *(Scholiki Eforeia,Σχολική Εφορεία) :* School Boards manage the budget for all expenses except salaries, books and new buildings for all schools (primary and secondary) in the area of their of jurisdiction.

Symplegma (Σύμπλεγμα) (Multi-grade) *(symplegmata,συμπλέγματα) :* Multi-grade classes are encountered at primary schools in small villages where the numbers of students are too small to form homogeneous groups. As a result, one class may consist of two or three grades.

Symvouleftiki Epitropi Tritovathmias Ekpaidefsis (Συμβουλευτική Επιτροπή Τριτοβάθμιας Εκπαίδευσης) (Advisory Committee for Tertiary Education) *:* The role of the Advisory Committee is to advise the Minister of Education and Culture on matters concerning the establishment of public and private non-university institutions, the registration of new programmes of study and educational policy at the tertiary level, as well as making recommendations on any subject which the Minister may refer to the Committee for consideration.

Symvoulio Defterovathmias Technikis kai Epangelmatikis Ekpaidefsis (Συμβούλιο Δευτεροβάθμιας Τεχνικής και Επαγγελματικής Εκπαίδευσης) (Secondary Technical and Vocational Education Advisory Board) *:* An independent body made up of representatives of social partners involved in technical education and representatives of technical professions.

Symvoulio Ekpaideftikis Axiologisis - Pistopoiisis (Συμβούλιο Εκπαιδευτικής Αξιολόγησης - Πιστοποίησης) (Council for Educational Evaluation and Accreditation) *(SEKAP,ΣΕΚΑΠ) :* SEKAP is an independent body, established in 1994, responsible for evaluating all private higher education institutions operating in Cyprus and accrediting their programmes of study.

Symvoulio Paideias (Συμβούλιο Παιδείας) (Pedagogical Council) *:* The Pedagogical Council was set up by the Council of Ministers in 2005. Its objective is to initiate dialogue and gain a consensus of opinion on the restructuring of the whole education system in Cyprus. It is made up of representatives from all of the parliamentary parties, the Permanent Secretary of the Ministry of Education and Culture, the Permanent Secretary of the Planning Bureau, the Chairman of the Educational Committee of the House of Representatives. It is presided over by the Minister of Education and Culture. The Pedagogical Council replaced the Education Council (Εκπαιδευτικό Συμβούλιο) which was abolished by a decision of the Council of Ministers on 16/02/2005.

Systima Mathiteias (Σύστημα Μαθητείας) (Apprenticeship Scheme) *:* A programme provided by the Ministry of Education and Culture and the Human Resource Development Authority, for the vocational training of young people. The programme combines actual work experience and education. It is expected to be replaced by the New Modern Apprendiceship in 2011.

Techniki Scholi (Τεχνική Σχολή) (Technical School) *(technikes scholes,τεχνικές σχολές) :* Upper secondary post-compulsory school in which technical / vocational education is offered.

Ypiresia Ekpaideftikis Psychologias (Υπηρεσία Εκπαιδευτικής Ψυχολογίας) (Education Psychology Service) *:* The Education Psychology Service (EPS) is an interdepartmental service answerable to the Director General of the Ministry of Education and Culture. Its mission is to protect and promote mental health and to facilitate learning and development for all persons who participate in the educational system, from pre-school to the end of secondary education.

Ypiresia Symvouleftikis kai Epaggelmatikis Agogis (Υπηρεσία Συμβουλευτικής και Επαγγελματικής Αγωγής) (Counselling and Career Education Service) *:* This service aims to support students in successfully adapting to the school environment and cope with personal/family/social problems, while keeping them informed of professional options and guiding them as they take decisions about their future.

LEGISLATION

Article 28 of Law 180/1987 on the appointment of teaching staff

Articles 87 and 20 of the 1960 Constitution established the Greek and Turkish Communal Chambers :

Circular from the Director of Primary Education, dated 24th November 1995, outlining selection criteria for the children into public kindergarten

Decision by the Council of Ministers 34569/1990 introducing the nine-year compulsory education period on an experimental basis

Decision by Council of Ministers 59.824/2004 approved mandatory pre-primary education, free of charge for children from four years and eight months to five years and eight months in the public sector :

Decision by the Council of Ministers 11330/1972 regarding the establishment of the Pedagogical Institute

Decision by the Council of Ministers 35582/22.05.91 provides for the establishment and operation of the Cyprus Academy of Public Administration : *http://*

Decision by the Council of Ministers 38.854/11.2.1993 concerning Inspectors A (Secondary Education)

Decision by the Council of Ministers 42.514/ 12.5.95 regarding schemes of service for primary teachers

Decision by the Council of Ministers 42.514/12.5.1995 regarding schemes of service for kindergarten teachers

Decision by the Council of Ministers 66.280/31.10.2007 provides for the establishment of the Scientific Committee for the restructuring of the Ministry of Education and Culture and the Pedagogical Institute :

Decision by the Council of Ministers 67.331/11.6.2008 regarding the establishment of the Centre for Educational Research and Evaluation :

Decisions by the Council of Ministers 22908/17.3.83, 25942/1985, 31802/1989, 40237/1.12.93 concerning Regulations of Gymnasia and Lyceums

Decisions by the Council of Ministers 63.420/23.02.2006 and 63.576/30.03.2006 regarding last intake of students for HTI and the Nursing School respectively :

Education Law 1895, colonial law on primary education

Education Law 1923, colonial law on primary education

Education Law 1959 regulates issues for secondary schools

Education Law 1962 providing for compulsory education at primary level

Education Law 24(I)/1993 regulates free education at secondary level

Education Laws 1959, 1976, 1997 regulate issues for elementary schools

Law 1(I)/2010 amends Laws 67(I)/1996-193(I)/2004 and stipulates the conditions under which private tertiary education institutions can bestow academic titles of recognised educational institutions operating in other EU member states :

Law 10/1923, Colonial law reduces the role of the Church in education while promoting the role of the British Colonial Administration

Law 10/1933, Colonial law provides for the control of education by the British Colonial Governor

Law 109(I)/2005 providing for the establishment, operation and control of private universities :

Law 12/1965 provides for the dissolution of the Greek Communal Chamber and the establishment of the Ministry of Education

Law 12/1986 provides for the establishment and jurisdiction of the Education Service Commission (Επιτροπή Εκπαιδευτικής Υπηρεσίας)

Law 12/1999, scheme of service for Deputy Head (General and Technical Secondary Education)

Law 121/1990 provides for the operation of public secondary evening schools

Law 144/1989 provides for the establishment and operation of the University of Cyprus

Law 146(I)/2009 provides for appointment of disabled applicants in the wider public sector :

Law 199(I)/2003 amends the Cyprus University Laws 144/1989-44(I)/2003 and permits the University, in certain cases, to offer programmes in a foreign language. : *http://*

Law 223/97 regulates Primary Education issues

Law 23/2003 provides for the scheme of service for secondary school teachers

Law 234(I)/2002 provides for the establishment and operation of the Open University of Cyprus :

Law 24(I)/1993 provides for compulsory and free education at the elementary and gymnasium level

Law 5/1929 Colonial law providing for appointment, promotion, transfer and discipline of teachers

Laws 10/1969 - 113(I)/2003, basic law for Public Education Service

Laws 10/1969-52(I)/2007 and regulations 236/2007 provide for the assignment of the pre-service training programme for prospective teachers of secondary education to the University of Cyprus :

Laws 108(I)/1997-1(I)/2008 provide for the establishment, operation of School Boards and election of their members :

Laws 109(I)/2007 and 43(I)/2008 regulate issues relating to maternity leave :

Laws 1905, 1935, 1952 Colonial Laws concerning secondary education

Laws 198(I)/2003 - 74(I)/2005 provide for the establishment and operation of the Cyprus University of Technology :

Laws 21/1974-125(I)/1999 provide for the establishment and operation of the Industrial Training Authority-HRDA

Laws 47/1979, 113(I)/1999, 185/2001 and 186/2001 regulate issues pertaining to children with special needs

Laws 5/1971-77(I)/2008 provide for the establishment and operation of private schools and institutes including community kindergartens

Laws 67(I)/1996-1(I)/2010, unified laws regulating the establishment, control and operation of institutions of tertiary education :

Laws 67(I)/1996-221(I)/2004 regulate the establishment and operation of the Cyprus Accreditation Body SEKAP :

Laws 68(I)/1996-1(I)/2004 provide for the establishment and operation of KYSATS :

Laws 99/1989 and 24(I)/1993 provide for issues pertaining to secondary level schools :

Regulations 153/1990 regarding the academic staff at the University of Cyprus

Regulations 217/1993 and 213/1994 based on law 99/1989 regulate the establishment and operation of day-nurseries :

Regulations 223/76 regarding Supervision and Appraisal of Public School Teachers

Regulations 223/97 regarding the operation of public primary schools

Regulations 2241/10.7.87 regarding placement, movement and transfer of public school teachers

Regulations 225/2008 based on Laws 99/1989-227/1990 regarding the operation of public Primary Education :

Regulations 2713/5.6.92 regarding Special Educational Staff and Postgraduate Collaborators for the University of Cyprus

Regulations 276/2009 provide for arrangements to be made for a public kindergarten with ten children or less to merge with other kindergarten(s) to form at least a two-class kindergarten :

Regulations 282/99 regarding the disciplinary control of academic and other educational staff

Regulations 3057/3.5.96 regarding criteria and standards of educational evaluation-accreditation of programmes of non-university tertiary education level

Regulations 307/93 regarding leave of absence for public school teachers.

Regulations 310/90 based on Law 99/1989 regarding the operation of public secondary schools

Regulations 3102/29.11.1996 regarding administration issues relating to the Ministry of Education and Culture

Regulations 325/99 regarding the academic staff at the University of Cyprus

Regulations 35/2008 based on Laws 10/1969-52(I)/2007 concerning scheme of service for children with special needs :

Regulations 36/96 regarding the appointment, promotion, renewal of contracts of academic staff at the University of Cyprus

Regulations 558/2005 based on Laws 198(I)/2003-74(I)/2005 providing for the establishment and operation of the Cyprus University of Technology :

Regulations 81/91 regarding the pension of the academic staff of the University of Cyprus

Regulations of the Council of the University of Cyprus 26.2.1998 regarding sabbatical leave

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