EURYDICE

The Education System in Cyprus 2006

CYPRUS
NATIONAL DOSSIER 2006

PREFACE BY THE MINISTER OF EDUCATION AND CULTURE

MR PEFKIOS GEORGIADES

The present National Dossier 2006 is a considerable contribution to a better mutual understanding of the educational system in Cyprus. It describes the responsibilities, structures and current developments in educational policy.

The Dossier, completed this year for the first time according to the new European Eurydice Unit rules and guidelines, provides an overview ranging from pre-primary to University and adult education, and offers background information on the basic political and economic conditions in Cyprus. It gives an accurate and detailed picture of education on the Island and informs readers about the demographic trends and the employment situation, the way in which systems are organised and how they function. Furthermore, it provides instructive information on current developments and our On-Going Reform.

The National Dossier, I am certain, will serve as a basic tool and reference source on the state educational system for international contacts and consultations both at National and European level.

I hope that the variety, interest and detail of the data and information in this publication and the ways in which they supplement each other will make a significant contribution to national and European level debate.

I am grateful to the National Unit of Eurydice, Mrs Koula Afrodisi, and Mrs Christiana Haperi for having worked together so well on this fully authoritative 2006 edition. I trust that this most constructive edition, which will no doubt contribute to Europe's efforts towards a greater and more coherent insight into the European Education Systems, will become an institution for our educational system.

Pefkios Georgiades

Minister of Education and Culture

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The Education System in Cyprus

A description of the responsibilities, structures and developments in education policy for the exchange of information in Europe.

Education and Culture   EURYDICE

Cyprus National Dossier 2006

PREFACE BY THE HEAD OF THE CYPRUS EURYDICE UNIT

MRS KOULA AFRODISI

It is with great pleasure that the Cyprus Eurydice Unit presents the Cyprus National Dossier 2006 which is one of our most basic responsibilities emanating from our Annual Contract with the European Commission in Brussels.

The value of the publication lies in the fact that you, our recipients, have at your disposal a factual, reliable and annually updated description of the public education in Cyprus at all levels from Pre-primary to Tertiary and University. This effort is in line with the "open method of coordination" of the Lisbon Strategy of the European Council. To promote the three major objectives of improving the quality and effectiveness of education and training systems in the European Union, to ensure that the systems are accessible to all, and to open education and training to the wider world.

The Dossier is based on guidelines drawn up by the European Eurydice Unit, following joint consultation and is compiled according to a standard formula aimed at facilitating international comparison and the exchange of information.

The Cyprus Dossier was written in English and is now being translated into Greek. The Greek version will also be published both in print as well as on the Cyprus Socrates Coordination Unit's Website- (www.socrates.org.cy). The text of the Dossier, together with the dossiers of all other European Eurydice Units, can be accessed and consulted in Eurybase, on the Eurydice website (www.eurydice.org). On this site, you can also find all other Eurydice publications.

Eurydice is the European Education Information network which consists of 33 National Units. The majority of the Units - among them the Cyprus one - are part of the Ministries of Education. The European Eurydice Unit in Brussels coordinates the activities of the network.

We trust that the present publication will enrich the policy debate at national level and our Ministry's On – Going Reform by providing further insight into various factors that contribute to the capacity of our system to ensure the provision of high quality in education.

The Dossier Project is funded by the Commission of the European Communities.

Koula Afrodisi

Head of the Cyprus Eurydice Unit

Chapter 1 – Political, Social and Economic Background and Trends

TEXT

1.1 Historical Overview

Compulsory descriptors (no change possible)

Politics, Historical Perspective, State

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform		Constitution		Federalism		Decentralization

TEXT

Cyprus is both an ancient land with an eleven thousand-year-old history and civilisation and a young independent state since 1960 – The Republic of Cyprus (Κυπριακή Δημοκρατία). 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), the Ottoman Turks (1571-1878) and the British (1878-1960). 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 against British colonial rule, which lasted from 1955-59. 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) – the 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'.

TEXT

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 ruling Greece at that time 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 latest attempt, the UN-brokered 'Annan Plan' (as it came to be known), was rejected by a majority of 75.8% of Greek Cypriots in a referendum held on 24 April 2004.

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 organisations: 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 of Security and Cooperation in Europe (1975).

1.2 Main Executive and Legislative Bodies

Compulsory descriptors (no change possible)

Government, Ministry

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body		Parliament		Central Government		Regional Administration
	Local Government						

TEXT

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

- Executive authority.

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

1.2.1 Executive Authority

Compulsory descriptors (no change possible)

Government, Ministry

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body		Parliament		Central Government		Regional Administration
	Local Government						

TEXT

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 eighteen. The President is both Chief of State and Head of Government – the present incumbent, Mr Tassos Papadopoulos, was elected in February 2003. 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, s/he is obliged to give up his/her seat in the House before assuming the ministerial role.

The President has 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

Compulsory descriptors (no change possible)

Government, Ministry

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body		Parliament		Central		Regional

					Government		Administration
	Local Government						

TEXT

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 Demetris Christofias, who was elected in June 2001. Deputies are elected for a five-year term by universal suffrage by citizens over 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

Compulsory descriptors (no change possible)

Government, Ministry

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body		Parliament		Central Government		Regional Administration
	Local Government						

TEXT

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

Compulsory descriptors (no change possible)

Government, Ministry

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body		Parliament		Central Government		Regional Administration

TEXT

The Ministry of Education was created by law 12/1965 by which the Greek Cypriot Communal Chamber (Κοινοτική Συνέλευση) (see section [1.1.]) was abolished and transferred 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 Education Council (Εκπαιδευτικό Συμβούλιο) consists of the Permanent Secretary of the Ministry of Education and Culture and representatives of the Planning Bureau, the Greek Orthodox Church, the Parliamentary Committee of Education (Επιτροπή Παιδείας της Βουλής), parents' associations, teachers' unions and seven individuals who are well known for their interest and expertise in educational affairs. The role of the Education Council is to advise the Ministry of Education and Culture on educational issues. The Education Council was abolished by a decision of the Council of Ministers on 16/02/05 and was replaced by the Pedagogical Council (see below and section [2.2.]).

The Pedagogical Council (Συμβούλιο Παιδείας) 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.

In addition to the structure outlined above in the Ministry of Education and Culture, 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 ["Cyprus Research Centre"] (Κέντρο Επιστημονικών Ερευνών).

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 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 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.
- 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 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, school and a composer 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 the 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; to increase public interest and awareness in theatrical creativity. Cultural Services organise the Festival of Ancient Greek Drama in Pafos every year as well as the Festival of Higher Schools of Drama.
- 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.

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 able Cypriot research scholars, by guiding their academic endeavours and providing assistance.

Since its establishment in 1964, the Centre has published ninety-nine academic titles, twenty-nine 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 ["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) 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 School Boards (Σχολικές Εφορείες) 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 are undertaken in accordance with regulations issued by the Council of Ministers. 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 2003/04 the School Boards spent a total of CY£14,469,000 of current expenditure – CY£5,537,000 in the primary sector and CY£8,932,000 in the secondary sector. The total revenue collected by School Boards was divided between the primary and secondary sectors as follows - CY£6,111,000 from the primary sector and CY£12,631,000 from the secondary sector. Full details on the expenditure and income of School Boards can be found in section [2.9.5.]). The members of the School Boards are appointed by the Council of Ministers on the basis of recommendations put forward by the political parties. This system for the creation of the School Boards was changed in 2005 by law 70(I) – 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 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).

The ["Human Resource Development Authority"] of Cyprus (["HRDA"]), (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού Κύπρου) 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 2004 revenue from this source totalled CY£9,433,024. 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 increase labour mobility. 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 promotion and gradual 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 2004, the ["HRDA"] reported 34,737 participants on 3,562 training programmes. More information on the work of the ["HRDA"] can be found in chapter [7.].

1.3 Religions

Compulsory descriptors (no change possible)

Religion

TEXT

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 (sic) 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. The majority of Cypriots are of the Greek Orthodox (Ελληνική Ορθόδοξη) Christian faith (over 80% according to data from the Statistical Service of the Ministry of Finance in 2004). In addition, there is the Turkish Cypriot community, which adheres to Islam and was estimated to number 87,400 in 2003. There are also the following important minority groups: the Maronites, Latins and Armenians, which belong to Christian denominations. The latter three groups make up 1% of the total population.

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 this, 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, in that it states:

> In respect of education and cultural matters, the President-elect and the Vice-

TEXT

> 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

Compulsory descriptors (no change possible)

Languages, Official Language, Language Policy

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Minority Language		Teaching Language		Regional Language

TEXT

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 primary school in Lefkosia (NAREK), which has branches in Lemesos and Larnaka. The Melkonian Institute, also based in Lefkosia, is a private Armenian school, which covers the secondary school years, which correspond to the ["gymnasium"] and ["lyceum"] in the public system (see chapter [5.]). 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 expatriate population on the island, either permanently or temporarily resident – this numbered 73,000 in 2003, which constitutes 9% of the total population. This has led to the existence of private primary and secondary schools catering for the needs of this population where the language of instruction is English, Arabic, French or Russian. The curricula of such schools either follow the Cyprus public school curricula, or those 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 ["gymnasium"] and the ["lyceum"] cycles. French is the second compulsory language learned for three years in the ["gymnasium"]. Pupils also have the option at ["lyceum"] level to learn or continue to a more advanced level any two of the following languages: English; French; German; Spanish; Italian; Russian; Turkish.

A variety of foreign languages, including Greek and Turkish as a foreign language, are taught

TEXT

in educational institutions in the public and private sectors. In the public sector, it is possible to study languages from beginner to advanced level either for a minimal fee or free of charge at the ["State Institutes of Further Education"] (Κρατικά Ινστιτούτα Επιμόρφωσης), the ["Adult Education Centres"] (Επιμορφωτικά Κέντρα) (see chapter [7.]) or the Language Centre (Κέντρο Γλωσσών) of the University of Cyprus. There is also a significant private sector in language teaching, represented by afternoon 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 backgrounds is provided in Chapter [10.].

1.5 Demographic Situation

Compulsory descriptors (no change possible)

Population

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population Trends		Population Distribution		Population Density		Urbanization
	Migration						

TEXT

Cyprus is the third largest island in the Mediterranean with an area of 9251 square kilometres: it is situated at 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 2003 was 730,400, of which 359,300 were male and 371,100 were female.

The population distribution by age in 2003 is as follows: 0-14 years 20%; 15-64 years 68.1% and 65 years and over 11.9 %. 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 1995 when the 0-14 age group made up 24.6% of the total population and the over 65s 11.1%. The crude birth rate has dropped in the same period from 15.2 births per 1000 population in 1995 to 11.2 in 2003 whilst life expectancy from 1995 to 2003 has increased from 74.6 to 77 for males and 79.1 to 81.4 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 68.1% in 1995 to 68.3% in 2003. Lefkosia district is the most heavily populated with a total of 289,100 inhabitants in 2003, closely followed by the Lemesos district with 209,200 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. 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.

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 the two 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 primary school operating in the occupied area (see section [4.17])and a secondary school has recently been permitted to reopen (see section [5.2.]).

There are no areas in Cyprus that would be 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

Compulsory descriptors (no change possible)

Economic Conditions, Labour Market

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Economic Development		Employment		Unemployment

TEXT

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

- The economy is small, but robust and fairly flexible and able to adapt to rapidly changing

circumstances.

- The rate of growth of the economy is very satisfactory – the average annual rate of growth of GDP amounted to 5.1% in real terms between 1961 and 2003.
- There is near full employment and internal and external macroeconomic stability.
- Cyprus has been able to be judged favourably against advanced global economies – for example, its per capita GDP in 2003, expressed in purchasing power standards, stands at 76.3% of the EU15 average and exceeds that of Greece and Portugal.
- The private sector plays a dominant role in the production process – as a result, the role of the state is a supportive one and concentrates on issues such as maintaining economic stability, securing fair competition and creating a modern economic and social infrastructure.
- The domestic market is small (see sections [1.5.], [1.7.1.] and [1.7.2.] for population figures) – this makes it difficult to realise economies of scale and develop relationships between different sectors.
- The majority of enterprises are also on a small scale – enterprises employing fewer than ten people constituted 95% of the total number of enterprises in the year 2000.
- The small size of the labour force creates imbalances in the labour market, particularly in sectors such as hotels, restaurants, construction, agriculture and manufacturing – at the occupational level, shortages are observed in technical and low-skilled occupations.
- The economy is very open with total imports and exports of goods and services accounting for around 102% of GDP in 2003 compared to the EU average of 66.9%.
- The service sector is becoming increasingly important – it accounted for 71.5% of employment in 2003. This reflects the gradual restructuring of the Cyprus economy away from the export of minerals and agricultural products in the period 1961-1973 and the export of manufactured goods in the latter part of the 1970s and the early 1980s to become an international tourism, business and services centre during the 1980s and 1990s.
- The economy does to some extent depend on the success of the tourism sector – this sector alone, directly and indirectly, amounted to 15-20% of GDP in the period 1993-2003.

In 2003 the economy exhibited a slow down, mainly due to the negative effect on the tourism sector of the war in Iraq and the delay in the recovery of economic activity in Cyprus' major tourist markets. The rate of economic growth fluctuated at 2% in real terms in 2003, similar to the 2002 rate. Unemployment increased to 3.5% and the rate of inflation accelerated to 4.1%.

During 2004, the economy exhibited an accelerated rate of growth in contrast to the conditions of subdued growth observed during the previous two years. The rate of economic growth fluctuated at around 3.7% in real terms, as compared to 1.9% in 2003. Despite the economic recovery, the rate of economic growth continued to lag behind the potential rate of growth of the economy, which is estimated at around 4-4.5%.

The main driving forces behind the improvement were private consumption, private investment activity in construction, machinery and equipment and the export of services other than tourism. In addition, the improvement of the performance of the economy in 2004 is attributed to the recovery of the international economy, in particular that of the European Union, which is Cyprus' most important business partner. Business opinion surveys also confirmed the gradual improvement of the economic environment in the business community. All sectors of the economy, in particular the construction, telecommunications, banking and other professional and social services presented a positive rate of economic growth. This is

TEXT

despite the potentially unfavourable political and economic conditions which the island faced in 2004, related to the uncertainty surrounding the solution of the Cyprus problem and the significant increase in the price of crude oil in the international markets.

The acceleration of economic activity during 2004 was also reflected in the labour market, with the prevalence of almost full employment conditions. The unemployment rate fluctuated at 3.6% of the economically active population in 2004, marginally higher than the corresponding figure of 3.5% in 2003. Unemployment recorded a decrease in the manufacturing, trade and financial intermediation sectors, reflecting the recovery of economic activity of these sectors. In contrast, there was an increase in unemployment in the restaurant, hotel and construction sectors, a development which is possibly explained by the increased employment of non-Cypriots in these sectors, as well as that of Turkish Cypriots in the construction industry. Further information on the rates of employment and unemployment can be found in section [1.7.10.].

Labour productivity improved by around 1.5% in 2004, compared to an increase of 0.8% in 2003, reflecting the acceleration of economic growth – this compares to the slightly higher rate of increase in labour productivity of 1.8% in the EU as a whole. The rate of inflation decelerated and was contained to 2.3% in 2004, as compared to 4.1% in 2003. This was attributed to the elimination of the impact of the VAT rate increases in a number of excise duties imposed during 2002 and 2003 within the framework of harmonisation prescribed by the acquis communautaire. Additional factors contributing to the containment of the inflation rate at low levels include the fall in price of imported manufacturing products (excluding petroleum) and the further decline in the value of the dollar and, to a lesser extent, the yen to the Cyprus pound.

The current account deficit of the balance of payments increased from 3% of GDP to around 5.5% in 2004. This is attributed to the significant expansion in imports due to the acceleration of economic activity and the strengthening of private consumption, as well as the increase in the price of oil on international markets. The official foreign exchange reserves exhibited a small increase in absolute terms, however there was a small reduction in relative terms in the coverage – the foreign exchange offered coverage of 5.7 months of imports of goods and services in 2004 as compared to 5.9 months in 2003. The percentage of long-term foreign debt to GDP decreased marginally to 46.2% from 46.4%, mainly as a result of the lower external borrowing of banks and semi-government organisations.

The fiscal deficit as a percentage of GDP exhibited an improvement in 2004 and fluctuated at 4.2%, as compared to 6.3% in 2003. This is attributed to the revival of economic activity and the positive effect on public revenue of increased efficiency in tax collection, as well as to the overall containment of the rate of expansion of public current expenditure. This containment is attributed to the decrease in defence imports within the context of the efforts towards a solution of the Cyprus problem and also to the demands imposed by the implementation of the first Convergence Programme submitted to the EU in May 2004 and the Revised Programme submitted at the end of the same year. Public debt, excluding intragovernmental debt, reached 71.9% of GDP in 2004, as compared to 69.8% in 2003.

1.7 Statistics

Compulsory descriptors (no change possible)

	Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

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.

1.7.1 Population density
Compulsory descriptors (no change possible)

	Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

Population distribution by district (thousands)

District	1995	2000	2002	2003
Lefkosia	264.6	277.9	283.5	289.1
Ammochostos	33.4	37.8	39.1	40.1
Larnaka	109.6	116.2	119.3	121.9
Lemesos	188.8	199.5	204.6	209.2
Pafos	58.9	66.1	68.6	70.1

Population density in 2004 was calculated at 91 people per square kilometre.

1.7.2 End of the year population by district (Urban-Rural areas) 1992-2004 (thousands)
Compulsory descriptors (no change possible)

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

District	1992	1994	1996	1998	2000	2001	2002	2003	2004
DISTRICT									
Total	619.2	645.4	666.3	682.9	697.5	705.5	715.1	730.4	749.2
Lefkosia	251.3	260.8	268.0	273.4	277.9	280.3	283.5	289.1	296.1
Ammochostos	31.7	33.6	35.1	36.5	37.8	38.5	39.1	40.1	41.2
Larnaka	103.5	107.8	111.2	113.9	116.2	117.5	119.3	121.9	125.2
Lemesos	178.6	185.8	191.5	195.8	199.5	201.6	204.6	209.2	214.8
Pafos	54.1	57.4	60.5	63.3	66.1	67.6	68.6	70.1	71.9
URBAN									
Total	418.9	438.5	454.7	468.1	480.1	486.7	494.3	505.9	520.0
Lefkosia	182.5	189.9	195.7	200.2	204.1	206.2	208.9	213.5	219.2
Ammochostos	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	72.0	73.2	74.9	77.0
Lemesos	140.3	146.6	151.7	155.7	159.2	161.2	163.9	167.8	172.5
Pafos	33.5	36.6	39.7	42.7	45.7	47.3	48.3	49.7	51.3
RURAL									
Total	200.3	206.9	211.6	214.8	217.4	218.8	220.8	224.5	229.2
Lefkosia	68.8	70.9	72.3	73.2	73.8	74.1	74.6	75.6	76.9
Ammochostos	31.7	33.6	35.1	36.5	37.8	38.5	39.1	40.1	41.2
Larnaka	40.9	42.4	43.6	44.4	45.1	45.5	46.1	47.0	48.2
Lemesos	38.3	39.2	39.8	40.1	40.3	40.4	40.7	41.4	42.3
Pafos	20.6	20.8	20.8	20.6	20.4	20.3	20.3	20.4	20.6
% Urban	67.7	67.9	68.2	68.5	68.8	69.0	69.1	69.3	69.4
% Rural	32.3	32.1	31.8	31.5	31.2	31.0	30.9	30.7	30.6

1.7.3 De jure population by gender 1961-2004 (thousands)

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

Year	Total	Males	Females	Annual growth rate (%)
1961	575.9	284.0	291.9	
1965	593.2	292.1	301.1	0.8
1970	616.9	304.0	312.9	0.8
1975	598.9	298.9	300.0	-3.7
1980	614.9	305.0	309.9	1.2
1985	651.3	324.5	326.8	1.1
1990	687.1	324.3	344.8	1.8
1995	746.9	369.6	377.3	1.4
2000	785.3	385.8	399.5	0.9
2004	837.3	412.6	424.7	2.3

1.7.4 Age breakdown of the population (thousands)
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

Age	1999	2001	2002	2003	2004
0-4	53.4	49.5	47.6	46.4	45.9
5-9	61.8	60.1	57.8	55.7	53.2
10-14	62.3	60.8	61.9	61.7	61.6
15-19	64.3	62.7	62.9	63.4	63.3
20-24	56.4	60.3	62.5	65.3	69.8
25-29	54.6	56.2	57.1	59.2	63.3
30-34	55.9	55.4	56.4	59.3	61.6
35-39	59.7	59.2	58.4	59.4	60.2
40-44	56.1	60.1	60.9	62.1	62.7
45-49	50.2	52.4	54.0	56.3	59.1
50-54	45.4	48.9	50.2	51.3	52.5
55-59	39.2	39.7	39.7	39.7	46.2
60-64	31.8	35.3	36.6	37.1	37.9
65-69	27.4	29.3	30.3	31.4	32.6
70-74	23.1	24.1	24.6	25.2	25.8
75-79	16.8	18.3	18.8	19.2	19.7
80+	20.1	20.8	21.1	21.5	21.9
Total	778.5	793.1	802.5	818.2	837.3
0-14	177.5	170.4	167.3	163.8	160.7
15-44	347.0	353.9	358.2	368.7	380.9
45-64	166.6	176.3	182.2	188.4	195.7
65+	87.4	92.5	94.8	97.3	100.0

1.7.5 Birth rate
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

Fertility	1995	2000	2002	2003	2004
Live births (number)	6869	8477	7883	8088	9300
Crude birth rate (per 1000 population)	15.2	12.2	11.1	11.2	11.3
Total fertility rate	2.0	1.6	1.5	1.5	

1.7.6 Mortality rate
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

Mortality	1995	2000	2002	2003	2004
Deaths (number)	4935	5355	5168	5200	5225
Crude death rate (per 1000 population)	7.6	7.7	7.3	7.2	7.1
Infant mortality rate (per 1000 live births)	8.5	5.6	4.7	4.1	

1.7.7 Immigration
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

Year	Immigrants to Cyprus	Immigrants from Cyprus	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

1.7.8 Vital Statistics 1974-2004

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

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		1614

* 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.

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

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population		Population

				Density		Distribution

TEXT

The GDP in 2004 was CY£7,292,100 – per capita CY£9506 with a growth rate of 3.8%.

1.7.10 Rates of employment and unemployment (for various subgroups, including men, women and the proportion of young people aged 16-25)
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product
	Population Trends		Migrant		Population Density		Population Distribution

TEXT

EMPLOYMENT RATES - MALES

Year	1999	2000	2001	2002	2003	2004	2004	2004	2004
Qtr.	Q2	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Avg.
EMPLOYMENT RATE %									
15+	69.2	70.2	70.7	70.3	70.7	70.9	71.1	70.7	70.9
15-24	39.7	39.5	40.4	37.7	38.6	40.3	40.8	43.2	41.5
25-54	91.7	92.5	93.5	93.2	92.3	93.1	93.0	92.3	92.8
55-64	66.3	67.4	66.8	67.0	68.7	70.9	71.6	70.2	70.9
15-64	78.0	78.6	79.4	78.8	78.8	79.9	80.3	79.8	80.0
65+	14.1	17.5	17.9	19.4	21.8	18.3	17.6	17.3	17.8
EMPLOYMENT									
15+	166108	171651	176177	176764	181606	189228	190337	192914	190826
15-24	15705	15866	16364	15186	15620	17038	16712	18702	17484
25-54	125396	128435	131902	132777	134570	140052	141253	142013	141106
55-64	20300	21435	21528	21808	23394	25002	25455	25291	25250
15-64	161401	165736	169794	169771	173584	182092	183420	186007	183840
65+	4707	5916	6383	6991	8023	7136	6917	6907	6987
FULL TIME (FT) / PART TIME (PT)									
PT %	3.4	4.5	5.0	4.0	5.5	5.2	4.3	4.7	4.7
PT	5586	7734	8883	7008	10010	9843	8155	9159	9052
FT%	96.6	95.5	95.0	96.0	94.5	94.8	95.7	95.3	95.3
FT	160522	163917	167294	169755	171596	179385	182182	183755	181774
SECTORS									
Agriculture %	5.1	6.0	5.5	6.0	6.2	5.9	5.9	5.3	5.7
Industry %	31.4	31.3	32.1	31.9	32.1	33.3	34.1	35.2	34.2
Services %	63.5	62.7	62.4	62.1	61.7	60.8	60.0	59.5	60.1
Agriculture	8438	10197	9671	10654	11232	11198	11256	10165	10873
Industry	52179	53784	56639	56304	58352	62952	64845	67992	65263
Services	105491	107669	109866	109808	112022	115077	114235	114757	114690
EMPLOYEES									

TEXT

Total	118066	120544	124230	126129	126978	132633	134591	136696	134621
% total employment	71.1	70.2	70.5	71.4	69.9	70.1	70.7	70.8	70.5
Permanent contracts %	91.8	92.4	92.9	94.2	91.9	91.8	90.7	91.6	91.4
Permanent contracts	108429	111379	115643	118846	116642	121722	112072	125219	123004
Temporary contracts %	8.2	7.6	7.1	5.8	8.1	8.2	9.3	8.4	8.6
Temporary contracts	9637	9166	8767	7283	10336	10911	12519	11420	11617

EMPLOYMENT RATES - FEMALES

Year	1999	2000	2001	2002	2003	2004	2004	2004	2004
Qtr.	Q2	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Avg.
EMPLOYMENT RATE %									
15+	43.0	45.5	48.8	50.3	51.4	50.6	49.8	49.7	50.0
15-24	34.8	34.3	37.7	35.8	36.5	34.7	32.7	33.4	33.6
25-54	60.3	64.0	68.6	72.0	73.5	73.3	72.9	73.0	73.1
55-64	28.9	32.1	32.2	32.1	32.6	32.6	30.2	28.4	30.4
15-64	50.4	53.0	57.1	59.0	60.2	59.7	58.7	58.6	59.0
65+	2.5	4.5	4.5	3.9	4.5	4.8	5.1	4.8	4.9
EMPLOYMENT									
15+	113151	122088	133332	138556	145487	147240	146350	147933	147174
15-24	16568	16646	17321	16383	16703	16244	15483	16052	15926
25-54	86377	93012	103225	109500	115076	116614	117098	118754	117489
55-64	9195	10578	10848	10968	11682	12097	11302	10751	11383
15-64	112140	120236	131394	136851	143461	144955	143833	145557	144798
65+	1012	1851	1937	1704	2026	2285	2467	2376	2376
FULL TIME (FT) / PART TIME (PT)									
PT %	11.1	13.9	12.9	11.3	13.2	13.2	13.6	13.4	13.4
PT	12584	16981	17166	15605	19143	19368	19833	19779	19660
FT%	88.9	86.1	87.1	88.7	86.8	86.8	86.4	86.6	86.6
FT	100568	105107	116166	122951	126345	127872	126517	128154	127514
SECTORS									
Agriculture %	4.0	4.7	4.0	4.3	4.0	4.0	3.9	3.1	3.7
Industry %	14.0	13.1	12.5	12.1	11.3	10.7	10.5	11.1	10.8
Services %	82.0	82.2	83.5	83.6	84.7	85.3	85.6	85.8	85.5
Agriculture	4589	5678	5303	5914	5733	5976	5719	4619	5438
Industry	15800	16036	16696	16795	16471	15702	15355	16422	15827
Services	92763	100375	111332	115848	123283	125561	125275	126892	125910
EMPLOYEES									
Total	95498	101985	112044	11655.	122652	124138	123085	124469	123897
% total employment	84.4	83.5	84.0	84.1	84.3	84.3	84.1	84.1	84.2
Permanent contracts %	87.1	85.7	85.2	87.3	82.9	81.8	82.7	82.7	82.4

TEXT

Permanent contracts	83204	87415	95409	101697	101671	101501	101799	102931	102077
Temporary contracts %	12.9	14.3	14.8	12.7	17.1	18.2	17.3	17.3	17.6
Temporary contracts	12295.	14570	16635	14856	20981	22637	21286	21538	21820

UNEMPLOYMENT RATES – MALES

Year	1999	2000	2001	2002	2003	2004	2004	2004	2004
Quarter	Q2	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Avg.
UNEMPLOYMENT RATE %									
15-24	11.7	6.7	6.0	8.0	9.0	7.9	10.2	9.8	9.3
25-64	3.9	3.0	2.3	2.2	3.4	3.1	2.8	3.1	3.0
15+	4.6	3.2	2.6	2.6	3.8	3.5	3.4	3.7	3.5
UNEMPLOYMENT									
15-24	2071	1131	1039	1313	1543	1455	1891	2024	1790
25-64	5866	4566	3548	3414	5584	5341	4843	5329	5171
15+	7936	5697	4750	4726	7127	6795	6734	7354	6961
% TO POPULATION (15-24)									
	5.2	2.8	2.6	3.3	3.8	3.4	4.6	4.7	4.2
UNEMPLOYMENT BY DURATION									
% Less than 6 months	60.2	55.3	54.0	58.7	58.6	51.7	51.4	62.9	55.5
% 6-11 months	20.7	29.5	21.6	24.7	20.9	20.3	22.3	11.9	18.0
% 12 months or more	19.1	15.2	24.4	16.7	20.5	28.0	26.4	25.2	26.5
Less than 6 months	4779	3152	2567	2772	4173	2512	3459	4624	3865
6-11 months	1644	1680	1025	1166	1492	1381	1499	877	1252
12 months and more	1514	865	1158	788	1463	1903	1777	1852	1845
UNEMPLOYMENT RATE %									
	0.9	0.5	0.6	0.4	0.8	1.0	0.9	0.9	0.9
UNEMPLOYED									
% seeking 1st job	14.8	11.9	13.5	14.2	19.9	10.0	14.1	13.5	12.6
Seeking 1st job	1171	680	639	671	1421	681	950	991	874
% seeking part time job	4.2	8.1	3.9	5.2	6.6	10.2	5.6	6.0	7.2
Seeking part time job	334	460	183	244	473	690	378	442	503
INACTIVES 15+									
	66125	67256	68403	69866	68279	70905	70640	72768	71437

UNEMPLOYMENT RATES – FEMALES

TEXT

Year	1999	2000	2001	2002	2003	2004	2004	2004	2004
Quarter	Q2	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Avg.
UNEMPLOYMENT RATE %									
15-24	12.0	13.3	10.2	7.6	8.8	9.5	12.5	14.6	12.2
25-64	7.3	6.4	5.1	3.7	4.0	4.9	5.6	5.8	4.7
15+	8.0	7.3	5.7	4.2	4.6	5.4	6.4	6.8	6.2
UNEMPLOYMENT									
15-24	2260	2552	1967	1339	1614	1699	2214	2750	2221
25-64	7522	7106	6125	4691	5307	6682	7689	8016	7463
15+	9783	9657	8092	6030	6983	8445	9962	10766	9724
% TO POPULATION (15-24)									
	4.7	5.3	4.3	2.9	3.5	3.6	4.7	5.7	4.7
UNEMPLOYMENT BY DURATION									
% Less than 6 months	51.6	39.2	52.2	50.5	51.2	51.2	55.8	55.5	54.4
% 6-11 months	20.6	28.9	28.2	26.8	21.4	20.7	17.9	15.3	17.7
% 12 months or more	27.8	31.9	19.6	22.7	27.4	28.1	26.3	29.2	27.9
Less than 6 months	5052	3791	4227	3042	3572	4327	5553	5978	5286
6-11 months	2018	2790	2278	1617	1496	1747	1785	1643	1725
12 months and more	2714	3077	1587	1371	1914	2371	2623	3145	2714
UNEMPLOYMENT RATE %									
	2.2	2.3	1.1	0.9	1.3	1.5	1.7	2.0	1.7
UNEMPLOYED									
% seeking 1st job	19.4	19.6	19.4	10.9	16.4	15.9	14.3	15.4	15.2
Seeking 1st job	1901	1897	1570	656	1148	1342	1420	1663	1475
% seeking part time job	17.4	33.9	28.6	22.3	13.7	32.5	25.6	23.5	26.8
Seeking part time job	1700	3271	3215	1343	954	2745	2550	2525	2607
INACTIVES 15+									
1999	2000	2001	2002	2003	2004	2004	2004	2004	
Q2	Q2	Q2	Q2	Q2	Q2	Q3	Q3	Avg.	
140470	136416	131767	131146	130655	135340	137502	139023	137288	

1.7.11 Literacy rates 1946 - 2001

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Population		Employment		Unemployment		Gross National Product

Population Trends	Migrant	Population Density	Population Distribution

TEXT

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

CHAPTER 2 - General Organisation of the Education System and Administration of Education

Compulsory descriptors (no change possible)

Educational Administration

TEXT

2.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform		Educational Policy		Educational Legislation

TEXT

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. The 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 hardly any organised type 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 ["Peer Teaching Schools"] (αλληλοδιδακτικά), 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.

Law 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 also 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.

TEXT

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 ["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. Compulsory attendance for ["gymnasium"] (Γυμνάσιο) (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"] level of secondary school is compulsory until a pupil graduates from the ["gymnasium"] or reaches the age of fifteen.
- Education is provided free of charge in public primary and secondary schools – this includes the ["gymnasium"] and ["lyceum"] (λύκειο) levels and technical schools (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 was the launch of the ["University of Cyprus"] (Πανεπιστήμιο Κύπρου) in September 1992, the first tertiary institution in Cyprus at university level.

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 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 enrichment of the curriculum with classes in technology and computer science.
- The introduction of a new curriculum in the ["Secondary Technical and Vocational Education"] sector.
- The introduction of the Pancyprian Common Examination in the last class of the ["lyceum"] (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

TEXT

level institutions in Cyprus and Greece.
- On 30/07/03 decision 58.344 of the Council of Ministers reduced the maximum class size in grades 1-3 of primary school from thirty-two to thirty. This was followed on 04/06/04 by decision 60.362 reducing class sizes by the same amount in grade 4 and then in grades 5 and 6 on 16/02/05 with decision 61.603.
- On 10/03/05 decision 61.718 of the Council of Ministers created five more ["all day schools"] to bring the total number to one hundred and thirty (see section [4.2.]).
- On 03/02/04 decision 61.532 of the Council of Ministers approved the upgrading of the Cyprus Police Academy (see section [1.2.4.]).
- The regulation and monitoring of private tertiary level educational institutions – in laws 67(I)/1996 – 193(I)/2002 (see chapter [6.]).
- On 29/7/2005 law 109(I)/2005 allowed for the establishment of private universities (see chapter [6.]).

2.2 Ongoing Debates and Future Developments

Compulsory descriptors (no change possible)

Reform Proposal

TEXT

Some of the ongoing debates and future developments in education in general in Cyprus include the following:
- In accordance with the pre-election manifesto promise made by the President on behalf of the coalition of Democratic Party (Δημοκρατικό Κόμμα) (DIKO), Progressive Party of Working People (Ανορθωτικό Κόμμα Εργαζομένου Λαού) (AKEL) and Social Democratic Movement-EDEK (Κίνημα Σοσιαλιστών – ΕΔΕΚ), a report on the education system of Cyprus was commissioned by the President from seven experts in the field of education. This report was submitted to the Minister of Education and Culture on 31 August 2004 with suggestions to serve as a basis for discussion on the revision and restructuring of the education system in Cyprus.
- The report by the seven experts into the education system in Cyprus (see above) includes the recommendation of the extension of ["all day schooling"] into other sectors of education, including secondary and ["pre-primary education"].
- 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 and individuals in the field of education, focusses on four main areas: the content of education, the administration and structure of education, tertiary education and educational research and evaluation.
- The members of the Pedagogical Council (Συμβούλιο Παιδείας) were appointed by the Council of Ministers at the end of 2004. The Pedagogical Council met for the first time in January 2005 – see section [1.2.4.] for more information on the scope of its work.
- On 24/06/05 a new law 70(I)/2005 was passed which introduced major reforms to the School Boards (see section [1.2.4.]). Instead of being appointed, some members of School Boards are now to be elected. In Municipal School Boards, seven of the eleven members are elected by inhabitants of the municipality. The remaining four members of Municipal School Boards are appointed by the Municipal Council from its members and according to the representation of the different political groups on the Council. Each Community School Board is headed by the President of the Community Council as President and the remaining members are appointed by the Community Council by its

members. In the case of a Municipality and Community Council merging, five of the eleven members are elected following the procedure outlined above, two are appointed from the Municipal Council and four are appointed from the Community Council's members. These changes come into force whenever feasible when elections to Municipal and Community Councils take place.

- As well as reform to the School Boards (see above) the new law 70(I)/2005 will also introduce a new body, called the School Advisory Committee. There is one Committee per school, and it comprises the headteacher (who acts as chairperson). In his/her absence the deputy head acts as President. If the deputy head is also unavailable, the most senior member of the teaching staff deputises. In addition, there is one representative from the staff association, two from the parents' association, the President of the Students' Council and one member of the School Board. According to the new law, this Committee will meet on a regular basis and submit suggestions to the School Board on the school budget, on measures to be taken in respect of the welfare and safety of pupils, on new equipment and the maintenance of equipment in the school and on any other issues which the law empowers them to submit.

- Nine measures were announced by the Minister of Education and Culture to enforce the ban on public school teachers teaching private lessons after school hours – (see chapter [8.]).

- 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 ["Education Service Commission"] to become teachers after graduation. The ["Education Service Commission"] Members examine the applications and, if they are 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 last 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.]).

- The ongoing policy of the inclusion of pupils with special needs into regular schools (see chapter [10.]).

- The development of a system of ["Multicultural Education"] in Cyprus in response to changing circumstances (see chapter [10.]).

- A greater emphasis on lifelong learning to bring Cyprus into line with education policies elsewhere in Europe (see chapter [7.]).

- The law 235(I)/2002 to establish the ["Open University of Cyprus"] (Ανοικτό Πανεπιστήμιο Κύπρου) was approved in 2002 (see sections [2.4.4.] and chapter [6.]), and preparations are underway as it is expected to commence operating in 2006.

- The law 198(I)/2003 establishing the ["Technological University of Cyprus"] (Τεχνολογικό Πανεπιστήμιο Κύπρου) was passed on 31/12/03 and preparations for the launch of this new, tertiary level institution are now ongoing. It is due to commence operation in 2007 (see sections [2.4.4.] and chapter [6.]).

2.3 Fundamental Principles and Basic Legislation

Compulsory descriptors (no change possible)

Educational Legislation, Principles of Education

TEXT

The fundamental principles which 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

Compulsory descriptors (no change possible)

Education System

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Duration of Studies			Transition from primary to lower secondary school
	Transition from lower to upper secondary school			Transition from upper secondary to higher education

TEXT

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

Compulsory descriptors (no change possible)

Education System

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Duration of Studies		Transition from primary to lower secondary school
	Transition from lower to upper secondary school		Transition from upper secondary to higher education

TEXT

Children from the age of three years to five years and eight months attend one of the following types of institutions of ["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 ["kindergartens"] retains as many elements of normal family life as possible, with an emphasis on comfort, love, trust, acceptance, safety, respect and the child's own personal uniqueness.

2.4.2 Primary education
Compulsory descriptors (no change possible)

Education System

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Duration of Studies		Transition from primary to lower secondary school
	Transition from lower to upper secondary school		Transition from upper secondary to higher education

TEXT

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 primary schools. 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 big 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 58.433 (30/07/03), 60.362 (04/06/04) and 61.603 (16/02/05) of the Council of Ministers – 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 Rizokarpasso.

According to the primary education programme, the aim 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 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 ["all day schools"] (see section 4.2.]) and the move towards integration into the mainstream for pupils with special educational needs (see chapter [10.]).

2.4.3 Secondary education
Compulsory descriptors (no change possible)

Education System

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Duration of Studies		Transition from primary to lower secondary school
	Transition from lower to upper secondary school		Transition from upper secondary to higher education

TEXT

The lower secondary school, the ["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 ["gymnasium"] at which point successful graduates receive a leaving certificate, which allows the pupil to enter the upper secondary school, the ["lyceum"] or a secondary level technical school.

The main goal of the ["gymnasium"] is to promote the development of pupils according to their age potential and the requirements of society. The ["gymnasium"] is a self-contained unit of general education – it complements the general education offered by primary schools and prepares pupils for education in the ["lyceums"] 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 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"] 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"] 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 the pupils' choices. Success in the ["lyceum"] 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 ["Secondary Technical and Vocational Education"] (["STVE"]). ["STVE"] programmes include formal technical and vocational education, an ["Apprenticeship Scheme"] and 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"] can attend – the only exception to this is the ["Apprenticeship Schemes"] (for more information see chapter [5.]). ["STVE"] leaving certificates are equivalent to those of the ["lyceum"] 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
Compulsory descriptors (no change possible)

Education System

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Duration of Studies		Transition from primary to lower secondary school
	Transition from lower to upper secondary school		Transition from upper secondary to higher education

TEXT

Higher and tertiary education is offered both by public and private institutions. In the academic year 2003/04 public higher and tertiary education was offered by the ["University of Cyprus"] and seven public tertiary education institutions (see below).

The ["University of Cyprus"] (Πανεπιστήμιο Κύπρου) 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 Science and Education; Pure and Applied Sciences; Economics and Management; Letters; Engineering.

In December 2002 a law (235(I)/2002) was passed for the establishment of the ["Open University of Cyprus"] (Ανοικτό Πανεπιστήμιο Κύπρου) in order to promote lifelong learning. Preparations for the establishment of the ["Open University of Cyprus"] are now ongoing, as it is anticipated that it will begin functioning in 2006. The following programmes of study are planned for the ["Open University"]:

- A postgraduate programme in the Management of Health Services.
- A postgraduate programme in Education.

In 2003, the House of Representatives approved the establishment of the ["Technological

University of Cyprus"] (Τεχνολογικό Πανεπιστήμιο Κύπρου) under law 198(I)/2003 with the following initial schools – Technological Applications; Health Services; Administration and Finance; Geotechnical Sciences; Applied Arts and Communication. The University is expected to accept its first students in the academic year 2007/08.

For further information on the ["Open University"] and the ["Technological University"], see section [6.2.].

The other public schools of higher education are those mentioned in section [1.3.4.] as being 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.

There are a number of privately owned tertiary and higher education institutions and the legal framework for the establishment and operation of private universities in Cyprus was established in 2005 with law 109(I)/2005. 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 mainly founded 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-three private institutions, which offer programmes of between one and four years' duration. The different private institutions have similar admission requirements for sub-degree courses – namely a secondary ["school leaving certificate"] 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 ["Cyprus Council for the Recognition of Higher Education Qualifications"] (Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών) (["KYSATS"]) and the Council for Educational Evaluation and Accreditation (Συμβούλιο Εκπαιδευτικής Αξιολόγησης και Πιστοποίησης) (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 section [2.6.1.]).

2.5 Compulsory Education
Compulsory descriptors (no change possible)

Compulsory Education

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Entry Age

TEXT

As mentioned in section [2.4.], education is compulsory in Cyprus at the pre-primary, primary and ["gymnasium"] level, or until the pupil reaches the age of fifteen. Pupils attend public ["kindergarten"] from the age of four years and eight months to five years and eight months, then primary school for six years and ["gymnasium"] 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

Compulsory descriptors (no change possible)

Organising Body

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Centralization		Decentralization

TEXT

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 Education Council. This has now been abolished and replaced with the Pedagogical Council (see sections [1.2.4.] and [2.2.]), which met for the first time in January 2005.
- 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

Compulsory descriptors (no change possible)

Central Government

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Ministry of Education		Ministry

TEXT

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; s/he retains the post for as long as s/he 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 ["Education Service Commission"], the Education Council and the 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.]). S/he has the responsibility for administration (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 responsibilities 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"].
- The Directorate of Higher and Tertiary Education.
- The ["Pedagogical Institute"].
- Technical Services.
- The Education Psychology Service.
- The ["Cyprus Council for the Recognition of Higher Education Qualifications"] (["KYSATS"]).
- The Council for Educational Evaluation and Accreditation (SEKAP).
- The Advisory Committee of Tertiary Level Education.
- The Technical and Vocational Education Advisory Board.

The Directorate of Primary Education (Διεύθυνση Δημοτικής Εκπαίδευσης) is responsible for the administration of pre-primary and primary education. This Directorate is headed by a Director and s/he 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 for planning, inspections of schools and evaluation of educational personnel and practices, curriculum development, special education (see chapter [10.]), ["Adult Education Centres"] (see chapter [7.]) and private education at the pre-primary and primary levels (see chapters [3.] and [4.]).

The Directorate of ["Secondary General Education"] (Διεύθυνση Μέσης Γενικής Εκπαίδευσης) 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 ["State Institutes of Further Education"] (see chapter [7.]).

The Directorate of ["Secondary Technical and Vocational Education"] (Διεύθυνση Μέσης Τεχνικής και Επαγγελματικής Εκπαίδευσης) is directly responsible for the administration of technical and vocational secondary education including the organisation, administration, monitoring and control of public technical schools 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"], with a Director, Chief Education Officers and an Inspector General of Technical and Vocational Education.

The Directorate of Higher and Tertiary Education (Διεύθυνση Ανώτερης και Ανώτατης Εκπαίδευσης) 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, who is 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"], which is responsible for the recognition of qualifications awarded both within and outside Cyprus (see below for more details on SEKAP and ["KYSATS"]).

The ["Pedagogical Institute"] (Παιδαγωγικό Ινστιτούτο) was established in 1972 as an institute of teacher education (see chapter [8.]). Its main activities are professional teacher training (both pre-service and in-service), educational research and evaluation, educational documentation, educational technology and curriculum development – the Curriculum Development Unit is responsible for the production of textbooks for primary and secondary schools. In addition, the Institute of Education has published over one hundred books on the subject of education by its faculty members for use either as textbooks or as research or reference sources.

Technical Services (Τεχνικές Υπηρεσίες) is the section of the Ministry of Education and Culture responsible for the construction of school buildings. Whilst 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.

The Education Psychology Service (Υπηρεσία Εκπαιδευτικής Ψυχολογίας) 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 to the parents and the evaluation of individual pupils as well as developing the necessary interventions in the school system.
- The development and implementation of preventative and support programmes in schools according to their needs.
- Research programmes, seminar and discussions as well as cooperation with social and community groups and institutions.

The ["Cyprus Council for the Recognition of Higher Education Qualifications"] (Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών) (["KYSATS"]) is an independent body and is responsible for the recognition of qualifications, which are awarded by institutions of higher education 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"] is based on the directives from UNESCO 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"] is governed by law 68(I)/1996 – 1(I)/2004 and the corresponding regulations of 1999-2003. ["KYSATS"] 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"] council was appointed in January 1997 and started to receive applications in January 2000.

The Council for Educational Evaluation and Accreditation (Συμβούλιο Εκπαιδευτικής Αξιολόγησης και Πιστοποίησης) (SEKAP) 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. The 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 Association of Quality Assurance (ENQA), the European University Association (EUA), the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the European Association of the Schools of Higher Education (EURASHE).

The Advisory Committee of Tertiary Education (Συμβουλευτική Επιτροπή Τριτοβάθμιας Εκπαίδευσης) 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

TEXT

Education and Culture, of the employers' associations, trade unions, owners of the private institutions and of the teachers', students' and parents' associations of the public and private tertiary institutions, in addition to two experts in the field of tertiary education. The 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.

The ["Secondary Technical and Vocational Education"] Advisory Board (Συμβουλευτικό Συμβούλιο Δευτεροβάθμιας Τεχνικής και Επαγγελματικής Εκπαίδευσης) 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

Compulsory descriptors (no change possible)

Regional Administration

TEXT

The six districts of Cyprus are listed in section [1.2.3.]. The Directors of Primary and General Secondary Education devolve 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 s/he is responsible. The District Inspectors for General Secondary Education are based in 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

Compulsory descriptors (no change possible)

Local Government

TEXT

Local School Boards have already been referred to in sections [1.2.4.] and [2.2.]. The School Boards are considered as legal entities, which have the authority to manage school buildings, school furniture and equipment and any other item 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 exist in municipalities, villages or neighbouring communities where schools

operate. Every School Board is responsible for the primary and secondary schools under their authority, as assigned by the Council of Ministers. Until the change in the law in 2005 (see section [2.2.]) the members of School Boards were selected on the basis of recommendations put forward by the political parties. A major component of the reform of the School Boards with the new law is the introduction of elections for School Board members.

2.6.4 Educational Institutions, Administration, Management

Compulsory descriptors (no change possible)

School Management

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Headteacher		School Autonomy

TEXT

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 books to use. 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 the 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

Compulsory descriptors (no change possible)

School Management

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Headteacher		School Autonomy

TEXT

Information on the role and responsibilities of headteachers, deputy headteachers, directors of ["kindergartens"] and senior ["kindergarten"] teachers in the pre-primary and primary sector can be found in section [8.3.].

There is usually a director of a ["kindergarten"] or a senior ["kindergarten"] teacher, depending on the size of the school. In the public ["kindergarten"] 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 is responsible for putting into practice all of the educational policy set by the Ministry of Education and Culture. The staff association meets weekly in a timetabled meeting – the director of the ["kindergarten"] can also call extraordinary meetings when needed. The meetings are chaired by the director 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 the 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 50/50 split on any decision, the chairperson has the casting vote.

Depending on the size of the primary school, there is a headteacher with one or more deputy headteachers. In addition, in each school there is 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 these meetings include the reading of circulars from the Ministry of Education and Culture and decision on issues of relevance to the day-to-day management of the school. Headteachers can also call meetings at short notice for 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
Compulsory descriptors (no change possible)

School Management

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Headteacher		School Autonomy

TEXT

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 start and at the end of each month. In addition, a meeting can 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 for 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
Compulsory descriptors (no change possible)

School Management

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Headteacher		School Autonomy

TEXT

The administration of higher education institutions varies depending on the role, functions, status and degree of financial and other independence they 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:

- The 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 ["University of Cyprus"] budget, 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 Rector, two representatives from 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 the external members.
- The Senate (Σύγκλητος) is the highest academic body of the university 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 Director of the Library.
- The Rector (Πρύτανης) 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 academic staff and representatives of both student and administrative staff.

The university is made up of 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 the member 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 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 organisation 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 owner, 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 owner 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 owner 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 owner is one and the same person, in which case s/he 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

Compulsory descriptors (no change possible)

Participation

TEXT

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

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Participation		Teacher Participation

TEXT

At the primary level, there is collaboration between staff and pupils in the agreement of a code of conduct, which is regulated by the law for primary education (223/1997). 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 features 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 respected. In addition, each class decides on its own special code of conduct for the class 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 their role encompasses the enhancement of school activities including service learning in the community, 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.

TEXT

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

The opportunities for collaboration in the administration of tertiary level institutions is 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

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Participation		Parent Participation		School-community Relationship
	University-Industry Relationship		Advisory Body		Social Partners

TEXT

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, set up as part of the dialogue on education initiated by the President of the Republic on behalf of his coalition to fulfil his pre-election pledges on education (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 School Boards in the day-to-day administration of the schools they are associated with.
- 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

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Participation		Parent Participation		School-community Relationship
	University-Industry Relationship		Advisory Body		Social Partners

TEXT

The principal organisations that participate in consultation at the pre-primary 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 a larger union.

2.7.2.2 Secondary education

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Participation		Parent Participation		School-community Relationship
	University-Industry Relationship		Advisory Body		Social Partners

TEXT

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 (Ενωση 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"], technical schools 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

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Participation		Parent Participation		School-community Relationship
	University-Industry Relationship		Advisory Body		Social Partners

TEXT

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 32 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 promotion of the basic professional rights of the academic staff of the university. It also organises cultural events, lectures and research programmes.

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, 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) (KEVE) 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"] of Cyprus (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού) (["HRDA"]) has already been outlined in section [1.2.4.] and will be discussed further in chapter [7.].

2.8 Methods of Financing Education

Compulsory descriptors (no change possible)

Financing, Resource Allocation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Private Funds		Public Funds
	School Autonomy		Positive Discrimination

TEXT

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 from contributions from central government to the School Boards (see sections [1.2.4.] and [2.6.3.]). Public education is free at the 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 other 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 in chapters [3.], [4.], [5.], [6.], [7.] and [10.].

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

2.8.1 Pre-primary and primary education

Compulsory descriptors (no change possible)

Financing, Resource Allocation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Private Funds		Public Funds
	School Autonomy		Positive Discrimination

TEXT

Public ["kindergartens"] 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"] are subsidised by the government with an amount between four and six thousand pounds a year in the academic year 2004/05. 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 of all other expenses. The main contributor to the School Boards is the government, and the amount given is based on enrolment figures, 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
Compulsory descriptors (no change possible)

Financing, Resource Allocation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Private Funds		Public Funds
	School Autonomy		Positive Discrimination

TEXT

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 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 technical schools 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
Compulsory descriptors (no change possible)

Financing, Resource Allocation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Private Funds		Public Funds
	School Autonomy		Positive Discrimination

TEXT

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
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

The statistics section covers the following issues:

- Schools, pupils and teachers by level of education.
- Public expenditure on education as a percentage of GDP and total budget 1970-2004.
- Current and capital public expenditure by level of education 2003.

2.9.1 Schools, pupils and teachers by level of education

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

2003/04

Level of education	Schools	Pupils	Teaching staff Full time, part time or full time equiv.	Pupil teacher ratio
PRE-PRIMARY				
Total	657	25674	1779	14.4
["KINDERGARTENS"]				
Total	388	15919	994	16.0
Public	237	9395	562	16.7
Community	65	1801	98	18.4
Private	86	4723	334	14.1
DAY NURSERIES				
Total	269	9755	785	12.4
Public	15	688	71	9.7
Community	46	1587	137	11.4
Private	208	7480	575	13.0
PRIMARY				
Total	372	61731	4295	14.4
Public	344	58179	3992	14.6
Private	28	3452	303	11.4
SECONDARY				
Total	156	65480	6756	9.7
Public	121	57224	5953	9.6
Private	35	8256	803	10.3
UNIVERSITY				
Total	37	20849	1368	15.2
University public	1	4110	311	13.2

TEXT

TERTIARY NON UNIVERSITY				
Total	36	16739	1057	15.8
Public	7	2070	204	10.1
Private	29	14669	853	17.2
SPECIAL EDUCATION				
Public & private	11	328	92	3.6
All levels	1233	174062	14290	12.2

2.9.2 Public expenditure on education as a percentage of GDP and total budget 1970-2004
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

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*	3173.2	7216.3	487.4	15.4	6.8	

*   provisional

2.9.3 Current and capital public expenditure by level of education 2003
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

Level	Total (CY£000s)	Current (CY£000s)	Capital (CY£000s)
Pre-primary	24695	24179	516
Primary	134663	115449	19214
["Gymnasium"]	113589	97877	15712
Technical/vocational	27969	21353	6616
Lyceum	85486	76608	8878
["Evening gymnasium"], technical/vocational	2956	2953	3

Non university	26914	26362	552
University	79753	67950	11803
Special schools	5484	5266	218
Non formal	1438	1396	42
Cypriot communities abroad	1233	1233	0
Total	504180	440626	63554

2.9.4 Public expenditure in public institutions and government aid for pupils in public institutions in Cyprus 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

Level	Total (CY£000s)	Current (CY£000s)	Capital (CY£000s)
Pre-primary	24040	23524	516
Primary	134272	115058	19214
["Gymnasium"]	113417	97705	15712
Technical/vocational	27969	21353	6616
Lyceum	85256	76378	8878
["Evening gymnasium"], technical/vocational	2956	2953	3
Non university	12816	12264	552
University	41497	29694	11803
Special schools	5484	5266	218
Non formal	1438	1396	42
Total	449145	385591	63554

2.9.5 School Boards' Expenditure and Revenue by Level and Type 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

EXPENDITURE (thousands)			
Expenditure	Primary	Secondary	Total
A. CURRENT EXPENDITURE	5537	8932	14469
Compensation of employees total	3258	4590	7848
Salaries and allowances	2923	4060	2983
Contributions	335	530	865
Direct Expenses total	2028	3616	5644
Lighting, heating & water	563	921	1484
Cleaning materials	129	177	306

Stationary & Office equipment	252	680	932
Repairs & maintenance of buildings	831	1347	2178
Repairs & maintenance of equipment	205	315	520
Workshop materials	48	176	224
Administrative expenses total	127	318	445
Postage, telephones and related	88	182	270
Advertisements & publications	7	10	17
Bank expenses	5	8	13
Legal expenses	2	8	10
Insurance	1	3	4
Travel expenses	19	81	100
Awards & legacies	4	19	23
Other administrative expenses	1	7	8
Rents	49	37	86
School activities	75	370	445
Student welfare	0	1	1
B. CAPITAL EXPENDITURE	575	1268	1843
Equipment	520	1050	1570
Library Books	48	208	256
Vehicles	7	10	17
C. DEBT SERVICE	338	2142	2480
TOTAL	6450	12342	18792

REVENUE (thousands)

Source of revenue	Primary	Secondary	Total
A. FROM GRANTS	5448	10522	15970
Grants for primary education	4049	0	4049
Grants for secondary education	0	6726	6726
Extraordinary grants	632	1556	2188
School meals	0	0	0
Athletic activities	57	91	148
Department services	297	2044	2341
Auxiliary/support teachers	413	105	518
B. OWN SOURCES	663	2109	2772
Examination fees	3	162	165
Rent	489	1294	1783
Contributions/donations	14	26	40
School activities	18	379	397
New loans	7	0	7
Other	83	202	285
TOTAL	6111	12631	18742

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

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

Level	Total (CY£000s)	Current (CY£000s)
Pre-primary	655	655
Primary	391	391
["Gymnasium"]	172	172
Lyceum	230	230
Non university	13475	13475
Cypriot communities abroad	1233	1233
Total	14923	14923

2.9.7 Government aid for Cypriot students abroad and Cypriot communities abroad 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

Level	Total (CY£000s)	Current (CY£000s)
Non university	623	623
University	38216	38216
Cypriot communities abroad	1233	1233
Total	40072	40072

2.9.8 Per capita public expenditure to public institutions by level of education 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Education Budget		Cost of Education		Private Funds		Public Funds

TEXT

Level	Current (CY£000s)	Capital (CY£000s)	Total (CY£000s)
Pre-primary	2504	55	2559
Primary	1974	330	2304
Secondary	3444	550	3994
["Gymnasium"]	3369	542	3911
Technical/vocational	5105	1582	6687
Lyceum	3242	377	3619
Special	16057	663	16720
Tertiary	6789	1999	8788
University	7225	2872	10097
Non university	5925	267	6192

Government aid for students abroad	2203	0	2203
University	2212	0	2212
Non university	1776	0	1776
Government grants*	1583	0	1583
University	1583	0	1583
Non university	1571	0	1571
Loans	620	0	620
University	628	0	628
Non university	205	0	205

*Government grants include student grants and scholarships from the Cyprus State Scholarship Foundation

CHAPTER 3 - Pre-primary Education

Compulsory descriptors (no change possible)

Pre-school Education

TEXT

["Pre-primary education"] (προδημοτική εκπαίδευση) is offered by education-oriented ["kindergartens"] (νηπιαγωγεία) for children from three years old to five years and eight months. For children younger than three, there are 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 which 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 of 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 ["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 2003/04 there were two hundred and thirty-seven 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 old 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 (5/1971 – 18(I)/2004). 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 – made up of the President of the School Board, the headteacher of the nearest 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 sections [1.2.4.] and [2.2.] and chapter [8.] for more details).

In 2003/04 there were sixty-five 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 (5/1971 – 18(I)/2004).

In 2003/04 there were eighty-six 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 (παιδο/βρεφοκομικοί σταθμοί) in Cyprus are established for children from a very young age to three years old (or five years and eight months if the day nursery is combined with a kindergarten). These institutions are supervised by the Welfare Services Department of the Ministry of Labour and Social Insurance (see sections [1.3.4.] and [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.

In a similar scenario to ["kindergartens"], there are three different types of day nursery:

- **Public day nurseries** (δημόσιοι παιδο/βρεφοκομικοί σταθμοί), which are financed and supervised by the Department of Welfare Services and found mainly in urban areas. At the end of 2004 there were eleven public day nurseries with four hundred and twenty-four children enrolled. Of these, three accept children under the age of two; the remaining eight accept children from the age of two to four years and eight months. These public day nurseries function primarily for the care of children from low and middle-income families (see section [3.6.2.]).

- **Community day nurseries** (κοινοτικοί παιδο/βρεφοκομικοί σταθμοί), which are established and supported by local communities on a non-profit basis. At the end of 2004 there were forty-eight community day nurseries – more than 60% of these were located in rural areas.

- **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 2004 there were two hundred and eighty-eight private day

nurseries – more than 80% of these were in urban areas.

Day nurseries are subject to inspection by 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 Department of Welfare Services of the Ministry of Labour and Social Insurance is also responsible for the system of childminders – where a person is approved to look after a number of young children in the home. In 2004 there were fifty-four licensed childminders. In addition, the Department of Welfare Services oversees the After School Centres for children, which are intended both to provide protection and activities for children after the school day is finished and during the school holidays. They are normally attached to schools or ["kindergartens"]. In 2004 there were one hundred and two such centres, sixty-four of which were community run and thirty-eight private.

3.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform

TEXT

Throughout the history of ["pre-primary education"] in Cyprus, the current distinction between ["kindergartens"] and day nurseries was not generally made. To this day there remain some schools, especially in rural areas, where a day nursery and a ["kindergarten"] 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. 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 on the island. 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 record 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 which 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 primary schools 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 and 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 Armenians. 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 in 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 which 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 and 2004 (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 ["Pedagogical Academy"] of Cyprus (Παιδαγωγική Ακαδημία Κύπρου) (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"] 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 of 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 Welfare Services of the Ministry of Labour and Social Insurance.

In 1979 the Council of Ministers approved the implementation of a plan by 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.

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 on this basis the community pre-schools are divided up into three groups, A, B and C.

As can be seen from the table below, there was a significant increase in the amount of the subsidy between 1988 and 1998:

Type of School	A	B	C
Amount of subsidy per school 1989 (CY£)	2000	1800	900
Amount of subsidy per school 1999 (CY£)	4400	3300	2750

TEXT

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 4278 children enrolled and one hundred and eighty teachers employed) to seventy (2000 children, ninety-nine teachers), by which time forty-four of the community pre-schools had become public institutions.

3.2 Ongoing Debates and future developments

Compulsory descriptors (no change possible)

Reform Proposal

TEXT

- The report by the seven experts into the education system in Cyprus (see section [2.2.]) includes a recommendation for the extension of ["all day schooling"] into other sectors of education, including the compulsory part of ["pre-primary education"] (namely from four years and eight months to five years and eight months).
- In addition, 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 ["gymnasium"] level, which will be a more coherent and continuous programme of education than the one which is currently in place.
- In the day care sector, laws 217/1993 and 213/1994 are currently being revised to incorporate the recommendation from the Council of Europe contained in 'Child Day Care in Europe' Rec(2002)8. This recommendation was adopted by the Committee of Ministers on 18 September 2002 and calls upon the governments of the member states to 'take action to promote accessible, affordable, flexible and good quality child day-care services'. As part of the ongoing revision of the laws, issues such as the provision of a curriculum and the evaluation of children are being reviewed.

3.3 Specific Legislative Framework

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

This section is divided into two parts, with [3.3.1.] giving information on the ["kindergarten"] sector and [3.3.2.] on the day nursery sector.

3.3.1 Specific Legislative Framework for Kindergartens

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

A considerable part of the legislation concerning ["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.

The Primary Education Regulations ΚΔΠ 223/1994 based on law 99/1989 cover the operation of both public ["kindergartens"] and primary schools. These regulations include the following three areas:

- The criteria by which children are selected.
- The age that the children can 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 25/07/97.

Community and private ["kindergartens"] are also required to satisfy the relevant provisions of laws 5/1971 – 18(I)/2004 relating to Private Schools and Institutes. 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 where there is divergence, this should be approved by the Ministry of Education and Culture. Laws 5/1971 – 18(I)/2004 contain twenty-eight articles and divide 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 of 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, there is information that must be submitted every year for approval, such as the level of the fees and current teaching staff.

3.3.2 Specific Legislative Framework for Day Nurseries

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

Day nurseries in Cyprus are regulated by laws 217/1993 and 213/1994, which give authority to the Director of Welfare Services to issue regulations regarding the operation of day nurseries. The first of these were published in the official Gazette on 03/09/93, 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 laws are currently under review – see section [3.2.].

3.4 General Objectives

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Child Development

TEXT

This section is divided into two parts, with [3.4.1.] giving information on the ["kindergarten"] sector and [3.4.2.] on the day nursery sector.

3.4.1 General Objectives for Kindergartens

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Child Development

TEXT

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 in society, to ensure, preserve and encourage their healthy and full development (mental, social, emotional, moral, religious, psychokinetic and aesthetic) in the highest degree possible and in accordance with the phase of maturity they have reached.

TEXT

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, willingness to try, 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, critical and mathematical thinking.
- To adjust to the school environment and develop an appropriate attitude to 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
Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Child Development

TEXT

There are three main objectives for day nurseries in Cyprus:

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

These are drawn from Circular BIII All Day Care issued by the Department of Welfare Services on 21/06/86.

There is mention of the general objectives in terms of the development of the child in the laws governing the operation of day nurseries – 217/1993 and 213/1994 (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 correct equipment and toys to ensure the children's development in these areas.

3.5 Geographical Accessibility

Compulsory descriptors (no change possible)

School Distribution

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Transport		Rural School

TEXT

["Kindergartens"] 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 which 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 day nurseries in remote areas, where the Department of 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

Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Pre-school Age

TEXT

This section is divided into two parts, with [3.6.1.] giving information on the ["kindergarten"] sector and [3.6.2.] on the day nursery sector.

3.6.1 Admission Requirements and Choice of Institution/Centre for

Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Pre-school Age

TEXT

Regulations ΚΔΠ 223/1994 for law 99/1989 state that no child may be enrolled in a public ["kindergarten"] unless s/he has reached the age of three before 1 September of the academic year of enrolment.

TEXT

As from 1 September 2004, ["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 into public ["kindergartens"] are laid down by the Committee of Selection and by a circular letter from the Director of Primary Education. Each ["kindergarten"] has a Committee of Selection, made up of the President of the School Board, the headteacher of the nearest primary school, 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 s/he 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

Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Pre-school Age

TEXT

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 finished 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 Welfare Services Department, and a decision is made 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 of children wishing to enrol in a community or private day nursery have the right to choose the type or location of the nursery where they would like to register their child – this might be located near to their home or near to their work. There are no admission requirements for community or private day nurseries.

3.7 Financial Support for Pupils' Families

Compulsory descriptors (no change possible)

Grant, Family Allowance

TEXT

The government supports ["pre-primary education"] by direct and indirect funding to both the public and community ["kindergarten"] and day nursery 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 Pupils' Families of Kindergartens

Compulsory descriptors (no change possible)

Grant, Family Allowance

TEXT

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 – CY£25.00 per month in 2004/5 – 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. In 2004/05 such families were entitled to a reduction of CY£10.00 to CY£15.00 per month, upon presentation of a confirmation of their financial or family situation issued by the Department of Welfare Services.

3.7.2 Financial Support for Pupils' Families of Day Nurseries

Compulsory descriptors (no change possible)

Grant, Family Allowance

TEXT

There is a minimum monthly fee of CY£20.00 and no maximum fee for all 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 Department of Welfare Services.

Families on low income or families with three or more children are entitled to a reduction of the monthly fees of up to 50% in public day nurseries – but they must pay no less than the minimum fee of CY£20.00. The children of families receiving welfare benefits are entitled to attend public day nurseries free of charge.

All of the expenses of public day nurseries are covered by the Department of Welfare Services – revenue from fees goes directly to the Treasury.

3.8 Age Levels and Grouping of Children

Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

This section is divided into two parts, with [3.8.1.] giving information on the ["kindergarten"] sector and [3.8.2.] on the day nursery sector.

3.8.1 Age Levels and Grouping of Children in Kindergartens

Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

Children in public ["kindergartens"] between the ages of three years and five years and eight months are divided in 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.

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 teacher to child ratio in public ["kindergartens"] for the school year 2004/05 was 1:16.35.

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

Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

Laws 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

Compulsory descriptors (no change possible)

Arrangement of School Time

TEXT

The management of time for children in the public pre-primary sector is determined by the Ministry of Education and Culture.

The owners of private ["kindergartens"] 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 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 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.

3.9.1.1 Organisation of the Year in Kindergartens

Compulsory descriptors (no change possible)

School Year

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Holiday Regulation

TEXT

In public ["kindergartens"], the school year begins on 1 September and finishes on 31 August – this is the same as in all public primary schools.

Teaching staff in public ["kindergartens"] begin work on the first Monday of September and finish on the second from last 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 second from last Friday in June (on the same day as the teachers finish teaching).

The academic year is divided into 3 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 – 'Ochi' 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.
- 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
Compulsory descriptors (no change possible)

School Year

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Holiday Regulation

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.

3.9.2.1 Weekly and Daily Timetable for Kindergartens

Compulsory descriptors (no change possible)

Out of School Provision, School Week, School Day, Time-table

TEXT

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 exist 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 daily schedule is organised around the children's needs, abilities and interests and allows for flexibility. Breaks in the daily timetable are generally 40 minutes in length.

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

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7.45 – 8.25	Free activities	Free activities	Free activities	Free activities	Free activities
8.05 – 9.05	Free activities	Free activities	Free activities	Free activities	Free activities
9.05 – 9.45	Group activity A	Group activity A	Group activity A	Group activity A	Group activity A
9.45 – 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
	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

Compulsory descriptors (no change possible)

Out of School Provision, School Week, School Day, Time-table

TEXT

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 7.30 am. The children can be picked up from the nursery at any time during the day before the nursery closes at 5pm.

The day nurseries do not follow any specific plan for the day laid down by the Department of Welfare Services. Daily activities depend on the age 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

Compulsory descriptors (no change possible)

Reform Proposal

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Curriculum Subject

TEXT

This section is divided into two parts, with [3.10.1.] giving information on the ["kindergarten"] sector and [3.10.2.] on the day nursery sector.

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

Compulsory descriptors (no change possible)

Reform Proposal

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Curriculum Subject

TEXT

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. The curriculum in use now is a 2005 reprint of the third edition of 2002.

The primary and pre-primary 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 ["Pedagogical Institute"] (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' Association of ["Pre-primary Education"]. 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 – 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, snack and free play.

3.10.2 Curriculum, Types of Activity, Number of Hours for Day Nurseries
Compulsory descriptors (no change possible)

Reform Proposal

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Curriculum Subject

TEXT

There is no curriculum for 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 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 laws governing day nurseries – see section [3.3.2.].

3.11 Teaching Methods and Materials
Compulsory descriptors (no change possible)

	Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology		Play

TEXT

This section is divided into two parts, with [3.11.1.] giving information on the ["kindergarten"] sector and [3.11.2.] on the day nursery sector.

3.11.1 Teaching Methods and Materials in Kindergartens

Compulsory descriptors (no change possible)

	Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology		Play

TEXT

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 encourage 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 and allow 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 of the ["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 ["Pedagogical Institute"] (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 School Boards for the public sector or the parents' association for the community ["kindergartens"].

3.11.2 Teaching Methods and Materials in Day Nurseries

Compulsory descriptors (no change possible)

	Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology		Play

TEXT

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 methodology, there is no set methodology determined by the Ministry of Labour and Social Insurance – the staff are expected to choose both the methods and activities which are best suited for their circumstances.

Day nursery teachers in the private and community sector must have the minimum of 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 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
Compulsory descriptors (no change possible)

Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Achievement Gain		School Psychologist

TEXT

This section is divided into two parts, with [3.12.1.] giving information on the ["kindergarten"] sector and [3.12.2.] on the day nursery sector.

3.12.1 Evaluation of Children in Kindergartens
Compulsory descriptors (no change possible)

Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Achievement Gain		School Psychologist

TEXT

The evaluation of children is considered an integral part of an effective pre-primary 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 the 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.

The teaching staff of ["kindergartens"] 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
Compulsory descriptors (no change possible)

Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Achievement Gain		School Psychologist

TEXT

Evaluation in day nurseries in Cyprus is carried out by the creation and maintenance of an individual file on each child. In the report, in addition to certificates such as the birth certificate and health certificate, the staff of the day nursery is 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 one every three months.

These guidelines are drawn from regulations ΚΔΠ 157/97 and Circular ΒΙΙΙ All Day Care issued by the Department of Welfare Services on 21/06/86 (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 the child is participating in.

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
Compulsory descriptors (no change possible)

Remedial Teaching

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Psychological Service		Health Service

TEXT

In ["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 ["kindergarten"] sector and [3.13.2.] on the day nursery sector.

3.13.1 Support Facilities in Kindergartens
Compulsory descriptors (no change possible)

Remedial Teaching

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Psychological Service		Health Service

TEXT

In ["kindergartens"], the teacher will request support from the relevant authorities, if s/he perceives that there is a problem with a child who needs the assistance of the educational psychology support services. The role of the 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
Compulsory descriptors (no change possible)

Remedial Teaching

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Psychological Service		Health Service

TEXT

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 contact the parents to come and discuss the issue. Once the parents have been notified (and with their consent), the child may 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 decision of the parents, 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 to the Education Psychology Service of the Ministry of Education and Culture. However, the Department of 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

Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

The historical background and ongoing debates/future developments and legislative framework for the private pre-primary 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 ["kindergarten"] sector and [3.14.2.] on the day nursery sector.

3.14.1 Private Sector Provision in Kindergartens

Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

In the academic year 2003/04 there were eighty-six private ["kindergartens"], two hundred and thirty-seven public and sixty-five 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
Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

Public day nurseries are greatly outnumbered by those in the private and community sectors. In the academic year 2003/04 there were only fifteen public day nurseries compared to forty-six in the community sector and two hundred and eight and 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 Department of Welfare Services.

3.15 Organisational Variations and Alternative Structures
Compulsory descriptors (no change possible)

Alternative School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Mobile Educational Services		International School

TEXT

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

- ["Kindergarten"] classes and day nurseries which are held in children's hospitals.
- One public ["kindergarten"] combined with a day nursery in Rizokarpasso in the occupied areas. The ["kindergarten"] has one teacher and seven 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
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

The statistics section covers the following:

- Enrolment 1970 – 2004.

- Schools, teachers and children 1970 – 2004.
- Schools, teachers and children by level and type of school.
- Number of teaching and management personnel by level, post, type of school, contractual status and gender.
- Number of non-teaching staff by level of education, type of school, post, contractual status and gender.
- Enrolment ratios by age group, gender and level of education.
- Number and size of public ["kindergartens"] by district.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

3.16.1 Enrolment in the Pre-primary Sector 1970/01 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

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

3.16.2 Pre-primary Schools, children and teaching personnel 1970/71 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

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

3.16.3 Schools, children and teaching personnel by level and type of school 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

2003/04

Type of school	Number of schools	Number of children	Number of teaching staff	Full time equivalent teachers	Pupil: teacher ratio
KINDERGARTENS					
Total	388	15919	1109	994	16.0
Public	237	9395	657	562	16.7
Community	65	1801	106	98	18.4
Private	86	4723	346	334	13.7
DAY NURSERIES					
Total	269	9755	823	785	12.4
Public	15	688	72	71	9.7
Community	46	1587	146	139	11.4
Private	208	7480	605	575	13.0
Total	657	25674	1932	1779	14.4

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

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

2003/04

Type of school	Full time			Part time		
	Male	Female	Total	Male	Female	Total
KINDERGARTENS						
Headteachers						
Total	4	132	136	2	13	15
Public	0	73	73	0	0	0
Community	0	2	2	0	3	3
Private	4	57	61	2	10	12
Teaching staff						
Total	5	837	842	2	19	21
Public	3	559	562	0	0	0
Community	0	91	91	1	14	15
Total	9	969	978	4	32	36
Total public	3	559	562	0	0	0
Total community	0	91	91	1	14	15
Total private	6	319	325	3	18	21
DAY NURSERIES						
Headteachers						
Total	4	167	171	2	4	6
Public	0	5	5	0	0	0
Community	0	17	17	0	1	1
Private	4	145	149	2	3	5
Teaching staff						
Total	4	589	593	6	46	52
Public	1	65	66	0	0	0
Community	0	117	117	0	11	11
Private	3	407	410	6	35	41
Total	8	756	764	8	50	58
Total public	1	70	71	0	0	0
Total community	0	134	134	0	12	12
Total private	7	552	559	8	38	46

3.16.5 Number of non-teaching staff by level of education, type of school, post, contractual status and gender
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

2003/04

Type of school	Full time			Part Time		
	Male	Female	Total	Male	Female	Total
KINDERGARTENS						
Total	7	500	507	11	241	252
Public						
Total	0	311	311	2	119	121
Administrative	0	3	3	0	2	2
Other	0	308	308	2	117	119
Community						
Total	0	38	38	1	81	82
Administrative	0	0	0	0	2	2
Other	0	38	38	1	79	80
Private						
Total	7	151	158	8	41	49
Administrative	2	8	10	1	7	8
Other	5	143	148	7	34	41
DAY NURSERIES						
Total	3	261	264	14	132	146
Public						
Total	0	32	32	0	8	8
Administrative	0	0	0	0	0	0
Other	0	32	32	0	8	8
Community						
Total	0	75	75	2	40	42
Administrative	0	0	0	0	1	1
Other	0	75	75	2	39	41
Private						
Total	3	154	157	12	84	96
Administrative	1	0	1	1	2	3
Other	2	154	156	11	82	93

3.15.6 Enrolment ratios by age group, gender and level of education

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

2003

These are calculated by using the number of students during the school year 2003/04 and the population as at the end of 2003.

Level of education	Age Group		
	0-2	3-5	6-11
Pre-primary			
Total	13.9	83.6	0.6
KINDERGARTENS			
Total	3.2	56.6	0.5
Male	3.3	56.2	0.5
Female	3.2	57.1	0.4
DAY NURSERIES			
Total	10.7	27.0	0.1
Male	11.2	27.3	0.1
Female	10.2	26.6	0.2

3.15.7 Number and size of public ["kindergartens"] by district

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Teacher-pupil Ratio		Educational Institution
	Teacher		Non-teaching Staff		Schooling Rate

TEXT

District	One class	Two classes	3 or more classes
Lefkosia urban	19	10	11
Lefkosia rural	38	10	10
Lemesos urban	5	3	12
Lemesos rural	22	4	8
Larnaka urban	7	5	3
Larnaka rural	23	6	7
Ammochostos	4	2	7
Pafos urban	0	3	4
Pafos rural	20	3	2

CHAPTER 4 - Primary
(or Single Structure Education)

Compulsory descriptors (no change possible)

Primary Education

TEXT

All public primary schools in Cyprus are co-educational.

4.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform

TEXT

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 primary education sector.

In 1830, the first community primary schools were established – these operated on a 'peer teaching' basis (αλληλοδιδακτικά), 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 small amount of arithmetic. In the beginning, the teachers were either clergymen or laymen who had attended schools for the clergy. Gradually, however, an increasing number of teachers who had either come from Greece 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 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

Compulsory descriptors (no change possible)

Reform Proposal

TEXT

- **The extension of the school day** until 1.05pm for children in the first, second and third grades. The Council of Ministers approved the gradual introduction of this reform on 26 June 2002 and it was fully implemented in all schools in the 2004/05 academic year. The main aim of this measure is to address the issue of functional illiteracy.
- **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 decision 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. Thus in the 2004/05 academic year the maximum class size in grade 4 was reduced from thirty-two to thirty. This will continue into fifth and sixth grades, bringing the maximum class size down by the same number, in the 2005/06 academic year.
- [**"All day schools"**] (ολοήμερα σχολεία). This was a concept which 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, which was made up of representatives from the University of Cyprus, the ["Pedagogical Institute"], the Primary Sector Inspectorate, the primary school teachers' union and the Pancyprian Federation of Parents' Associations. 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 ["all day schools"], as can be seen in the table below:

Academic Year	Number of ["all day schools"]
2000/01	25
2001/02	70
2002/03	84
2003/04	107
2004/05	130

These schools operate on a voluntary basis for grades 4, 5 and 6 from October to May of every school year, offering three additional periods, 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 – all continue to function according to the school regulations which are already in force. The afternoon programme includes four teaching periods per week devoted to completing homework that has been assigned 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. The formation of each class and group depends on the interests of both the pupils and the teachers. All necessary and appropriate materials and equipment are provided to the ["all day schools"] by the Ministry of Education and Culture. Provision for the preparation of meals is undertaken by the parents, and is consistent with the guidelines agreed between the parents and the Ministry. The Ministry of Education and Culture also subsidises the meals of pupils from low-income families. The total subsidy to the ["all day schools"] from the government in the 2004 budget was CY£1,990,049.

- **Information Communication and 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. In addition, computers were also installed in some ICT laboratories. The programme aims to examine the impact of computers and other technologies on the process of teaching and learning at the primary level, including the examination of effective teaching methods for the application of ICT in the classroom. 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. Each computer has access to the Internet, which has proved to be a very motivating learning tool for pupils, and many schools have established relationships via the web with schools

in other countries. Support is provided to teachers by ICT consultants, who visit schools, organise lessons and offer guidance, ideas and activities. 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. Digital material, such as simulations, databases and webquests, are being developed in order to utilise the resources that ICT offers. This action plan has now also been extended into the Mathematics Curriculum as well. 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 action plan, which was designed by the Ministry of Education and Culture, focusses on the areas of technical infrastructure, the National Curriculum and teacher training.

- **["Multicultural Education"]** (Διαπολιτισμική Εκπαίδευση). 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. Figures from 2004/05 indicate that approximately 6.3% of primary level pupils 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.].

- 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:

  o **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 2004/05 educational museum programmes have been prepared for schools in all the districts of Cyprus. These programmes are based on active learning and the encouragement of observation, inquiry, discovery and critical thinking. A number of teachers are 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.

  o **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.

  o **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 is taken by seven teachers – three based in Lefkosia, two in Lemesos, one in Larnaka and one in Pafos. 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, during the 2004/05 academic year the mobile units have expanded their activities and have delivered drug prevention programmes in primary schools throughout the island.

- o **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 in all areas of school life. Cyprus has been part of the Network since 1995. In 2004/05 forty-one 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.
- o **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 2004/05 eight primary schools participated in IKADE activities.
- o **ODYSSEUS** (ΟΔΥΣΣΕΑΣ). Odysseus is an extension of the IKADE project and is a programme in which the participating schools attempt to become elements of an open learning environment in which concepts such as tele-teaching, the virtual classroom and tele-cooperation are applied in practice. It is supported by the Ministry of Education and Culture, the Computer Department of the ["University of Cyprus"] and the Bank of Cyprus. In 2004/05 a Guide to Good Practice in Distance Learning was published and eight primary schools participated in activities.

4.3 Specific Legislative Framework
Compulsory descriptors (no change possible)

Educational Legislation

TEXT

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"] – see chapter [5.]) is compulsory until a pupil graduates from ["gymnasium"] or reaches the age of 15.
- Education is provided free of charge in public primary and secondary schools – this includes ["gymnasium"], ["lyceum"] and technical schools (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 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 the pupils.
- The duties and responsibilities of the headteacher, deputy head and the teaching staff.
- The books to be used in schools.
- The safety of the 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

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Minimum Competencies

TEXT

The general objectives of 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 the children's knowledge using modern technology to the greatest extent possible.
- To develop the emotional and psycho-motor characteristics of the 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.

4.5 Geographical Accessibility
Compulsory descriptors (no change possible)

School Distribution

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Transport		Rural School

TEXT

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
Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		School Entry Age		Maturity

TEXT

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 (and it happens 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

Compulsory descriptors (no change possible)

Grant, Family Allowance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Scholarship		Education Voucher

TEXT

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 School Boards (Σχολικές Εφορείες) (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 pupils from the Armenian, Maronite and Latin groups (see section [1.3.]) receive a subsidy of between CY£500 and CY£600 annually at the primary level to cover fees at private schools which 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 subsiding both of fees and books for Turkish Cypriots attending the English School in Lefkosia (see chapter [5.20.]) and other private schools.

In the 2004 budget, the government spent CY£140,000 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 ["all day schools"] (see section [4.2.]).

4.8 Age Levels and Grouping of Pupils

Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

In small communities, the Ministry of Education and Culture creates 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. It is expected that by 2005/06 the maximum class size for all grades will be 30. This class size figure is consistent for all subjects except Design and Technology and Home Economics – for these lessons the classes are divided into two groups.

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

Compulsory descriptors (no change possible)

Arrangement of School Time

TEXT

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 223/1997). Details on the organisation of the school year, the weekly and daily timetable are contained in the sections which follow.

4.9.1 Organisation of the School Year

Compulsory descriptors (no change possible)

School Year

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Holiday Regulation

TEXT

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 223/1997):

- 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

Compulsory descriptors (no change possible)

School Week, School Day, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Out of School Hours Provision		Supervised Study

TEXT

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 17 of the regulations ΚΔΠ 223/1997. 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	7.45 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 1.05	1.05 4.00
Tue	7.45 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 1.05	1.05 4.00
Wed	7.45 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 1.05	1.05 4.00
Thu	7.45 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 1.05	1.05 4.00
Fri	7.45 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.45	10.45 10.55	10.55 11.35	11.35 12.15	12.15 12.25	12.25 1.05	1.05 4.00

P = period
B = break

After school provision is only provided in the ["all day schools"] (see section [4.2.]).

4.10 Curriculum, Subjects, Number of Hours

Compulsory descriptors (no change possible)

Curriculum, Curriculum Subject, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Compulsory Subject		Optional Subjects		Common Core Curriculum
	Language Teaching		Information Technology		Integrated Curriculum		

TEXT

The National Curriculum (Αναλυτικά Προγράμματα Δημοτικής Εκπαίδευσης) for public primary schools is decided on by the Council of Ministers based on proposals given 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 Primary Education, the Inspectors of Primary Education, representatives from the Pancyprian Teachers' Union and Officers from the Curriculum Development Unit of the ["Pedagogical Institute"] (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' Association of Primary Education. 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 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 more than 6 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 in schools where additional teacher support is required.

Subject	Teaching periods							
Grade	1		2	3		4	5		6

Subject	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

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 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 ["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

Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology		Group Learning
	Individualized Teaching		Homework		Teachers' Guide

TEXT

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 ["Pedagogical Institute"] (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 School Board or parents' association) may opt to buy and use whichever supplementary materials it decides are the most effective.

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.
- It can be, for example, further exercises on subjects taught in the class or creative work, such as preparing a project or carrying out research.
- It 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.
- It 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

Compulsory descriptors (no change possible)

Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Record		Examination System		Remedial Teaching

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 which 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 which 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 to provide support to pupils 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 s/he 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 which 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

Compulsory descriptors (no change possible)

Promotion to the next Class

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Repeating

TEXT

The process for the progression of pupils is outlined in Regulation 10 of the Primary Education Act of 1997 (ΚΔΠ 223/1997). 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 9 (3B) 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 s/he 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 s/he 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 Education Psychology Service (see section [2.6.1.]) and possibly referral to the District Committee for Special Educational Needs (see chapter [10.]).

4.14 Certification
Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leaving Certificate		Final Examination

TEXT

Regulation 11 of the 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 a leaving certificate (["Apolytirion"]) 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 ["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 (["Apolytirion"]) 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"].

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

Compulsory descriptors (no change possible)

Guidance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Guidance Service		Health Service

TEXT

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 contacts with the world of work or special courses.

4.16 Private Education

Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

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

Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

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 indifference to 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 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 law14 in 1962 (after independence in 1960) 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 2004/05 there were twenty-seven private primary schools registered with the Ministry of Education and Culture (twelve in Lefkosia, twelve 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
Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

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
Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

Private primary schools in Cyprus are covered by the laws for Private Schools and Institutes (5/1971 – 18(I)/2004). An analysis of what these laws encompass can be found in section [3.3.].

4.17 Organisational Variations and Alternative Structures

Compulsory descriptors (no change possible)

Alternative School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Home Education		Distance Study		Mobile Educational Services		International School

TEXT

The most common structures for public primary schools are those described in section [4.3.]. However, there are four types of 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 2004/05 this school had two teachers and nine 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 which function in the United Kingdom for the Greek and Greek Cypriot diaspora communities living there. In 2004/05 there were one hundred and thirteen primary level institutions (forty-seven of which are in London) with 6200 pupils (aged from five to eighteen) and thirty-seven full-time and eighty-five 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 ΚΕΑ are as follows:

  o The teaching of Greek as a second language.
  o The production and distribution of teaching materials.
  o The organisation of special educational or cultural events.
  o The development and improvement of the curriculum to cater to the needs of second language speakers.
  o Participation in IKADE (see section 2.2).
  o 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 2004, the total government subsidy to these community schools was CY£280,000.

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
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

The statistics section contains information on the following:

Enrolment 1970-2004.
Schools, pupils and teaching personnel 1970-2004
Number of pupils by grade and gender.
Schools and pupil to teacher ratio by district.
Number of teaching and management personnel.
Number of non-teaching personnel.
Enrolment ratios.
Number of failures, dropouts and promotions.
Number of sections by type of school.
Average number of pupils per grade.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

4.18.1 Enrolment 1970/01 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

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	

4.18.2 Schools, pupils and teaching personnel 1970/71 – 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

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	

4.18.3 Numbers of pupils by grade and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching		Teacher-pupil		Educational		

	Staff		Ratio		Institution

TEXT

Pupils by age and gender 2003/04

	PUBLIC			PRIVATE			TOTAL		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	4586	4521	9107	282	298	580	4868	4819	9687
2	4837	4480	9317	308	345	653	5145	4825	9970
3	5021	4629	9650	286	278	562	4307	4905	10212
4	5237	4970	10207	250	274	524	5487	5244	10731
5	5354	5037	1091	284	258	542	5638	5295	10933
6	4884	4723	9607	288	255	543	5172	4978	10150
7	0	0	0	20	28	48	20	28	48
Total	29919	28360	58279	1718	1734	3452	31637	30094	61731

4.18.4 Schools and pupil to teacher ratio by district (urban and rural) 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2003/04

	PUBLIC				PRIVATE			
District	Schools	Pupils	Teachers	Ratio	Schools	Pupils	Teachers	Ratio
LEFKOSIA								
Total	133	21144	1501	14.1	11	1394	131	10.6
Urban	74	15057	991	15.2	10	1116	111	10.1
Rural	59	6087	510	11.9	1	278	20	13.9
AMMOCHOSTOS								
Total	17	4004	277	14.5	0	0	0	0.0
Rural	17	4004	277	14.5	0	0	0	0.0
LARNAKA								
Total	63	10956	747	14.7	3	309	24	12.9
Urban	25	6498	400	16.2	3	309	24.	12.9
Rural	38	4458	347	12.8	0	0	0	0.0
LEMESOS								
Total	87	15704	1043	15.1	13	1597	141	11.3
Urban	51	12857	784	16.0	13	1597	141	11.3
Rural	36	3126	259	12.1	0	0	0	0.0
PAFOS								
Total	44	6471	426	15.3	1	152	8	19.0
Urban	22	5093	298	17.1	1	152	8	19.0
Rural	22	1378	125	11.0	0	0	0	0.0
ALL DISTRICTS								

TOTAL	344	58279	3991	14.6	28	3452	304	11.4	
Urban	172	39226	2473	15.9	27	3174	284	11.2	
Rural	172	19053	1518	12.6	1	278	20	13.9	

4.18.5 Number of teaching and management personnel by type of school, contractual status, post and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2003/04

Type of post	FULL TIME			PART TIME			TOTAL			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
PUBLIC										
Headteachers/deputies	297	501	798	0	0	0	297	501	798	
Teachers	558	2636	3194	0	0	0	558	2636	3194	
Total	855	3137	3992	0	0	0	855	3137	3992	
PRIVATE										
Headteachers/deputies	8	16	24	4	9	13	12	25	37	
Teachers	23	216	239	23	49	72	46	265	311	
Total	31	232	263	27	58	85	58	290	348	
PUBLIC & PRIVATE										
Headteachers/deputies	305	517	822	4	9	13	309	526	835	
Teachers	581	2852	3433	23	49	72	604	2901	3505	
TOTAL	886	3369	4255	27	58	85	913	3427	4340	

4.18.6 Number of non-teaching personnel by type of school, contractual status, post and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2003/04

Type of post	FULL TIME			PART TIME			TOTAL			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
PUBLIC										
Total	3	570	573	22	351	373	25	921	946	
Administrative	0	24	24	1	25	26	1	49	50	

Other	3	546	549	21	326	347	24	872	896
PRIVATE									
Total	8	39	47	13	45	58	21	84	105
Administrative	2	15	17	2	17	19	4	32	36
Other	6	24	30	11	28	39	17	51	69
PUBLIC & PRIVATE									
TOTAL	11	609	620	35	396	431	46	1005	1051
Administrative	2	39	41	3	42	45	5	81	86
Other	9	570	579	32	354	386	41	924	965

4.18.7 Enrolment ratios by age group, gender and level of education 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2003

	Age groups		
Level of Education	3-5	6-11	12-14
Primary total	1.2	96.1	2.2
Public	1.1	96.3	2.4
Private	1.3	96.0	2.0

The enrolment ratios are calculated by using the number of students during the school year 2003/04 and the population as at the end of 2003.

4.18.8 Number of failures, dropouts and promotions by type of school, grade and gender 2002/03

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2002/03

	DROPOUTS			FAILURES			PROMOTIONS		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PUBLIC									
1	5	5	10	79	55	134	4808	4451	9259
2	6	9	15	4	4	8	4996	4627	9623

3	6	3	9	3	0	3	5185	4901	10086
4	4	4	8	1	2	3	5296	5009	10305
5	7	5	12	1	2	3	4879	4717	9593
6	4	2	6	9	3	12	5366	5046	10412
Total	32	28	60	97	66	163	30530	28748	59278
PRIVATE									
1	10	10	20	0	2	2	278	341	619
2	10	7	17	1	2	3	269	276	545
3	6	6	12	0	0	0	250	280	530
4	8	14	22	0	1	1	269	231	500
5	5	6	11	0	0	0	270	272	542
6	4	6	10	0	3	3	269	271	540
7	7	1	8	0	0	0	33	29	62
Total	50	50	100	1	8	9	1638	1700	3338
TOTAL									
1	15	15	30	79	57	136	5086	4792	9878
2	16	16	32	5	6	11	5265	4903	10168
3	12	9	21	3	0	3	5435	5181	10616
4	12	18	30	1	3	4	5565	5240	10805
5	12	11	23	1	2	3	5149	4986	10135
6	8	8	16	9	6	15	5635	5317	10952
7	7	1	8	0	0	0	33	29	62
Total	82	78	160	98	74	172	32168	30448	62616

4.18.9 Size of classes by type of school and grade 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2003/04

Number of pupils (size of section).	GRADE							Group Grades	Total
	1	2	3	4	5	6	7		
PUBLIC									
Up to 10	8	9	8	9	3	11	0	78	126
11-15	41	36	26	19	26	24	0	78	250
16-20	117	96	114	107	93	114	0	19	660
21-25	175	198	154	175	170	171	0	6	1049
26-30	74	78	116	104	127	91	0	0	590
31	1	0	1	16	13	5	0	0	36
32	0	1	0	6	2	5	0	0	14
35 or more	0	0	2	0	2	2	0	0	6
TOTAL	416	418	421	436	436	423	0	181	2731
PRIVATE									
Up to 10	6	6	5	4	4	2	0	9	36
11-15	4	6	9	9	8	3	0	2	41

16-20	9	8	3	7	6	9	1	0	43
21-25	9	11	11	8	10	11	1	0	61
26-30	3	3	4	3	3	4	0	0	20
31	1	0	0	0	0	0	0	0	1
32	0	1	0	0	0	0	0	0	1
TOTAL	32	35	32	31	31	29	2	11	203
PUBLIC & PRIVATE									
Up to 10	14	15	13	13	7	13	0	87	162
11-15	45	42	35	28	34	27	0	80	291
16-20	126	104	117	114	99	123	1	19	703
21-25	184	209	165	183	180	182	1	6	1110
26-30	77	81	120	107	130	95	0	0	610
31	2	0	1	16	13	5	0	0	37
32	0	2	0	6	2	5	0	0	15
35 or more	0	0	2	0	2	2	0	0	6
TOTAL	448	453	453	467	467	452	2	192	2934

4.18.10 Average number of pupils per grade 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Repeating		Certification		Teacher
	Non-teaching Staff		Teacher-pupil Ratio		Educational Institution		

TEXT

2003/04

Grade	Public	Private	Total
1	21.9	18.1	21.6
2	22.3	18.7	22.0
3	22.9	17.6	22.5
4	23.4	16.9	23.0
5	23.8	17.6	22.5
6	22.7	18.7	22.5
7	0.0	24.0	24.0

CHAPTER 5 - Secondary and post-Secondary non-Tertiary Education (or Upper Secondary and post-Secondary non-Tertiary Education)

Compulsory descriptors (no change possible)

Secondary Education

TEXT

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

- ["Secondary General Education"] (Μέση Γενική Εκπαίδευση), which comprises the first and second cycles of secondary education. The institution for the first cycle is called a ["gymnasium"] and for the second cycle a 'lyceum' (see section [2.4.3.]). In 2004/05 there were one hundred and one public secondary general schools in operation.
- ["Secondary Technical and Vocational Education"] (["STVE"]) (Μέση Τεχνική και Επαγγελματική Εκπαίδευση). Secondary technical schools cover the second cycle of secondary education in the same way as the ["lyceums"] (see above). In 2004/05 there were thirteen public secondary technical schools in operation. The ["STVE"] sector also covers the ["Apprenticeship Schemes"] (see section [5.5.2.]) and Lifelong Learning (see chapter [7.]). In addition in 2004/05 there were six evening gymnasium/technical schools.

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

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform

TEXT

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 the 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-girl 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 1278 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 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:

- 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 would 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 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 by 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 ["lyceums"], 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"] 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 Unified ["Lyceum"] (Ενιαίο Λύκειο) 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, multifaceted personality.

Other noteworthy changes in the secondary general sector in the period 1986 – 1990 are as follows:

- The introduction of a system in 1986-1988 under which pupils in the second year of ["lyceum"] 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.
- 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"] ["Apolytirion"] (Απολυτήριο[ν]).

["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 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 occupied.

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. In addition, there is a Hotel and Catering Department in the Apeitio Gymnasium in Agros and the ["Evening Technical School"] operating on the premises of one 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
Compulsory descriptors (no change possible)

Reform Proposal

TEXT

Secondary General

There have been a number of ongoing debates and developments, both at the secondary general level and separately in ["gymnasia"] and ["lyceums"]. Some of the debates and developments at the secondary general level include:

- 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.]).

- 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 ["gymnasium"], closed in 1975 following the invasion of the previous year when the occupying forces refused to allow access to the teaching personnel.
- The upgrading of Home Economics, with the introduction of modern appliances, equipment and software.
- The initiation of a number of programmes in the area of Health Education, including subjects such as the promotion of health, anti-drug education and the study of health related issues.
- The implementation of international and European programmes in the area of Environmental Education, such as Gold and Green Leaf (jointly between Cyprus and Greece), Ecoschools (EU), Young Reporters and the Environment (EU), the South Eastern Mediterranean Sea Project (with UNESCO) and Globe (jointly between Cyprus and the United States).
- The upgrading of computer science syllabuses and the introduction of computer laboratories (see section [5.13.1.] for further details).
- The introduction of Language Rooms – see section [5.13.1.].
- Programmes in the area of literacy. These measures have included the establishment of the Permanent Working Group for the Promotion of Literacy and School Success, which is involved with carrying out surveys and combating illiteracy by organising programmes in the areas of illiteracy, school failure and reading skills.
- In 2003/04 the plan for Education Priority Zones was initiated. The basic principles of the Education Priority Zones are as follows:

  o To ensure educational continuity between the three levels of education through a Network of Educational Priority.
  o To establish new cooperative attitudes.
  o To decrease the numbers of pupils per class.
  o To ensure that oral and written skills remain a major educational priority.
  o To establish a Guidance Team to offer pedagogical information and support to schools and to coordinate the links between the schools at all levels.

- The introduction of Road Safety Education to schools.
- The examination and reform of the Physics syllabuses at both the ["gymnasium"] and ["lyceum"] levels. In 2004 the syllabuses for grade B and C of ["gymnasium"] and grade A of ["lyceum"] were completed and introduced into schools.
- The substitution of the Common School Leaving Examinations (Ενιαίες Απολυτήριες Εξετάσεις) by the Pancyprian Examinations from 2005/06 (see section [5.15.1.]).

["Gymnasium"]

During the academic year 2003/04, the following innovations were introduced or continued:

- The upgrading of the status of the grade C form teacher.
- Improved and extended use of the library.
- The introduction of Computer Science lessons in all three grades.

- A pilot programme of Sex Education was introduced into six ["gymnasia"], with the intention of being extended into all ["gymnasia"] in the near future.
- A Literacy Programme, which operates at fifty-three ["gymnasia"] throughout the island for grades A and B, aims at securing the right to education for all pupils and preventing social exclusion.

Lyceum

["Lyceums"] have also been undergoing a series of internal reforms, the most important of which are the following:

- Improving and supporting the use of 'special rooms' – these are set up to meet the specific needs of the subject, according to the principle of 'each lesson demands its own space'. Until the introduction of this programme, all lessons took place in the same classroom.
- The support and upgrading of Career Education and Counselling (see section [5.18.]).
- The reduction of the number of pupils in each class (see section [5.10.1.]).
- The introduction of Drama as a subject of special interest or enrichment (see section [5.11.1.]).
- The selection of twelve grade B teachers to implement the methodology resulting from a collaborative project between the Inspectorate of Physics in the Ministry of Education and Culture and the Physics Education Research Group of the University of Massachusetts in the United States. The goal of the study was to improve the thinking and reasoning abilities of pupils, but without a major overhaul of the existing content of the syllabus.

["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.
- The implementation of current theories about multiple intelligences, which should be taken into account in any attempt to reform ["STVE"].
- The easing of the difficult transition from school to the world of work, which can lead to unemployment amongst school leavers. ["STVE"] is in an advantageous position in relationship to this transition.
- Combating the current prejudice against ["STVE"] and devising ways to make it more attractive to graduates from ["gymnasia"].

In addition to these parameters, the following innovations and reforms are taking place in the ["STVE"] sector:

- The Directorate of ["STVE"] is in the process of introducing new technology into the ["STVE"] syllabuses.
- The upgrading of the syllabus for Computers and Information Technology is at an advanced stage, and it is expected to be fully implemented in 2007.
- The establishment of new technical schools in response to the increase in the numbers of pupils opting for ["STVE"] programmes.

5.3 Specific Legislative Framework

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

KΠΔ 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 which 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 ["lyceums"], a change which 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 ["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). The nine-year compulsory education period was extended to ten years by the introduction of a compulsory pre-primary year in 2005/06 (see section [2.1.]) with decision number 59.824 (14/04/2004).

5.4.1 General Objectives – Secondary General

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Learning
	Minimum Competencies		Transition from School to Work

TEXT

The underlying philosophy of 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 world of work.
- The development of a sound, morally refined personality in order to provide society with competent, democratic and law abiding citizens.

The overarching principles which 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 ["gymnasium"] and the ["lyceum"] levels, which are set by the Ministry of Education and Culture and approved by the Council of Ministers.

At the ["gymnasium"] 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"] 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

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Learning
	Minimum Competencies		Transition from School to Work

TEXT

The general objectives of ["STVE"], as outlined in the curriculum of 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 competencies of pupils, as well as the necessary attitudes for active participation, cooperation and leadership in workplaces and in society in general.

5.5.1 Types of Institution – Secondary General

Compulsory descriptors (no change possible)

Educational Institution, Secondary School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Branch of Study		Vocational School
	General Education		Technical Education

TEXT

In the secondary general sector, there are two different types of school, the ["gymnasium"] (lower secondary school) and the ["lyceum"] (upper secondary school).

- **["Gymnasium"]**

The ["gymnasium"] 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 primary education (and have therefore been given a primary school-leaving certificate – see section [4.14.]) enrol in a ["gymnasium"].

In 2004/05 there were sixty-two ["gymnasia"] in operation.

- **Lyceum**

The ["lyceum"] makes up the final three (non-compulsory) years of secondary education and those pupils who graduate from a ["gymnasium"] may enrol in a lyceum. The ["lyceum"] 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 2004/05 there were thirty-three ["lyceums"] operating in Cyprus. In addition, there were six schools which combined both the ["gymnasium"] and ["lyceum"] levels.

5.5.2 Types of Institution – ["STVE"]
Compulsory descriptors (no change possible)

Educational Institution, Secondary School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Branch of Study		Vocational School
	General Education		Technical Education

TEXT

["STVE"] offers a wide range of technical and vocational training and initial training to ["gymnasium"] graduates in twelve public technical schools. Programmes in both the Theoretical and the Practical Streams have a duration of three years and graduates are awarded a leaving certificate which is considered equivalent to any six-year public school-leaving certificate, such as the lyceum-leaving certificate (known as the ["Apolytirion"] [Απολυτήριο(ν)], plural ["Apolytiria"] [Απολυτήρια]) – 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 ["Apprenticeship Scheme"] (Σύστημα Μαθητείας) 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].

In 2004/05 there were thirteen technical schools and six evening gymnasium/technical schools in operation.

5.6 Geographical Accessibility
Compulsory descriptors (no change possible)

School Distribution

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Transport		Rural School

TEXT

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 is provided, either free of charge or at a subsidised rate.

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.

5.7.1 Admission Requirements and Choice of School – Secondary General
Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Entrance Examination

TEXT

There is no system of examinations or other prerequisites in order to gain admission either to a ["gymnasium"] or a lyceum.

In order to enrol in a ["gymnasium"], 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, a pupil must have graduated from a ["gymnasium"] and therefore have gained the ["gymnasium"] ["Apolytirion"] (see section [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"]

Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Entrance Examination

TEXT

The minimum admission requirement for enrolling in a technical school is the successful completion of lower secondary education, demonstrated by a ["gymnasium"] ["Apolytirion"] (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.

There is a similar system of catchment areas for the technical schools as exists for public secondary general schools. 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

Compulsory descriptors (no change possible)

Fees

TEXT

Pupils who attend public secondary general and technical schools are not required to pay any

registration or tuition fee. 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
Compulsory descriptors (no change possible)

Grant, Family Allowance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Scholarship		Student Loan		Education Voucher

TEXT

As there are no registration or tuition fees levied for attendance at public secondary general and technical schools 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 School Boards (Σχολικές Εφορείες) (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 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.]).

5.10.1 Age Levels and Grouping of Pupils – Secondary General
Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

Before detailing the differences between the situations at ["gymnasium"] and ["lyceum"] levels, there are a number of factors in this area, which are common to both. Among these are the following:

- Secondary School teachers can teach both at the ["gymnasium"] and ["lyceum"] 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 s/he 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 relations between the teaching personnel and the pupils. In addition, s/he 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 legislation on the maximum class size includes the following decisions of the Council of Ministers: 52.137 of 2000, 60.362 of 2004 and 61.603 of 2005.
- 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"] level attend a common programme of studies with no differentiation. The age range of pupils is from twelve to fifteen – unless a pupil has to repeat a year (see section [5.16.1.]), pupils belong to classes with other children of the same age.

There are three grades at the ["gymnasium"] level (referred to as A, B and C in ascending order of age) and a maximum class size of thirty pupils, with the exception of the grade A, where the class should be no larger than twenty-five.

Lyceum

Pupils at the ["Lyceum"] level range from the ages of fifteen to eighteen. In common with the ["gymnasia"], pupils of the ["lyceums"] 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 thirty pupils, with the exception of the grade C, where the class size should be no larger than twenty-five.

5.10.2 Age Levels and Grouping of Pupils – ["STVE"]
Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

The majority of pupils who attend technical schools 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 belong 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].

5.11.1 Specialisation of Studies – Secondary General
Compulsory descriptors (no change possible)

Specialization

TEXT

There is no specialisation at the ["gymnasium"] level, only common core subjects (see section [5.13.1.]).

The ["lyceums"] 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 the 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 the 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 two or zero 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 the 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"]
Compulsory descriptors (no change possible)

Specialization

TEXT

["STVE"] is offered in two Streams (Κατευθύνσεις)– Theoretical (Θεωρητική) and Practical (Πρακτική) – each programme of study lasts for two 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 in industry 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 thirteen 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		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
Shoemaking and Leather Craft		
Shoemaking and Leather Craft		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

Compulsory descriptors (no change possible)

Arrangement of School Time

TEXT

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 on the organisation of the school year, the weekly and daily timetable are contained in the sections which follow.

5.12.1 Organisation of the School Year

Compulsory descriptors (no change possible)

School Year

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Holiday Regulation

TEXT

Paragraph 4(1) of the regulations ΚΔΠ 151/1992 contains the legislation controlling the organisation of the school year at public secondary general and 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 academic year is divided into three trimester terms as follows:

- Term 1 – 10 September to 10 December.
- Term 2 – 10 December to 10 March.

5.12.2.1 Weekly and Daily Timetable – Secondary General
Compulsory descriptors (no change possible)

School Week, School Day, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Out of School Hours Provision		Supervised Study

TEXT

["Gymnasium"]

At the ["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 7.30am and finishes at 1.35pm. There is no out-of-hours provision for pupils at the ["gymnasium"] level, either before or after school.

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
7.30	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50
8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50	1.35

This is how a day with eight periods is organised:

P1	P2	B	P3	P4	B	P5	P6	B	P7	P8
7.30	8.10	8.50	9.05	9.45	10.25	10.40	11.20	12.00	12.10	12.50
8.10	8.50	9.05	9.45	10.25	10.40	11.20	12.00	12.10	12.50	1.35

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 hour provision, either before or after school.

However, given that there is an element of specialisation in the ["lyceum"] 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%) (Four of foreign languages)	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"] on a weekly basis:

DAY	P1	P2	B	P3	P4	B	P5	P6	B	P7
Mon	7.30	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50
	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50	1.35
Tue	7.30	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50
	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50	1.35
Weds	7.30	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50
	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50	1.35
Thurs	7.30	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50
	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50	1.35
Fri	7.30	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50
	8.15	9.00	9.20	10.05	10.50	11.10	11.55	12.40	12.50	1.35

5.12.2.2 Weekly and Daily Timetable – ["STVE"]
Compulsory descriptors (no change possible)

School Week, School Day, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Out of School Hours Provision		Supervised Study

TEXT

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 7.40 and finishes at 1.35.

The subjects that are included in the ["STVE"] programme of education can be classified into the following seven categories:

- Common core subjects.
- Related subjects.
- Elective subjects.
- Technological and workshop practice subjects for the branch.
- Technological and workshop practice subjects for the specialisation.
- Elective subjects of special interest.
- 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	7.40 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 1.35
Tue	7.40 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 1.35
Weds	7.40 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 1.35
Thurs	7.40 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 1.35
Fri	7.40 8.25	8.25 9.05	9.05 9.25	9.25 10.05	10.05 10.50	10.50 11.10	11.10 11.55	11.55 12.40	12.40 12.50	12.50 1.35

5.13.1 Curriculum, Subjects, Number of Hours – Secondary General

Compulsory descriptors (no change possible)

Curriculum, Curriculum Subject, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Compulsory Subject		Optional Subjects		Common Core Curriculum

	Language Teaching		Information Technology		Integrated Curriculum		Modular Training

TEXT

There is no single, unified curriculum for the secondary general level. Instead there are syllabuses for each subject, which 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, which correspond to the grades A, B and C.

In addition, at the ["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 ["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	0.5	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"]. Their broader aims are parallel to those of modern language teaching and learning. The pupils are expected to be able to activate their linguistic, pragmatic and sociolinguistic language competences.

In addition, Language Rooms are gradually being established at the ["gymnasium"] level and used as resources to carry out language tasks. Modern Language Rooms are multifunctional 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"] part of this section, below.

The full implementation of Information and Communication Technology (ICT) has gained top priority in secondary education at both the ["gymnasium"] and ["lyceum"] 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 to those of Europe.
- To link ICT initiatives to those of e-Europe and design suitable syllabuses.
- To develop the potential of turning Cyprus into a regional and possibly international centre for providing educational services, including services in ICT.

The Ministry of Education and Culture had 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.
- 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"] 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 run, 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, a smaller group is 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 have a right to choose two foreign languages from the following six: 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:

  o 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.
  o 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.
  o 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:

  o 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.
  o 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
Computer Science	Technology
Technology	Drawing
Drawing	English
English	French
French	German
German	Italian, Spanish or Russian
Italian, Spanish or Russian	Accountancy
Accountancy	Secretarial Skills
Office Practice	Shorthand
Secretarial Skills	PE and Olympic Education
Shorthand	Music Subjects
PE and Olympic Education	Art Subjects
Music Subjects	Family Education
Art Subjects	
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
	Secretarial Skills
	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).
	Environmental Studies I (no option of Environmental Science as an optional streaming subject) or Man & Health (one of these subjects only).
	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
B3 2 periods of each - subjects of special interest which can be continued into grade C.	**C3** 2 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 streaming subject).	Music II
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

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

Sector and Subject	Grade A P	Grade A %	Grade B P	Grade B %	Grade C P	Grade C %	Total %
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

Sector and Subject	Grade A		Grade B		Grade C		Total
	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"] has already been discussed. One other important issue in the teaching of foreign languages to be noted 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"], ["lyceum"] and technical school levels. There are two Language Rooms in every ["lyceum"] 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"], the following points should also be noted:

- ICT syllabuses have been upgraded to European standards.
- Two or three computer rooms have been established at each lyceum, 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

Compulsory descriptors (no change possible)

Curriculum, Curriculum Subject, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Compulsory Subject		Optional Subjects		Common Core Curriculum
	Language Teaching		Information Technology		Integrated Curriculum		Modular Training

TEXT

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 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 ["STVE"] Advisory Committee.
- The Branches and Specialisations Advisory Committee for ["STVE"].
- Employers' and manufacturers' organisations.
- Employees' organisations.
- The ["Human Resource Development Authority"] (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού) (["HRDA"]) – see section [1.2.4.] and chapter [7.].

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 modern 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 seven categories of subjects mentioned in section [5.12.2.2.] and the teaching time allotted to each in everyone of the grades, A, B and C.

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	4	4	4	4	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	7	7	9	7	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
Elective subjects of special interest	0	1	0	0	1	0
Visual Arts						
Music						
Drama						
Astronomy						
European Culture						
Use of the Library						
Sport						
Dancing						
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.
- ["STVE"] offers Computer Engineering as a specialisation in the Theoretical Stream.
- CISCO-CCNA Networks (CISCO Certified Network Associate), which is certified by the CISCO Academy, was introduced in 2003/04 at one of the technical schools in Lefkosia.

ICT is used in the technological and practical workshop subjects as follows:

- Drawing and the subjects of drawing that are specific to each specialisation are to a great extent taught using computers and special drawing software.
- Computers are an integral part of subjects which involve drawing, such as Architecture, Graphic Design, Interior Design, Furniture Design and Production and Fashion Design.
- Computers are used as a tool in the teaching of various subjects of specialisation, such as Electronically Controlled Tool Machines and also in the branches of Mechanical Engineering and Woodcraft and Furniture Making.
- Simulation software is used to facilitate the teaching process of subjects such as Electrical Engineering and Automobile Engineering.

English is a compulsory subject at technical schools – other languages are available as elective subjects. In theory it is possible to study the full range of languages available in ["lyceums"] (see section [5.13.1.] – 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.

5.14.1 Teaching Methods and Materials – Secondary General

Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology		Alternating Training		Teachers' Guide
	Homework		Individualized				

TEXT

Secondary education at both the ["gymnasium"] and ["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 modern 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.

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"] 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 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 School Board 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 happen 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"]

Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology		Alternating Training		Teachers' Guide
	Homework		Individualized Teaching				

TEXT

["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 which 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.

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 technical schools 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"] 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.

5.15.1 Pupil Assessment – Secondary General
Compulsory descriptors (no change possible)

Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Record		Examination System		Remedial Teaching

TEXT

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 does not only provide information on the pupils' performance in the various subjects, but also on other characteristics, such as effort, interest, initiative, creativity, cooperation and respect.

At the ["gymnasium"] and the ["lyceum"] level, the teacher is responsible both for deciding the content and assigning the marks for assessment – the only exception to this is the Common School Leaving Examinations (Ενιαίες Απολυτήριες Εξετάσεις) taken in grade C of the ["lyceums"], which is organised on a pancyprian level (see section [5.2]).

["Gymnasium"]

At the ["gymnasium"] 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"] 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"]

Compulsory descriptors (no change possible)

Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Record		Examination System		Remedial Teaching

TEXT

The assessment procedures at technical schools are similar to those used in ["lyceums"] and controlled by the same regulations ΚΔΠ 310/1990 paragraph 11, 1-24.

Criteria to assess 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.].

5.16.1 Progression of Pupils – Secondary General

Compulsory descriptors (no change possible)

Promotion to the next Class

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Repeating

TEXT

The progression of pupils to the next class at the secondary level is regulated by paragraph 10 (for ["gymnasia"]) and paragraph 11 (for ["lyceums"] and technical schools) 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:

- S/he has failed Modern Greek and Mathematics.
- S/he has failed three or more subjects which were examined at the end of the year, or s/he has failed two subjects which were examined and 2 or more which were not.
- S/he has been absent from school for 51 periods or more of unexcused absence or 161 periods or more of absence, either excused or not.
- S/he did not sit the re-examination in September (see below).
- S/he does not pass a subject which s/he 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, s/he 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 which has a final examination if s/he has been awarded an E each term, or E for two terms and D or C in the third, unless s/he 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, s/he is required to take a final examination in that subject in June. S/he is considered to have failed the subject if s/he received 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 s/he has failed following the September examinations if s/he does not have to repeat the class.
- A pupil in grade C will be considered to have passed the subjects at ["gymnasium"] level if s/he 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"] level are as follows:

- The grade required to pass is 10 (Almost Good).
- A pupil is promoted in June if s/he either receives at least a 10 in every subject, or if s/he

5.16.2 Progression of Pupils – ["STVE"]

Compulsory descriptors (no change possible)

Promotion to the next Class

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Repeating

TEXT

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.].

5.17.1 Certification – Secondary General

Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leaving Certificate		Final Examination

TEXT

Areas of certification practice which are the same at the ["gymnasium"] and ["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"] ["Apolytirion"] (Απολυτήριο Γυμνασίου), school-leaving certificate. This certificate entitles the pupil to enrol in a ["lyceum"] or 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"] after completing grade C is awarded a ["Lyceum"] ["Apolytirion"] (Απολυτήριο Λυκείου). In order to satisfy the requirements of the certificate, s/he must:

- Achieve a grade of at least 10 in all subjects.
- Achieve an average grade of 10 in all examined subjects and the subject s/he failed, if s/he fails a subject without an examination.
- Achieve an average grade of 12 in all examined subjects, if s/he 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 s/he passes according to the criteria outlined above, s/he is awarded the ["Lyceum"] ["Apolytirion"].

5.17.2 Certification – ["STVE"]

Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leaving Certificate		Final Examination

TEXT

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 ["Apolytirion"] (Απολυτήριο Μέσης Τεχνικής και Επαγγελματικής Εκπαίδευσης) are the same as for ["lyceums"] – see section [5.17.1].

The Technical School ["Apolytirion"] is equivalent to the ["Lyceum"] ["Apolytirion"] and entitles graduates either to pursue further studies or enter the labour market.

Those who complete the ["Apprenticeship Scheme"] are also awarded a leaving-certificate. This, however, is not regarded as equivalent to the ["Lyceum"] ["Apolytirion"] (see section [5.5.2.]).

5.18 Educational/Vocational Guidance, Education/Employment Links
Compulsory descriptors (no change possible)

Guidance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Training-employment Relationship		School Industry Relation		Guidance Service		Health Service

TEXT

The ["Counselling and Career Education Service"] (Υπηρεσία Συμβουλευτικής και Επαγγελματικής Αγωγής) (["CCES"]) supports and informs 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 developing 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 ["CCES"] 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 technical schools. In the year 2003/04, nearly 70% of pupils were given individual counselling.
- Counselling at the Central Offices of the ["CCES"] offered 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 ["lyceums"].
- Various publications, which are distributed to all public secondary schools.
- The teaching of Career Education (see below) and Anti-Drug Education in grade C of the ["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, 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"] with the world of work has been successfully adopted in all ["lyceums"]. 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

Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

As previously mentioned in section [5.1.], at the time of independence in 1960 the majority of secondary level schools did not receive 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 2003/04 there were thirty-four private secondary schools in Cyprus. These schools are

regulated by the laws for Private Schools and Institutes (5/1971 – 18(I) 2004) 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 technical schools – 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
Compulsory descriptors (no change possible)

Alternative School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Home Education		Distance Study		Mobile Educational Services		Arts Studies
	International School						

TEXT

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 ["lyceums"]. 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.
- The ["Evening Gymnasia"] (Εσπερινά Γυμνάσια). These schools run classes in the evening and enable adults and young people who discontinued their normal attendance at ["gymnasium"] to complete their secondary education. In 2004/05 there were six 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 ["Evening Technical School"] (Εσπερινή Τεχνική Σχολή). 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
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

The statistics section contains information on the following:

- Enrolment 1970/71 – 2003/04
- Schools, pupils and teaching personnel 1970/71 – 2003/04
- Numbers of pupils by type of school, grade and gender 2003/04
- Schools, pupils and teachers and pupil to teacher ratio by district and type of school 2003/04
- Number of public schools by district and type of school 2003/04
- Number of teaching personnel by type of school, contractual status, post and gender 2003/04
- Enrolment ratios by age group, gender and level of education 2003/03
- Promotion, certification, failure and repeater rate 1970-2003
- Number of grades by type of school, size of class and level 2003/04
- Average number of pupils per grade 2003/04

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

5.21.1 Enrolment 1970/71 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

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	

5.21.2 Schools, pupils and teaching personnel 1970/71 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

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	

5.21.3 Numbers of pupils by type of school, grade and gender 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

Number of Pupils		Schooling Rate		Repeating		Certification	
Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution	
Dropout							

TEXT

2003/04

Type of school	1	2	3	4	5	6	7	Tot.
Public general	9746	9805	9454	8272	7908	7615	144	52944
Boys	5033	5031	4833	3698	3467	3268	88	25418
Girls	4713	4774	4621	4574	4441	4347	56	27526
Public ["STVE"]	0	0	0	1554	1379	1331	16	4280
Boys	0	0	0	1305	1125	1106	15	3551
Girls	0	0	0	249	254	225	1	729
Public total	9746	9805	9454	9826	9287	8964	160	57224
Boys	503	5031	4833	5003	4592	4374	103	28969
Girls	4713	4774	4621	4823	4695	4572	57	28255
Private	1437	1388	1295	1280	1117	1003	736	8256
Boys	761	741	704	675	613	540	403	4437
Girls	676	647	591	605	504	463	333	3819
Total	11183	11193	10749	11106	10404	9949	896	65480
Boys	5794	5772	5537	5678	5205	4914	506	33406
Girls	5389	5421	5212	5428	5199	5035	390	32074

5.21.4 Schools, pupils and teachers and pupil to teacher ratio by district and type of school 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

Number of Pupils		Schooling Rate		Repeating		Certification	
Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution	
Dropout							

TEXT

2003/04

District	Schools	Pupils	Teachers	Pupil to teacher ratio
Lefkosia	60	25699	2696	9.5
Public general	39	19727	2028	9.7
Public technical	4	1336	228	5.9
Private	17	4636	440	10.5
Ammochostos	9	3237	335	9.7
Public general	6	2854	284	10.0

Public technical	2	221	37	6.0
Private	1	162	14	11.6
Larnaka	22	11020	1082	10.2
Public general	17	9050	843	10.7
Public technical	2	888	147	6.0
Private	3	1082	92	11.8
Lemesos	48	19188	1940	9.9
Public general	31	15660	1508	10.4
Public technical	4	1302	192	6.8
Private	13	2226	240	9.3
Pafos	17	6336	703	9.0
Public general	14	5653	569	9.9
Public technical	2	533	117	4.6
Private	1	150	17	8.8
Total	156	65480	6756	9.7
Public general	107	52944	52321	10.1
Public technical	14	4280	721	5.9
Private	35	8256	803	10.3

5.21.5 Number of public schools by district and type of school 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

District and Type of School	Number of schools			
	2000/01	2001/02	2002/03	2003/04
LEFKOSIA				
["Gymnasium"]	23	23	24	24
Lyceum	12	12	13	13
["Evening gymnasium"]	1	2	2	2
["STVE"] school	3	2	3	3
["Gymnasium"] & Lyceum	1	1	1	1
Total	40	40	43	43
AMMOCHOSTOS				
["Gymnasium"]	2	2	3	3
Lyceum	2	2	2	2
["Evening gymnasium"]	1	1	1	1
["STVE"] school	1	1	1	2
["Gymnasium"] & Lyceum	1	0	0	0
Total	6	6	7	8
LARNAKA				

["Gymnasium"]	11	11	11	11
Lyceum	4	4	4	4
["Evening gymnasium"]	1	1	1	1
["STVE"] school	2	2	2	2
["Gymnasium"] & Lyceum	1	1	1	1
Total	19	19	19	19
LEMESOS				
["Gymnasium"]	15	15	17	17
Lyceum	9	10	11	11
["Evening gymnasium"]	1	1	1	1
["STVE"] school	3	3	4	4
["Gymnasium"] & Lyceum	2	2	2	2
Total	30	31	35	35
PAFOS				
["Gymnasium"]	7	7	8	8
Lyceum	4	4	4	4
["Evening gymnasium"]	2	1	1	1
["STVE"] school	2	2	2	2
["Gymnasium"] & Lyceum	1	1	1	1
Total	16	15	16	16
ALL DISTRICTS				
["Gymnasium"]	58	58	63	63
Lyceum	31	32	34	34
["Evening gymnasium"]	6	6	6	6
["STVE"] school	11	10	12	13
["Gymnasium"] & Lyceum	5	5	5	5
Total	111	111	120	121

5.21.6 Number of teaching personnel by type of school, contractual status, post and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

M = Male
F = Female
2003/04

Type of School, Level and Post	FULL TIME		PART TIME		FULL AND PART TIME		
	M	F	M	F	M	F	Tot

PUBLIC ["GYMNASIUM"]							
Headteacher	178	232	0	0	178	232	410
Teacher	732	1562	0	0	732	1562	2294
Total	910	1794	0	0	910	1794	2704
PUBLIC LYCEUM							
Headteacher	254	223	0	0	254	223	487
Teacher	749	1019	0	0	749	1019	1768
Total	1003	1252	0	0	1003	1252	2255
PUBLIC ["EVENING GYMNASIUM"] / ["STVE"] SCHOOL							
Headteacher	14	4	0	0	14	4	18
Teacher	48	40	0	0	48	40	88
Total	62	44	0	0	62	44	106
PUBLIC ["STVE"] SCHOOL							
Headteacher	101	22	0	0	101	22	123
Teacher	404	184	0	0	404	184	588
Total	505	206	0	0	505	206	711
["GYMNASIUM"] & LYCEUM							
Headteacher	15	15	0	0	15	15	30
Teacher	7	90	0	0	57	90	147
Total	72	105	0	0	72	105	177
TOTAL PUBLIC							
Headteacher	562	506	0	0	562	506	1068
Teacher	1990	2895	0	0	1990	2895	4885
Total	2552	3401	0	0	2552	3401	5953
PRIVATE LYCEUM							
Headteacher	2	0	0	0	2	0	2
Teacher	0	0	1	6	1	6	7
Total	2	0	1	6	3	6	9
PRIVATE ["STVE"] SCHOOL							
Headteacher	2	0	0	0	2	0	2
Teacher	4	9	6	9	10	18	28
Total	6	9	6	9	12	18	30
PRIVATE ["GYMNASIUM"] & LYCEUM							
Headteacher	51	33	3	2	54	35	89
Teacher	22	347	95	152	317	499	816
Total	273	380	98	154	371	534	905
PRIVATE TOTAL							
Headteacher	55	33	3	2	58	35	93
Teacher	226	356	102	167	328	523	851
Total	281	389	105	169	386	558	944
TOTAL							
Total	2833	3790	105	169	2938	3959	6897

5.21.7 Enrolment ratios by age group, gender and level of education 2003
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

Level of Education	Age group						
	6-11	12-14	15-17	18-20	21-23	24-26	27-31
Secondary total	2.6	99.8	86.9	5.2	0.7	0.3	0.1
Males	2.6	98.5	85.2	6.1	0.9	0.4	0.1
Females	2.7	101.2	88.6	4.1	0.5	0.2	0.1

The enrolment ratios are calculated by using the number pupils during the school year and the population at the end of the calendar year.

5.21.8 Promotion, certification, failure and repeater rate 1970-2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

Failures' 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

* 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 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating		Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio		Educational Institution
	Dropout						

TEXT

2003/04

Type of school and number of pupils	["Gymnasium"]			["Lyceum"] & ["STVE"]				
	1	2	3	1	2	3	4	Mixed
PUBLIC								
< 10	1	1	2	24	43	49	4	0
11-15	1	3	6	37	66	55	0	0
16-20	45	24	19	37	108	109	4	0
21-25	196	165	148	115	148	138	3	0
26-28	111	160	142	141	77	68	0	0
29-30	43	37	52	64	17	20	0	0
31	3	0	5	1	0	5	0	0
0	0	0	0	0	1	0	0	0
Total	400	390	374	419	460	444	11	0
PRIVATE								
< 10	6	6	7	12	11	8	4	1
11-15	10	6	6	3	9	10	6	0
16-20	15	9	8	11	5	14	13	0
21-25	13	17	18	16	13	18	7	0
26-28	15	17	14	16	11	3	1	0
29-30	8	9	8	4	4	0	1	0
32	1	0	0	1	2	0	0	0
33	0	0	0	0	1	0	3	0
34	0	0	0	0	1	0	0	0
> 36	0	0	0	0	0	1	1	0
Total	68	64	61	63	57	54	36	1
GRAND TOTAL	468	454	435	482	517	498	47	1

5.21.10 Average number of pupils per grade 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Repeating	Certification
	Teacher		Non-teaching Staff		Teacher-pupil Ratio	Educational Institution
	Dropout					

TEXT

Grade	Public Secondary	Private Secondary	Total	
1	24.4	21.1	23.9	
2	25.1	21.7	24.7	
3	25.3	21.2	24.7	
4	23.5	20.3	23.0	
5	20.2	19.6	20.1	
6	20.1	18.6	20.0	
7	14.5	20.4	19.1	

CHAPTER 6 - Tertiary Education

Compulsory descriptors (no change possible)

Higher Education

TEXT

Tertiary education (Τριτοβάθμια εκπαίδευση) is provided by the following three types of institution:

- The ["University of Cyprus"] (Πανεπιστήμιο Κύπρου).
- The seven public higher education institutions – the Higher Technical Institute (Ανώτερο Τεχνολογικό Ινστιτούτο) (HTI), the Forestry College (Δασικό Κολέγιο), the School of Nursing (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).
- 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 75% of secondary school graduates attend some form of higher education either in Cyprus or abroad (2004/05).

In 2004/05, in addition to the University of Cyprus, there were seven public and twenty-nine private tertiary level institutions with a student body totalling 20,078, of which 4,901 were international students. Of this number, 32.2% were enrolled in public institutions and 68.7% in private institutions.

The majority of students at the tertiary level study in the fields of business, secretarial studies, education, social studies and computer technology.

6.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform		Private Education

TEXT

The oldest tertiary level institutions are the School of Nursing, which was founded in 1945 and the Cyprus Forestry College, which has been offering programmes in the non-university sector since 1951. Both institutions continue to operate to this day.

The next significant event in the history of tertiary education in Cyprus was the establishment of the ["Pedagogical Academy"] of Cyprus (Παιδαγωγική Ακαδημία Κύπρου) in 1959/60.

This functioned as a teacher training college for teachers in the primary education sector. It ceased operation in 1993, at which point it was closed and training for primary school teachers was provided by the Department of Education of the newly established University of Cyprus.

The majority of the development of 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 life 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.

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 to the sole control of the Ministry of Labour and Social Insurance in 1973.

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 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 over 1,000, 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 2003/04 was 4,110.

As a result of increasing demand, the ["University of Cyprus"] has expanded rapidly and now has six faculties and nineteen departments. On completion of the permanent campus, the University will be able to accommodate a total of 8000 students. The University currently offers degrees at the undergraduate and postgraduate levels.

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 and 2,070 in

the academic year 2003/04.

At the beginning of the 1990s, the numbers of students in Cyprus were almost evenly 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 institutions of tertiary education were founded mainly during the last two decades, which have seen a remarkable increase in the number of private tertiary level institutions 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 institutions with 4,500 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 2003/04 increased to 14,615 and there were twenty-three private institutions registered with the Ministry of Education and Culture at the same period.

This steady increase in institutions and students during the 1980s 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 bachelors 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:

- 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 1(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 which provides recognition of degrees from overseas and from the private sector, by providing equivalence with what is offered in the public sector.

6.2 Ongoing Debates and Future Developments
Compulsory descriptors (no change possible)

Reform Proposal

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Private Education

TEXT

University Education

- The House of Representatives passed law 234(I)/2002 for the establishment of the ["Open University of Cyprus"] (Ανοικτό Πανεπιστήμιο Κύπρου), which would ensure that the requirements in the area of lifelong learning of the Bologna Process would be met. The objective of the ["Open University"], as stated in the law, is the promotion of lifelong learning and distance learning. The Interim Governing Body has been appointed and has made the preliminary preparation for the launch of the ["Open University"] in 2006 with programmes including (in the first academic year) undergraduate degrees in Greek Culture and Civilisation, Computers, European Culture and Civilisation, Foreign Languages and, at the postgraduate level, degrees in Education (including a specialisation in Open and Distance Learning), the Administration of Health Units, Public and Business Administration, Quality Assurance, the Environment and the Tourism Administration.
- In December 2003 the House of Representatives approved law 198(I) for the establishment of the ["Technological University of Cyprus"] (Τεχνολογικό Πανεπιστήμιο Κύπρου). The objective of the ["Technological University"] is the promotion of the study and research of applied technology. The Interim Governing Body was appointed in March 2004. It is expected to begin operating in 2007 and will have the following faculties – Technological Applications, Health Services, Administration and Finance, Geotechnical Sciences, Applied Arts and Communication.
- Four of the public non-university tertiary institutions – the Forestry College, the School of Nursing, the Higher Technical Institute and the Higher Hotel Institute Cyprus – will become part of the ["Technological University"] after it begins operating in 2007.
- Law 109(I)/2005 brought into force the legislation which 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 evaluation of the performance of the institution by an Accreditation Committee, which will assess and evaluate all applications.

6.3.1 Specific Legislative Framework – University Education
Compulsory descriptors (no change possible)

Educational Legislation

TEXT

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.

6.3.2 Specific Legislative Framework – Non-University Education
Compulsory descriptors (no change possible)

Educational Legislation

TEXT

Law 1/1987 provided the legislative basis for non-university tertiary education, both public and private. The aim of this law was to regulate the establishment, management and operation

of non-university institutions in Cyprus and it dealt primarily with issues of the evaluation and accreditation of the programmes of study offered by these institutions.

This law was superseded by laws 67(I)/1996 to 1(I)/2004, which regulate the establishment, control and operation of institutions of tertiary education, both public and private, at the non-university level.

In the public sector, the regulations introduced by these laws include the following areas:

- The establishment of an Advisory Committee on Tertiary Education (Συμβουλευτική Επιτροπή Τριτοβάθμιας Εκπαίδευσης) in the Ministry of Education and Culture.
- The preconditions for the establishment and operation of a public institution.
- The creation of a Council or Board for each public institution.
- The internal regulations for public institutions.
- The Director and teaching staff.
- The prospectus.
- The number of students.
- The records.
- The programmes of study.
- The curricula and schedules of classes.

The HTI is regulated by the specific Higher Technical Institute law – number 115(I)/1999.

6.4.1 General Objectives – University Education
Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Learning		Transition from School to Work

TEXT

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 the students' active participation in the process of learning and of the acquisition of those values necessary for responsible and active involvement in the community.

6.4.2 General Objectives – Non-University Education
Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Learning		Transition from School to Work

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

The School of Nursing aims to prepare nurses by offering a complete and thorough education which 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 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 toward serving 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 which will create opportunities for individuals and Cyprus society in general.
- To offer education which will enable students to reach their full potential.

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 education, academic and scientific institutions in Cyprus or 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.

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 Cyprus Forestry College

The Cyprus Forestry College was established to meet the increasing needs of Cyprus, the Middle East and other countries for the training of supervisory staff in the general principles of forestry practice.

6.5.1 Types of Institution – University Education
Compulsory descriptors (no change possible)

Educational Institution

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	University		Vocational School

TEXT

University level education in Cyprus is currently only offered by the University of Cyprus, which is a public and academically autonomous institution.

The University 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.]).

For more information on future developments in the university education sector, see section [6.2.].

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 Association of Universities (EUA), the Association of Arab and European Universities (AEUA) and LEONET. The University has also established close contacts with numerous international organisations, including UNESCO, CEPES and the Council of Europe.

6.5.2 Types of Institution – Non-University Education
Compulsory descriptors (no change possible)

Educational Institution

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	University		Vocational School

TEXT

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.

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 the Environment. The College is a residential institution with its own accommodation, boarding and transportation facilities. Since its establishment, the College has become a regional education and training centre for the Forestry Service of Cyprus and of other countries in Africa, the Middle East, the Caribbean and non-EU countries of the Mediterranean region.

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

The Ministry of Health is responsible for the operation of the School of Nursing, which is based in the 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 forms part of the ["Cyprus Productivity Centre"] and operates under the supervision 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 very specialised area and does not operate at all times, therefore it is not included in other sections in this chapter.

The Police Academy

The Ministry of Law and Public Order is responsible for supervising the Cyprus Police Academy. It incorporates three different schools:

- The Officers' School.
- The School for Sergeants and Recruits.
- The School of Foreign Languages.

The Officers' School provides education and training on managerial issues to officers of all ranks, as well as organising special courses and seminars for senior police officers. The School for Sergeants and Recruits offers a three-year course which leads to the Probationary Police Officer Diploma and special courses for officers from different divisions. The School of Foreign Languages was established in 1983 in order to provide the foreign language programmes required by the police. It has organised a number of language courses in Turkish, Arabic, French, Russian and Spanish.

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. For this reason, information on this institution is not provided in the subsections of this

chapter.

6.6.1 Admission Requirements – University Education

Compulsory descriptors (no change possible)

Admission Requirements

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Entrance Examination		Numerus Clausus
	Recognition of qualifications				

TEXT

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.

Currently there are no specific provisions for the admission of mature students into the University of Cyprus, and no arrangements for flexible forms of study.

Undergraduate

Approximately one thousand students are admitted to the ["University of Cyprus"] every year. The majority have to pass the allocation 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.

In order to be eligible to sit the examination, prospective students must be Cypriot citizens with at least one Cypriot parent. Applicants must also have the ["lyceum"] or technical school ["Apolytirion"] (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 allocation examination is organised by the Examinations Service of the Directorate of Higher and Tertiary Education, and is governed by law 180(I)/2000, which 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.
- 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.

- A number of places (15% 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 secondary level 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.

Postgraduate

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 additional criteria 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.

6.6.2 Admission Requirements – Non-University Education

Compulsory descriptors (no change possible)

Admission Requirements

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Entrance Examination		Numerus Clausus
	Recognition of qualifications				

TEXT

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 ["Apolytirion"] from a ["lyceum"] or 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 examination for the allocation of tertiary education places – some also ask applicants to successfully pass an oral interview.

The School of Nursing

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.
- A personal interview, during which the applicant must satisfy the requirements of a Selection Committee appointed by the Board of Management.

In addition, applicants to the School of Nursing must present a certificate of good health signed by a government doctor.

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 ["Apolytirion"] 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 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 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 thalassemia 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 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.

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.
- Proved 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.

The Cyprus Forestry College

Cypriot students are admitted according to the Forestry Trainees regulations of 2002 and applicants with no previous experience in the field of forestry are required to attend the first year preparatory course.

Overseas applicants are usually sponsored by their own governments and are accepted on the understanding that they are physically fit and of good character and have a reasonable proficiency in English and a basic knowledge of mathematics. International students who have one of the recognised entry qualifications in the field of forestry may be admitted to the second year of the Diploma course.

6.7.1 Registration and/or Tuition Fees – University Education

Compulsory descriptors (no change possible)

Fees

TEXT

Undergraduate

Fees for Cypriot undergraduate level students total CY£1000 per semester – these are paid in full by the State (unless a student is required to repeat a year – see section [6.14.1.]). The government also pays the fees of students admitted from Greece.

The fees for international undergraduate students are CY£2000 per semester and CY£1000 per semester for students from the European Union.

Postgraduate

The fees for postgraduate students are set by the Council of Ministers. According to the Postgraduate Prospectus 2005 the current fees are as follows:

The total fee for a Masters degree is CY£3000.

For a PhD, the fee is set at:

- CY£500 per semester for the taught stage.
- CY£500 per semester for the research stage.
- CY£100 per semester for the dissertation writing stage.

In addition, all postgraduate students must pay a minimum deposit of CY£500 for registration – 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.

6.7.2 Registration and/or Tuition Fees – Non-University Education
Compulsory descriptors (no change possible)

Fees

TEXT

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 CY£2200 to CY£5000 per year. All fees are paid to the institution.

The Higher Hotel Institute Cyprus (HHIC)

Citizens of Cyprus and Greece do not pay fees to attend the HHIC.

International students pay fees of CY£2500 per year, which must be paid in advance. In addition, there is a charge of CY£10 for the entrance examination – see section [6.6.2.].

All students pay CY£20 to the HHIC development fund, a CY£13 compulsory enrolment fee for the Student Union and CY£10 to receive their diploma. In addition, students have to

purchase uniforms, books and equipment, which range from CY£300-350 per academic year.

No refunds are given for absence, dismissal or withdrawal from the programmes.

The Higher Technical Institute (HTI)

Cypriot students of the HTI do no pay any fees for their studies. International students pay an annual fee of CY£1000.

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)

The tuition fees for 2004/05 amounted to CY£2000 and are payable in three instalments. Fees for Cypriot students are paid for by their sponsoring organisation, which is entitled to a subsidy from the ["Human Resource Development Authority"] (["HRDA"]). The maximum subsidy the employers of the MIM students can receive is the amount of CY£3000.
The evening postgraduate programme is subsidised by ["HRDA"] as follows: 75% of the fees for the small-to medium size companies and 55% for the 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 CY£650.

The Cyprus Forestry College

Cypriot Forestry trainees are not required to pay any tuition fees. Overseas students are sponsored by their government, international funding organisations or the government of Cyprus. The sponsorship covers their tuition fees.

6.8.1 Financial Support for Students – University Education

Compulsory descriptors (no change possible)

Grant

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Family Allowance		Scholarship		Student Loan
	Education Voucher				

TEXT

Student grants were introduced under a special law passed by the House of Representatives in January 1996 – these grants replaced the tax relief which 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 CY£1000 per academic year, increased to CY£1500 if they are paying fees. This grant is not subject to means-testing. Students from large families receive an additional CY£500.

The Student Life Office of the Academic Affairs and Student Welfare Service of the ["University of Cyprus"] provide 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 as well as organising health campaigns and referring students to public hospitals.

The University began operating a number of student dormitories (two hundred and eight bed spaces) 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 CY£2500 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 CY£200-CY£400 for a maximum period of eight months.

6.8.2 Financial Support for Students – Non-University Education

Compulsory descriptors (no change possible)

Grant

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Family Allowance		Scholarship		Student Loan
	Education Voucher				

TEXT

All students in the non-university sector receive a government grant – see section [6.8.1.] above.

The School of Nursing

The students of the School of Nursing are granted an allowance as follows:

Year 1	CY£100 per month plus CY£130 allowance for the purchase of books
Year 2	CY£113 per month plus CY£145 book allowance
Year 3	CY£120 per month plus CY£156 book allowance

All students are offered free medical and pharmaceutical care at the government hospitals and

outpatient departments. In addition, all students are entitled to breakfast and lunch served in the School dining room or in the hospitals to which they have been assigned.

The Higher Hotel Institute Cyprus (HHIC)

HHIC students from Cyprus are eligible for the CY£1000 per year special grant from the government. In addition, the HHIC provides accommodation at a very reduced rate (CY£35 per month), 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 are eligible for the state grant of CY£1000 per year.

A number of scholarships are awarded to students annually on the basis of performance and other criteria as specified by the donors. In addition, a number of prizes sponsored by specific donors are awarded to graduating students based on performance.

The Mediterranean Institute of Management (MIM)

For Cypriot applicants who wish to be employed through the programme, the MIM will arrange interviews with interested organisations. Employment of those applicants selected may start on a full-time basis before the beginning of the programme. The MIM recommends that employers pay an adequate monthly stipend – in addition, the employers are required to pay the MIM fees – see section [6.7.2.].

A number of scholarships have been 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.

The Cyprus Forestry College

Cypriot and overseas Forestry trainees receive a monthly allowance and free board and lodging as well as free medical care at government hospitals. Students also benefit from free photocopying facilities and low cost stationery, books and instruments from the College bookshop.

6.9.1 Organisation of the Academic Year – University Education

Compulsory descriptors (no change possible)

Arrangement of School Time, Academic Year

TEXT

The organisation of time at the University is decided by the University Council. The academic year comprises two semesters.

The academic year for 2004/05 was organised as follows:

First Semester	
30 August – 3 September	Registration and orientation of new students
6 September	Classes begin
3 December	Classes end
4-6 December	Reading period
7-23 December	Examinations
24 December – 16 January	Vacation period
1 October 28 October	Holidays
Second Semester	
17– 21 January	Registration
24 January	Classes begin
22 April	Classes end
9-15 May	Reading period
16-31 May	Examinations
23 April – 8 May	Vacation period
15 July	End of academic year
6 January Green Monday 25 March 1 April 1 May (Easter)	Holidays

6.9.2 Organisation of the Academic Year – Non-University Education

Compulsory descriptors (no change possible)

Arrangement of School Time, Academic Year

TEXT

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.

The School of Nursing

Programmes at the School usually commence in mid-October each year. There are twelve weeks holiday in each academic year – two weeks at Christmas, two at Easter and eight in the summer.

The Higher Hotel Institute Cyprus (HHIC)

The academic year of the HHIC is organised as follows:

1-30 October	Induction course for first year students
1 October – 25 January	First semester
26 January – 20 May	Second semester
21 May – 31 May	Holidays
1 June – 30 September	Industrial training for first and second year students

The academic year runs from 1 September to 31 August. The holiday period for Christmas is 23 December to 6 January inclusive, and for Easter from the Wednesday before the Good Friday to the Tuesday after Easter Sunday.

The Higher Technical Institute (HTI)

The academic year of HTI 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) + holiday (2 weeks).
- Second semester – instruction (15 weeks) + examinations (3 weeks) + holiday (2 weeks).

First semester 23 August 2005 – 27 January 2006	
Enrolment of first year students	23 August
Applications by reserve candidates	24 August
Preparatory work	29 August – 16 September
Enrolment of first year repeating students	14 September
Enrolments of second and third year students	14 & 15 September
Enrolment of first year reserve students	15 September
Induction for first year students	16 September
Classes begin	19 September
Mid-semester examinations	3-11 November
End of semester examinations	13-26 January
Second semester 30 January – 30 June	
Classes begin	30 January
Industrial training begins	30 January
Mid-semester examinations (first and second year)	22-31 March
Mid-semester examinations (third year) (Industrial training suspended)	29-31 March
Industrial training ends	24 May
Final examinations (first and second year)	31 May – 16 June
Final examinations (third year)	29-31 May
Submission of written reports for diploma project	7 June
Oral interviews for diploma project	9-16 June
Graduation ceremony	30 June

The Mediterranean Institute of Management (MIM)

The Postgraduate Management Diploma Programme is of eleven months duration, divided into three semesters and is repeated annually between September and July.

The table below shows the organisation of a typical academic year:

First semester (twelve weeks x eighteen hours per week)	
Start	19 September
Finish	9 December
Examinations	12-23 December

Second semester (twelve weeks x eighteen hours per week)	
Start	9 January
Finish	31 March
Examinations	3-14 April
Third semester (twelve weeks x eighteen hours per week)	
Start	17 April
Finish	7 July
Examinations	10-21 July
Graduation	28 July

The Cyprus Forestry College

The academic year is divided into four terms as follows:

First term October – December	Theoretical and practical sessions. Mid-term examinations. First term examinations
Second term January – April	Theoretical and practical sessions. Mid-term examinations. Second term examinations
Third term May – July	Theoretical and practical sessions. Mid-term examinations. Final examinations Graduation ceremony
Fourth term August - September	Project work Holidays

6.10.1 Branches of Study, Specialisation – University Education

Compulsory descriptors (no change possible)

Branch of Study, Specialization, Duration of Studies

TEXT

The ["University of Cyprus"] offers undergraduate and postgraduate programmes through the following faculties and departments:

- Faculty of Humanities – Departments in English Studies, French Studies & Modern Languages, Turkish Studies and Middle Eastern Studies, Language Centre.
- Faculty of Pure and Applied Sciences – Departments in Biological Sciences, Mathematics & Statistics, Computer Science, Physics and Chemistry.
- Faculty of Social Sciences and Education – Departments in Education, Social & Political Sciences, Law and Psychology.
- Faculty of Economics and Management – Departments in Public & Business Administration and Economics.
- Faculty of Engineering – Departments in Electrical & Computer Engineering, Mechanical & Manufacturing Engineering and Civil & Environmental Engineering.
- Faculty of Letters – Departments in Byzantine and Modern Greek Studies, History & Archaeology and Classics & Philosophy.

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
Chemistry	Chemistry
Computer Science	Computer Science
Mathematics and Statistics	Mathematics Mathematics and Statistics
Physics	Physics
Education	Preschool Education Primary School Education
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 and Management
Civil and Environmental Engineering	Civil Engineering Civil and Environmental Engineering Architecture
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 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 in special cases the duration of studies 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*** Conference Interpreting* English Literature and Comparative Cultural Studies***
Turkish and Middle Eastern Studies	Turkish Studies***
Biological Sciences	Molecular Biology***
Chemistry	Chemistry***
Computer Science	Advanced Information Technologies* Computer Science**
Mathematics and Statistics	Mathematics*** Statistics***
Physics	Physics***
Education	Curriculum Development and Evaluation*** Didactics and Methodology of Mathematics* Educational Leadership*** Learning in Natural Sciences*** Mathematics Education*** Pedagogical Sciences***
Psychology	Educational Psychology* Cognitive, Developmental and Educational Psychology*
Social and Political Sciences	Political Science** Sociology**
Economics	Economics Analysis* Economics*** Economics and Public Policy* Monetary and Financial Economics*
Public and Business Administration	Accounting** Administration** Finance***
Civil and Environmental Engineering	Civil Engineering*** Environmental Engineering***
Electrical and Computer Engineering	Computer Engineering*** Electrical Engineering***
Mechanical and Manufacturing Engineering	Mechanical Engineering*** Manufacturing Engineering***
Byzantine and Modern Greek Studies	Byzantine Philology*** Modern Greek Philology***
Classics and Philosophy	Classical Studies***
History and Archaeology	Medieval History and Art***

* = Masters
** = PhD
***Masters and PhD

In order to fulfil 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.

6.10.2 Branches of Study, Specialisation – Non-University Education
Compulsory descriptors (no change possible)

Branch of Study, Specialization, Duration of Studies

TEXT

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 ECE part II examinations of the Engineering Council of the United Kingdom.

The Higher Hotel Institute Cyprus (HHIC)

The HHIC offers the following full time programmes:

- Three-year diploma courses in Hotel and Catering Management and Culinary Arts.
- One-year courses in Front Office and Housekeeping.

The School of Nursing

The School of Nursing offers a basic course of three-year and three-month 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, 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 and for promotion in the hierarchy of Nursing Services.

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.

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 the 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 forestry practical work with supporting lectures. Subjects taught in the second and third years include Silviculture, Botany, Surveying, Forest Harvesting, Fire Protection and Forest Engineering.

The College also offers the following courses for students who have qualified overseas:

- 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.

6.11.1 Curriculum – University Education

Compulsory descriptors (no change possible)

Curriculum

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Language Teaching		Modular Training

TEXT

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 for pleasure. The Centre offers five courses in English, four in French, four in German, three in Italian and three in Spanish.

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 help and advice.

Postgraduate studies at the University are subject to the Postgraduate Studies Regulations (see section [6.14.1.]).

6.11.2 Curriculum – Non-University Education
Compulsory descriptors (no change possible)

Curriculum

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Language Teaching		Modular Training

TEXT

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

The diploma course of the School of Nursing consists of 14 modules for General Nursing – teaching hours total 5,208 (2,415 theory and 2,793 clinical practice).

One of the compulsory subjects is English Language, focussing on grammar, reading, writing and aural comprehension.

The Higher Hotel Institute Cyprus (HHIC)

The content of the diploma in Hotel and Catering Management is as follows:

- Twenty-one professional modules.
- Ten general modules.
- Practical training within the Institute.
- Foreign languages – English for Special Purposes (ESP), French and German.
- Five modules in humanities subjects from the field of Social and Political Studies.
- A final year project of at least 6,000 words – a total of fifty-two teaching periods in the third year are allocated to tutorials for the diploma project.

The diploma in Culinary Arts consists of professional modules, management modules, language modules (ESP, Culinary French and German), a First Aid module and a final project.

The Higher Technical Institute (HTI)

Education at the HTI consists of lectures, assignments, 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, co-requisites and independent subjects. This is specified in terms

- of transferable subjects (co-requisites 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.

The Mediterranean Institute of Management (MIM)

The programme comprises 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 is based on similar postgraduate programmes organised in universities in the United States and the United Kingdom

Course work includes lectures, workshops, tutorials, role-play exercises, video presentations and case studies. It also offers the possibility of specialisation in General Management, Marketing Management or Operations Management.

All participants are 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.

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.

6.12.1 Teaching Methods
Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Information Technology		Alternating Training		Seminar
	Ex-cathedra teaching				

TEXT

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 for 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"] 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 subjects and conversation classes for foreign languages.

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.

6.13.1 Student Assessment – University Education

Compulsory descriptors (no change possible)

Evaluation, Student

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Record		Examination System

TEXT

Evaluation of a student's performance at the University 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, by 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 one more time in order to improve their grade provided that the original grade was a five or higher.

A prerequisite subject can be followed without evaluation in order to be allowed to select the subject of choice.

6.13.2 Student Assessment – Non-University Education

Compulsory descriptors (no change possible)

Evaluation, Student

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Record		Examination System

TEXT

The School of Nursing

In order to successfully complete each of the fourteen modules in the basic diploma course, a student must fulfil 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. In addition, each student must submit four case studies during different modules and a research proposal on a topic related to nursing at the end of the course of study.

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 semester.
- 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 following 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 are taken into consideration:

- End of term examinations.
- Assignments.
- Participation in class.

The total mark of each subject is constituted as follows:

- End of term examinations – 65%
- Home assignments – 25%
- Class participation – 10%

The pass mark for each subject is 50 out of 100. At the end of every term the participants and their sponsors are 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

Cyprus Forestry College

Student performance is assessed throughout the course using a variety of methods including mid-term tests, written reports and projects, performance in the field and final examinations. Annual Examinations and oral tests are conducted by an External Examination Board at the end of each Spring term.

In order to pass, students must obtain at least 50% in all evaluations and all practical and other written work as well as end of semester examinations.

6.14.1 Progression of Students – University Education

Compulsory descriptors (no change possible)

Promotion to the next Class

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Credits

TEXT

Undergraduate

If a student fails a compulsory subject, s/he has to repeat the subject until s/he passes. If a student fails an elective subject, s/he can repeat the subject one more time. If the student fails the elective subject a second time, s/he 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 s/he is not able to complete the requirements of the programme of studies within the specified time limit. At the undergraduate level this is eight semesters – in exceptional circumstances this can be extended to 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 s/he 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 (21/11/01) 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 put 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 one more time. 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 one further time. The department is responsible for defining the processes that will apply in this case.

PhD

If a PhD student fails a course, s/he is allowed to repeat it one more time. 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 one more time. The conditions of resubmission are determined in writing by the Examining Committee.

6.14.2 Progression of Students – Non-University Education

Compulsory descriptors (no change possible)

Promotion to the next Class

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

| | Credits |

TEXT

The School of Nursing

If a student is absent for longer than permitted by the regulations of the school, s/he must complete the outstanding module(s) in order to be entitled to take the Final State Examinations.

If a student fails the Final State Examination, s/he is entitled to reassessment on two occasions. The first reassessment is carried out three months after the Final State Examination, while the second one after six months have elapsed.

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)

No student may miss the final examination of each semester and failure to take the examination 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 or resit.

A student is required to resit an examination if s/he has not achieved a grade of at least 50 out of 100 in the subject(s) examined, or if s/he 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, s/he is not permitted to continue studies in the second or third year and is not eligible to be awarded a diploma. Instead s/he 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 provided they 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, s/he 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 s/he will be awarded only a Certificate of Attendance, not a Diploma.

Cyprus Forestry College

Those students who fail to meet the requirements for passing (see section [6.14.2.]) are allowed to resit examinations in September. If a student fails a resit, s/he is dismissed from the college.

6.15.1 Certification – University Education

Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Certificate		Leaving Certificate		Final Examination

TEXT

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"] (see section [2.6.1.]) is the body in Cyprus which officially recognises the 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 in exceptional circumstances.

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 only be submitted 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.

6.15.2 Certification – Non-University Education

Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Certificate		Leaving Certificate		Final Examination

TEXT

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"] (see section [2.6.1.]).

The School of Nursing

Students graduate when they have fulfilled all of the obligations of the course and 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 and consisting of between three and seven members. The Examinations include two papers which are taken in one day:

- Paper I – theoretical subjects other than nursing. This paper lasts ninety minutes and receives 30% of the total marks.
- Paper II – all nursing specialisations. Three hours – 70% of the total marks.

The final grade of a student is calculated by using the average of the following grades:

- The Introductory Module.
- The year.
- The Final State Examinations.

The Higher Hotel Institute Cyprus (HHIC)

The final grade of the diploma in Hotel Management is constituted as follows:

- 50% Professional Modules
- 20% General Education Modules
- 15% Foreign Languages
- 10% Project
- 5% Humanities

To be eligible for the diploma, a student must acquire a total of one hundred and thirty credits, as follows:

Professional Modules*	Sixty credits
General Educational Modules*	Twenty-five credits
Foreign Languages*	Eighteen credits
Humanities*	Ten credits
Industrial training**	Ten credits
Final project*	Seven credits

* = For the award of credits in these courses, students must achieve at least 50 out of 100
** = For the award of credits for industrial training, the student must successfully complete both practical periods of industrial training and the respective assignments, as well as demonstrating the appropriate performance and professional ethics.

Students must also have attended not less than 85% of classes and settled all financial

obligations before the diploma is awarded.

For the diploma in Culinary Arts, the breakdown is as follows:

- 60% Professional Subjects
- 15% Management Subjects
- 15% Foreign Languages
- 10% Project

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 (not 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.

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, all other written work and end of semester examinations.

A number of prizes are awarded for outstanding achievement.

6.16.1 Educational/Vocational Guidance, Education/Employment Links – University Education

Compulsory descriptors (no change possible)

Guidance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Training-employment Relationship		Guidance Service		University-Industry Relationship

TEXT

The University Careers Centre (Γραφείο Σταδιοδρομίας και Διασύνδεσης) offers advice and informs students of possible career choices – the Centre also provides information about graduate programmes abroad and scholarships. The Careers Centre organises an annual Careers Fair (Ημέρα Σταδιοδρομίας), as well as lectures, workshops and other events providing information on employment and postgraduate courses abroad. The Centre offers the SHL Career Guidance Tools and General Abilities Profile, which consists of an integrated set of twelve ability tests, suitable for comprehensive career guidance and assessment.

6.16.2 Educational/Vocational Guidance, Education/Employment Links – Non-University Education

Compulsory descriptors (no change possible)

Guidance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Training-employment Relationship		Guidance Service		University-Industry Relationship

TEXT

No official responsibility is taken by the institutions for the employment of their graduates, but the guidance and counselling, which 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

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.

The Higher Hotel Institute Cyprus (HHIC)

There are two counsellors at the HHIC – one is responsible for industrial placement and employment and the other for further studies.

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 evaluative report.

Cyprus Forestry College

Cypriot students to the College are recruited on a quota basis, according to how many graduates the Forestry College requires. All graduates are automatically recruited by the Cyprus Forestry Service.

6.17 Private Education
Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

In the academic year 2003/04 twenty-three 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 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]), has accredited one hundred and fifty-six programmes in the private sector, and is now in the process of re-accrediting programmes which achieved the initial accreditation in January 2000. Any re-accreditation of a programme is valid for a period of ten years.

Laws 67(I)/1996 – 1(I)/2004 regulate the establishment, control and operation of such institutions in Cyprus. One of the provisions of this law 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:

- The internal operation of the institution.
- The registration, examination, evaluation, promotion and discipline of the students.
- The work of the institution, holidays and vacation.
- The qualifications awarded by the institution.
- The organising and functioning of the teaching staff.
- The tuition fees and other charges and fees.
- The 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

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Distance Study

TEXT

There are no unusual variations or alternative structures in public sector tertiary education.

6.19 Statistics

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

The statistics section contains information on the following:

- Enrolment 1970/71 – 2003/04
- Institutions, students and teaching personnel 1970/71 – 2003/04
- Number of students and teaching personnel by institution 2003/04.
- Number of university students by age, level and gender 2003/04.
- Number of full and part time students in public and private non-university institutions by age, level and gender 2003/04.
- Number of enrolments in 2003/04 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 2002/03.
- Number of graduates at the first degree level by type of institution, level of study, duration of study and gender 2002/03 – Non-university Education.
- Number of graduates at postgraduate level by institution, field of study, duration of studies and gender 2002/03 – Non-university Education.
- Enrolment ratios by age group, gender and level of education 2003.

- Analysis of Enrolments by level, type of institution and gender 2003/04 – 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.

6.19.1 Enrolment 1970/71 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

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

* = Estimated figures based on survey results of other years.

6.19.2 Institutions, students and teaching personnel 1970/71 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

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

* = Includes Evening Schools

6.19.3 Number of students and teaching personnel by institution 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

Institution	Students			Teaching personnel			Ratio
	M	F	Total	M	F	Total	
UNIVERSITY EDUCATION							
University of Cyprus	1063	3047	4110	223	88	311	13.2
NON-UNIVERSITY EDUCATION PUBLIC							
Police Academy	477	116	593	30	8	38	15.6
School of Nursing	231	565	796	9	28	37	21.5
HTI	331	54	385	63	13	76	5.1
Higher Hotel Institute	85	92	177	16	16	32	5.5
Forestry College	22	0	22	6	0	6	3.7
MIM	52	45	97	10	5	15	6.5
Total	1198	872	2070	134	70	204	10.1
NON-UNIVERSITY EDUCATION PRIVATE							
Total	8598	6701	14669	461	392	853	17.2
NON-UNIVERSITY EDUCATION PUBLIC & PRIVATE							
Total	9796	6943	16739	595	462	1057	15.8

M = Male

6.19.4 Number of university students by age, level and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

Age	Undergraduate			Postgraduate			Doctoral			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
17	5	96	101	0	0	0	0	0	0	5	96	101
18	49	547	596	0	0	0	0	0	0	49	547	596
19	57	582	639	0	0	0	0	0	0	57	582	639
20	154	569	723	0	0	0	0	0	0	154	569	723
21	152	506	658	0	12	12	0	1	1	152	519	671
22	110	143	253	1	59	60	0	4	4	111	206	317
23	117	57	174	8	82	90	1	6	7	126	145	271
24	37	26	63	21	55	76	4	10	14	6	91	153
25	13	12	25	50	32	82	8	13	21	71	57	128
26	16	5	21	26	23	49	9	12	21	51	40	91
27	6	8	14	22	16	38	8	7	15	36	31	67
28	4	7	11	7	11	18	6	14	20	17	32	49
29	0	5	5	7	15	22	10	7	17	17	27	44
30-34	10	14	24	34	21	55	24	12	36	68	47	115
35-39	3	2	5	15	14	29	16	7	23	34	23	57
40+	2	3	5	28	16	44	15	7	22	45	26	71
Not stated	2	8	10	5	1	6	1	0	1	8	9	17
Total	737	2590	3327	224	357	851	102	100	202	1063	3047	4110

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 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio

	Teacher		Educational Institution		Dropout	

TEXT

Age	Undergraduate			Postgraduate			Total		
	M	F	T	M	F	T	M	F	T
16	1	2	3	0	0	0	1	2	3
17	46	206	252	0	0	0	46	206	252
18	600	809	1409	0	0	0	400	809	1409
19	673	885	1558	0	0	0	673	885	1558
20	730	621	1351	0	0	0	730	621	1351
21	1948	1895	3843	4	6	10	1952	1901	3853
22	1330	572	1902	47	55	102	1377	627	2004
23	1499	435	1934	49	62	111	1548	497	2045
24	681	231	912	63	62	125	744	293	1037
25	447	129	576	65	68	133	512	197	709
26	392	151	543	68	118	186	460	269	729
27	181	82	263	43	16	59	224	98	322
28	89	54	143	24	14	38	113	48	181
29	71	40	111	18	10	28	89	50	139
30-34	206	165	371	69	69	138	275	234	509
35-39	36	25	61	17	7	24	53	32	85
40+	8	16	24	20	9	29	28	25	53
Not stated	243	26	269	128	103	231	371	129	500
Total	9181	6344	15525	615	599	1214	9796	6943	16739

M = Male
F = Female
T = Total

6.19.6 Number of enrolments in 2003/04 and graduates of the previous year by field of study – University and Non-university Education

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

Field of study	Enrolments			Graduates		
	U	NU	T	U	NU	T
Teacher Training and Education Science	1093	994	2087	217	159	376
Arts	0	723	723	0	116	116
Humanities	860	59	919	158	9	167
Social and Behavioural	604	306	910	89	5	94

Science						
Journalism and Information	0	423	423	0	26	26
Business and Administration	521	6576	7097	89	1097	1186
Law	0	92	92	0	29	29
Life Sciences	16	0	16	0	0	0
Physical Science	352	0	352	40	0	40
Maths and Statistics	253	0	253	53	0	53
Computing	334	1668	2002	43	152	195
Engineering and related trades	53	585	638	0	57	57
Architecture and Building	24	181	205	0	41	41
Agriculture, Forestry and Fishery	0	22	22	0	23	23
Health	0	817	817	0	163	163
Social Services	0	62	62	0	0	0
Personal Services	0	3128	3128	0	424	424
Transport Services	0	59	59	0	3	3
Security Services	0	593	593	0	220	220
Preparatory	0	451	451	0	0	0
Total	4110	16739	20849	689	2524	3213

U = University Education
NU = Non-university Education

6.19.7 Number of university graduates by field of study, level and gender 2002/03
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

	Undergraduate			Postgraduate			Doctoral			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
A	38	154	192	9	16	25	0	0	0	47	170	217
B	22	128	150	1	7	8	0	0	0	23	135	158
C	23	64	87	2	0	2	0	0	0	25	64	89
D	22	55	77	7	5	12	0	0	0	29	60	89
E	11	20	31	2	6	8	0	1	1	13	27	40
F	15	23	38	4	11	15	0	0	0	19	34	53
G	13	23	36	3	4	7	0	0	0	16	27	43
Tot	144	467	611	28	49	77	0	1	1	172	517	689

A = Teacher Training and Educational Sciences
B = Humanities
C = Social and Behavioural Science

D = Business and Administration
E = Physical Sciences
F = Mathematics and Statistics
G = Computing

6.19.8 Number of graduates at the first degree level by type of institution, level of study, duration of study and gender 2002/03 – Non-university Education

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

	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	6	22	0	0	6	22	28
B	0	0	0	0	16	8	0	0	16	8	24
C	0	0	0	0	49	1	0	0	49	1	50
D	0	0	0	0	13	8	0	0	13	8	21
E	5	0	9	0	9	0	0	0	23	0	23
F	0	0	0	0	31	74	0	0	31	74	105
G	3	17	0	0	11	13	0	0	14	30	44
H	0	0	0	0	158	62	0	0	158	62	220
Tot	8	17	9	0	293	188	0	0	310	205	515
PRIVATE											
I	0	30	5	64	0	0	0	60	5	154	159
J	5	9	13	15	0	0	28	35	46	59	105
K	0	0	1	5	0	0	1	2	2	7	9
L	0	0	0	1	0	0	0	4	0	5	5
M	0	0	5	16	0	0	3	2	8	18	26
A	34	191	105	242	9	9	168	164	316	606	922
N	17	3	0	0	0	0	0	0	17	3	20
B	4	0	41	12	0	0	43	28	88	40	128
C	0	0	0	6	0	0	1	0	1	6	7
D	3	2	2	4	0	0	4	5	9	11	20
F	0	0	3	4	0	0	0	0	3	4	7
G	88	4	44	188	18	8	13	17	163	217	380
O	0	3	0	0	0	0	0	0	0	3	3
Tot	151	242	219	557	27	17	261	317	658	1133	1791
PUBLIC AND PRIVATE											
Tot	159	259	228	557	320	205	261	317	968	1338	2306

A = Business and Administration
B = Computing
C = Engineering and related trades
D = Architecture and Building
E = Agriculture, Forestry and Fishery
F = Health
G = Personal Services
H = Security Services
I = Teacher Training and Education Science
J = Arts
K = Humanities
L = Social and Behavioural Science
M = Journalism and Information
N = Law
O = Transport Services

6.19.9 Number of graduates at postgraduate level by institution, field of study, duration of studies and gender 2002/03 – Non-university Education

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

Type of institution and field of study	Duration of postgraduate degree						
	1 year		2 years		Total		
	M	F	M	F	M	F	Total
PUBLIC							
Business and Administration	10	15	15	18	25	33	58
Health	18	33	0	0	18	33	51
Total	28	48	15	18	43	66	109
PRIVATE							
Arts	6	5	0	0	6	5	11
Business and Administration	0	0	52	37	52	37	89
Law	0	0	2	7	2	7	9
Total	6	5	54	44	60	49	109
PUBLIC AND PRIVATE							
Total	34	53	69	62	103	115	218

6.19.10 Enrolment ratios by age group, gender and level of education 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

Level of Education	Age group				
	15-17	18-20	21-23	24-26	27-31
IN CYPRUS					
Total	1.1	18.0	26.0	8.6	2.3
Male	0.3	12.6	28.9	11.3	2.8
Female	1.8	23.7	22.9	5.9	1.9
ABROAD					
Total	0.9	23.1	20.3	5.2	0.6
Male	0.1	12.7	23.7	7.8	0.8
Female	1.8	34.1	16.8	2.4	0.3

NB The enrolment ratios are calculated by using the number of students during the 2003/04 academic year and the population as at the end of 2003.

6.19.11 Analysis of Enrolments by level, type of institution and gender 2003/04 – University and Non-University Education

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Higher Education Graduate		Teacher-pupil Ratio
	Teacher		Educational Institution		Dropout		

TEXT

University Education

Type of Enrolment	Undergraduate			Postgraduate			Total		
	M	F	Total	M	F	Total	M	F	Total
New entrants	230	705	935	89	168	257	319	873	1192
Continuing	507	1885	2392	135	189	324	642	2074	2716
Total	737	2590	3327	224	357	581	961	2947	3908

Non-university Education

Level and Type of Enrolment	Undergraduate			Postgraduate			Total		
	M	F	Total	M	F	Total	M	F	Total
UNDERGRADUATE									

New entrants	286	245	531	3781	2150	2931	4067	2395	6462
Re-entrants	1	0	1	9	12	21	10	12	22
Continuing	842	503	1345	4262	3434	7696	5104	3937	9041
Total	1129	748	1877	8052	5596	13648	9181	6344	15525
POSTGRADUATE									
New entrants*	7	57	64	63	77	140	70	134	204
New entrants**	32	15	47	137	99	236	169	114	283
Re-entrants	0	0	0	1	1	2	1	1	2
Continuing	30	52	82	345	298	643	375	350	725
Total	69	124	193	546	475	1021	615	599	1214

* = with a first degree from Cyprus
** = with a first degree from abroad

Chapter 7 - Continuing Education and Training for Young School Leavers and Adults

Compulsory descriptors (no change possible)

Adult Education

TEXT

The main institutions offering continuing education and training in the different categories in Cyprus are as follows:

- Formal adult education – the six ["Evening Gymnasia"] and the ["Evening Technical School"] in Lefkosia. At the postgraduate level the Mediterranean Institute of Management (MIM) (Μεσογειακό Ινστιτούτο Διεύθυνσης) offers Postgraduate Diplomas.
- Non-formal education – the ["Adult Education Centres"] (Επιμορφωτικά Κέντρα) and the ["State Institutes of Further Education"] (Κρατικά Ινστιτούτα Επιμόρφωσης).
- Continuing vocational training –the ["Cyprus Productivity Centre"] (["CPC"]) (Κέντρο Παραγωγικότητας Κύπρου), the ["Cyprus Academy of Public Administration"] (["CAPA"]) (Ακαδημία Δημόσιας Διοίκησης), the afternoon and evening classes at the technical schools, the ["Apprenticeship Scheme"] (Σύστημα Μαθητείας) run by the technical schools, short courses run by the Higher Technical Institute (HTI) (Ανώτερο Τεχνολογικό Ινστιτούτο) and in-company courses funded by the ["Human Resource Development Authority"] (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού) (see section [1.2.4.] and below).

The Ministry of Education and Culture is responsible for the operation of the ["Evening Technical School"] and ["gymnasia"], and the classes at technical schools. The Ministry of Labour and Social Insurance oversees the work of the HTI and the ["CPC"] (of which the MIM forms a part). The Ministry of Finance is the government agent responsible for ["CAPA"].

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 the human resources of Cyprus.

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 [7.16.].

7.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform

TEXT

The first educational programme providing continuing adult education was introduced on a voluntary basis in 1952 by a group of primary school teachers employed 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 ["Adult Education Centres"] were established under the supervision of the Directorate of Primary Education. At the same time, the provision of adult education expanded to cover urban areas.

Most of the other institutions involved in continuing education were established after independence in 1960, including the ["CPC"], the technical schools and the ["State Institutes of Further Education"] (which were then known as the State Institutes of Foreign Languages).

The ["CPC"] was established in 1963 to implement a special programme in cooperation with the International Labour Organisation (ILO) and the Ministry of Labour and Social Insurance. Following decision number 2463 by the Council of Ministers, it became part of the Ministry in 1974.

The ["HRDA"] was originally established in 1974, under the name of Industrial Training Authority of Cyprus (ITA), but 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 % on the payroll of all enterprises of 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 a systematic training and development of the 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"] as from 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 ["Evening gymnasium"], was established in 1990, providing up to six years of lower and upper 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 19,000 enrolled in 2004/05 in 300 centres with 500 qualified instructors.

The University of Cyprus, which commenced operation in 1992, does not currently offer any continuing education courses, nor does it make any special provision for mature students from the working population to acquire a university qualification. 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 establishment of the ["Open University of Cyprus"] (Ανοικτό Πανεπιστήμιο Κύπρου) to encourage lifelong learning in Cyprus, and the ["Technological University of Cyprus"] (Τεχνολογικό Πανεπιστήμιο Κύπρου) to upgrade the personnel for local industry, has already been detailed in section [6.2.].

The ["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
Compulsory descriptors (no change possible)

Reform Proposal

TEXT

- The establishment of Vocational Schools of Lifelong Learning is currently being planned by the Ministry of Education and Culture. In 2001 the Council of Ministers (with decision number 53.142) authorised the Minister of Education and Culture to appoint the President and members of the Intersectional Body. This Body in cooperation with the Planning Bureau, the Ministry of Labour and Social Insurance, the ["HRDA"] and the representatives of social partners, has prepared a draft for the legislative framework regulating the operation of the Public Vocational Schools of Lifelong Learning as well as a financial study of the expenditure required for the implementation of this decision.
- The objective of the Vocational Schools of Lifelong Learning will be to offer all types of initial or continuing technical and vocational education and training and provide students with the necessary qualifications by imparting academic, professional and practical knowledge and by offering them the possibility to develop those skills that will facilitate their integration into society and secure their ability to adapt to the changing needs of industry.
- There is currently no national system of vocational qualifications in Cyprus. However, 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.]. To this end, the Council of Ministers has decided that the premises, the machinery and equipment, and the instructors of public institutions can be utilised during the first implementation phase of the System in 2006. During the second phase of implementation, 2007-2013, the issue will be studied in detail and relevant legislation will be adopted.
- 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 with tender invitations. The tender invitations include the design of a system for the assessment and certification of training providers and the development of software to administer the system. The ["HRDA"] has prepared the tender invitations with a deadline for submissions of February 2006.
- For further information on the opening of the ["Open University of Cyprus"] and the ["Technological University of Cyprus"], see section [6.2.].
- 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.

- A new scheme aiming to promote the training and employability of the unemployed has been developed by the ["HRDA"] and will be co-financed by the European Social Fund (ESF). This scheme concerns the development and utilisation of specific groups of unemployed people with the emphasis on women, the young unemployed (15-24 years old) with no qualifications and on groups that are in danger of social exclusion with regard to their access to the labour market.
- The ["HRDA"] also has a new scheme for the Promotion of the Training and Employability of Economically Inactive Women, which will be co-financed by the ESF.
- 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.
- The ["Apprenticeship Scheme"] is currently being re-evaluated by a special independent committee, which is tasked with determining the restructuring and modernisation of the Scheme. Recommendations so far include the introduction of a preparatory year, the restructuring of the curriculum, the introduction of new specialisations and the operation of autonomous Apprenticeship Schools.
- The report by the seven experts (see section [2.2.]) proposed the creation of a two-year post ["lyceum"] institution for further vocational and professional training and development. The report also proposed the merging of the currently separate ["lyceums"] and technical schools (see chapter [5.]).

7.3 Specific Legislative Framework

Compulsory descriptors (no change possible)

Legislation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body		Ministry of Education		Ministry

TEXT

There is no national policy on continuing education in Cyprus nor any body which is 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 addition, a Special Committee was recently formed at the initiative of the Ministry of Education and Culture, in order to make recommendations on the creation of a National Agency which would be responsible for the coordination of lifelong learning activities. The work of this Committee is still ongoing.

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, operations, 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 ["Evening Technical School"].
- Decision number 35.582 (22/05/91) established the ["Cyprus Academy of Public Administration"] (["CAPA"]).

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 ["Apprenticeship Scheme"] jointly with the 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 ["Secondary General Education"] of the Ministry of Education and Culture is responsible for the ["State Institutes of Further Education"].
- 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 implements relevant programmes for the training of civil servants through the ["CAPA"].

7.4.1 General Objectives – Formal Continuing Education

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Transition from school to work		Occupational Integration
	Access to Employment				

TEXT

The objective of formal adult education is to give working people of any age the opportunity to gain a qualification which 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].

7.4.2 General Objectives – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Transition from school to work		Occupational Integration
	Access to Employment				

TEXT

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 ["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 ["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

Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Transition from school to work		Occupational Integration
	Access to Employment				

TEXT

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 2004/06 are:

- Participation in the implementation of the Acquis Communautaire and utilisation of the

possibilities afforded by the Structural and European Funds.

- Facilitation of the entrance and (re)integration in the labour market of human resources, with the emphasis on new entrants, the unemployed and economically inactive women.
- Continuation of the provision of training and development activities to employed persons with emphasis on priority sectors and occupations.
- Participation in the formulation of a national strategy for the promotion of lifelong learning.
- Provision of consultancy services to Small and Medium sized Enterprises (SMEs).
- Adjustment of the training system to the needs of the labour market with the improvement of the quality and effectiveness of the training provided.
- Formulation of an integrated policy and promotion of the gradual establishment and operation of a system of vocational qualifications in Cyprus.
- Conduct of research studies and surveys.

The ["CPC"] has the following objectives:

- To increase productivity, both in the narrow sense of 'labour productivity' and also in respect of capital, raw materials, plant and equipment utilisation.
- To upgrade and modernise the structure and functioning of private and public enterprises and organisations in order that they can adapt to the competitive and continuously changing environment.
- To develop the managerial, administrative and supervisory knowledge and skills of people in employment and supply enterprises and organisations with well-trained and highly competent personnel.
- To develop the knowledge and skills of technical staff in industry and train unskilled persons in professions facing acute labour shortage, thus enabling them to secure employment in private enterprises.
- To promote the introduction and effective utilisation of new technology in public and private organisations to improve their competitiveness and raise their productivity.

The stated mission of ["CAPA"] is to contribute to the development of the 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:

- 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 objective of the afternoon and evening classes of technical schools 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 aiming at the reintegration of unemployed individuals into the labour market where there is a shortage of skilled workers.

The ["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 ["gymnasium"].

The objectives of the HTI have already been detailed in section [6.4.2.].

7.5.1 Types of Institution – Formal Continuing Education

Compulsory descriptors (no change possible)

Training Centre

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Institution		Secondary School

TEXT

The ["Evening Gymnasia"] and the ["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 ["school leaving certificate"] (["Apolytirion"]).

The Postgraduate Management Diploma and the Postgraduate Management and Public Administration Programmes offered by the 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.

7.5.2 Types of Institution – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Training Centre

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Institution		Secondary School

TEXT

The two hundred and fifty ["Adult Education Centres"] in Cyprus offer programmes in both urban and rural areas, usually on the premises of public 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 offer access to free education for all citizens, the ["Adult Education Centres"] organise approximately fifty special classes each year which are tailored specifically to meet the needs of various disadvantaged groups, such as prisoners, senior citizens and individuals with disabilities and learning difficulties (see section [7.9.]). These classes are offered free of charge.

There are forty ["State Institutes of Further Education"] providing academically oriented, general education courses to 19,000 students in urban and rural areas in public school

buildings. The ["State Institutes"] 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 one of the Municipalities of Lefkosia. This programme has also expanded to cover Lemesos, Pafos and the Cypriot diaspora in London. In Larnaka, the University cooperates with the Municipality in a similar way to operate the Zenonion Free University (Ζηνώνειον Ελεύθερο Πανεπιστήμιο).

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 which take place twice a week for 1-1.5 hours.

7.5.3 Types of Institution – Vocational Training
Compulsory descriptors (no change possible)

Training Centre

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Institution		Secondary School

TEXT

The primary institutions offering continuing vocational training are:

- The ["Cyprus Productivity Centre"] (["CPC"]).

["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, with a view to promotion, and to enable interested individuals to acquire the new skills they require in order to be employed in a field where there is a need for trained workers. ["CPC"] operates on its own premises in three major towns. Admission qualifications and final certification depend on the type of programme the participants follow.

- The ["Cyprus Academy of Public Administration"] (["CAPA"]).

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.

["CAPA"] practices 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 including: the ["University of Cyprus"]; the National Centre of Public Administration of Greece; the Civil Service College in the United Kingdom; the Institute for Development, Policy and Management of the University of Manchester; the European Institute of Public Administration in Maastricht.

- The afternoon and evening classes of the technical schools.

These 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 school-leaving certificate (["Apolytirion"]) 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 all technical schools in the major towns.

- The Apprenticeship Scheme.

This scheme is mainly directed towards students who do not wish to continue their studies in the formal education system after completing ["gymnasium"]. The Scheme lasts for two years and provides alternate practical and theoretical training. The practical part 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"]. Apprentices are trained to become builders, carpenters, cabinet makers, electricians, auto mechanics and electricians, plumbers, silversmiths, goldsmiths, shoemakers and tailors amongst other professions.

- Short courses offered by the HTI.

The HTI offers evening preparatory courses for the United Kingdom Engineering Council examinations and short courses for professionals, offered in collaboration with professional institutions and the ["HRDA"].

- ["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* (February 2005).
- *Initial Vocational Education and Training* (July 2005).
- *Training VET Teachers and Trainers* (November 2005).
- *Continuing Vocational Education and Training* (December 2005).

All of these publications were produced by the ["HRDA"] and Refernet Cyprus.

The final publication in the list, *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

Compulsory descriptors (no change possible)

School Distribution

TEXT

There is provision of non-formal education, in both ["Adult Education Centres"] and ["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.

7.7.1 Admission Requirements – Formal Continuing Education

Compulsory descriptors (no change possible)

Admission Requirements

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Recognition of qualifications		Entrance Examination

TEXT

In order to attend one of the ["Evening Gymnasia"] and technical schools, an applicant must usually be aged over eighteen, although opportunities are also given to individuals of fifteen years of age who are employed or who have not been able to complete their 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.

7.7.2 Admission Requirements – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Admission Requirements

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Recognition of qualifications		Entrance Examination

TEXT

Admission requirements in the non-formal sector vary according to the various programmes and the institutions which offer them.

The programmes offered by the ["Adult Education Centres"] require no formal qualifications and may be attended by anyone over the age of fifteen.

The ["State Institutes of Further Education"] offer programmes which 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 which are restricted in terms of admission only to particular groups, for example immigrants or the unemployed.

7.8.1 Registration and/or Tuition Fees – Formal Continuing Education

Compulsory descriptors (no change possible)

Fees

TEXT

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.].

7.8.2 Registration and/or Tuition Fees – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Fees

TEXT

Those attending the adult general education programmes offered through the ["Adult Education Centres"] and the ["State Institutes of Further Education"] pay fees that cover part of the cost of provision.

Fees for those attending the courses of the ["Adult Education Centres"] vary according to whether they live in urban or rural areas, and which course they are following, for example:

- CY£20 per year for individuals in rural areas with more than two hundred inhabitants.
- CY£10 per year for individuals in rural areas with fewer than two hundred inhabitants.
- CY£30 per year for those living in urban areas.
- CY£35 per year for any Information and Communication Technology (ICT) classes.

The fees for the ["State Institutes"] depend on the subject and level of the programme studied, and range from CY£120 to CY£210 per year.

Fees are payable to the institution. There are no compulsory financial contributions.

7.9 Financial Support for Learners

Compulsory descriptors (no change possible)

Grant

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Scholarship		Student Loan		Education Voucher

TEXT

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.

Those following the MIM Diploma course receive subsidies for fees as follows:

- The ["HRDA"] pays 75% of the total fees for participants from SMEs (small and medium-sized enterprises) and 55% of the total fees for larger companies to a maximum of CY£3000 per year for every participant.
- 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.

The following categories of participants may attend free of charge courses of the ["Adult Education Centres"] (some of them organised especially for individuals from these category groups – see section [7.5.2]):

- Those with special needs.
- 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.

The ["State Institutes of Further Education"] offer both partial and full scholarships to any student who is unable to afford the fees, and also to excellent students. Such scholarships can number up to 10% of the total student intake. In addition, the children of families with three or more children pay only 15% of the total fees.

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.

7.10.1 Main Areas of Specialisation – Formal Continuing Education

Compulsory descriptors (no change possible)

Branch of Study, Specialization

TEXT

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 of 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 1 – Computer Science Applications; Human Resource Management, Principles of Management.
- Module 2 – Accounting; Economics for Managers; Statistics; the European Union.
- Module 3 – Business Research, Marketing, Financial Analysis & Management.
- Module 4 – Techno-economic Studies; Labour Relations; Strategic Management.
- Module 5 – Specialisation.

7.10.2 Main Areas of Specialisation – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Branch of Study, Specialization

TEXT

Instructors at the ["Adult Education Centres"] 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. Courses usually consist of twenty-three or twenty-four ninety-minute sessions; lessons start at the beginning of November and conclude in April.

The main fields of study are Literacy, ICT, Health and Sports Education, Domestic Science, Cultural Activities, Foreign Languages and Handicrafts. Within these fields, a broad spectrum of up to sixty-three subjects are covered including: the Arts; Computer Studies; Foreign Languages; Sociology; Horticulture; Fishing; Plumbing; Photography; Literature; Cooking; Knitting; Building; Auto Repair; Accounting; Public Relations; Typing; Journalism. In recent years, there has been an increasing focus on Foreign Languages and ["Multicultural Education"]. ["Adult Education Centres"] offer classes in Arabic, Bulgarian, English, French, German, Italian, Russian, Spanish and Turkish. Since 2003, the ["Adult Education Centres"] have been offering free Turkish lessons to Greek Cypriots and free Greek lessons to Turkish Cypriots.

The programmes offered at the ["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. The 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 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"] and the ["Adult Education Centres"] are permitted to change course at the beginning of the programme.

ICT subjects are both taught as 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 taken for adult immigrants, except the financial support offered to repatriating Cypriots and diaspora Greeks described in section [7.9.].

7.11.1 Teaching Methods – Formal Continuing Education

Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Information Technology		Modular Training		Alternating Training
	Distance Study		In-plant training		

TEXT

At the evening schools, a range of teaching methods are used from more traditional methods to group work, research, problem solving, workshops and audio visual aids. Efforts are made to select the teaching method which will best satisfy the students' individual needs.

The teaching methods of the MIM have already been discussed in section [6.12.].

7.11.2 Teaching Methods – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Information Technology		Modular Training		Alternating Training
	Distance Study		In-plant training		

TEXT

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 ["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 has been introduced by means of on-going training of instructors at ["Adult Education Centres"].

Modern methods of teaching are used for all subjects taught at the ["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.

7.12.1 Trainers – Formal Continuing Education

Compulsory descriptors (no change possible)

Trainer

TEXT

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.

7.12.2 Trainers – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Trainer

TEXT

The general courses at the ["Adult Education Centres"] are taught by secondary level teachers and unemployed graduates who hold a diploma relevant to the course they teach who are waiting to be appointed as teachers (see section [2.2.]). More practical courses, such as Dressmaking and Dance, are taught by individuals with specialist knowledge in the relevant field.

Special seminars are held for the trainers of the ["Adult Education Centres"] in order to prepare them for their role. They cover methodological approaches, group dynamics, how adults learn and other relevant subjects.

The trainers of the ["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"] or paid a special fee for doing so. The headteachers of ["State Institutes"] are seconded from the secondary sector to carry out this role.

7.13.1 Learner Assessment/ Progression – Formal Continuing Education

Compulsory descriptors (no change possible)

Evaluation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Examination System		Credits

TEXT

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 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 less that two subjects in each unit and no more than seven subjects overall). If a student fails the resit, fails more than two subjects in a unit or more than seven subjects overall, s/he is allowed to attend the course as an 'observer' and will receive a

Certificate of Attendance, not a Diploma.

7.13.2 Learner Assessment/ Progression – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Evaluation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Examination System		Credits

TEXT

Students are assessed in a variety of ways in the non-formal sector, depending on the type of institution offering the continuing education. Programmes at the ["Adult Education Centres"] include daily oral assessment as they do not lead to the acquisition of a recognised certificate. (The issue of awarding certificates at ["Adult Education Centres"] is now under review.) At the ["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"] each term. Final Examinations are set by trainers at the Institutes who are not teaching the level for which they are preparing the examination.

7.14.1 Certification – Formal Continuing Education

Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Certificate		Final Examination

TEXT

The school-leaving certificate (["Apolytirion"]) 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 is recognised by the government as a qualification for the purposes of both appointment and promotion in the Civil Service, as well as being recognised in the private sector. In order to gain the Diploma, students must successfully complete all five units and the Diploma project.

7.14.2 Certification – Non-Formal Continuing Education

Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Certificate		Final Examination

TEXT

Those who attend courses at the ["Adult Education Centres"] receive a Certificate of Attendance which may be used to gain promotion in some cases – there is no formal examination.

At the ["State Institutes of Further Education"] there are final 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"] 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"] 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, s/he is not allowed to sit for the pancyprian final examinations.

7.15 Education/Employment Links

Compulsory descriptors (no change possible)

Training-employment Relationship, Guidance Service

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

School Industry Relation

TEXT

Guidance for learners is generally dealt with by the headteacher or director of continuing education institutions. The same individual would be involved with 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 what are currently required by the market.

7.16 Private Education

Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

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, one hundred and sixty private training institutions employing over 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

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Qualification
	Trainer		Training Centre		

TEXT

Information in the statistics section includes:

- Enrolments by type of institution 1970/71 – 2003/04.
- Enrolments by educational institution by gender 2003/04.
- Participation rates of the population aged over 15 in lifelong learning activities by type of activity, gender and age 2003.
- Participation rates of the population over the age of 15 in education or training by age group and sex 2003.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

7.17.1 Enrolments by type of institution 1970/71 – 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Qualification
	Trainer		Training Centre		

TEXT

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

A = ["State Institutes of Further Education"] (previously known as Institutes of Foreign Languages)
B = Apprenticeship Scheme
C = Evening classes of technical schools
D = ["Adult Education Centres"]
E = ["Human Resource Development Authority"] (commenced operation in 1979/80)
F = ["Cyprus Productivity Centre"]
G = ["Cyprus Academy of Public Administration"]
H = Part-time institutes (as from 1999/00 including only those registered with the Ministry of Education and Culture)

7.17.2 Enrolments by educational institution by gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Qualification
	Trainer		Training Centre		

TEXT

Type of institution	Males	Females	Total
PUBLIC			
["State Institutes of Further Education"]	618	754	1372
Apprenticeship Scheme	0	0	0
Afternoon classes of technical schools	407	237	644
["Adult Education Centres"]	7576	11101	18677
["Human Resource Development Authority"]	19701	14400	34101
["Cyprus Productivity Centre"]	631	48	679
Cyprus Academy of Public Admin.	798	1244	2042
PRIVATE			
Part time institutes (registered with the Ministry of Education and Culture)	775	1400	2175

7.17.3 Participation rates of the population aged over 15 in lifelong learning activities by type of activity, gender and age 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Qualification
	Trainer		Training Centre		

TEXT

Data from 2003 Labour Force Survey

Men and Women

Type of activity	Age and %								
	15-19	20-29	30-39	40-49	50-59	60-64	65+	25-64	Tot
Formal education	92.0	18.7	2.3	0.5	0.3	0.0	0.0	2.1	11.1
Non-formal education*	68.9	25.1	26.9	21.3	13.7	4.6	1.0	20.7	21.6
Learning activities total	23.1	37.4	36.6	28.9	23.2	13.4	6.7	30.3	26.2
Self study	7.7	25.6	28.6	22.6	19.9	11.4	5.6	23.8	19.4
Online learning	16.9	25.0	19.3	13.9	7.9	3.0	1.1	15.0	13.6
Educational broadcasting	12.0	17.7	16.5	11.1	9.1	3.5	1.5	12.7	11.1
Visiting educational facilities (e.g. library)	3.6	7.5	6.3	5.8	4.8	2.2	1.4	5.7	5.0

* = private lessons, seminar, conferences outside the formal education system

Men

Type of activity	Age and %								
	15-19	20-29	30-39	40-49	50-59	60-64	65+	25-64	Tot
Formal education	91.5	20.1	3.7	0.6	0.3	0.0	0.0	2.8	11.4
Non-formal education*	66.1	20.1	27.6	19.7	14.1	6.8	1.3	20.1	20.5
Learning activities total	23.1	35.3	40.5	32.0	26.7	17.8	10.3	33.7	28.7
Self study	6.4	23.9	33.4	23.8	23.9	15.0	8.8	26.8	21.6
Online learning	18.3	24.3	25.3	18.0	10.9	5.8	2.3	18.9	16.3
Educational broadcasting	12.8	17.1	19.4	12.4	10.4	4.4	2.6	14.5	12.4
Visiting educational facilities (e.g. library)	2.8	5.9	5.4	6.2	4.3	3.5	1.8	5.5	4.6

* = private lessons, seminar, conferences outside the formal education system

Women

Type of activity	Age and %								
	15-19	20-29	30-39	40-49	50-59	60-64	65+	25-64	Tot
Formal education	92.4	17.3	1.0	0.5	0.3	0.0	0.0	1.4	10.9
Non-formal education*	71.3	29.7	26.3	22.9	13.3	2.5	0.7	21.3	22.5
Learning activities total	23.1	39.3	33.2	26.0	19.8	9.3	3.7	27.2	24.0
Self study	8.8	27.2	24.3	21.5	16.1	8.1	2.9	21.0	17.4
Online learning	15.7	25.5	13.9	10.1	5.1	0.3	0.1	11.4	11.0
Educational broadcasting	11.3	18.2	13.8	9.8	7.9	2.6	0.5	10.9	10.0
Visiting educational facilities (e.g. library)	4.3	9.0	7.1	5.4	5.4	0.9	1.1	6.0	5.3

* = private lessons, seminar, conferences outside the formal education system

7.17.4 Participation rates of the population over the age of 15 in education or training by age group and sex 2003

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Schooling Rate		Qualification
	Trainer		Training Centre		

TEXT

Data from Labour Force Survey 2003

Age group	Male %	Female %	Total %
15-19	93.7	94.8	94.3
20-24	40.8	48.7	44.9
25-29	32.9	35.8	34.4
30-34	31.3	27.0	29.0
35-39	27.4	26.9	27.1
40-44	22.9	23.6	23.3
45-49	17.1	22.4	19.8
50-54	17.7	16.0	16.8
55-59	10.2	10.2	10.2
60-64	6.8	2.5	4.6
65+	1.3	0.7	1.0
25-64	21.9	22.0	21.9
Total	26.0	26.7	26.4

Chapter 8 - Teachers and Education Staff

TEXT

This chapter is subdivided into the four types of teachers and education staff, as follows:

- Pre-primary
- Primary
- Secondary
- Tertiary

In some cases, pre-primary and primary school teachers will be covered in the same subdivision. In the pre-primary sector, only ["kindergarten"]teachers will be included, as day nurseries are not considered as part of the education sector.

The Directorate of 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

Compulsory descriptors (no change possible)

Teacher, Initial Training

TEXT

The basic training of pre-primary 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 children with learning difficulties or emotional problems must have a first degree as a teacher of primary education and a postgraduate qualification in special education, or have a first degree in special education. Other specialist teachers must have a first degree in the specialist area in which they are required to teach.

Secondary school teachers are required as a minimum to hold a recognised university degree at the bachelor level in a subject taught in secondary schools in Cyprus. In addition, prospective teachers must attend a seven-month pre-service training course, which is delivered by the ["Pedagogical Institute"] of Cyprus (see section [2.6.1.]).

Members of academic staff at the tertiary 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.

8.1.1.1 Historical Overview – ["Pre-primary Education"]

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform

TEXT

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 ["Pedagogical Academy"] of Cyprus (Παιδαγωγική Ακαδημία Κύπρου), 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. These teachers followed basically the same programme as teachers in the primary sector. All courses had already increased in duration from two years to three years in 1965/66.

In 1992, the ["Pedagogical Academy"] of Cyprus 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 ["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"] (the ["Cyprus Council for the Recognition of Higher Education 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.

Graduates from non-Greek speaking universities have to go through the same process of submitting their qualifications to ["KYSATS"] described above.

8.1.1.2 Historical Overview – Primary Education

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform

TEXT

A general overview of the historical background to primary education in Cyprus can be found in section [4.1.].

Prior to 1959, there were five institutions which 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"] was set up to provide programmes (initially of two years duration) for primary school teachers. In 1965 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"] 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 Departments of Education of universities in Greece (such as Athens, Thessaloniki, Patras, Ioannina, Crete, Thrace, Thessaly and the Aegean) and a smaller number from the United Kingdom.

8.1.1.3 Historical Overview – Secondary Education
Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform

TEXT

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 ["Pedagogical Institute"]. The ["Pedagogical Institute"] 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 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.

8.1.2 Ongoing Debates and Future Developments

Compulsory descriptors (no change possible)

Reform Proposal

TEXT

The report of the seven experts (see section [2.2.]) proposed that the pre-service training of secondary school teachers be taken over by universities and delivered either as a postgraduate qualification or as a minor in pedagogy as part of a first degree.

8.1.3.1 Specific Legislative Framework – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

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.

8.1.3.2 Specific Legislative Framework – Secondary Education

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

The pre-service training of secondary school teachers is covered by regulations numbers 214/2000, 295/2001 and 860/2004, which are based on laws 10/1969 – 80(I)/2004.

8.1.4.1 Institutions, Level and Models of Training – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Training Centre, Level of Qualification, Duration of Studies

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Training-employment Relationship		Tutor		Vocational Training
	Practice Period				

TEXT

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 – 164 ECTS for primary teachers (68% of the course) and 176 ECTS for pre-primary teachers (72% of the course).
- Elective courses – 56 ECTS (23%) for primary teachers and 44 (18%) for pre-primary.
- General education courses – 20 ECTS, which make up 8% of each course.

The methods of training include lectures, tutorials, the practical application exercises, the mentor system and other relevant educational activities. The objective of these methods is for the graduate teachers to become an independent learner, exercising critical thinking skills (rather than memorising the 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. The school experience comprises two courses, the first of 5 ECTS and the second of 24 ECTS. 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 two courses on 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
Compulsory descriptors (no change possible)

Training Centre, Level of Qualification, Duration of Studies

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Training-employment Relationship		Tutor		Vocational Training
	Practice Period				

TEXT

Pre-service training for secondary school teachers follows the concurrent model and is delivered by the ["Pedagogical Institute"]. Input on the course also comes from the University of Cyprus and other appropriate institutions both in Cyprus and overseas. In 2003, the Institute delivered pre-service training to three hundred and eighty-one prospective secondary school teachers.

The course begins in the first week of October and is completed by 30 April and classes run Monday to Friday either from 8.30am to 1.30pm or from 3.30pm to 8.30pm. The only exception to this timing is during the teaching practice element of the course, when the participants follow the secondary school timetable – see section [5.12.2.1.]. A special committee meets after the completion of the course to decide which of the participants has been successful – their decision is reported by the committee by 20 May.

The course provides for a combination of theory and practice and is made up of two elements – common core subjects and subject specialisations (see section [8.1.6.2.]). The balance of the content of the course is a follows:

- Teaching practice – 40%.
- General educational psychology – 20%.
- Teaching methodology for the subject specialisation – 20%.
- Individual projects – 20%.

Only those teachers who have successfully completed the pre-service training course and have as a result received a certificate from the ["Pedagogical Institute"] may 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.

8.1.5.1 Admission Requirements – Pre-primary and Primary Education
Compulsory descriptors (no change possible)

Admission Requirements

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Entrance Examination
	Numerus clauses		Competitive Examination

TEXT

Entrance to the Pre-primary and Primary Sections of the Department of Education at the ["University of Cyprus"] is determined by the pancyprian examinations to allocate tertiary education places which take place in June and July each year. Only those students who hold a school-leaving certificate (["Apolytirion"]) from either a ["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 the conduct of 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 of applicant:

- 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 examination for the allocation of places at tertiary level institutions.

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

Compulsory descriptors (no change possible)

Admission Requirements

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion		Entrance Examination
	Numerus clausus		Competitive Examination

TEXT

In order to be eligible to attend the 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 predicted to be required in 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.

8.1.6.1 Curriculum, Special Skills, Specialisation – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Curriculum, Specialization

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Curriculum Subject

TEXT

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. Students must also complete 10 ECTS of Foreign Language courses.

The main areas of study are as follows:

- Pedagogical Science and Psychology. Primary school teachers must complete twelve courses (65 ECTS) of which five are compulsory and seven elective, making up 27% of the programme of studies. Pre-primary teachers must complete thirteen courses (69 ECTS), of which six are compulsory and seven elective, comprising 29% of the programme of study.
- Teaching Methodology and School Experience. All courses in this area are compulsory for primary and pre-primary teachers. In the primary sector this area makes up 23% of the programme of study (56 ECTS) – for the pre-primary course this is 24% (58 ECTS).
- Content Area Studies. For primary teachers, fourteen courses (67 ECTS, 28% of the whole course) of which ten are compulsory and four electives. For pre-primary teachers twelve courses (59 ECTS, 25% of the whole course) of which ten are compulsory and two elective.
- Specialisation. Students are required to complete 24 ECTS in the specialisation of their choice in the fourth year of their studies. Areas of specialisation for Primary Education are as follows: Language; Mathematics; Natural Sciences; Special Education; Psychology.

Those for ["Pre-primary education"] are: Special Education; Psychology; Creative Expression.

- General Education. These four courses (20 ECTS) must be chosen from at least two different faculties and are completed within the first two years of studies.
- 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 and Psychology	
Introduction to Pedagogical Sciences	6
Methodology of Educational Research	5
Developmental Psychology I	5
Theory and Practice of Teaching	6
Introduction to Inclusive Education	6
Total	28
Teaching Methodology and School Experience	
Educational Technology	4
Design and Technology	3
Learning to Read	2
Language Instruction	6
Mathematics Education	6
Teaching of Natural Sciences	6
Total	27
School Experience I	5
School Experience II	24
Total	29
Content Area Studies	
Introduction to Computer Science	6
Statistical Methods	5
Greek Language I	5
Basic Concepts in Mathematics I	6
Natural Sciences in Primary Education	6
Christian Education	4
Geography Education	4
Art Education	3
Music Education	3
Physical Education	4
Total	46

["Pre-primary Education"]

Compulsory Course	ECTS
Pedagogical Sciences and Psychology	
Introduction to Pedagogical Sciences	6
Pre-school Pedagogy and Organisation	6
Methodology of Educational Research	5

Developmental Psychology I	5
Theory and Practice of Teaching	6
Introduction to Inclusive Education	6
Total	34
Teaching Methodology and School Experience	
Educational Technology	4
Design and Technology	3
Language Learning	5
Forms of Language Expression	5
Creative Drama	5
Mathematical Concepts	5
Teaching of Natural Sciences	5
Total	32
School Experience I	5
School Experience II	24
Total	26
Content Area Studies	
Introduction to Computer Science	6
Statistical Methods	5
Greek Language I	5
Pre- Mathematics Concepts	6
Natural Sciences Concepts	6
Social Studies	4
Creative Expression	4
Music and Movement I	3
Music and Movement II	3
Physical Education	4
Music Education	4
Total	50

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

Compulsory descriptors (no change possible)

Curriculum, Specialization

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Curriculum Subject

TEXT

The content of the pre-service training course for secondary teachers is divided up into two sections: common core subjects and subject specialisations.

The common core subjects are:

- An introduction to the education system of Cyprus.
- Topics of educational psychology.
- The theory and methodology of teaching.
- Educational research.
- Evaluation and educational technology.

The areas covered in the subject specialisations include:

- The teaching methodology for the subject.
- Lesson design.
- Special didactic methods.
- The curriculum.
- Evaluation.

The course also includes teaching practice, which makes up 40% of the course. The teaching practice takes place in a public secondary school and involves 50 periods of teaching and 100 periods of observation, 50% of which must be done in classes with the mentor present, and the remaining 50% in classes with other teachers.

For participants holding certain specified and relevant qualifications, there is a possibility of exemptions from certain parts of the course.

8.1.7.1 Evaluation, Certificates – Pre-primary and Primary Education
Compulsory descriptors (no change possible)

Evaluation, Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Examination System		Final Examination
	Certificate		Recognition of Qualification

TEXT

The evaluation of the student in the bachelor degrees offered by the University is determined by the teaching staff of the university according to the performance of the students 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

Compulsory descriptors (no change possible)

Evaluation, Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Examination System		Final Examination
	Certificate		Recognition of Qualification

TEXT

There is continuous evaluation throughout the pre-service training for secondary school teachers. This is combined with a final evaluation at the end of the course, which covers three main areas:

- General pedagogy, including all common core subjects.
- Special didactic methods, including the subject specialisations.
- Teaching practice and school experience.

The first two elements are evaluated by a combination of examinations and projects. The distribution of marks between examinations and projects is as follows:

- General pedagogy – examinations are marked from 1-16 and projects from 1-12. In order to be successful, an applicant must score at least 50% in both elements (at least 14 out of 28).
- Special didactic methods – examinations are marked from 1-14 and projects 1-8. To pass, a participant must achieve at least 50% (11 out of 22).

The teaching practice element is assessed by a group for each subject specialisation. This group is appointed by a senior group, consisting of:

- The Director of the ["Pedagogical Institute"] or his/her representative. This member acts as the chairperson of the group.
- The Director of ["Secondary General Education"] (or representative).
- The Director of ["STVE"] (or representative).
- The Head of the Professional Development Department of the ["Pedagogical Institute"].
- One representative from the University of Cyprus.
- One representative from the secondary school teachers' trades union.

The main tasks of this group are to form the evaluation groups for each subject, to approve the results and to hear appeals regarding evaluation from participants.

In order to evaluate the teaching practice element, the group takes into consideration the

teaching practice portfolio, the effectiveness of the participants in observed teaching, their behaviour and general approach to teaching practice as a whole.

The evaluating group prepares a report and gives a mark out of 50 for the teaching practice element, with a minimum pass mark of 50% (25 out of 50).

In order to complete the final evaluation, all three elements are combined and the total pass mark is 50%, with a requirement of a minimum of 40% in each separate element.

8.1.8 Alternative Training Pathways
Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Distance Study		Alternating Training

TEXT

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
Compulsory descriptors (no change possible)

Teacher, Working Conditions

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body

TEXT

The conditions of service of teachers in Cyprus differ according to the level at which they teach – primary, secondary or tertiary.

As pre-primary 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 non-university institution is public or private.

8.2.1.1 Historical Overview – ["Pre-primary Education"]
Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform		Educational Planning

TEXT

Working conditions for teachers in pre-primary schools improved greatly with the advent of public pre-primary schools after 1960. Prior to that, 'teachers' in the sector had 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 the 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"].
- 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

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform		Educational Planning

TEXT

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 amalgamated 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 bigger organisation. It represents the interests of pre-primary, primary and special education teachers.

8.2.1.3 Historical Overview – Secondary Education

Compulsory descriptors (no change possible)

	Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform		Educational Planning

TEXT

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 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

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Reform		Educational Planning

TEXT

University Education

Regulations 144/1989 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.].

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 most 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, when the process of the 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 on 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
Compulsory descriptors (no change possible)

Reform Proposal

TEXT

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 ["Education Service Commission"].
- To increase the amount of support given to teachers following undergraduate or postgraduate courses of relevance 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.

8.2.3.1 Specific Legislative Framework – Pre-primary and Primary Education
Compulsory descriptors (no change possible)

Legislation

TEXT

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.

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
Compulsory descriptors (no change possible)

Legislation

TEXT

The legislation in accordance with which the conditions of teachers of secondary education are determined is as follows:

- The main law of 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.
- 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
Compulsory descriptors (no change possible)

Legislation

TEXT

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.

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 above-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
Compulsory descriptors (no change possible)

Educational Planning

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Supply of Teachers		Demand for Teachers

TEXT

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 in January each year. Based on these figures, and 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 teachers and makes it easy to find teachers willing to be employed on a temporary or contract basis.

8.2.5.1 Entry to the Profession – Pre-school Education
Compulsory descriptors (no change possible)

Recruitment

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Competitive Examination

TEXT

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 ["kindergartens"].

In public ["kindergartens"], pre-school teachers are public servants appointed annually by the ["Education Service Commission"] (see section [1.3.4.]), after the official announcement of vacant permanent positions. Increasingly, community and private ["kindergartens"] are recruiting 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 legally submitted applications in order of submission date. A small percentage of the following groups of applicants are 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 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"] has 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.

If a pre-primary or primary teacher is posted in a town or city, the Minister of Education and Culture decides in which school s/he 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
Compulsory descriptors (no change possible)

Recruitment

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Competitive Examination

TEXT

Graduates of the Primary School Section of the ["University of Cyprus"] (Department of Education) or from Primary Education Departments of any public Universities 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"] (see section [1.3.4.]), in the same way as described in section [8.2.5.2.].

Qualified primary school teachers may also teach in private primary schools, which are increasingly required by legislation to employ properly qualified teachers.

See section [8.2.5.2] for information on probationary periods and permanent public servant status for primary school teachers.

8.2.5.3 Entry to the Profession – Secondary Education
Compulsory descriptors (no change possible)

Recruitment

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Competitive Examination

TEXT

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"] (see section [1.3.4.]), 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.

8.2.5.4 Entry to the Profession – Tertiary Education
Compulsory descriptors (no change possible)

Recruitment

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Competitive Examination

TEXT

University Education

Academic staff positions at the ["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, 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 universities in at least two different foreign countries) 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 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 of instructing and promoting research with postgraduate students or significant contribution in research activities, an indication of international recognition of the applicant's contribution to a certain field of research and contributing 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.

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 onto 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.

8.2.6.1 Professional Status – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Occupational Status

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Labour Contract		Education Officer		Employer

TEXT

The Directorate of Primary Education is responsible for overseeing pre-primary and primary educational staff. The different ranks are as follows:

- Education officer (A14).
- Inspector (A12 and A13 + 2 increments)
- Headteacher (A12 + 2)
- Deputy headteacher (A11 + 2)
- Pre-primary and primary school teacher (A8 to 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£	Top scale CY£	Annual increment CY£
A8	10503	16146	513
A9 + 2	13037	19327	629
A10 + 2	14399	21726	703
A11 + 3	17372	25105	703
A12 + 2	19283	27392	901
A13 + 2	22833	30041	901
A14 + 2	24470	32902	1054

All teachers also receive a Cost of Living Allowance (COLA), which was 9.75% until 31/12/05. Teachers' gross salary is equivalent to the basic salary multiplied by the COLA.

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

Compulsory descriptors (no change possible)

Occupational Status

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Labour Contract		Education Officer		Employer

TEXT

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.
- ["Apolytirion"] holders. Graduates of a technical school (and holders of a technical school-leaving certificate, or ["Apolytirion"]), or holders of a Secondary General ["Apolytirion"] 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 because the 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 – A13 + 2.
- Headteacher – A13.
- Deputy headteacher 'A' (see section [2.7.1.]) – A12 + 2.
- Deputy headteacher – A12.

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

Compulsory descriptors (no change possible)

Occupational Status

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Labour Contract		Education Officer		Employer

TEXT

University Education

Permanent members of the academic staff at the ["University of Cyprus"] are not public servants, in that they are not appointed by the Public Service Commission. This is because the University was founded as an autonomous public corporate body.

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.

8.2.7.1 Replacement Measures – Pre-primary, Primary and Secondary Education

Compulsory descriptors (no change possible)

Substitute Staff

TEXT

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 any 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

Compulsory descriptors (no change possible)

Substitute Staff

TEXT

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.

Non-university Education

For short absences, the procedure for replacement measures in public non-university institutions is similar to that in the public schools, in that arrangements will be 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.

8.2.8.1 Supporting Measures for Teachers – Pre-primary, Primary and Secondary Education

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Psychologist		Dispute Settlement

TEXT

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 for newly appointed teachers.

Newly appointed teachers do not have a lighter teaching workload than their colleagues.

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 will be 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 Supporting Measures for Teachers – Tertiary Education

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Psychologist		Dispute Settlement

TEXT

University Education

There are no formal methods of support to 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 appointed a more experienced teacher to act as a mentor.

Non-university Education

The methods of providing support to both newly appointed and experienced teachers are left for the individual colleges to devise, based on the regulations which apply to public servants.

8.2.9.1 Evaluation of Teachers – Pre-primary, Primary and Secondary Education

Compulsory descriptors (no change possible)

Evaluation

TEXT

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 in 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 once every three years thereafter. This stays in place until a teacher has completed twenty-five years of service, at which point s/he 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 in the case of the evaluating Inspector being newly appointed. These individuals may add their opinions directly into 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 s/he wishes to. 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 ["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 s/he 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.

8.2.9.2 Evaluation of Teachers – Tertiary Education

Compulsory descriptors (no change possible)

Evaluation

TEXT

University Education

There is no formal system of evaluation for the academic staff of the ["University of Cyprus"] provided for in the law of the University, however the disciplinary code covers some of the issues which may result from evaluation. In addition, academic staff are evaluated by the students using an informal system which is not a legal requirement.

Non-university Education

As public servants, the academic staff in the 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 – 1/1999 to 4(I)/2004.

This evaluation requires the teacher to complete a form outlining his/her main duties and any

additional work s/he 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), which decides 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
Compulsory descriptors (no change possible)

Further Training

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Leave		Information Technology		Intercultural Education

TEXT

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 modern technology 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 had been the responsibility of the Pre-Primary, Primary and Secondary Inspectors. However, the approach to 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, academics from the ["University of Cyprus"] or experts from abroad. During the academic year 2003/04 the Institute offered compulsory in-service training courses to two hundred and eighty-nine educational administrators and one hundred and seventeen optional seminars attended by 2201 teachers and other educational staff.

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-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 to 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 that they should 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.

Optional Programmes

Optional seminars are open to all teachers and are usually held in the afternoon, from 3 to 6pm, in the regional centres of the ["Pedagogical Institute"] all over Cyprus. The ["Pedagogical Institute"] circulates a booklet at the beginning of each academic year which includes all the information on the optional seminars to be held during the year.

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 the available places, either the course is repeated on different dates in the same year or in the next academic year.

These seminars cover a wide range of topics, including Psychology, Sociology, Pedagogical Sciences and Information Technology.

School-based seminars are also offered during 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

Compulsory descriptors (no change possible)

Further Training

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Leave		Information Technology		Intercultural Education

TEXT

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 the 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"] (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 deputy heads and headteachers of primary schools which lasts for 10 weeks, and requires attendance 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; New Technology.

8.2.10.2 In-service Training – Secondary Education

Compulsory descriptors (no change possible)

Further Training

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Leave		Information Technology		Intercultural Education

TEXT

> 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 ["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.

8.2.11.1 Salaries – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Salary, Wage Index

TEXT

> 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 month 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 cheap loans and holiday houses provided by the teachers' unions.
>
> The only factor taken into consideration when placing teachers at a point 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 2004 was CY£7,292,100 – which equates to CY£9506 per capita with a growth rate of 3.8%.

8.2.11.2 Salaries – Secondary Education

Compulsory descriptors (no change possible)

Salary, Wage Index

TEXT

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 above-mentioned categories also receive the following allowances: • An annual salary increase of approximately 30.2% of basic salary. • A thirteenth month salary. • Free medical care. • Access to cheap loans and holiday homes provided by the secondary level teachers' unions.

8.2.11.3 Salaries – Tertiary Education

Compulsory descriptors (no change possible)

Salary, Wage Index

TEXT

University Education Academic and other educational staff at the ["University of Cyprus"] are placed on salary scales which 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 – an hourly rate of pay. Lecturers – A12 to A13. Assistant professors – A13 to A14. Associate professors – A14 to A15. Professors – A15 to A16. **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 month salary and free medical care.

8.2.12.1 Working Time and Holidays – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Hours of Work, Responsibility

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leave

TEXT

Pre-primary and primary school teachers work from 7.30am to 13.05pm 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.].

A leave of absence may be granted to teachers in the following situations:

- Maternity leave – from four weeks before the birth and 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
Compulsory descriptors (no change possible)

Hours of Work, Responsibility

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leave

TEXT

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 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 s/he 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 15.00pm. In addition, teachers must also attend biannual seminars organised by the Inspectorate from 14.00 to 16.00pm.

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
Compulsory descriptors (no change possible)
Hours of Work, Responsibility

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leave

TEXT

University Education

The permanent and contractual academic staff of the ["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 the University 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.

Academic staff 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 which 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.

8.2.13.1 Promotion, Advancement – Pre-Primary and Primary Education

Compulsory descriptors (no change possible)

Advancement

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Career Change		Career Development

TEXT

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
Compulsory descriptors (no change possible)

Advancement

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Career Change		Career Development

TEXT

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 an Inspector. 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

Compulsory descriptors (no change possible)

Advancement

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Career Change		Career Development

TEXT

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.

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.

8.2.14.1 Transfers – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Transfers

TEXT

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

Compulsory descriptors (no change possible)

Transfers

TEXT

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

Compulsory descriptors (no change possible)

Transfers

TEXT

> **University Education**
>
> There is currently only one university level institution on the island, so there is no opportunity for transfer. However, 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 s/he 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.

8.2.15.1 Dismissal – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Dismissal

TEXT

> 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

Compulsory descriptors (no change possible)

Dismissal

TEXT

> 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

Compulsory descriptors (no change possible)

Dismissal

TEXT

> **University Education**
>
> The rules as to what constitutes a disciplinary offence are approved by the University Council 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.

8.2.16.1 Retirement and Pensions – Pre-primary and Primary Education

Compulsory descriptors (no change possible)

Pension, Retirement

TEXT

> 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 s/he 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 this 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

Compulsory descriptors (no change possible)

Pension, Retirement

TEXT

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
Compulsory descriptors (no change possible)

Pension, Retirement

TEXT

University Education Academic staff of the ["University of Cyprus"] 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
Compulsory descriptors (no change possible)

Non-teaching Staff, Headteacher

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Responsibility		School Management

TEXT

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
Compulsory descriptors (no change possible)

Access to Employment

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

| | Job Requirements |

TEXT

The requirements for appointment as a headteacher of a pre-primary, 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
Compulsory descriptors (no change possible)

Working Conditions

TEXT

The conditions of service for pre-primary, 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 – [8.2012.1.] 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
Compulsory descriptors (no change possible)

Non-teaching Staff, Inspector

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

| | Responsibility | | Inspection |

TEXT

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
Compulsory descriptors (no change possible)

Access to Employment

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

| | Job Requirements |

TEXT

The requirements for appointment as an inspector of pre-primary, 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
Compulsory descriptors (no change possible)

Working Conditions

TEXT

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 and terms and conditions of service as public servants. Inspectors also have their own trades union.

Specific mention of information for 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 – [8.2012.1.] 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
Compulsory descriptors (no change possible)

Non-teaching Staff, Guidance Officer

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Responsibility		Remedial Teaching		School Psychologist

TEXT

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 are on 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
Compulsory descriptors (no change possible)

Non-teaching Staff

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Managerial Staff		Health Service Personnel		Librarian		Assistant

TEXT

Currently in schools in Cyprus there are no non-teaching staff who are directly or indirectly involved in the process of education.

8.7 Statistics
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher		Non-teaching Staff		Salary		Demand for Teachers
	Supply of Teachers						

TEXT

The statistical information in this section includes:

- Number of teaching staff in comparison to the total working population 1989/90 – 2003/04.
- Number of teaching and management personnel by level, post type of school, contract status and gender 2003/04.
- Number of non-teaching personnel by type of education institution, level, post, contractual status and gender 2003/04.
- Number of teaching and management personnel by level of education, post, age group, type of education institution and gender 2003/04.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

8.7.1 Number of teaching staff in comparison to the total working population 1989/90 – 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher		Non-teaching Staff		Salary		Demand for Teachers
	Supply of Teachers						

TEXT

Total number of teachers 1998/99 – 2003/04

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

Total labour force 1999 - 2004

Year Quarter	1999 Q2	2000 Q2	2001 Q2	2002 Q2	2003 Q2	2004 Q2
Labour force 15+	296978	309093	322351	326075	341203	351708

Comparison of the number of teaching staff in comparison to total working population 1998/99 – 2003/04

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	1.2	1.9	0.4

8.7.2 Number of teaching and management personnel by level, post type of school, contract status and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher		Non-teaching Staff		Salary		Demand for Teachers
	Supply of Teachers						

TEXT

["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	16	2	4	0	20	2	19	2	21
Teaching personnel	96	59	33	23	129	79	115	48	183
Total	112	58	37	23	149	81	134	70	204
PRIVATE									
Director	70	20	6	0	76	20	71	20	91
Teaching personnel	281	267	221	172	502	439	390	372	762
Total	351	287	227	172	578	459	461	392	853
PUBLIC & PRIVATE									
Total	463	345	264	195	727	540	595	462	1057

Tertiary – University Education

Post	Male	Female	Total
Professor	40	2	42
Associate Professor	51	8	59
Assistant Professor	44	18	62
Lecturer	29	25	54
Visiting Professor	8	0	8
Visiting Associate Professor	8	0	8
Visiting Assistant Professor	8	1	9
Visiting Lecturers	18	9	27
Special Teaching Staff	17	15	42
Total	223	88	311

8.7.3 Number of non-teaching personnel by type of education institution, level, post, contractual status and gender 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher		Non-teaching Staff		Salary		Demand for Teachers
	Supply of Teachers						

["Pre-primary Education"]

See section [3.1.5.]

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	10	113	20	28	30	141	171
Other staff	8	186	3	60	11	246	257
Total	18	299	23	88	41	387	428
PUBLIC LYCEUM							
Administrative staff	8	113	14	26	22	139	161
Other staff	2	150	1	48	3	198	201
Total	10	263	15	74	25	337	362
["EVENING GYMNASIUM"]							
Administrative staff	0	2	1	2	1	4	5
Other staff	0	2	0	4	0	6	6
Total	0	4	1	4	1	10	11
TECHNICAL SCHOOLS							
Administrative staff	6	31	0	3	6	34	40
Other staff	39	60	3	2	42	62	104
Total	45	91	3	5	48	96	144
["GYMNASIUM"] & LYCEUM							
Administrative staff	4	7	0	2	4	9	13
Other staff	1	16	0	2	1	18	19
Total	5	23	0	4	5	27	32
TOTAL PUBLIC							
Administrative staff	28	266	35	61	63	327	390
Other staff	50	414	7	116	57	530	587
Total	78	680	42	177	120	857	977
PRIVATE LYCEUM							
Administrative staff	0	2	0	1	0	3	3
Other staff	0	0	0	1	0	1	1
Total	0	2	0	2	0	4	4
PRIVATE TECHNICAL SCHOOL							
Administrative staff	0	2	0	0	0	2	0
Other staff	0	1	0	0	0	1	1
Total	0	3	0	0	0	3	3
PRIVATE ["GYMNASIUM"] & LYCEUM							
Administrative staff	12	65	4	23	16	88	104
Other staff	37	87	12	31	49	118	167

Total	49	152	16	54	65	206	271
TOTAL PRIVATE							
Administrative staff	12	69	4	24	16	93	109
Other staff	37	88	12	32	49	120	169
Total	49	157	16	56	65	213	278
TOTAL PUBLIC & PRIVATE							
Administrative staff	40	335	39	85	79	420	499
Other staff	87	502	19	148	106	650	756
Total	127	837	58	233	185	1070	1225

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	3	0	0	11	3	14
Academic support	0	2	0	2	0	4	4
Administrative staff	24	40	9	17	33	57	90
Maintenance staff	21	24	2	8	23	32	55
Total	56	69	11	27	67	96	163
PRIVATE							
Teaching/research assts.	2	2	2	0	4	2	6
Academic support	12	20	2	2	14	22	36
Administrative staff	69	204	10	21	79	225	304
Maintenance staff	7	23	0	10	7	33	40
Total	90	249	14	33	104	282	386
PUBLIC & PRIVATE							
Teaching/research assts.	13	5	2	0	15	5	20
Academic support	12	22	2	4	14	26	40
Administrative staff	93	244	19	38	112	282	394
Maintenance staff	28	47	2	18	30	65	95
Total	146	318	25	60	171	378	549

Tertiary – University Education

Post	Male	Female	Total
Teaching/research assistants	29	23	52
Academic support for students	2	15	17
Administrative personnel	45	119	164
Maintenance personnel	20	8	28
Total	96	165	261

8.7.4 Number of teaching and management personnel by level of education, post, age group, type of education institution and gender 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

Teacher		Non-teaching Staff		Salary		Demand for Teachers
Supply of Teachers						

TEXT

["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	2	2	0	2	2
25-29	0	0	0	0	1	1	0	6	6	0	7	7
30-34	0	1	1	0	0	0	0	6	6	0	7	7
35-39	0	0	0	0	0	0	1	7	8	1	7	8
40-44	0	3	3	0	0	0	2	7	9	2	10	12
45-49	0	25	25	0	1	1	1	14	15	1	40	41
50-54	0	15	15	0	0	0	0	9	9	0	24	24
55-59	0	25	25	0	2	2	1	5	6	1	32	33
60-64	0	5	5	0	0	0	1	5	6	1	10	11
>65	0	1	1	0	1	1	0	6	6	0	8	8
Total	0	75	75	0	5	5	6	67	73	6	147	153
KINDERGARTEN TEACHING PERSONNEL												
<25	0	41	41	0	36	36	0	75	75	0	152	152
25-29	0	88	88	0	34	34	1	73	74	1	195	196
30-34	2	155	157	0	9	9	0	45	45	2	209	211
35-39	0	81	81	0	7	7	1	23	24	1	111	112
40-44	0	94	94	0	8	8	0	16	16	0	118	118
45-49	1	85	86	0	2	2	1	16	17	2	103	105
50-54	0	30	30	0	2	2	0	11	11	0	43	43
55-59	0	5	5	1	2	3	0	9	9	1	16	17
60-64	0	0	0	0	0	0	0	2	2	0	2	2
Total	3	579	582	1	100	101	3	270	273	7	949	956
DAY NURSERY DIRECTOR												
<25	0	0	0	0	1	1	0	10	10	0	11	11
25-29	0	0	0	0	3	3	1	39	40	1	42	43
30-34	0	1	1	0	5	5	0	39	39	0	45	45
35-39	0	1	1	0	3	3	2	19	21	2	23	25
40-44	0	0	0	0	2	2	1	24	25	1	26	27
45-49	0	2	2	0	2	2	0	8	8	0	12	12
50-54	0	2	2	0	0	0	0	4	4	0	6	6
55-59	0	0	0	0	1	1	2	3	5	2	4	6
60-64	0	0	0	0	0	0	0	2	2	0	2	2
>65	0	0	0	0	1	1	0	0	0	0	1	1
Total	0	6	6	0	18	18	6	148	154	6	172	178
DAY NURSERY TEACHING PERSONNEL												
<25	0	3	3	0	23	23	0	130	130	0	156	156
25-29	0	6	6	0	35	35	1	152	153	1	193	194
30-34	1	6	7	0	21	21	2	55	57	3	82	85

35-39	0	4	4	0	14	14	3	34	37	3	52	55
40-44	0	10	10	0	20	20	20	31	33	2	61	63
45-49	0	18	18	0	11	11	1	15	16	1	44	45
50-54	0	12	12	0	4	4	0	14	14	0	30	30
55-59	0	6	6	0	0	0	0	3	3	0	9	9
0	0	0	0	0	0	0	0	1	1	0	1	1
>65	0	0	0	0	0	0	0	2	2	0	2	2
Not stated	0	0	0	0	0	0	0	5	5	0	5	5
Total	1	65	66	0	128	128	9	442	451	10	635	645

Primary Education

Age, type of school and post	Male	Female	Total
PUBLIC – HEADTEACHERS & DEPUTY HEADTEACHERS			
30-34	0	8	8
35-39	22	68	90
40-44	28	35	63
45-49	44	60	104
50-54	114	250	364
55-59	88	79	167
60-64	0	1	1
Not stated	1	0	1
Total	297	501	798
PUBLIC – TEACHING PERSONNEL			
<25	82	607	689
25-29	181	870	1051
30-34	192	740	932
35-39	80	306	386
40-44	12	57	69
45-49	6	23	29
50-54	4	19	23
55-59	0	7	7
60-64	1	0	1
Not stated	0	7	7
Total	558	2636	3194
PRIVATE – HEADTEACHERS & DEPUTY HEADTEACHERS			
35-39	1	3	4
40-44	0	5	5
45-49	1	5	6
50-54	4	4	8
55-59	4	5	9
60-64	0	1	1
>65	2	2	4
Total	12	25	37
PRIVATE – TEACHING PERSONNEL			
<25	2	49	51
25-29	8	44	52

30-34	4	33	37
35-39	7	32	39
40-44	5	30	35
45-49	9	28	37
50-54	2	20	22
55-59	2	12	14
60-64	2	3	5
>65	1	1	2
Not stated	4	13	17
Total	46	265	311

Secondary Education

Age, type of school and post	Male	Female	Total
PUBLIC – HEADTEACHERS & DEPUTY HEADTEACHERS			
40-44	4	0	4
45-49	33	66	99
50-54	135	163	298
55-59	372	269	641
60-64	17	8	25
Not stated	1	0	1
Total	562	506	1068
PUBLIC – TEACHING PERSONNEL			
<25	3	54	57
25-29	130	450	580
30-34	208	254	462
35-39	258	402	660
40-44	432	671	1103
45-49	406	664	1070
50-54	369	277	646
55-59	179	119	298
60-64	3	0	3
>65	1	0	1
Not stated	2	3	5
Total	1990	2895	4885
PRIVATE – HEADTEACHERS & DEPUTY HEADTEACHERS			
25-29	2	2	4
30-34	0	3	3
35-39	6	6	12
40-44	6	3	9
45-49	5	10	15
50-54	10	3	13
55-59	11	4	15
60-64	11	1	12
>65	5	3	8
Not stated	2	0	2
Total	58	35	93
PRIVATE – TEACHING PERSONNEL			

	Male	Female	Total
<25	16	89	105
25-29	80	145	225
30-34	52	69	121
35-39	55	71	126
40-44	38	54	92
45-49	32	33	65
50-54	17	26	43
55-59	13	15	28
60-64	12	6	18
>65	5	1	6
Not stated	8	14	22
Total	328	523	851

Tertiary – Non-university Education

Age and type of institution	Male	Female	Total
PUBLIC			
<25	1	0	1
25-29	4	4	8
30-34	17	15	32
35-39	15	13	28
40-44	24	10	34
45-49	24	16	40
50-54	29	12	41
55-59	14	4	18
60-64	1	0	1
Not stated	0	5	5
Total	129	79	208
PRIVATE			
<25	5	52	57
25-29	69	124	193
30-34	93	79	172
35-39	102	71	173
40-44	74	52	126
45-49	42	26	68
50-54	21	12	33
55-59	10	10	20
60-64	20	9	29
>65	22	1	23
Not stated	44	3	47
Total	502	439	941

Tertiary – University Education

Age	Male	Female	Total
25-29	12	16	28
30-34	40	19	59
35-39	50	21	71
40-44	52	16	68

45-49	24	10	34	
50-54	18	3	21	
55-59	12	2	14	
60-64	7	1	8	
>65	8	0	8	
Total	223	88	311	

Chapter 9 - Evaluation of Educational Institutions and the Education System

Compulsory descriptors (no change possible)

Evaluation, Quality of Education

TEXT

The Ministry of Education and Culture is responsible for the coordination of all evaluation systems in Cyprus undertaken by schools, the Inspectorate and the ["Pedagogical Institute"] (Παιδαγωγικό Ινστιτούτο).

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 Primary, Secondary General 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 [8.10.]) 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) organises research into and evaluation of certain aspects of the education system in Cyprus.

9.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform

TEXT

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.

The first, from 1880 to 1926 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 of the 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 primary education sector – at the same time the inspection regime was established, and the record of observations was kept in the book of inspections.

In the second period, from 1930 to 1945, 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 delivering training to 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.

At the beginning of the next period (1947-1959) 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) – posts that are 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 ["Major Inspection"] – see section [9.4.2.1.].

After independence in 1960, the role of the inspector in primary education continued 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.

9.2 Ongoing Debates and Future Developments

Compulsory descriptors (no change possible)

Reform Proposal

TEXT

The report into the education system of Cyprus by the seven experts (see section [2.2.])
devoted a whole section of their report 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, that
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 the 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.

Under this system, the role of the Inspector will become one of a school advisor and mentor
rather than evaluator.

As a result of these recommendations, the Ministry of Education and Culture commissioned a
consultancy firm to draw up a report containing suggestions which would form the basis for
future discussions on a new structure for the evaluation of schools and teachers.

The report 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. 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 ["Pedagogical Institute"].

In the law of the ["Technological University"] (Τεχνολογικό Πανεπιστήμιο) (198(I)/2003),
which is scheduled to begin operating in 2006/07, it is specified that at the end of each
academic year the University is to submit a report on its work, activities and policies during
the preceding academic year to the Council of Ministers.

In the law of the ["Open University of Cyprus"] (Ανοικτό Πανεπιστήμιο Κύπρου)
(234(I)/2002), there is provision for the setting up of an Internal Evaluation Committee
(Επιτροπή Εσωτερικής Αξιολόγησης) by decision of the Senate and for external evaluation,
which is carried out by a team of external evaluators. The findings of the internal evaluation
and of the external evaluators are taken into consideration by the University Council when
programming future developments. The ["Open University"] is expected to begin functioning
in the academic year 2006/07.

Law 109(I)/2005 which provides for the establishment of private universities, specifies that
the Council of Ministers (based on recommendations from the Ministry of Education and
Culture) appoints a seven-member Evaluation Committee (Επιτροπή Αξιολόγησης) for a five

year term with the objective of evaluating applications for university accreditation. This Committee is presided over by the current president of SEKAP. The Council of the University, according to the same law, 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.

9.3 Administrative and Legislative Framework

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

The legislation relating to the evaluation of both schools and teachers is law 223/1976 – the regulations covering ["Major Inspections"] can be found in part two of this law in paragraph nine. Under this law, evaluation is mandatory in Cyprus.

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

Compulsory descriptors (no change possible)

Educational Institution, Organising Body

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Central Government		Regional Administration		Local Government

TEXT

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

Compulsory descriptors (no change possible)

Self-evaluation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher Participation		Headteacher
	School Based Management		Evaluation Criterion

TEXT

Schools and higher education institutions in Cyprus carry out evaluations of educational and teaching activity both in 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

Compulsory descriptors (no change possible)

Self-evaluation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher Participation		Headteacher
	School Based Management		Evaluation Criterion

TEXT

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 representative body 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 on 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

Compulsory descriptors (no change possible)

Self-evaluation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teacher Participation		Headteacher
	School Based Management		Evaluation Criterion

TEXT

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.

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.

9.4.2.1 External Evaluation – Primary and Secondary Education

Compulsory descriptors (no change possible)

Inspection

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Inspector		Selection Criterion		Sanction

TEXT

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 ["Major Inspection"] (μείζων επιθεώρησις) 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 for 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.
- Remarks 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 headmaster 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 whole 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 check the written work of the pupils.

It is not the objective of the ["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 with the representative body of the pupils and may also meet with 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 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

Compulsory descriptors (no change possible)

Inspection

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Inspector		Selection Criterion		Sanction

TEXT

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 2004.

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, with the second planned for 2007.

The public non-university institutions are accountable to the respective Ministries, whose function it 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.
- The 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

Compulsory descriptors (no change possible)

Educational System

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Achievement Test

TEXT

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.

Instead, such major evaluations are carried out occasionally when the government deems it necessary. An example of this was the UNESCO evaluation in 1996/97, which aimed to provide information about the functioning of the system as well as to give 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 Pedagogical Council (Συμβούλιο Παιδείας) 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 to ["lyceum"] level, ["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.

Occasionally the Ministry requires evaluation and research to be carried out into a specific area of the education system – this is carried out either by the ["Pedagogical Institute"] 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

Compulsory descriptors (no change possible)

Educational Research

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Innovation		Pilot Project

TEXT

The Department of Research and Evaluation (Τομέας Εκπαιδευτικής Έρευνας και Αξιολόγησης) of the ["Pedagogical Institute"] contributes 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.
- Providing assistance on 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 educational research and evaluation.
- Promoting educational research in schools.

- Designing and exploiting records for educational data.
- Collaborating with external institutions, such as the Research Promotion Foundation and the ["University of Cyprus"] in the conduct of educational research.

The Department 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 Department also act in a consultative role, assisting trainees who take on small-scale studies as part of the requirements for the 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 construction 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 Department takes part in international research in the field of education and is responsible for the dissemination of the results of such projects to EUDISED (European Documentation and Information System of Education) of the Council of Europe.

The Department 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. It also conducts continuous evaluation of the pre-service and in-service training programmes for teaching staff.

During 2004, the Department of Research and Evaluation worked on several projects commissioned by the Ministry of Education and Culture, as follows:

- A research project on Social and Emotional Education, in cooperation with the University of Athens.
- The assessment of the new National Curriculum for 6th grade primary school mathematics, in cooperation with the University of Cyprus.
- The assessment of the in-service training programme for teachers of Greek origin from Georgia, Ukraine, Romania and Russia.
- A research project on Home-School Relationships and Intercultural Education.
- The assessment of the teaching of Ancient Greek in secondary education.
- The evaluation of the in-service training programme for ICT teachers.
- The assessment of the pre-service training programme for secondary school teachers.
- The evaluation of all training courses delivered by the ["Pedagogical Institute"] for the purpose of feedback and continuous improvement.
- The launch of an assessment project on the integration of special needs students in mainstream schools.
- The launch of a research project on literacy.

9.7 Statistics
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Inspector		Educational Research		Education Budget

TEXT

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

The total expenditure on education in 2003 was CY£504.1 million, of which CY£4,625,000 was allocated to research, amounting to 0.92% of the total budget. This was divided between the ["University of Cyprus"] and the HTI as follows:

- The ["University of Cyprus"] - CY£4,523,000 (0.9%).
- HTI - CY£102,000 (0.02%).

Chapter 10 - Special Educational Support

Compulsory descriptors (no change possible)

Special Education

TEXT

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 for those children (approximately 5-7% of all pupils with special educational needs) who are unable to integrate into mainstream schools.

10.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective, Pupil Integration

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform

TEXT

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 as charitable foundations until 1957 and 1965 respectively, when the government took over responsibility for them.

An initial attempt at integration, ahead of its time in 1962, came with the creation of a special class for mentally handicapped children which was attached to a primary school in Lefkosia.

During the 1960s and 70s, 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, in which pupils who were described as 'emotionally disturbed' were integrated. This programme came to an end in 1978, while 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 5 and 18 – and furthermore stated that this education must be both free and compulsory. The passing of this law resulted in government funding for special education, 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 the individual needs of pupils were met, both in the 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 restrictions in education faced by children with special educational needs. Since 1999 there have been a number of amendments to this law. The latest, 69(I)/2001, with its focus on the goal of integration, has achieved a harmony between the legislation, the philosophy and the practice of special education

10.2 Ongoing Debates and Future Developments
Compulsory descriptors (no change possible)

Reform Proposal

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Pupil Integration

TEXT

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.

The issue of special educational support and the education of children of migrant workers formed one of the 'priority pillars' in the Executive Summary Strategic Development Plan 2004-2006 produced by the Planning Bureau (see section [1.2.4.]). The priority pillar is the 'Quantitative and Qualitative Upgrading of Education' and the specific measures with regard to special education feature in section 3.1.6 as follows:

> Provision of equal educational opportunities and combating school failure and illiteracy. This measure aims at combating school failure and illiteracy, through the improvement of the educational services offered, and the strengthening of education of children of migrant workers and children with special needs. Indicative actions include:
>
> • Combating school failure and illiteracy, and promoting for this purpose adequate programmes, including the full implementation of the Educational Priority Zones (Ζώνες Εκπαιδευτικής Προτεραιότητας) (EPZ) (see section [5.2.]) and the learning support programmes.

> - Gradual reduction of the number of students per classroom in all educational levels.
> - Reinforcing the ["Educational Psychology Service"] aiming at achieving the levels prevailing in EU countries.
> - Implementation of the legislation provisions for the upbringing and education of children with special needs at all levels of education, with the creation of the appropriate technical and material infrastructure and the development of appropriate programmes.

10.3 Definition and Diagnosis of the Target Group(s)

Compulsory descriptors (no change possible)

Target Group

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Handicapped		Learning Difficulty		Highly Gifted
	Deprived		Migrant		

TEXT

> Part 1 of laws 113(I)/1999 to 69(I)/2001 specifies which categories are recognised under law as corresponding to pupils or students in need of special support as follows:
>
> The following categories of children require special education and training:
>
> - 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.

10.4 Financial Support for Pupils' Families

Compulsory descriptors (no change possible)

Grant, Family Allowance

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Pupil Integration		Scholarship		Student Loan
	Education Voucher				

TEXT

> 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, the family receives direct financial assistance from the government to cover any and all of the financial expenditure associated both directly and indirectly with education. So, for example, if a child is placed in a school which 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 parents or an escort.
>
> In 2004, the Ministry of Education and Culture budgeted two million Cyprus pounds for special educational support, an increase of nearly 50% on the budget of 2002.

10.5 Special Provision within Mainstream Education

Compulsory descriptors (no change possible)

Pupil Integration

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Handicapped		Highly Gifted
	Deprived		Learning Difficulty

TEXT

It is the policy in Cyprus to integrate provision for special educational needs within 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 sometimes not always total, with special units and separate classes offered as alternatives to total integration.

10.5.1 Specific Legislative Framework

Compulsory descriptors (no change possible)

Educational Legislation

TEXT

Laws 113(I)/1999 to 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 3 and 18, with a provision to extend this to 21 years old, 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 s/he requires, the process for its implementation and the place where it should take place – this could be in a mainstream school, a special unit or a special education school.
- The establishment of the 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 reduction in 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 in mainstream classrooms, special units within mainstream schools or in 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
Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Minimum Competencies

TEXT

The first part of the laws on special education summarises the objectives of the law 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 in which children with special educational needs can receive an education 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 assessment of the programme.

Whilst the law covers the whole spectrum of special educational needs, the 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
Compulsory descriptors (no change possible)

Remedial Teaching

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Teaching Method		Teaching Aid		Group Learning		Individualized Teaching
	Modular Training		Information Technology		Teacher pupil-Ratio		

TEXT

Special educational support can be provided at any of the public school levels – pre-primary, 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 ["gymnasium"] level), ["lyceums"] are currently in the process of modifying the standard curriculum for pupils with special needs such as 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 classroom is not appropriate for the child's needs, special tuition in a resource room for a specified period of the day 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 class in the mainstream school. Staff in the special units include the special unit teacher and teaching assistants who work in close cooperation with the teacher.

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, s/he 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 multidisciplinary 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 from the curriculum some subjects, 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 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, and that a grade obtained by a child with special needs should be comparable to that of his/her peers.

At the ["gymnasium"] 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"] level sit modified examinations and graduate with the same leaving certificate (["Apolytirion"] – 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

Compulsory descriptors (no change possible)

Special School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Handicapped		Highly Gifted
	Deprived		Learning Difficulty

TEXT

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.

As previously stated, the policy in Cyprus is to ensure integration into mainstream education

10.6.1 Specific Legislative Framework
Compulsory descriptors (no change possible)

Educational Legislation

TEXT

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, based on laws 113(I)/1999 to 69(I)/2001.

10.6.2 General Objectives
Compulsory descriptors (no change possible)

Aims of Education, Teaching Objective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Equal Opportunity		Minimum Competencies

TEXT

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
Compulsory descriptors (no change possible)

School Distribution

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Transport		Rural School

TEXT

There are special education schools in each region in 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
Compulsory descriptors (no change possible)

Admission Requirements, Choice of School

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Selection Criterion

TEXT

According to laws 113(I)/1999 to 69(I)/2001, there is a District Committee of Special Education in each educational area. 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 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 separate or 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 a school which is nearest to where s/he lives, and which 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 fulfil the recommendations of the evaluation.

10.6.5 Age Levels and Grouping of Pupils
Compulsory descriptors (no change possible)

Class Composition, Grouping

TEXT

The age level and groupings of pupils in the special education schools depend on the number of children in the group, their ages and their abilities. It is not determined by legislation, but is 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

Compulsory descriptors (no change possible)

Arrangement of School Time, School Year, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	School Week		Holiday Regulation		Out of School Hours Provision		Supervised Study

TEXT

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

Compulsory descriptors (no change possible)

Curriculum, Curriculum Subject, Time-table

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Information Technology
	Integrated Curriculum		Modular Training

TEXT

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. 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 s/he 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 the parents and is based on the suggestions contained in the report from the District Committee of Special Education and is 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.
- The necessary skills in order to achieve 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.

10.6.8 Teaching Methods and Materials
Compulsory descriptors (no change possible)

Teaching Method, Teaching Aid

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Textbook		Information Technology
	Group Learning		Individualized Teaching
	Teachers' Guide		Homework

TEXT

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
Compulsory descriptors (no change possible)

Promotion to the next Class, Evaluation, Pupil

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Repeating

TEXT

Children attending the School for the Blind and the School for the Deaf are evaluated using criteria developed for their individual needs.

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 the 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
Compulsory descriptors (no change possible)

Guidance, Training-employment Relationship

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Guidance Service		Health Service

TEXT

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.

10.6.11 Certification
Compulsory descriptors (no change possible)

Certification

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Leaving Certificate		Final Examination

TEXT

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 completion of their programme of studies.

In addition, there is provision in the law for the kinds of support which 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 adaptations are allowed to be made to ensure that the child gets all the support that s/he 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
Compulsory descriptors (no change possible)

Private Education, Financing

TEXT

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 ["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.
- An 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 similar if not the same as those required in the public system.
- Private schools must comply with the regulations of the 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 Children/Pupils of Immigrants
Compulsory descriptors (no change possible)

Migrant, Pupil Integration

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Refugee		Ethnic Minority
	Remedial Teaching		Language Policy
	Itinerant		Equal Opportunity

TEXT

The number of children who come into the category of children of immigrants is still relatively small in schools in Cyprus as immigration is a recent 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 2004/05 indicate that approximately 6.3% 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 ["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 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 teaching 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.

10.8 Statistics

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Non-teaching Staff
	Special School Teacher		Teacher-pupil Ratio
	Special School		Migrant

TEXT

The statistics section of this chapter contains the following information:

- Schools, pupils and teaching personnel by district 2003/04.
- Number of pupils by degree of disability 2003/04.
- Number of pupils by age and gender 2003/04.
- Teaching and non-teaching personnel by post 2003/04.
- Number of foreign pupils/students by level of education, nationality, type of educational institution and gender 2003/04.

10.8.1 Schools, pupils and teaching personnel by district 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Non-teaching Staff
	Special School Teacher		Teacher-pupil Ratio
	Special School		Migrant

TEXT

District	Schools	Pupils			Teaching Personnel		
		M	F	Tot	M	F	Tot
Lefkosia	5	103	57	160	15	39	54
Ammochostos	1	10	6	16	1	4	5
Larnaka	1	14	8	22	4	4	8
Lemesos	3	59	51	110	7	11	18
Pafos	1	14	6	20	0	6	6
Total	11	200	128	328	27	64	91

10.8.2 Number of pupils by degree of disability 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Non-teaching Staff
	Special School Teacher		Teacher-pupil Ratio
	Special School		Migrant

TEXT

Degree of disability	Pupils in special education		
	Male	Female	Total
Sight problem total	9	7	16
Blind	2	2	4
Restricted sight	7	5	12
Hearing problem total	10	9	19
Serious hearing problem	5	5	10
Impairment of hearing	5	4	9
Mentally handicapped total	115	75	190
Slightly	22	29	51
Quite seriously	65	33	98
Seriously	28	13	41
Physically handicapped	32	28	60
Emotionally disturbed and maladjusted	31	7	38

Total		200	128	328	

10.8.3 Number of pupils by age and gender 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Non-teaching Staff
	Special School Teacher		Teacher-pupil Ratio
	Special School		Migrant

TEXT

Age	Pupils in special education		
	Male	Female	Total
1	4	3	7
2	2	6	8
3	6	7	13
4	5	4	9
5	7	5	12
6	5	2	7
7	8	6	14
8	5	2	7
9	5	1	6
10	11	4	15
11	14	3	17
12	7	4	11
13	13	3	16
14	17	12	29
15	22	20	42

10.8.4 Teaching and non-teaching personnel by post 2003/04
Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Non-teaching Staff
	Special School Teacher		Teacher-pupil Ratio
	Special School		Migrant

TEXT

Post	Full Time		Part Time		Total		
Headteacher & Deputy	8	7	1	0	9	7	16
Teaching personnel	12	50	17	14	29	64	93
Health and social support	0	4	7	31	7	35	42
Administrative staff	2	4	0	6	2	10	12
Maintenance staff	9	33	1	28	10	61	71
Total	31	98	26	79	57	177	234

10.8.5 Number of foreign pupils/students by level of education, nationality, type of educational institution and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Number of Pupils		Non-teaching Staff
	Special School Teacher		Teacher-pupil Ratio
	Special School		Migrant

TEXT

["Pre-primary Education"]

	Public			Communal			Private			Total		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
KINDERGARTEN												
A	40	48	88	17	9	26	13	14	27	70	71	141
B	72	65	137	10	8	18	24	23	47	106	96	202
C	8	6	14	0	0	0	41	40	81	49	46	95
D	0	0	0	0	0	0	24	19	43	24	19	43
E	8	7	15	0	0	0	13	17	30	21	24	45
F	10	4	14	1	1	2	3	3	6	14	8	22
G	24	24	48	5	7	12	70	56	126	99	87	186
Tot	162	154	316	33	54	58	188	172	360	383	351	734
DAY NURSERY												
A	2	0	2	9	4	13	51	54	105	62	58	120
B	12	15	27	30	34	64	88	73	161	130	122	252
C	0	0	0	7	3	10	26	40	66	33	43	76
D	0	0	0	1	0	1	5	3	8	6	3	9
E	0	0	0	0	0	0	16	15	31	16	15	31
F	0	0	0	3	0	3	12	6	18	15	6	21
G	0	0	0	5	7	12	63	56	119	68	63	131
Tot	14	15	29	55	48	103	261	247	508	330	310	640

A = Greece
B = Greeks of the former Soviet Union
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	10	5	15	8	11	19	18	16	34
Australia	6	3	9	3	3	6	9	6	15

	M	F	Tot	M	F	Tot	M	F	Tot
Bulgaria	27	21	48	11	8	19	38	29	67
France	1	2	3	8	21	29	9	23	32
Germany	6	2	8	10	12	22	16	14	30
Georgia	46	38	84	2	6	8	48	44	92
Yugoslavia	24	21	45	26	27	53	50	48	98
Greece	255	240	495	9	13	22	264	253	517
Greeks of Albania	4	9	13	0	0	0	4	9	13
Greeks of Pontus	634	579	1213	0	0	0	634	579	1213
United States	3	5	8	32	22	54	35	27	62
United Kingdom	73	59	132	235	228	463	308	287	595
India	0	0	0	28	18	46	28	18	46
Jordan	2	2	4	5	4	9	7	6	13
Iran	43	35	78	4	6	10	47	41	88
Ireland	2	0	2	7	10	17	9	10	19
Canada	1	1	2	8	10	18	9	11	20
Lebanon	12	6	18	20	10	30	32	16	48
Moldova	10	13	23	4	3	7	14	16	30
South Africa	11	4	15	12	5	17	23	9	32
Foreign Armenians	4	2	6	10	7	17	14	9	23
Ukraine	33	15	48	18	14	32	1	29	80
Romania	27	41	68	1	3	4	28	44	72
Russia	97	90	187	120	115	235	217	205	422
Sudan	8	12	20	0	0	0	8	12	20
Sweden	2	0	2	7	4	11	9	4	13
Syria	33	32	65	20	23	43	53	55	108
Turkey	19	8	27	1	0	1	20	8	28
Philippines	10	10	20	3	18	21	13	28	41
Other countries	25	27	52	56	41	97	81	68	149
Total	1428	1282	2710	668	642	1310	2096	1924	4020

Secondary Education

Country	Public			Private			Total		
	M	F	Tot	M	F	Tot	M	F	Tot
Egypt	6	4	10	7	2	9	13	6	19
Albania	2	0	2	0	2	2	2	2	4
Armenia	6	4	10	1	2	3	7	6	13
Australia	8	7	15	8	3	11	16	10	26
Austria	0	2	2	1	3	2	2	3	5
Belgium	1	1	2	3	2	5	4	3	7
Bulgaria	20	35	55	28	30	58	48	65	113
France	1	0	1	4	9	13	5	9	14
Germany	18	23	41	15	16	31	33	39	72
Georgia	20	25	45	0	1	1	20	26	46
Yugoslavia	4	6	10	26	27	53	30	33	63
Greece	321	305	626	13	19	32	334	324	658
Greeks of the former USSR	420	449	869	0	0	0	420	449	869

	M	F	Tot	M	F	Tot	M	F	Tot
Greeks of Albania	5	4	9	0	0	0	5	4	9
Estonia	0	0	0	3	4	7	3	4	7
United States	7	8	15	24	25	49	31	33	64
United Kingdom	75	80	155	240	223	463	315	303	618
India	0	0	0	11	8	19	11	8	19
Jordan	0	0	0	6	8	14	6	8	14
Iraq	0	2	2	3	2	5	3	4	7
Iran	3	5	8	18	22	40	21	27	48
Spain	0	0	0	4	2	6	4	2	6
Italy	3	3	6	2	2	4	5	5	10
Canada	3	1	4	9	9	18	12	10	22
Croatia	0	0	0	3	2	5	3	2	5
Belarus	1	0	1	4	2	6	5	2	7
Lebanon	3	3	6	36	28	64	39	31	70
Libya	0	0	0	1	5	6	1	5	6
Moldova	1	2	3	3	6	9	4	8	12
South Africa	2	1	3	11	4	15	13	5	18
Foreign Armenians	0	0	0	26	15	41	26	15	41
Ukraine	6	12	18	23	26	49	29	38	67
Poland	0	1	1	3	6	6	1	4	7
Romania	26	23	49	7	7	14	33	30	63
Russia	47	57	104	129	121	250	176	178	354
Sweden	3	0	3	3	6	9	6	6	12
Syria	7	8	15	15	7	22	22	15	37
Philippines	1	0	1	8	14	22	9	14	23
Other countries	16	11	27	26	32	58	42	43	85
Total	1036	1082	2118	725	697	1422	1761	1779	3540

Tertiary – Non-university Education

Type of institution and nationality	Undergraduate			Postgraduate			Total		
	M	F	Tot	M	F	Tot	M	F	Tot
PUBLIC									
Gambia	4	0	4	0	0	0	4	0	4
Ghana	4	0	4	0	0	0	4	0	4
Greece	8	8	16	0	0	0	8	8	16
United Kingdom	0	0	0	0	1	1	0	1	1
Zambia	0	0	0	0	1	1	0	1	1
India	0	0	0	1	0	1	1	0	1
Lithuania	1	0	1	0	0	0	1	0	1
Malawi	0	0	0	3	0	3	3	0	3
Maldives	1	0	1	0	0	0	1	0	1
Namibia	0	1	1	0	0	0	0	1	1
Uganda	0	0	0	0	1	1	0	1	1
Pakistan	1	0	1	0	0	0	1	0	1
West Bank/Gaza	2	1	3	0	0	0	2	1	3
Seychelles	1	0	1	0	0	0	1	0	1
Syria	1	0	1	0	0	0	1	0	1

Total	23	10	33	4	3	7	27	13	40
PRIVATE									
Armenia	1	6	7	1	1	2	2	7	9
Bulgaria	38	33	71	2	3	5	40	36	76
Yugoslavia	35	24	59	2	2	4	37	26	63
Greece	34	57	91	1	5	6	35	62	97
United Kingdom	20	26	46	6	13	19	26	39	65
United States	2	4	6	0	4	4	2	8	10
India	402	26	428	91	9	100	693	35	728
Jordan	33	9	42	1	1	2	34	10	44
Iran	85	45	130	2	6	8	87	51	138
Guyana	8	2	10	0	1	1	8	3	11
Kenya	10	7	17	1	0	1	11	7	18
China	684	510	1194	130	157	287	814	667	1481
Belarus	2	13	15	0	2	2	2	15	17
Lebanon	6	5	11	2	0	2	8	5	13
Bangladesh	1322	1	1323	6	0	6	1328	1	1329
Nepal	99	9	108	1	0	1	100	9	109
Nigeria	14	3	17	0	0	0	14	3	17
Ukraine	20	31	51	0	2	2	20	33	53
Pakistan	1289	5	1294	18	2	20	1307	7	1314
West Bank/Gaza	18	6	24	1	1	2	19	7	26
Romania	10	8	18	0	1	1	10	9	19
Russia	82	114	196	5	15	20	87	129	216
Sri Lanka	293	23	316	0	0	0	293	23	316
Syria	21	2	23	2	0	2	23	2	25
Other countries	67	63	130	10	10	20	77	73	150
Total	4795	1032	5827	282	235	517	5077	1267	6344

Tertiary – University Education

Country	Undergraduate			Postgraduate			Doctoral			Total		
Albania	3	1	4	0	2	2	0	0	0	3	3	6
Australia	0	1	1	0	0	0	0	0	0	0	1	1
Bulgaria	0	0	0	0	1	1	0	0	0	0	1	1
France	2	1	3	0	0	0	0	0	0	2	1	3
Germany	0	1	1	0	0	0	0	1	1	0	2	2
Greece	74	111	185	5	8	13	5	6	11	84	125	209
Italy	0	1	1	0	0	0	0	0	0	0	1	1
Romania	0	0	0	0	0	0	0	1	1	0	1	1
Not stated	10	29	39	10	13	23	5	1	9	25	46	71
Total	89	145	234	15	24	39	10	12	22	114	181	295

Chapter 11 – The European and International Dimension in Education

Compulsory descriptors (no change possible)

European Dimension, International Education

TEXT

11.1 Historical Overview

Compulsory descriptors (no change possible)

Historical Perspective

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Educational Reform		International Cooperation

TEXT

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.

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 to establish 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.

In the education sector, prior to accession, Cyprus was a member of 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.

The ["University of Cyprus"] began participating in the Erasmus programme in the academic year1998/99, as soon as it was founded. Between 1998 and 2005, 364 students of the University studied at universities in other EU countries, and the ["University of Cyprus"] hosted 186 students. In addition, 60 members of the academic staff benefited from teaching exchanges organised by the Erasmus programme. The University also established its own office in Brussels in August 2004. The aim of the European Cooperation Office is 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.

Cyprus also 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 has initiated activities involving the full range of education bodies in order to establish a European dimension and improve quality in education.

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 of 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.

In 2000, following a decision of the Council of Ministers, the ["Cyprus Productivity Centre"] (["CPC"] – see chapter [7.]) was chosen to be the National Agency for the Leonardo da Vinci programme (www.kepa.gov/leonardo). The Agency's activities include:

- 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 monitoring of project implementation.

11.2 Ongoing Debates and Future Developments

Compulsory descriptors (no change possible)

Reform Proposal

TEXT

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 considered 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.

Another future development in this area is the introduction of the Diploma Supplement and the European Credit Transfer System (ECTS – see section [6.11.1.]) at the University of Cyprus, which is planned for 2005/06 to ensure the transparency of qualifications.

In 2005 the first mobility project for the ["University of Cyprus"] under the Leonardo da Vinci community programme was undertaken, with the placement of four students from the Department of Civil and Environmental Engineering in companies in Greece and the United Kingdom. In the summer of 2006, a second project will be implemented with four students from the Department of Electrical and Computer Engineering placed in companies in Germany and Austria.

11.3 National Policy Guidelines/Specific Legislative Framework

Compulsory descriptors (no change possible)

Educational Legislation, International Cooperation

TEXT

The Executive Summary Strategic Development Plan 2004-2006 published by the Planning Bureau (see section [1.2.4.]) includes a section on the European dimension in education. In part II section 3 ('Development of human capital – promotion of equal opportunities), section 3.1.3 contains the following strategic goal (identified in the report as a 'priority pillar'):

> 3.1.3 Improvement of the analytical programmes, pedagogical methods and teaching means. This measure aims at the modernisation of analytical programmes and their enrichment with new themes that will assist the student to acquire a European conscience and culture and the securing of continuity among the different levels of education. Indicative actions include:
>
> • Enriching and modernising the analytical programmes with an emphasis on issues on which the EU attaches importance and which help the student to acquire a European conscience and culture.

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 has become 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.

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 fulfils all of its responsibilities in the field of education.

- The involvement of Cyprus in the Bologna Process.
- The management of the Socrates programme through the Socrates National Coordination Unit in the Ministry of Education and Culture (see section [11.1]).
- 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 in 2004 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'.

The Directorate of Tertiary Education at the Ministry of Education and Culture is responsible for implementing the Bologna Process in Cyprus. Currently, the ["University of Cyprus"] is the only tertiary level institution using the ECTS system of credit hours in its programmes of studies in order to encourage mobility in the European Higher Education Area.

The Directorate is also planning for the establishment of 'Europass' (as agreed by the European Parliament and the European Council on 15 December 2004 with decision number 2241/2004/EC) , to ensure the transparency of qualifications and skills. In April 2005, following a decision by the Council of Ministers, the ["Cyprus Productivity Centre"] (see chapter [7.] and section [11.1]) was chosen to become the National Europass Centre. The National 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.
- Cooperation with other related agencies in the field of mobility and transparency of qualifications.
- The representation of Cyprus in the Europass network in Europe.

The intention of the government is to transform Cyprus into a regional centre of educational research, which will be aided by the establishment of a National Agency for Quality Assurance (see section [9.2.]) and the launch of the two new universities: the ["Technological University of Cyprus"] and the ["Open University of Cyprus"] (see section [6.2.]). The main objective of the ["Open University"] is the provision of a greater opportunity for lifelong and distance learning.

During 2004, the Directorate hosted three conferences: 'Lifelong Learning – Realities, Challenges and Prospects in Cyprus and the EU' (April); 'The Erasmus Mundi Programme for Cooperation and Mobility' (September); 'The Bologna Process' in cooperation with the Bologna Promoters group (November).

The involvement of Cyprus with UNESCO and the Council of Europe has already been detailed in section [11.1.]. Cyprus is not a member country of either the OECD or EFTA.

11.4 National Programmes and Initiatives

Compulsory descriptors (no change possible)

International Cooperation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body

TEXT

The European dimension is developed and disseminated at all levels of education in Cyprus through a number of activities, including:

- The inclusion (since 1996/97) of the European dimension in the general targets set by the Ministry of Education and Culture. For the school year 2004/05 a number of objectives under the title of 'Multicultural United Europe and Diversity' were identified, focussing specifically on: the development of active democratic citizens; respecting and accepting difference; developing human relations; cooperation between pupils and between pupils and teachers; bicommunal cooperation; combating racism, discrimination and xenophobia; multiculturalism and identity.
- The promotion of the European dimension in the secondary general sector 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 to the EU. Such activities include the celebration of Europe Day, setting up and operating Europe Clubs, special projects and the linking of schools in Cyprus with those in the EU by use of email and the Internet.
- The European Language Label (www.socrates.org.cy/index.php?option=com_content&task=section&id=11&Itemid=96). In 2003/04 the Ministry of Education and Culture organised a competition among ["lyceums"] on the topic of 'Promoting Plurilingualism through Multicultural Sensitisation'. A special Committee evaluated the projects submitted by pupils and awarded three 'European Labels'. A similar competition was organised in 2004/05 on a different topic, 'Promoting Plurilingualism through the Interdisciplinary Potential of Language'.
- The increased participation in European programmes of teacher training workshops and seminars.
- The introduction of the European Credit Transfer System (ECTS) – see section [6.11.1.] – and the Diploma Supplement (see section [11.2.]) at the University of Cyprus.
- Support of student mobility and the recognition and validation of study in a European or third country by ["KYSATS"] (the equivalent of NARIC in Cyprus – see section [2.6.1.]), set up in accordance with the requirement of the Lisbon Convention (1997) that all member states of the EU have National Councils for the recognition of degrees awarded at the tertiary level.

> • The translation, publication and promotion of EU publications.

All of the activities listed above are supported, organised and financed by the Ministry of Education and Culture.

11.4.1 Bilateral Programmes and Initiatives

Compulsory descriptors (no change possible)

International Cooperation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body

TEXT

> 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) and ODYSSEUS (ΟΔΥΣΣΕΑΣ) projects in the primary sector (see section [4.2.]) and the 'Good Life' (Ευ Ζην) and 'Gold and Green Leaf' (Χρυσοπράσινο Φύλλο) projects in ["gymnasia"] (see section [5.2.]). Greece and Cyprus are also cooperating in the programme 'Forest Net – Nature Trails' (Δάσος-Μονοπάτια της Φύσης).
>
> In addition in 2004/05, Cyprus participated in a joint programme with the United States in the area of environmental education entitled 'Globe' (www.globe.gov/fsl/INTL/main.pl?ctry=CY&lang=en&nav=1).
>
> The ["University of Cyprus"] has a number of Bilateral Framework Agreements with universities in other countries – under these agreements, in 2002/03, five students studied at universities in France, Greece and the United Kingdom.

11.4.2 Multilateral Programmes and Initiatives

Compulsory descriptors (no change possible)

International Cooperation

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Organising Body

TEXT

> 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].
>
> **Secondary Education**
>
> • The European School Network for the Promotion of Health – see above.
> • The European programmes 'Eco-schools' (Οικοσχολεία) (www.eco-schools.org) and 'Young Reporters for the Environment' (Νέοι Δημοσιογράφοι για το Περιβάλλον

(www.youngreporters.org/sommaire.php3).
- The UNESCO programme 'The South Eastern Mediterranean Sea Project' (www3.unesco.org/iycp/uk/uk_tb_national_articles.asp?CodeContact=24773).

Pre-primary, Primary and Secondary Education

- Comenius 1 – School partnerships (www.socrates.org.cy/index.php?option=com_content&task=category&sectionid=4&id=14&Itemid=31). In 2004, a number of seminars were held in Cyprus for those staff and coordinators of the Comenius 1 project.
- Comenius 2 – (www.socrates.org.cy/index.php?option=com_content&task=category&sectionid=4&id=15&Itemid=30) training for school education staff. The number of teaching staff participating on the Comenius 2 programme in Cyprus increased from forty-one in 2003/04 to sixty-seven in 2004/05, with a total budget of €99,650. In 2004/05 a total of thirty schools were given grants under this project.
- Comenius 2.2 – (see web site above) the number of teaching staff participating on the in-service training seminars offered as part of this programme increased from twenty-one in 2003/04 to fifty-four in 2004/05, with a financial contribution from the government totalling €89,181.
- Project L.I.P.P.S.
- LeAF - Learning about Forests (www.cymepa.org.cy/frames.htm).
- The 'Fresh Water' programme.

Tertiary Education and Lifelong Learning

- Erasmus (www.socrates.org.cy/index.php?option=com_content&task=section&id=6&Itemid=34) – see section [11.6.1.2.].
- Gruntvig 2 (www.socrates.org.cy/index.php?option=com_content&task=category&sectionid=7&id=35&Itemid=53). In 2003/04 eight public and private institutions in Cyprus participated in the educational programmes offered by Gruntvig 2. In 2004/05, thirteen institutions were approved to receive a government grant under Gruntvig 2.
- Minerva (www.socrates.org.cy/index.php?option=com_content&task=section&id=9&Itemid=37). In 2004/05 Cyprus submitted three proposals in collaboration with other countries on the subject of open and distance learning.
- Gruntvig 3 (www.socrates.org.cy/index.php?option=com_content&task=category&sectionid=7&id=37&Itemid=54). In 2003/04, three trainers received individual scholarships to attend training in the field of adult education. In 2004/05 this number increased to six.
- Arion (europa.eu.int/comm/education/programmes/socrates/arion/index_en.html). In 2003/04 six educational officers participated in study visits to other EU countries to focus on subjects of common educational policy. The Directorate of Primary Education together with the Socrates programme in Cyprus hosted a study visit from 8-12 March 2004 under the auspices of the Arion project. Twelve senior educational officers and experts from various EU countries attended to discuss the issue of the education of children in primary and special education schools.

- NARIC (www.enic-naric.net/members.asp?country=Cyprus). The Cypriot Council for the Recognition of Higher Education Qualifications (["KYSATS"]) fulfils the role of NARIC in Cyprus – see section [2.6.1.].
- Lingua (www.socrates.org.cy/index.php?option=com_content&task=section&id=8&Itemid=36).

The Higher Technical Institute (HTI – see chapter [6.]) is particularly active in many European programmes, including the following:

- MED-CAMPUS.
- SAVE (europa.eu.int/comm/energy/en/pfs_save_en.html).
- INCO (europa.eu.int/comm/research/intco1.html).
- The 5th European Framework Programme (europa.eu.int/comm/research/fp5.html).
- EUREKA (europa.eu.int/comm/research/nis/en/cost.html).
- COST 270 (europa.eu.int/comm/research/nis/en/cost.html).
- Jewelmed (www.echn.net/conservation/projects/jewelmed.html).
- KIT 204 (www.mlsi.gov.cy/mlsi/hti/hti.nsf/dmlprogrammes_en/dmlprogrammes_en?OpenDocument).
- The European Science Foundation (www.esf.org/).

Ministry of Education and Culture

- Eurydice (Ευρυδίκη) (www.eurydice.org). Cyprus was one of the thirty-one countries which began the Eurydice project back in 1980, supporting its objective of the promotion of cooperation in education and the better understanding of the educational systems and policies of countries in Europe. In 2002, the Eurydice Unit became the responsibility of the Ministry of Education and Culture. In 2004/05 the Eurydice Unit completed the following reports: the National Dossier 2004; Key Data on Languages 2004; Key Data on Education 2005; Needs of Eurydice Target Groups – National Monograph – phase 1; Focus on the Structure of Higher Education; Structures of Education, Initial Training and Adult Education Systems in Europe; Summary Sheets on Educational Systems in Europe; Integrating Immigrant Children into Schools in Europe; Organisation of School Timetable; Citizenship in Education in Schools in Europe.
- The ["Pedagogical Institute"] is involved as the external evaluator of the European project EDIPED (www.ediped.com.cy).

11.5 European/ International Dimension through the National Curriculum

Compulsory descriptors (no change possible)

Curriculum

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Curriculum Development		Organising Body

TEXT

The promotion of the European dimension in 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.

11.6 Mobility and Exchange

Compulsory descriptors (no change possible)

International Exchange

TEXT

Pupils, students and teachers in Cyprus are involved in various different kinds of mobility and exchange, detailed in the subsections below.

11.6.1.1 Mobility and Exchange of Pupils – Secondary Education

Compulsory descriptors (no change possible)

Student Mobility

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Interschool Relations		Scholarship		Recognition of qualifications

TEXT

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 international conferences attended by Cypriot pupils in 2004 include:

- The World Student Conference – The Hague, January 2004. Organised by the Hague International Model United Nations, this conference attracted 3174 students and 421 teachers from 220 schools in 106 countries. Seven participants from Cyprus attended, all students from the Pancyprian Gymnasium and the Acropolis Lyceum, both in Lefkosia.
- The 9th session of the Youth Parliament – Athens, September 2004. Twenty-five young members of parliament from Cyprus participated and expressed their opinions on various issues. The twenty-five participants were selected by a special committee from 1901 applicants from the first two years of public ["lyceums"] and technical schools, as well as from private secondary institutions.
- The Model European Parliament – Luxembourg April 2004 and Budapest November 2004. In April five Cypriot students from four ["lyceums"] and technical schools attended. In November there were four participants from Cyprus, from three public ["lyceums"] and a technical school.

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

Compulsory descriptors (no change possible)

Student Mobility

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Interschool Relations		Scholarship		Recognition of qualifications

TEXT

In 2003/04 sixty-four students from the ["University of Cyprus"] participated in the Erasmus programme at a cost to the government of €230,276. In the same year, Cyprus hosted eighty incoming students from other EU countries. The School of Modern Greek (Σχολείο Ελληνικής Γλώσσας) at the University was chosen to be provider of classes of Greek as a Foreign Language to all incoming students on the Erasmus programme both prior to and during their course of studies. Erasmus students are exempt from paying the usual fees for attending classes at the School of Modern Greek.

The Erasmus programme offers the opportunity to study abroad for a period of between three and twelve months – participants may receive a study grant, 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 to 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 facilitate the mobility and exchange of students at the tertiary level, as does the work on equivalence of programmes of study carried out by ["KYSATS"] (see section [2.6.1.]).

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 also a member of the International Association of Exchange of Students (IASTE).

The Nursing School and the Forestry College also participate in the Erasmus and Leonardo da Vinci programmes, and exchanges of students and staff take place between the these institutions and tertiary level institutions in Europe.

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.]).

11.6.2 Mobility and Exchange of Teaching and Academic Staff
Compulsory descriptors (no change possible)

Teacher Mobility

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Recognition of qualifications		Assistant		Grant

TEXT

In 2003/04, twenty-one educators participated on various courses in different European countries. For 2004/05, fifty-four individual grants were awarded to staff involved with education in schools in order to attend in-service training courses overseas.

For the first time in 2003/04 a language teacher in training was awarded a grant to spend three months as a Comenius Language Assistant at a college in France; in 2004/05 a similar award was given to an individual to spend five months in Luxemburg. Two schools in Cyprus, one in Larnaka and one in Pafos, hosted Language Assistants from other European countries.

The Erasmus programme facilitated the hosting of eighteen teachers in European institutions of tertiary education in 2002/03 and a further twenty-five in 2003/04. This programme offers university teaching staff teaching periods from one week to six months in duration in any

university which holds an Erasmus University Charter. The participating academic staff may be entitled to receive a grant. The following cases are considered as priorities for the award of grants:

- The visiting teacher's contribution to form an integral part of the receiving university's degree programme.
- The mobility activities to contribute to the production of new teaching material.
- The participation of the teacher to help to strengthen relations between the sending and the receiving universities' departments and faculties, and in a more global context, to help prepare future cooperation.

Priority is also given to candidates who participate for the first time in Erasmus Teaching Staff Mobility.

11.7 Statistics

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Mobility		Teacher Mobility

TEXT

The statistics section contains information on the following:

- Cypriot students studying abroad by country of study and gender 1994/95 – 2003/04.
- Cypriot students studying abroad by field and country of study 2003/04.
- Cypriot students studying abroad by field of study, level and gender 2003/04.
- Cypriot students studying abroad by age, level and gender 2003/04.
- Number of visiting teaching personnel at the ["University of Cyprus"] by post and gender 2003/04.

Unless otherwise stated, all statistical information is provided by the Statistical Service of the government of the Republic of Cyprus.

11.7.1 Cypriot students studying abroad by country of study and gender 1994/95 – 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Mobility		Teacher Mobility

TEXT

Absolute numbers

	1994 1995	1995 1996	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004
AUSTRALIA										
Tot	16	16	22	22	43	43	50	53	59	53

M	10	10	14	14	17	16	27	35	38	31
F	6	6	8	8	26	27	23	18	21	22

AUSTRIA										
Tot	91	76	52	38	26	20	13	13	14	18
M	60	50	32	19	21	9	5	5	6	6
F	31	26	20	19	5	11	8	8	8	12

BULGARIA										
Tot	78	73	74	96	166	218	264	322	399	502
M	39	31	35	44	76	92	122	139	177	219
F	39	42	39	52	90	126	142	183	222	283

FRANCE										
Tot	109	95	82	85	109	98	88	83	107	117
M	31	31	23	23	45	23	24	15	29	28
F	78	64	59	62	64	75	64	68	78	89

GERMANY										
Tot	231	198	165	144	133	93	110	131	123	144
M	133	112	86	64	63	49	50	63	61	74
F	98	86	79	80	70	44	60	68	62	70

GREECE										
Tot	3613	3762	4201	4887	6158	6416	7563	8975	10592	11831
M	1664	1731	1799	1999	2581	2488	2810	3396	4253	4988
F	1949	2031	2402	2888	3577	3928	4753	5579	6339	6843

UNITED KINGDOM										
Tot	2481	2584	2739	2952	3073	2816	2933	2815	2781	2806
M	1472	1506	1548	1599	1636	1516	1569	1501	1494	1453
F	1009	1078	1191	1353	1437	1300	1364	1314	1287	1353

UNITED STATES										
Tot	1835	1817	1876	1924	1885	1704	1702	1556	1386	1245
M	1328	1308	1355	1342	1223	1100	1064	982	916	827
F	507	509	521	582	662	604	638	574	470	418

ITALY										
Tot	145	132	114	101	111	66	85	79	74	84
M	66	64	54	52	49	17	30	25	23	35
F	79	68	60	49	62	49	55	54	51	49

CANADA										
Tot	46	43	44	42	65	72	85	74	85	73
M	33	28	27	24	33	34	37	31	40	32
F	13	15	17	18	32	38	48	43	45	41

RUSSIA										
Tot	88	85	90	121	182	152	171	197	199	195
M	55	52	52	58	120	90	105	130	135	141
F	33	33	38	63	62	62	66	67	64	54

HUNGARY										
Tot	137	157	177	211	238	227	286	299	288	265
M	84	93	114	128	141	145	191	210	215	196
F	53	64	63	83	97	82	95	89	73	69

ROMANIA										
Tot	22	27	31	34	41	33	42	42	33	30

M	14	18	21	21	24	19	23	26	22	20
F	8	9	10	13	17	14	19	16	11	10
CZECH REPUBLIC										
Tot	26	29	48	62	87	67	64	70	79	97
M	21	21	26	33	42	27	27	33	45	59
F	5	8	22	29	45	40	37	37	34	38
OTHER COUNTRIES										
Tot	149	119	98	96	171	122	194	173	155	171
M	99	72	52	52	112	69	108	92	82	101
F	50	47	46	44	59	53	86	81	71	70
TOTAL										
Tot	9067	9213	9813	10815	12488	12147	13650	14882	16374	17631
M	5109	5127	5238	5472	6183	5694	6192	6683	7536	8210
F	3958	4086	4575	5343	6305	6453	7458	8199	8838	9421

Percentage figures

Country	1994 1995	1995 1996	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004
Australia	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3
Austria	1.0	0.8	0.5	0.4	0.2	0.1	0.1	0.1	0.1	0.1
Bulgaria	0.9	0.8	0.8	0.9	1.3	1.8	1.9	2.2	2.4	2.8
France	1.2	1.0	0.8	0.8	0.9	0.8	0.6	0.6	0.6	0.7
Germany	2.6	2.2	1.7	1.3	1.1	0.8	0.8	0.6	0.7	0.8
Greece	39.9	40.8	42.8	45.2	49.3	52.8	55.4	60.3	64.7	67.1
UK	27.4	28.1	27.9	27.3	24.6	23.2	21.5	18.9	17.0	15.9
USA	20.2	19.7	19.1	17.8	15.1	14.0	12.5	10.5	8.5	7.1
Italy	1.6	1.4	1.2	0.9	0.9	0.5	0.6	0.5	0.4	0.5
Canada	0.5	0.5	0.5	0.4	0.5	0.6	0.6	0.5	0.5	0.4
Russia	1.0	0.9	0.9	1.1	1.5	1.2	1.3	1.3	1.2	1.1
Hungary	1.5	1.7	1.8	2.0	1.9	1.9	2.1	2.0	1.8	1.5
Romania	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.2
Czech Republic	0.3	0.3	0.5	0.6	0.7	0.6	0.5	0.5	0.5	0.5
Others	1.5	1.3	1.0	0.8	1.4	1.0	1.5	1.5	1.1	1.0

11.7.2 Cypriot students studying abroad by field and country of study 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Mobility		Teacher Mobility

TEXT

ISCED 97*	A	B	C	D	E	F	G	H	I	J	K	L	Tot
14	121		4	859	83	40			22	41	8	13	1191

21	98	18	10	311	182	109	43	15	9	4	13	22	834
22	11	50	29	1691	185	50	12	5	8	8	1	16	2066
31	45	22	15	1491	369	173	2	13	19	15	5	37	2206
32			4	172	47	42	2	2	1		1	3	274
34	1	5	8	1013	630	268	1	10	5	3	6	33	1983
38		6		330	317	9		1	6			4	673
42	2	2	6	250	69	60	1	6	1		3	6	406
44	3	2	5	611	75	44		4	5	8	2	10	769
46	2	1	4	490	143	45		1				2	688
48	6		4	574	185	155	2	4	9	5	3	9	956
52	3		6	1111	190	126	4	3	15	79	5	14	1556
54	1			198	11	2						1	213
58	9	4	4	576	96	28	15	2	12	13	2	9	770
62	5		1	351	11	3			1	3	1	2	378
64	8		2	31	2	1			7	8	1	5	65
72	186	6	40	1137	165	68	2	7	68	78	44	76	1878
76				33		1						1	35
81		1	1	204	33	14			5		2	5	265
84			1	114	7	2			1			1	126
85	1			15	2	2						1	21
86				265	1	2						1	271
99				4	2							1	7

* International Standard Classification of Education, Fields of Study, UNESCO

ISCED97	Field of Study	ISCED97	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	Maths & 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

11.7.3 Cypriot students studying abroad by field of study, level and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Mobility		Teacher Mobility

TEXT

*	Tertiary Non-university			Undergraduate			Postgraduate			Doctoral			Tot
	M	F	T	M	F	T	M	F	T	M	F	T	
14	9	10	19	391	699	1090	21	41	62	9	11	20	1191
21	13	26	39	268	435	703	33	45	78	8	6	14	834
22	2	18	20	337	1552	1889	30	86	116	10	31	41	2066
31	16	17	33	655	1302	1957	72	94	166	23	27	50	2206
32	0	3	3	62	175	237	21	12	33	1	1	2	275
34	28	22	50	846	808	1645	149	117	266	7	6	13	1983
38	6	12	18	211	372	583	27	38	65	5	2	7	673
42	4	4	8	131	200	331	17	28	45	9	13	22	406
44	4	3	7	295	381	676	20	27	47	23	16	39	769
46	7	5	12	226	374	600	23	30	53	14	9	23	688
48	11	3	14	608	261	869	44	11	55	17	1	18	956
52	31	4	35	1211	181	1392	73	5	78	43	8	51	1556
54	1	0	1	106	102	208	3	1	4	0	0	0	213
58	5	3	8	439	264	703	27	18	45	9	5	14	770
62	3	1	4	230	127	357	13	2	15	1	1	2	378
64	3	0	3	40	22	62	0	0	0	0	0	0	65
72	13	14	27	735	991	1726	27	48	75	31	19	50	1878
76	0	2	2	2	31	33	0	0	0	0	0	0	35
81	7	4	11	89	155	244	6	4	10	0	0	0	265
84	8	0	8	70	45	115	2	0	2	1	0	1	126
85	0	0	0	7	12	19	0	0	0	1	1	2	21
86	30	0	30	228	11	239	1	1	2	0	0	0	271
99	1	0	1	1	5	6	0	0	0	0	0	0	7
Tot	202	151	353	7188	8505	15693	609	608	1217	212	157	369	17632

* ISCED97 International Standard Classification of Education, Fields of Study, UNESCO

ISCED97	Field of Study	ISCED97	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	Maths & 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 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Mobility		Teacher Mobility

TEXT

Age	Tertiary Non-university			Undergraduate			Postgraduate			Doctoral			Tot
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	
17	0	8	8	23	282	305	0	0	0	0	0	0	313
18	18	38	56	157	1644	1801	0	1	1	0	0	0	1858
19	29	33	62	517	2014	2531	0	2	2	0	1	1	2596
20	45	39	84	1516	1990	3506	3	13	16	2	1	3	3609
21	37	22	59	1617	1588	3205	6	72	78	3	0	3	3345
22	19	7	26	1387	600	1987	20	164	184	2	9	11	2208
23	31	0	31	1099	201	1300	86	169	255	6	20	26	1612
24	11	2	13	520	81	601	156	93	249	24	38	62	925
25	5	1	6	197	31	228	153	41	194	33	22	55	483
26	2	1	3	88	16	104	92	28	120	41	26	67	294
27	2	0	2	26	12	38	45	10	55	32	14	46	141
28	1	0	1	8	6	14	16	4	20	27	4	31	66
29	1	0	1	6	5	11	16	1	17	18	11	29	58
30-34	0	0	0	10	14	24	11	5	16	18	8	26	66
35-39	0	0	0	4	2	6	1	3	4	3	0	3	13
40+	0	0	0	0	2	2	0	0	0	2	0	2	4
Tot	202	151	353	7188	8505	15693	609	608	1217	211	157	368	17631

11.7.5 Number of visiting teaching personnel at the University of Cyprus by post and gender 2003/04

Compulsory descriptors (no change possible)

Statistical Data

Additional descriptors (Please insert an 'x' in the coloured box to select the descriptor)

	Student Mobility		Teacher Mobility

TEXT

Post	Male	Female	Total	
Visiting Professor	8	0	8	
Visiting Associate Professor	8	0	8	
Visiting Assistant Professor	8	1	9	
Visiting Lecturer	18	19	20	
Total	42	10	52	