

MINISTRY OF
EDUCATION AND CULTURE

ANNUAL
REPORT
2010

NICOSIA 2011

PART A'
EDUCATION

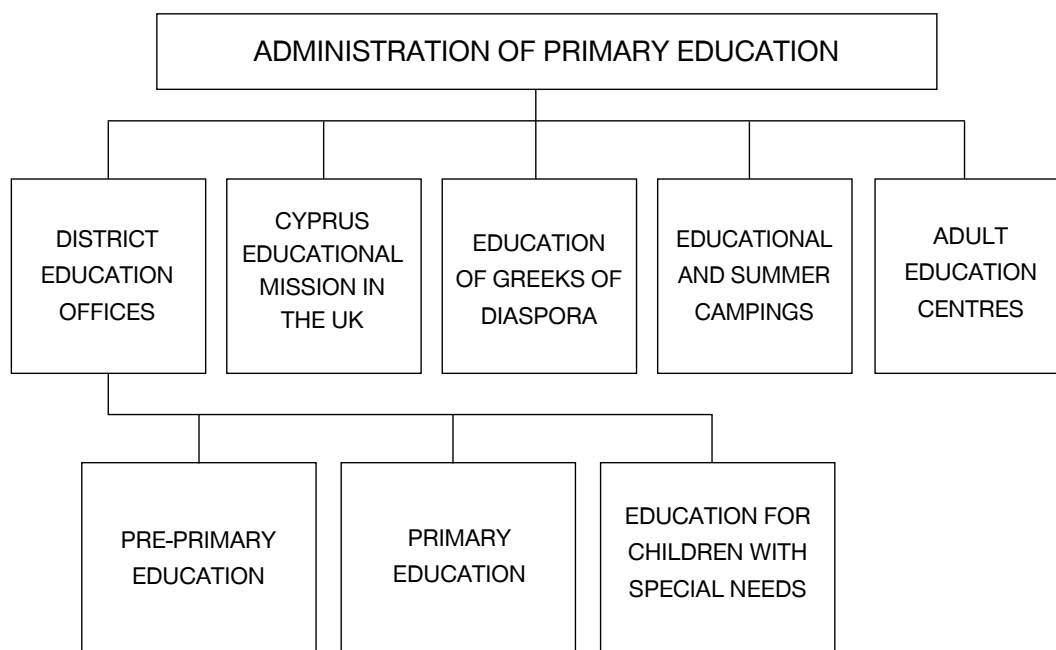
1. STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

1.1 ADMINISTRATION OF PRIMARY EDUCATION

Primary Education constitutes the main and fundamental stage of education, which lays the foundation for the harmonious development of children in the cognitive, emotional and psychomotor domains. For this reason the Administration of the Department of Primary Education persists in the continuous and steady progress, improvement and upgrading of Primary Education by encouraging the in-service training of the teaching staff, the composition of a reviewed curriculum and new books that meet the demands and the challenges of the 21st century, the appointment of more teachers in the Education for Children with Special Needs, the participation and involvement of teachers in European Programmes, the implementation of educational measures and policies that facilitate the smooth integration of groups from different cultural identities in a creative environment, the introduction of innovative approaches to teaching, and the extension, improvement or construction of new school buildings, etc.

The various sectors of the Department of Primary Education include:

- the District Education Offices which are responsible for the administration of the Public, Communal and Private Nursery Schools (Pre-Primary Education), the Public and Private Primary Schools (Primary Education), the Special Schools and the rendering of individualized help to children with special needs placed in special units, in Primary and in Nursery Schools (Education for Children with Special Needs), the
- Cyprus Educational Mission in the U.K.,
- Education of the Greeks of Diaspora,
- Educational and Summer Campings, and
- Adult Education Centres.



1.1.1 PRE-PRIMARY EDUCATION

The Ministry of Education and Culture, is responsible for the education of 3-year old children and over. It takes on the responsibility to complement the family's role, to provide ample support and augment the developmental stage of the children, aiming to satisfy their basic needs for a wholesome personality in an experiential environment. This consequently, will enable them to become aware of their capabilities and enhance their self-image.

The educational programme of nursery schools retains many elements of the natural way of living of the family, with emphasis on the encouragement of constructive activities, on comfort, love, support, trust, acceptance, safety and on respect for children's personal uniqueness.

1.1.2 PRIMARY EDUCATION

The fundamental principle of defining the aims of Primary Education has always been the harmonious development of the personality of children. This is believed to be achieved under conditions which help children acquire knowledge, develop right attitudes and foster skills, and in situations in which children are encouraged to face the unceasing changing world in a responsible way.

According to the 10-year schooling educational programme, the aim of Primary Education is to create and secure the necessary learning opportunities for children regardless of age, sex, family and social background and mental abilities so as to enable them to:

- develop harmoniously in the cognitive, emotional and psychomotor domains, using to the maximum the means that contemporary technology offers,
- deal successfully with various problems they may come across, including difficulties in being familiarised with the school and the wider environment,
- promote socialization,
- acquire positive attitudes towards learning,
- develop social understanding, belief in human values, respect for our cultural heritage and human rights, appreciation of beauty, and
- develop disposition to creativity and love for life and nature, in order to become sensitive in preserving and improving the environment.

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

During the year 2010 344 Greek-Cypriots and 112 Maronites were living in our country's occupied area.

Despite the prohibitions and the censorship imposed by the Turkish occupational authorities, three Primary Schools operated initially; one in Rizokarpaso, one in Ayia Triada and one in Kormakitis. During the school year 1996 - 1997, the Primary School in Ayia Triada was compelled to close down due to the denial of the Turkish occupational forces to allow the school teacher Mrs Eleni Foka to return to her village, regardless of the intense efforts of the Republic of Cyprus for her return. In addition, during the school year 1999 - 2000 the Kormakitis Primary School also had to close down, due to lack of pupils (the last and only pupil of the school graduated the previous year).

During the school year 2004-2005 following constant, insistent and enormous efforts of the Republic of Cyprus, the Rizokarpaso Gymnasium operated again for the first time after the Turkish invasion in 1974. Furthermore, by the end of the same year, on 11th April 2005, children between the ages of 3 to 5 years and 8 months were given the opportunity to attend the newly

established Nursery School that started functioning in one of the classrooms of the Rizokarpaso Primary School.

During the school year 2009-2010, four children attended classes at the Rizokarpaso Nursery School, while nineteen pupils attended classes at the Rizokarpaso Primary School, the only Greek School that has been operating from the beginning of the Turkish Occupation.

Some difficulties, such as censorship, non-acceptance of some teachers and attempts to eliminate the work being done at the schools or the rejection of the contents in some books, were faced during the school year 2009-2010. This was mainly due to the fact that the occupational forces insist on interfering with the regular operation of our schools.

Nevertheless, the education provided by the three schools mentioned above is considered satisfactory. The Ministry of Education and Culture ensures that all necessary material, including books and paperwork, is sent to these schools while the Educational Service Committee provides the educational staff needed for these schools.

1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As from September 2001, the Ministry of Education and Culture, has put into effect the Education and Training of Children with Special Needs Law 1999 [113(I)/1999], the Mechanisms for Early Detection of Children with Special Needs [185(I)2001] and the Regulations for Education and Training of Children with Special Needs [186(I)2001], which support the application of the Law.

Children with special needs are educated in public schools, which are equipped with the suitable infrastructure, according to the Law for Special Education. The majority of children with special educational needs are educated within the mainstream classroom. Special educational provision is also given in Special Units at mainstream schools. These children are assigned to a mainstream class where they can attend integrated lessons and participate in celebratory or festive events.

Children with severe difficulties are educated in special schools, which are equipped with the appropriate staff (psychologists, speech therapists, nurses, physiotherapists and other specialists as well as auxiliary staff) in order to support and provide essential means to achieve their mission.

The educational and other needs of children in Nursery Schools, Primary Schools, and Special Units in Primary Schools and in Special Schools are being met through programmes for Special Education. 495 teachers of various specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf, the blind, teachers for special gymnastics, music therapy, occupational therapy, speech and language therapy, educational psychology, audiology and physiotherapy) and 22 teachers seconded from other departments support and meet the educational needs of children with special needs.

The Ministry of Education and Culture aims to reinforce the awareness and sensitivity of School Inspectors, School Principals, class teachers and teachers of Special Education on the provisions of the Law and their obligations towards children with special needs attending their schools. This objective is achieved through in-service training and personal contacts with people involved in the subject (Inspectors of Special Education, Educational Psychologists, Special Educational Needs Coordinators and teachers of Special Education).

1.1.5 CYPRUS EDUCATIONAL MISSION IN THE UK

The Ministry of Education and Culture shows immense interest in Greek Community Education, which aims to maintain the ethnic identity of the Greek children living in Great Britain. The accomplishment of the above aim is achieved through the teaching of the Greek language, the organisation of ethnic and religious festivities and the familiarisation of pupils with our customs,

traditions and the history of our country. The successful implementation of these aims is achieved through the appointment of teachers in the Cyprus Educational Mission in the UK, the employment and training of part-time teachers (local staff), the writing and publishing of books, the staging of theatrical shows and the accommodation of Greek Community children in the annual Ministry of Education Summer Campings in Cyprus.

1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

In its efforts to offer educational help to the Greeks living in other countries, the Ministry of Education and Culture has proceeded with the following:

The teaching of the Greek language to children and teachers of the Greek Orthodox schools in Jerusalem.

The provision of books and other educational material to all Greek schools and other Greek organisations after their demand.

The offering of hospitality to children from Greek communities and the provision of programmes related to the Greek language and culture.

The offering of educational support to repatriated Cypriots and Greeks of Diaspora, through the school system and the Adult Education Centres with the provision of free Greek Language courses to both children and adults.

1.1.7 EDUCATIONAL AND SUMMER CAMPING

The aim of the Educational and Summer Camping Programme is to offer children in Cyprus and other countries the opportunity to meet and love the natural environment in the countryside, to develop correct attitudes and behaviour, to make friends with children of their own age and to meet the Greek language, the culture of Cyprus, the history of the island and the island itself, in general.

The educational and summer camping programme offers children the opportunity to live for a few days away from their families, in an organised community, enabling them to socialize with other people and develop their self-knowledge and self-respect, to improve their co-operative skills and develop the sense of responsibility as well as the ability for self-organisation and self-support. Moreover, the programme helps to improve the child's health and offers children organised entertainment, supporting the current trends of education through the organisation of social life in camps.

Educational camps operated in two different sessions during 2009-2010, one in October-November and one in May-June. There were three, five-day sessions in October-November 2009 and six, five-day sessions in May-June 2010. During the whole year, 820 pupils from 35 Primary Schools in Cyprus participated in the educational camping programme. Summer campings were implemented in nine, seven-day sessions, plus an additional session for Maronites. The total number of participants was 1000 children from 180 different schools.

The Ministry of Education and Culture increases hospitality programme for children from other countries, too. In summer 2010, 120 children from Greece visited Cyprus, participating in the hospitality programme. These children were accommodated in a coastal hotel in Larnaka.

Moreover, the Ministry of Education and Culture in co-operation with the Ministry of Education of Greece organised educational exchanges of Primary School pupils for the year 2009-2010. Specifically, during the summer of 2010, 179 Cypriot pupils were accommodated in three different camping sessions in Greece at the Metamorfosis camping in Halkidiki.

1.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme which provides general adult education in Cyprus within the lifelong learning context. The main objective of the Adult Education Centres is the complete development of each adult's personality as well as the social, financial and cultural development of citizens and the society in general. Their aims coincide with the state's developmental policy and the wider aims of the Ministry of Education and Culture in providing «Lifelong Learning» opportunities for all the citizens of the Republic of Cyprus and in combating their educational inequalities in order to be successfully integrated and act efficiently in a united Europe.

The Adult Education Centres were, initially, established, mainly in rural areas, in 1952. In 1960, following the independence of the Republic of Cyprus, 175 centres functioned with 3750 members. From 1974 onwards they have expanded in most urban areas as well, and today they function in all areas of the free territories of the Republic of Cyprus, offering learning opportunities for further personal, professional as well as social development of thousands of adults aged 15 and above.

The Adult Education Centres offer a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, on cultural, arts and crafts, health and other issues of general interest, as well as on teaching skills for further personal, professional, and social development of adult learners.

Furthermore, the Adult Education Centres organise every year, free of charge, learning activities for various target groups, such as illiterates, people with special needs, handicaps, enslaved Cypriots, prisoners, mentally ill and elderly people in Institutions, Adult Homes, the State Prison, Elderly Homes, etc. They also offer, free of charge, Greek language courses to children of repatriated Cypriots and Greeks from the ex-Russian Republics, to political refugees and to Turkish Cypriots as well as Turkish language courses to Greek Cypriots.

The Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with the provision of a variety of qualitative courses. More than 25.000 citizens have attended the Adult Education Centres during the school year 2009-2010, with 70% attending courses in urban areas and 30% attending courses in rural areas. The female participants were 73% and male participants were 27%. Over 8% of the participants were over 65 years of age.

1.1.9 SCHOOLS-TEACHERS-PUPILS

The statistics below provide information concerning all sectors under the jurisdiction of the Department of Primary Education, for the last three years.

SCHOOLS	2007 - 2008	2008 - 2009	2009 - 2010
NURSERY SCHOOLS			
Public:			
a) Number of Schools (*)	254	253	252
b) Number of Pupils (*)	9915	9928	10247
c) Number of Teachers (*)	626	647	667
Communal:			
a) Number of Schools	65	63	61
b) Number of Pupils	1679	1583	1638
c) Number of Teachers	90	87	86

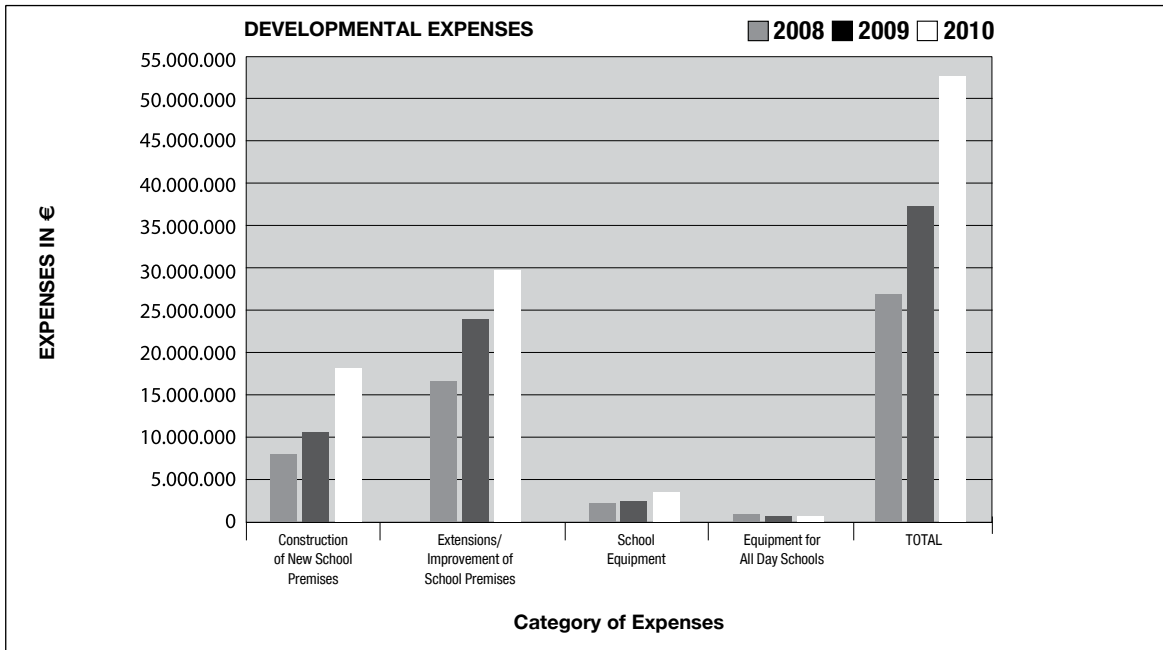
PRIMARY SCHOOLS			
a) Number of Schools (*)	349	347	345
b) Number of Pupils (*)	52558	51297	50386
c) Number of Teachers (*)	4048	4171	4243
SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS			
a) Number of Schools	9	9	9
b) Number of Pupils	276	293	283
c) Number of Teachers	118	137	141
GREEK COMMUNITY SCHOOLS			
a) Number of Schools	81	81	87
b) Number of Pupils	6500	6700	7500
c) Number of Teachers: permanent	36	37	38
part time	94	97	112
ADULT EDUCATION CENTRES			
a) Number of Centres	320	397	390
b) Number of Members	23000	25480	25840
c) Number of Instructors	600	690	733

* The schools in the area occupied by Turkish troops are also included. These are:

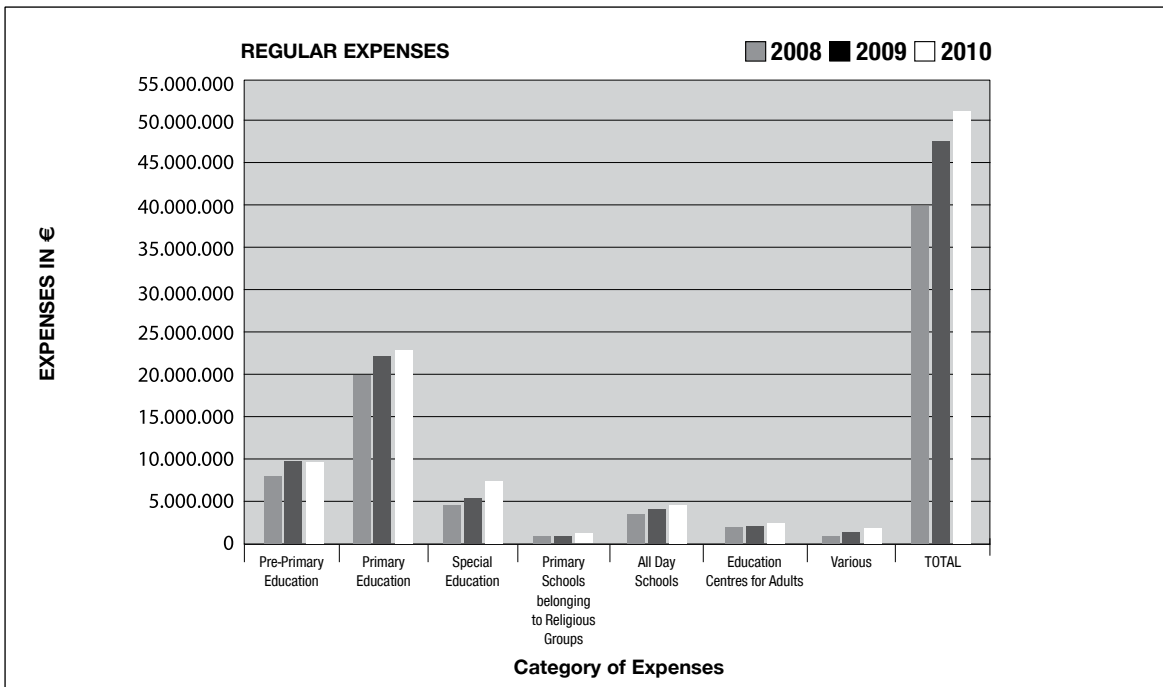
SCHOOLS IN OCCUPIED AREA	2007- 2008	2008- 2009	2009- 2010
NURSERY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	8	5	4
c) Number of Teachers	1	1	1
PRIMARY EDUCATION			
a) Number of Schools	1	1	1
b) Number of Pupils	19	19	19
c) Number of Teachers	3	3	4

1.1.10 FINANCIAL STATUS

The expenses for developmental purposes for the financial years 2008, 2009 and 2010 in Primary Education are shown in the graph below:



The regular expenses for the financial years 2008, 2009 and 2010 in Primary Education are shown in the graph below:



1.1.11 SCHOOL PREMISES

During the school year 2009-2010, the procedures for the construction of 21 new Pre-Primary School buildings and 14 new Primary Schools continued.

In September 2009, the construction of five Pre-Primary Schools and three Primary Schools was completed and they functioned perfectly well without problems.

With the completion of the above programme, severe housing problems are expected to be solved on a Cypriot scale, since the number of pupils in very big and crowded schools will have to be reduced.

Extensions and improvements in a large number of Primary and Pre-Primary School premises helped also in solving smaller housing problems.

1.2 SECONDARY GENERAL EDUCATION

Secondary General Education, Public and Private, covers a huge sector of the Cyprus Education System. Based on the socioeconomic, cultural and national needs of Cyprus, Public Secondary General Education offers equal opportunities for education and aims at promoting knowledge focusing on general education and the grading specialization. Thus it prepares pupils for their academic or professional pursuits. It also pursues the promotion and development of healthy, mental and moral personalities, the creation of able, democratic and law abiding citizens, the strengthening of national identity, cultural values and universal ideals for freedom, justice, peace and the fostering of love and respect among people, aiming at promoting mutual understanding and cooperation among people within the framework of new multicultural conditions existing both in Cyprus of the 21st century and worldwide.

Public Secondary general Education is offered to pupils between the ages of 12 - 18, through two three-year levels, the Gymnasium and the Lyceum (Eniaio Lykeio). The curriculum includes common core subjects, such as Modern Greek and Mathematics and Optional Subjects. Some subjects are interdisciplinary such as Health Education and Environmental Studies. Moreover, there are various extracurricular activities, for example clubs, excursions, visits to various places and so on in order to attain a wholesome and balanced development of the pupils' personality. Tuition is free of charge for both levels of education and it is compulsory up to the age of 15.

During the last few years, the educational system of the Lyceum has become more flexible within a varied subject framework which allows pupils to select subjects according to their inclinations, skills and interests. Particularly, from the school year 2000 - 2001, after the implementation of the Eniaio Lykeio institution at all lycea, flexibility and prospects opening up for pupils have increased even more. This new institution responds to the various challenges, national and international, while it strengthens the European dimension of the education of our country.

Secondary Education has a wide range of responsibilities: Supervising and evaluating the activities of the public schools, supervising the activities of private schools and institutes, the State Institutes for Further Education and Counselling, monitoring the implementation of school regulations, inspection of teaching staff, educational planning, school staffing, further education to pupils and adults and provision of information about education.

1.2.1 THE GYMNASIUM

The Gymnasium is a complete cycle of general education focused on humanistic education and supplements the general education offered in Primary Education. It prepares pupils for the Lyceum or the Technical / Vocational Education. Attendance is compulsory for all pupils. Within the framework of the policy of the Ministry of Education and Culture for qualitative upgrading of education new institutions have been introduced and promoted, such as the teaching of

Information Technology in all classes, the use of the school libraries, the introduction of the special rooms, such as the Language Rooms or the History Rooms, as well as the upgrading of the institution of the Form Teacher.

Education Priority Zones ensure prevention of school failure and functional illiteracy. Their main principles being to secure the continuity from Pre-Primary to Primary Education and to the Gymnasium, the collaboration with local authorities, the decrease of the number of pupils in each class and the acquisition of the oral mode.

From the year 1989 - 1990, the Literacy Programme is run in all Gymnasia in an effort to face functional literacy and prevent school and social exclusion. The content of the programme focuses on the three basic skills - reading, writing, arithmetic - according to the levels of the three first classes of Primary Education and the needs and experiences of Gymnasium pupils.

Measures are also taken for the education and training of pupils with special needs. Special care is offered to these pupils for their school development in all sectors, and especially in the psychological, social and educational one.

1.2.2 THE ENIAIO LYKEIO

In the school year 2000 - 2001, the institution of the Eniaio Lykeio was introduced all over Cyprus. An institution which is promoted and developed continuously so that all those concerned will be able to face the challenges of the society of knowledge, and the new realities stemming from the accession of Cyprus in the European Union and the features of the Cyprus State - political, social and economic.

All the above led to the specification of the qualities of the teenager-citizen of the 21st century. This teenager has to acquire and materialize a combination of general knowledge and some kind of specialisation, with an emphasis on the learning mechanisms, research and self-activity, the knowledge of foreign languages, the skills to use new technologies and preparation for lifelong learning and self-education. The citizen of the 21st century must be able to coexist in a global, multicultural society, acquire and use the continually ongoing knowledge, get to know and act properly in every occasion and survive as a useful citizen in his state and in a global society.

The Eniaio Lykeio offers common core subjects, which are obligatory for all pupils, and optional subjects. Common core subjects offer general education, multi-faceted development and acquisition of general skills, which are required by the contemporary realities. All subjects in Class A' are common core subjects. In Classes B' and C' pupils attend common core lessons and at the same time choose optional subjects for systematic and in depth study of subjects which interest them.

1.2.3 STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of students of all ages and adults and promoting lifelong learning which is a fundamental requirement of the European Union.

1.2.4 COUNSELLING AND CAREER EDUCATION SERVICE

The Counselling and Career Education Service also functions under Secondary Education and aims at offering support and information to pupils, so that they will be able to realise and use their abilities and interests, adapt better to the school environment and make the best personal, educational and professional choices.

1.2.5 THE EUROPEAN DIMENSION IN EDUCATION

The European dimension in education is one of the basic aims of the Cyprus education. It is promoted interdisciplinary through the syllabi of various subjects and other school activities which aim at informing and assisting pupils acquire «European consciousness». Therefore, schools participate in various activities, programmes and competitions such as Spring Day, The European Day of Languages, The European Language Label, Life Long Learning Programmes, organise European Clubs, undertake projects, establish links and exchanges with other European schools, and generally use the Internet and the email to contact pupils in Europe.

1.2.6 PRIVATE SECONDARY EDUCATION

There are thirty-six private secondary education schools in Cyprus, which prepare pupils for enrollment in Tertiary Education in Cyprus or abroad and the smooth transition in the labour market. Primary and Secondary Education offered by private schools is divided into three categories according to their syllabus and timetable, that is, schools of the same type, of a similar type and of a different one.

1.2.7 NUMBER OF PUPILS

During the school year 2009 - 2010, 25.424 pupils attended the Gymnasium, 22.896 pupils attended the Eniaio Lykeio (Lyceum) and 698 pupils the evening school.

1.2.8 STATISTICAL TABLES

The statistics below provide information concerning the number of pupils of all schools under the authority of the Department of Secondary General Education, for the last six years:

School Year	Number of pupils			
	Gymnasium	Lyceum	Gymnasium/Lyceum	Evening Schools
2004-05	28050	23303	51353	888
2005-06	27965	23526	51491	809
2006-07	27697	23696	51393	771
2007-08	27530	23242	50772	720
2008-09	26361	23083	49444	686
2009-10	25424	22896	48320	698

Pupils of lower secondary schools, the school year 2009 - 2010, were distributed across 1170 classrooms with an average of 21.73 pupils per classroom and in upper secondary schools were distributed across 1097 classes with an average of 20.87 students per class. In upper secondary schools the average number of students has been estimated on the basis of the lessons of common core.

The statistics below provide information concerning the average number of pupils of all schools under the authority of the Department of Secondary General Education, for the last five years:

School year	Lower Secondary Education		Upper Secondary Education	
	Number of classes	Average number of students	Number of classes	Average number of students
2005-06	1180	23,7	1045	22,5
2006-07	1206	22,97	1062	22,3
2007-08	1226	22,46	1095	21,2
2008-09	1199	21,99	1106	20,87
2009-10	1170	21,73	1097	20,87

1.2.9 NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2009 - 2010 was 6.405:

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON PROBATION	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATORS	C.E.O./ INSPECTORS
THEOLOGIANS	7	9	34	190	34	224	274	2
PHILOLOGISTS	56	84	271	1218	177	1395	1806	13
MATHEMATICIANS	5	22	100	456	127	583	710	6
PHYSICISTS	3	11	48	226	55	281	343	2
NATYR./BIOLOGIST	0	2	30	145	43	188	220	2
CHEMISTS	4	5	25	125	36	161	195	1
GEOGRAPHERS	0	1	2	7	6	13	16	
ENGLISH	13	26	86	296	62	358	483	3
FRENCH	6	9	34	130	32	162	211	1
ITALIANS	0	0	0	16	21	37	37	
SPANISH	0	0	0	6	19	25	25	
GERMANS	0	1	2	2	7	9	12	
RUSSIANS	0	0	0	1	8	9	9	
TURKISH	0	0	0	5	4	9	9	
ECONOMICS	2	7	33	122	64	186	228	3
PHYSICAL EDUCATION	6	15	57	316	47	363	441	2
MUSIC	1	4	20	138	22	160	185	1
ART	3	6	21	124	50	174	204	1
PHOTOGRAPHERS	0	0	0	5	4	9	9	
HOME ECONOMICS	1	4	19	131	28	159	183	1
INFORMATION TECHNOLOGY	2	5	24	362	29	391	422	2
TECHNOLOGY	1	6	22	167	40	207	236	3
COUNCILLORS	2	1	8	96	17	113	124	
THEATRE RESEARCH.	0	0	0	5	18	23	23	
TOTAL	112	218	838	4289	950	5239	6405	44

1.2.10 SCHOOLS IN OPERATION

During the school year 2009 - 2010 the following schools operated:

Gymnasia	64
Lycea	38
Gymnasia and Lycea joined	7
Evening Schools	5
Total	114

1.2.11 EXPENDITURE IN SECONDARY GENERAL EDUCATION

Expenditure in Secondary General Education constitutes the greatest percentage of the public expenditure for education and aims at promoting activities, measures and projects which reinforce the effort for qualitative upgrading of Secondary Education.

Developmental expenditure in Secondary education for the year 2010 aimed at the:

- building of new schools,
- expansion, improvement, and maintenance of school buildings,
- promotion of Information Technology in Gymnasia and the connection to the Internet of Gymnasia and Lycea,
- reinforcement of technological subjects,
- equipment of labs,
- anti-drug training and Health Education,
- establishment of School Links and Exchanges.

During the year 2009, regular expenditure, in Secondary Education, apart from educators' salaries, aimed at covering functional expenses as follows:

- School athletics
- State Institutes for Further Education
- Supplies for the operation of the Eniaio Lykeio
- Maintenance of computers in Lycea
- Publications
- Publications and purchases of books
- International pupils' competitions
- Competition on Europe Day
- Guarding of school buildings
- Development of school libraries
- Other Commissions and Replacement of furniture

1.2.12 ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

The Ministry of Education and Culture considers the qualitative upgrading of the infra structure of Gymnasia and Lycea and the decrease of the number of pupils in each class as of great importance.

For the next few years the Ministry has already started the procedure for finding places, designing and building Gymnasia and Lycea in every town.

Expansions and improvements of Gymnasia and Lycea

In the annual budget for the year 2010, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools.

1.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

1.3.1 STRUCTURE AND PROSPECTS OF STVE

By offering a balanced curriculum of general and technological education, Secondary Technical and Vocational Education (STVE) aims to offer pupils the required knowledge and skills which will:

- prepare them to enter the world of work well equipped, or
- continue further studies in their chosen area.

STVE is offered in two main directions, the Theoretical and the Practical Direction, and in various specialties, in thirteen Technical Schools. These schools operate in the main towns of Cyprus, as well as in Paralimni and Avgorou area, which cater for the pupils of the Famagusta district. In 1998–99, a catering section of STVE was introduced in Agros Gymnasium.

Technical School graduates can compete, in favourable terms, with Lyceum graduates, for places in Tertiary Education, by taking the centrally administered Pancyprian Examinations.

1.3.2 THE APPRENTICESHIP SCHEME

The Apprenticeship Scheme, which has been in operation since 1963, is a two-year initial vocational education and training programme, which addresses drop-outs from the formal education system, between the ages of 14 and 17. It provides practical and theoretical training alternately. Practical training takes place in industry, where apprentices are remunerated for their work, for three days per week. Theoretical training takes place at Technical Schools for two days per week.

The Scheme is a joint effort of the Ministry of Education and Culture and the Ministry of Labour and Social Insurance and aims to equip young people with the means to get a job and to supply industry with semi-skilled workers.

1.3.3 AFTERNOON AND EVENING CLASSES

The Afternoon and Evening Classes offered at several Technical Schools aim to provide individuals with the opportunity to enrich their knowledge and abilities and compete for employment in a rapidly changing world.

The Afternoon and Evening Classes provide:

- Formal STVE programmes
- Programmes of continuing TVE
- Programmes catering for the preparation for national and other examinations.

1.3.4 SCHOOLS IN OPERATION

The Technical Schools in operation during 2009-2010, are shown in the table below. The total number of pupils in each School is also shown:

School	No. of Pupils
A´ Technical School Nicosia	410
B´ Technical School Nicosia	116
Technical School «Makarios III» Nicosia	669
Evening Technical School Nicosia	127
A´ Technical School Limassol	428
B´ Technical School Limassol	296
C´ Technical School Limassol	317
Apeitio Gymnasium Agros	24
Technical School Larnaca	407
St. Lazaros Technical School Larnaca	398
Paralimni Technical School	153
Peripheral Technical and Agricultural School of Avgorou	364
Paphos Technical School	458
Polis Technical School	82

1.3.5 TEACHING PERSONNEL

Secondary Technical and Vocational School Instructors totalled 475 full-time. The number of part time Teachers and Instructors for the Afternoon and Evening Classes was 114.

1.3.6 NUMBER OF PUPILS

During the school year 2009-2010, the number of pupils studying in the various programmes offered by STVE was as follows:

Programme	No. of Pupils
Formal Technical and Vocational Programmes	4249
Apprenticeship Scheme	239
Afternoon and Evening Classes	1252
TOTAL	5740

1.3.7 EXPENDITURE

During the fiscal year of 2010 the development expenditure for STVE reached the amount of €4.690.145 while the current expenditure for the same year was €1.841.336.

1.3.8 INFRASTRUCTURE EXPENDITURE

1.3.8.1 School building extensions and improvements

The total cost of school extensions and improvements adds up to €1.627.495 and was distributed as follows:

A´ Technical School Nicosia €147.802

B´ Technical School Nicosia €116.466

Technical School «Makarios III» Nicosia €51.664

B´ Technical School Limassol €6.190
C´ Technical School Limassol €5.000
Technical School Larnaca €987.000
St. Lazaros Technical School Larnaca €259.933
Paphos Technical School €2.000
Peripheral Technical and Agricultural School of Avgorou €51.440

1.4 HIGHER AND TERTIARY EDUCATION

The Department of Higher and Tertiary Education (DHTE) is the competent authority within the Ministry of Education and Culture responsible for Higher Education (HE) regarding all sectors and issues linked to HE. The Department aims at the creation of the appropriate conditions for the provision of higher education and training in academic and professional programmes of studies to the larger possible number of people.

Main goals and challenges of Higher Education in Cyprus:

- Enhance quality assurance in HE through keeping up with the Bologna Process
- Active involvement in Bologna Process and its implementation in Cyprus Education
- Develop Cyprus into a regional centre for education and research
- Increase the number of people attending HE in Cyprus
- Increase the number of students attending programmes related to science, technology and communication
- Promote the knowledge triangle (education, research and innovation) and excellence in research, technology and innovation in Higher Education
- Make Cyprus' HE more attractive and accessible to international students
- Enhance the governance and funding of the HE Institutions
- Promote mobility of students and staff

Cyprus' accession to the European Union (EU) has brought forward new challenges for the Department of Higher and Tertiary Education which has taken significant steps towards the establishment of Cyprus as a regional educational and research center and has also implemented a series of measures regarding the alignment of the Cypriot educational policy and vision with that of the European Union. The Lisbon Strategy, which has been adopted by the European Union, aspires to turn the EU into the most competitive knowledge-based economy with more work positions and social cohesion.

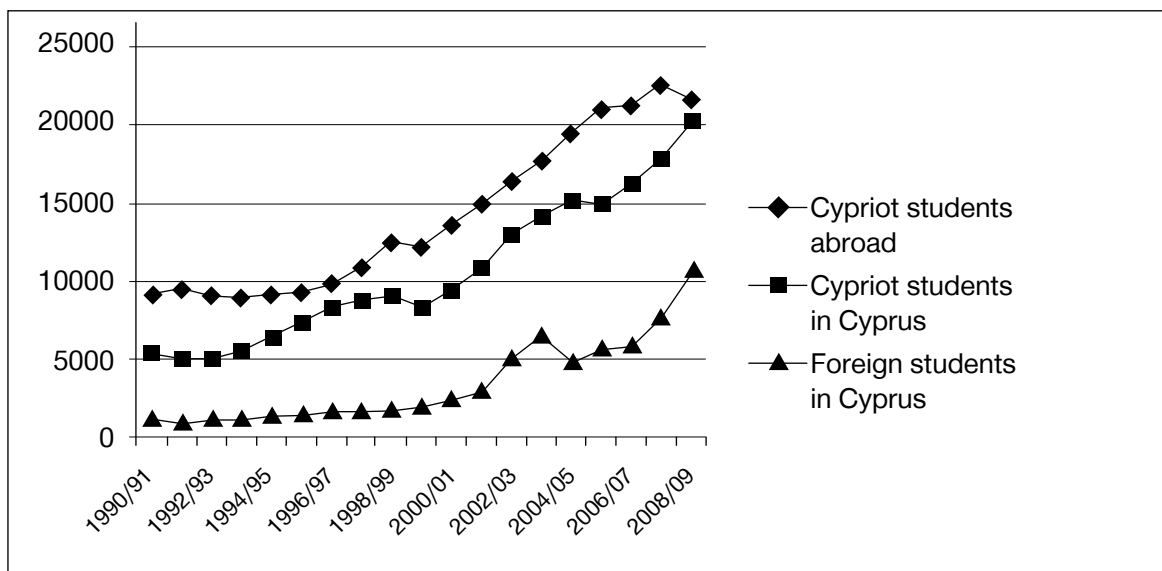
EU 2020 benchmark as far as early leavers from education and training is 10% . Regarding higher education attainment the respective benchmark is 40%. Cyprus early school leavers for 2008 is 13,7% while for higher education attainment is 47,1%. The effort for Cyprus is, therefore, to lower the percentage for early leavers to 10% and keep the current percentage regarding higher education attainment. Education and especially Higher and Tertiary Education will become a catalyst toward the achievement of this goal.

Cyprus has joined several organizations and committees in an effort to comply with the development of the necessary paneuropean platform of "Quality & Assurance" of European Higher Education. In addition Cyprus has reinforced the motives in increasing the number of people involved in "Research". Cyprus is classified as one of the countries with the least

contribution in “Research” but it is one of the few countries with the most rapid increase in expenditures in this sector.

The number of students in Cyprus is increasing rapidly over the last ten years. The following graph shows the number of Cypriot and foreign students in Cyprus from 1990/91 until 2008/09. The graph illustrates also the number of Cypriot students studying abroad. It is obvious from the graph that the rate of students’ increase is very rapid.

Graph 1: Cypriot and foreign students in Cyprus and Cypriot students studying abroad



Higher and Tertiary Education is provided through a wide range of means and methods in public or in private institutions, through full-time, part-time, distance and other forms of attendance.

1.4.1 PUBLIC UNIVERSITIES

Public universities are established by law and they are financed mostly by the government. They are autonomous and self-governing universities. At present, there are three public universities in Cyprus. Two of them operate in the capital city, Nicosia, and one in Limassol. The University of Cyprus and Cyprus University of Technology are conventional universities which have as a main goal to promote education and research to as many young students as possible. On the other hand, the Open University of Cyprus is a distance learning university which aims to include adult learners in further education.

1. University of Cyprus (UCY)

The University of Cyprus was established in 1989, received the first undergraduate students in 1992 and the first postgraduate students in 1997. The University of Cyprus aims to become a leading educational and research institution that will distinguish itself internationally through the promotion of scholarship and that will be recognized as a centre of excellence in the Mediterranean region. The main objectives of the University are twofold: the promotion of scholarship and education through teaching and research, and the enhancement of the cultural, social and economic development of Cyprus. In this context, the University believes that education must provide more than simply accumulation of knowledge. It must also encourage students’ active participation in the process of learning and acquisition of those values necessary for responsible involvement in the community. The University sets high standards for all branches of scholarship. Research is promoted and funded in all departments for its contribution to scholarship in general

and for its local and international applications.

The University of Cyprus consists of the following Faculties:

- Faculty of Humanities
- Faculty of Pure and Applied Science
- Faculty of Social Sciences and Education
- Faculty of Economics and Management
- Faculty of Engineering
- Faculty of Letters
- Faculty of Medicine (starts its operation in 2013)

Contact Information:

75 Kallipoleos Avenue, P.O. Box 20537, 1678 Nicosia

Tel: 00357 22894000, Fax: 0035 7 22892100

E-mail: admin@ucy.ac.cy, Website: www.ucy.ac.cy

2. Cyprus University of Technology (CUT)

The Cyprus University of Technology was established by law in 2003, and accepted its first students in September 2007. With its orientation towards applied research, the University aspires to establish for itself a role in support of the state and society in their efforts to confront problems, which cover all areas of science and technology. The programmes of the CUT to a large extent complement scientific areas, which are not currently covered at Undergraduate and Postgraduate levels by the University of Cyprus or any other institution of higher education in the country. The development of all departments aspires to offer education to students of a high scientific, technological and professional level. Moreover CUT aims to produce high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of society and the economy. In addition Cyprus University of Technology ensures that Cyprus will attain an important position as a partner in a modern, European setting and secures significant external research funding. Finally CUT tries to achieve cooperation with local industry and the economic sector in order to participate in the national effort to innovate and constantly improve products and services.

The Cyprus University of Technology consists of the following Faculties:

- Faculty of Geotechnical Sciences and Environmental Management
- Faculty of Management and Economics
- Faculty of Health Sciences
- Faculty of Applied Arts and Communication
- Faculty of Engineering and Technology

Contact Information:

31 Archbishop Kyprianos, Limassol Savings Co-operative Bank building, 4th floor

P.O. Box 50 329, 3603 Limassol

Tel.: 00 357 25 00 25 00, Fax: 00 357 25 00 27 50

Email: administration@cut.ac.cy, Website: www.cut.ac.cy

Open University of Cyprus (OUC)

The Open University of Cyprus is a State Institution of Higher Education that offers undergraduate

and graduate courses, as well as training and vocational programs using open and distance learning method, the purpose of which is to satisfy the demand for lifelong learning and continuing education. Therefore, the Open University offers individuals the opportunity to pursue or complete University education in case they were not able to do so in the past. Likewise, open and distance learning offers, to those who already hold a university degree, the possibility to further their studies at a graduate level or even study different subjects aiming at career progression. Finally, the Open University through the provision of training and vocational programs will be offering individuals the opportunity to be kept informed about the trends and concepts of interest in both professional and personal development. The degrees awarded by the Open University of Cyprus are equivalent to those of all accredited universities worldwide, regardless of their teaching methodology.

The Open University of Cyprus consists of the following Faculties:

- Faculty of Humanities and Social Sciences
- Faculty of Economics and Management
- Faculty of Pure and Applied Sciences

Contact Information:

5, Ayios Antonios Street, Muskita Buildings No. 2, 2002 Nicosia

Tel.: +357-22411600, Fax: +357-22411601

E-mail: info@ouc.ac.cy, Website: www.ouc.ac.cy

14.1.2 PRIVATE UNIVERSITIES

Currently four private Universities operate in Cyprus. Three of them in the capital city, Nicosia, and one of them in Paphos. The universities need to undergo a rigorous evaluation and accreditation process by the ECPU (Evaluation Committee of Private Universities) and are authorized to operate as universities subsequent to a decision by the Council of Ministers. They are established and financed by non-governmental institutions or founders.

European University Cyprus (EUC)

The European University Cyprus developed out of Cyprus College, which was founded in 1961. On 12 September 2007, the Council of Ministers of the Republic of Cyprus rendered a decision for the establishment and operation of the European University Cyprus, and licensed it to start its operation as of 1 October 2007 with four Schools. The mission of the European University Cyprus is to educate its students for successful careers and life achievement, create knowledge through research and innovation and understand and serve the needs of our society. All undergraduate and postgraduate programs and degrees offered by the European University Cyprus are fully recognized nationally and internationally.

The European University Cyprus consists of the following Schools:

- The Ioannis Gregoriou School of Business Administration
- The School of Sciences
- The School of Humanities and Social Sciences
- The School of Arts and Education Sciences

Contact Information:

European University Cyprus, 6 Diogenes Street, Engomi, P.O. Box 22006, 1516 Nicosia, Cyprus

Tel.: +35722713000, Fax: +35722662051

Email: rector@euc.ac.cy or admit@euc.ac.cy, Website: www.euc.ac.cy

Frederick University

The Frederick University was established after the decision of the Council of Ministers of the Republic of Cyprus on 12th September 2007. Frederick University functions from two campuses, the main campus in Nicosia and the other in Limassol, the second largest city. The mission of Frederick University is to provide learning opportunities through teaching and research in the fields of science, technology, letters and the arts, to promote intercultural dialogue and contribute to the wider social context in general.

The Frederick University consists of the following Schools:

- School of Engineering and Applied Sciences
- School of Economic Sciences and Administration
- School of Education
- School of Architecture, Fine and Applied Arts
- School of Humanities and Social Sciences
- School of Health Sciences

Contact information:

7, Y. Frederickou Str, Pallouriotissa, P.C. 1036, Nicosia, Cyprus

Tel. +357 22 431355, Fax. +357 22 438234

E-mail: info@frederick.ac.cy, Website: www.frederick.ac.cy

University of Nicosia

The University of Nicosia has received its Initial Permission of Operation on October 3, 2007. The University aims at excellence in education through high teaching standards, in a continually improving academic environment. Besides classroom instruction, the University offers students opportunities to become involved in a whole range of activities including student clubs, sports, public lectures and seminars. The University is actively involved in European and local research projects as a partner and as a coordinating institution. Additionally, the University of Nicosia received approval for an Erasmus University Charter and it is an official participant in the European Credit Transfer System (ECTS).

The University of Nicosia consists of the following Schools:

- School of Business
- School of Sciences
- School of Education
- School of Humanities and Social Sciences and Law

Contact Information:

The Office of Admissions, 46 Makedonitissas Avenue, P.O. Box 24005, 1700 Nicosia, Cyprus

Tel.: 357-22841500, Fax: 357-22352067

E-mail: admission-nic@unic.ac.cy, Website: www.unic.ac.cy

Neapolis University - Cyprus

The Neapolis University - Cyprus, is the latest Institution to be registered as a University in Cyprus, having received Ministry of Education Initial Permission of Operation in September 2010, and the first ever university in the region of Pafos. The University offers a comprehensive range of undergraduate, master and doctoral programmes that reflect the philosophy of the University to develop a balanced portfolio of academic activities that combine and allow the creation of centers of excellence in the chosen academic fields.

The Neapolis University consists of the following Schools:

- School of Business and Marketing
- School of Finance and Economics
- School of Psychology
- School of Architecture
- School of Real Estate and Construction
- School of Greek Studies

Contact Information:

Neapolis University Pafos, 2 Danais Avenue, 8042 Pafos, Cyprus

Tel: +357 26843300, Fax: +357 26931944

Email: info@nup.ac.cy, Web-site: www.nup.ac.cy

14.1.3 PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The Cyprus Government has the responsibility for the operation of the Public Institutions of Tertiary Education. They operate under the supervision of various Ministries (Ministry of Labour and Social Insurance, Ministry of Agriculture, Natural Resources and Environment, Ministry of Commerce, Industry and Tourism and Ministry of Justice and Public Order). Each Ministry is responsible for the organization and administration of the institution. The main objective of these institutions is to provide education and training in professional disciplines to satisfy the local demands. Each Institution has a different structure and offers programmes of studies in specific technical – professional fields which lead to a Higher Diploma.

The Public Institutions of Tertiary Education which operate currently in Cyprus are the following:

- (a) The Higher Hotel Institute of Cyprus.
- (b) The Cyprus Forestry College.
- (c) The Mediterranean Institute of Management.
- (d) The Police Academy.

14.1.4 PRIVATE INSTITUTIONS OF TERTIARY EDUCATION

The Private Institutions of Tertiary Education (PITE) were established mainly during the last two decades. They are non university institutions of tertiary education which offer a wide range of academic and professional programmes of study at various levels. During the academic year, 2009 - 2010, twenty-five private institutions of tertiary education and 7 branches (of some of these institutions) were registered with the Ministry of Education and Culture and offered programmes of study at the undergraduate and postgraduate level. The Department of Higher and Tertiary Education is responsible for the operation of PITE, exercises administrative control, inspects frequently the PITE and provides all PITE with the necessary administrative support needed for the registration of new programmes of study.

Unified Law for the Universities in Cyprus

One of the main aims of the Educational Reform for Higher Education in Cyprus is the modernization and unification of several laws on public and private universities. With the unified law the Government aims to make university governance and operation more flexible and more effective, as well as to facilitate them and help them to develop new educational and research activities. These reforms are taking place in order to satisfy the needs of the society and the 21st century.

The Ministry of Education and Culture appointed an Ad – Hoc Committee to work towards the above aim. The Committee submitted its suggestions to the Minister, who had the initiative to organize a conference on the issue. The result of this conference was to record opinions and ideas and to set up a public dialogue regarding the idea of modernization and unification of the law.

Following this, all Universities in Cyprus along with social stakeholders and bodies connected to the higher education, had been called to contribute to this effort and submit their suggestions.

As governments in most parts of the world have considered their agenda for Higher Education over the last few decades, issues of quality assurance and quality enhancement have been a major focus of attention in Cyprus. Based on all economic, social and especially educational changes in Higher Education of the last decade in Cyprus the government has set as a priority the creation of an Agency responsible for Quality Assurance in Higher education. The establishment of two new public universities and the foundation of four private universities in 2007 were of great importance in order to push legislation regarding quality assurance forward.

Thus the Council of Ministers, has initiated legislation for the establishment of the Cyprus Agency of Quality Assurance and Accreditation in Education as the competent authority for quality assurance in Higher Education in Cyprus. The Agency will aim at the enhancement of the internal and external quality assurance procedures in the HE institutions following the European standards and guidelines. All issues concerning evaluation of public and private universities, as well as accreditation and recognition matters will be included in the Agency's tasks for the approval of the legislation by the Cypriot Parliament and onwards.

The above authority after its establishment and operation, will undertake all the responsibilities of the following existing bodies:

- The Council of Educational Evaluation – Accreditation (CEEA)
- The Evaluation Committee of Private Universities (ECPU)
- The Council for the Recognition of Higher Education Qualifications of Cyprus (CRHEQC).
- The Advisory Committee for Tertiary Education (ACTE)

Jurisdiction of the Agency

The Agency will be the competent authority for:

- The periodical institutional and programme evaluation of the state universities.
- The periodical institutional and programme evaluation and accreditation of the private universities operating under initial and/or final license of operation.
- The evaluation and accreditation of all forms of cross - border and trans – educational institutions education.
- The recognition of higher education qualifications and the provision of information on recognized institutions of higher education in Cyprus and abroad.
- The publication of the list of all the recognized institutions of higher education operating in the Republic of Cyprus and the programmes of study they have been authorized to offer.

- To provide advice to the Minister of Education and Culture on all matters under its jurisdiction.

Research

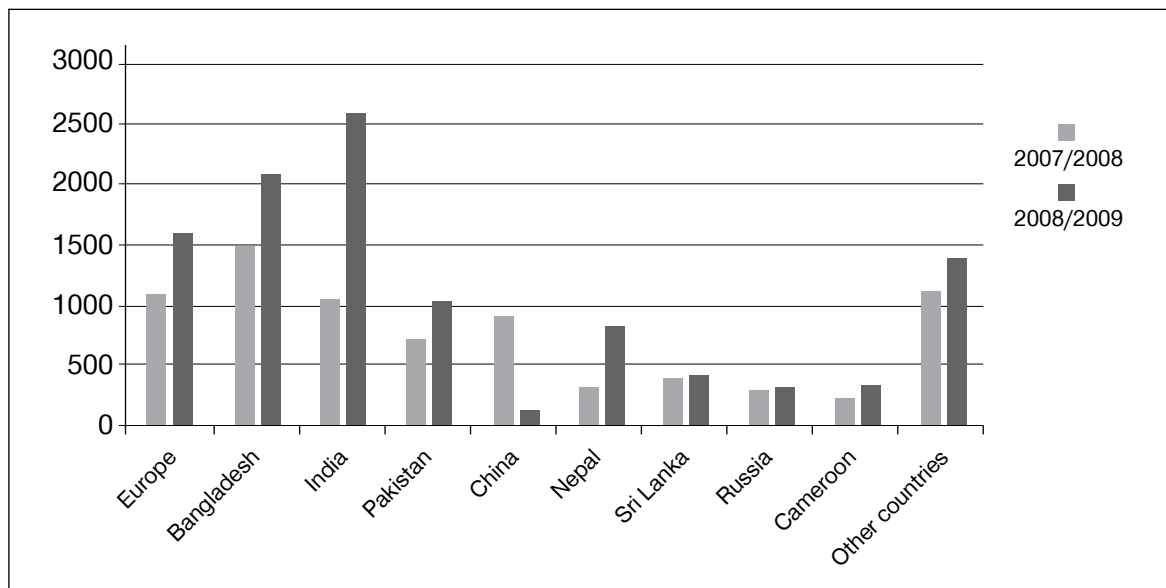
Public universities aspire to become centers of excellence in research, which is at the centre of their academic activities. The universities have adopted a dynamic and proactive strategy on research, aiming to reach out to all stakeholders and to work with them in developing ideas for academic and applied research, for the betterment of the community, country and wider region. Aiming at the advancement of scientific knowledge and at facilitating the study and solution to real life problems, a wide collaboration network is established, between research centers and universities in Cyprus and abroad.

Research is one of the main activities of the academic staff at the three public universities in Cyprus. Postgraduate students as well as Postgraduate Assistants are also important contributors to research conducted at the universities. Research Programmes are funded either from the budget of the universities or by various organizations in Cyprus and abroad, and especially, by research funding programmes of the EU. Collaborations, through inter-state or inter-university agreements, with universities and research centers abroad, are promoted in order to enhance scientific research, cooperation and exchange of information. Research is also partly funded by the Cyprus Research Promotion Foundation (CRPF), which allocates public funds on a competitive basis.

International Students

The international dimension of education is important in Cyprus where international students receive a quality education in a safe, friendly environment at an affordable cost. They, in turn, enrich the educational experience of our own students and bring an international dimension to our culture. Lifelong friendships and networks are formed between Cypriot and overseas students which later enhance the cultural and trade relationships between our countries. Cyprus can offer Higher Education of high quality standards and is able to facilitate students with the necessary knowledge and skills to work in a contemporary global marketplace. Pleasant Mediterranean climate and picturesque sandy beaches can only add to this once-in-a-lifetime experience of being a student in Cyprus.

Graph 2: Number of Foreign Students by Country of Citizenship



14.1.5 CYPRUS COUNCIL FOR THE RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS (KY.S.A.T.S.)

In accordance with the Lisbon Recognition Convention (1997) all member states of the European Union have established National Councils for the recognition of higher education qualifications. The need to form such councils arose out of the spirit of a united education policy aiming to aid member states in developing control mechanisms regarding criteria for quality and duration of studies for professional and scientific purposes. Under this context, the Cyprus Council for the Recognition of Higher Education Qualifications (KY.S.A.T.S.) was established.

During the period January-October 2010 KY.S.A.T.S received over 1400 applications for recognition of qualifications and over 550 applications for written information. During the same period, the Council held five meetings. It is expected that by the end of 2010 the total number of applications for recognition and written information will be over 1800 and 800 respectively.

KY.S.A.T.S. participates as a member of the networks European National Information Centres and National Academic Recognition Information Centres (ENIC – NARIC) since the beginning of its operations (2000). The 17th Joint Meeting of the ENIC-NARIC Networks was held in Sèvres, France on June 20-22, 2010.

KY.S.A.T.S. is also a member of the Mediterranean Recognition Information Centers (MERIC) Network. The 2nd Meeting of the MERIC Network was held in Mostar, Bosnia and Herzegovina, on February 11-12, 2010. The 8th Session of the Intergovernmental Committee for the application of the International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean was also held within the 2nd Meeting of the MERIC Networks.

An agreement concerning the five-years-study “Diplomas of Engineering” and “Diplomas of Agronomist” of the Cyprus University of Technology (CUT) was signed on October 14th, 2010 between KYSATS and DOATAP (the recognition authority in Greece) in Athens.

14.1.6 COUNCIL OF EDUCATIONAL EVALUATION AND ACCREDITATION (S.EK.A.P)

The Council of Educational Evaluation and Accreditation had two meetings set up until the end of 2010. During those meetings the Council discussed a range of subjects related to its responsibilities. The Council evaluated or re-evaluated thirty two programs of study that are offered by the Private Institutions of Higher Education in Cyprus.

The total number of evaluated and accredited programs that are offered by the twenty three Private institutions of Higher Education in Cyprus, up until the end of 2010, are one hundred and twenty nine. From these ten are offered at certificate level, ninety-one at diploma level, seven at higher diploma level, fourteen at degree level and eight at master’s level.

The Council has and continues to have regular meetings with directors from the Private Institutions of Higher Education to enhance the dialogue on matters concerning the evaluation and accreditation procedure that their programs of study have to go through.

14.1.7 EVALUATION COMMITTEE OF PRIVATE UNIVERSITIES (ECPU)

The Evaluation Committee of Private Universities (E.C.P.U) aims to review applications submitted for the establishment and operation of private universities. Drawn up based on Private Universities (Establishment, Operation and Control) Law 109 (1) 2005, which provides the legal framework for the establishment and operation of private universities in Cyprus. According to Article 10 the above Act, the Council of Ministers on the recommendation of the Minister of Education and Culture, will establish a seven-member evaluation committee of five years.

In Evaluation Committee of Private Universities are involved:

- (a) The current President of the Council of Educational Evaluation–Certification (S.E.K.A.P.), acting as President.
- (b) Two members of the Council of Educational Assessment - Certification and
- (c) Four persons who hold a permanent position of professor or equivalent position, located in three different countries, which have sufficient experience on university management issues.

The ECPU determines both the manner of convening the meetings, and its procedures at meetings and generally in carrying out its duties. The Commission may appoint expert groups to discuss certain issues concerning the application, but the final decision will be taken by the Evaluation Committee.

In 2010 the ECPU held 7 meetings which dealt with matters within its competence. In 2010 the ECPU addressed an application to evaluate the establishment and operation of private universities, which was pending, which has not yet been completed. In June 2010 the ECPU submitted to the Minister of Education and Culture positive recommendation for granting initial authorization to Neapolis University-Cyprus. During the same period ECPU approved the bid of the first doctoral programs in private universities. At the same time ECPU launched the process of reassessment of existing curricular offerings. It continued this year as the task of monitoring and controlling the operation of three private universities operates under the original operating license.

The ECPU in collaboration with the Directorate of Higher Education, sent in March 2010, on-site at private universities, team officials, who proceeded to record the current situation, areas of administration, teaching, research and logistics infrastructure.

14.1.8 EXAMINATIONS SERVICE

The Examinations Service organized in 2010 the Pancyprian Examinations, which serve a twofold purpose, that is, the graduation grades from Secondary Education and the entrance to Public Higher Education Institutions in Cyprus and Greece. The Examinations Service has also organized and executed a large number of other examinations for Governmental and Non Governmental Institutions and Organizations.

1.5 THE CYPRUS PEDAGOGICAL INSTITUTE

1.5.1 REFORMATION OF THE STRUCTURE AND THE FUNCTION OF THE PEDAGOGICAL INSTITUTE

The Centre for Educational Research and Evaluation was founded in June 2008, in the terms of the Educational Reformation after the Council of Ministers' decision. Apart from that, a Scientific Council was appointed in order to act as a consultant to the Ministry of Education in issues related to the constant professional development of the educators, research and in general issues in which the Cyprus Pedagogical and the Centre for Educational Research and Evaluation are involved whilst providing the collaboration between the two foundations. The Cyprus Pedagogical Institute started its functions in its new structure in 2010.

1.6 TECHNICAL SERVICES DEPARTMENT

SCHOOL BUILDINGS

The Technical Services Department of the Ministry of Education and Culture is located in Nicosia. Three district offices are also based in Limassol, Larnaca and Paphos.

The activities of the department are related to school building developments, supporting all the

different levels of education, taking into consideration the children's educational and technical requirements.

The projects undertaken comprise of:

- Architectural, structural, electrical and mechanical studies.
- Implementation and supervision of construction projects and material control.
- Upgrading of School building structures.
- Contract management.
- Local authority support on Private School Projects.
- Technical and economical support to School Boards Committees and Parents' Associations.
- Surveys.
- Sports facility studies.
- Cultural projects.

The annual budget contains:

- a. New construction projects of School units.
- b. Upgrading of existing buildings & sport facilities.
- c. Extensions of existing School units.

All construction projects include:

- Structural upgrading.
- Functional redesigning according to approved building standards.
- Additional teaching classrooms and laboratories/workshops.
- Construction of multifunctional halls.
- Additional classrooms/ramps/lifts for children with special needs.
- Additional rooms for secondary uses (canteens, nurseries, toilets).
- Redesigning and upgrading of electrical and mechanical services.

2. INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

2.1 OFFICE FOR EUROPEAN AND INTERNATIONAL AFFAIRS (GEDY)

As from September 1st 2009, a new unit has been operating at the Ministry of Education and Culture (MoEC) of Cyprus; the Office for European and International Affairs (GEDY). The creation of GEDY pertains within the framework of the implementation of the decision of the Cabinet according to which “the modern developments and the realities of the 21st century, along with the accession of Cyprus to the European Union have rendered the change in the structure and the organization of the MoEC necessary”.

The Office for European and International Affairs, serves as a contact point within the Ministry for the development, coordination and implementation of educational, cultural, youth and sports policy objectives of the Government of Cyprus, both bilateral and multilateral.

GEDY’s mission is to contribute to a successful and creative participation of the MoEC in the European and international scene, on matters related to its competences.

A major parameter of GEDY’s mission has to do with the preparation for the assumption of the EU’s presidency by Cyprus in the second half of 2012. To this end GEDY organises regular meetings with the contact points of the various departments of the Ministry of Education and Culture, as well as other stakeholders involved, in order to exchange information about the latest developments on the issue and to coordinate the several actions regarding meetings and conferences that will take place during the Cyprus presidency.

GEDY’s goal is to facilitate the prompt, adequate and effective response of MoEC to matters resulting from international agreements of the Republic of Cyprus, as well as from its participation in the EU and other International organizations.

The Office sustains the Ministry’s initiatives with member states and third countries to consolidate co-operation for the materialization of several agreements within the jurisprudence and the aims of the Ministry of Education and Culture.

GEDY’s objectives are:

- To maximize the internal coordination and the coordination with other relevant governmental departments or non-governmental organizations.
- To make recommendations for developing policy positions and to prepare, in consultation with the Minister of Education and Culture, reports and documents to be presented by the Ministry at European and other international councils, meetings, surveys etc.
- To submit suggestions for the development of actions for implementing the policies of the Ministry of Education and Culture and contribute to the implementation of these actions.
- To inform the relevant bodies, individuals and agencies on matters concerning european and international affairs.

2.2 PRIMARY EDUCATION

2.2.1 MAXIMUM NUMBER OF PUPILS IN CLASSROOMS

The decrease of the number of pupils per class for all grades of the Primary School is an essential part of the government educational policy, aiming at upgrading education. Within the framework of the educational reform, a proposal was forwarded to the Council of Ministers and a decrease of the number of pupils in the 1st grade (Decision No. 62.664/28.9.2005) from 30 to 25 pupils per class, was adopted.

Moreover, on the 16th May 2007, the Council of Ministers (Decision No. 65.536) decided that the maximum number of pupils in all grades of Primary Schools should not exceed 25. The Council of Ministers decided that the implementation of the decrease of the number of pupils should take place gradually each year, starting from 2007-2008, with a decrease from 30 to 25 in grades 2 and 3. Therefore, by the school year 2010-2011 the maximum number of pupils in all grades of Primary Schools will not exceed 25 pupils.

2.2.2 PROMOTION AND IMPLEMENTATION OF THE ALL-DAY SCHOOL

2.2.2.1 All-Day Voluntary Schools in Primary Education

The All-Day School concept in Primary Education was experimentally implemented during the school year 1999-2000 in nine Primary Schools - four urban and five rural schools. Two of these schools functioned both as morning and afternoon schools until 4:00 pm, whereas two other schools functioned until 2:45 pm. The remaining five extended the time for younger pupils' stay at school (grades 1, 2 and 3) until 1:05 pm.

This experimental implementation of the All-Day School institution was evaluated by a Special Evaluation Committee which consisted of representatives of the Cyprus University, the Pedagogical Institute, the Inspectorate, the Teachers' Union and the Pancyprian Confederation of the Parents' Associations Federation. After the first phase of this evaluation was completed in May 2000, a relative report was prepared and submitted to the Minister of Education and Culture. Based on this report, the All-Day School institution is considered to be successful and useful socially and educationally.

During the following school years, the institution of All-Day Schools was implemented as follows:

School Year	No. of All-Day Voluntary Schools
2001-2002	70
2002-2003	84
2003-2004	107
2004-2005	130
2005-2006	150
2006-2007	150
2007-2008	120
2008-2009	115
2009-2010	121

During the school year 2009-2010, 121 schools functioned as All-Day Schools, of which 24 operated as All-Day Schools on a voluntary basis for all grades (1-6) and the 97 as All-Day Schools on a voluntary basis for grades 4, 5 and 6. However, these 97 schools had permission to accept pupils from lower grades too.

The All-Day Voluntary Schools functioned from October to May four days a week, until 3:00 or 4:00 pm (four periods were added to their daily programme). No changes have been made concerning either the curriculum or the time table of the morning school. On the contrary, they continued to function according to the school regulations already in force.

The afternoon programme included four teaching periods per week for carrying out assigned homework, four teaching periods for reinforcing teaching and four teaching periods for two of the following optional subjects: English, Information Technology, Music, Physical Education, Art, Design and Technology.

The number of pupils per class ranged from 8 to 25, according to the subject and needs of

each school unit. The formation of classes and groups depended on the pupils' and teachers' interests.

The Ministry of Education and Culture provided all schools already functioning as All-Day Schools, with the appropriate equipment. Feeding expenses and necessary arrangements for the provision/preparation of the meals were undertaken by the parents. The type of food and the programme of meals were consistent with the ration agreed and arranged by parents in collaboration with the Ministry of Education and Culture. The Ministry of Education and Culture financed the meals of the needy.

2.2.2.2 All-Day Voluntary Schools in Pre-Primary Education

The All-Day School concept in Pre-Primary Education was experimentally implemented during the school year 2005-2006 in nine rural Pre-Primary Schools. These Pre-Primary Schools functioned both as morning and afternoon schools until 4:00 pm.

During the school year 2007-2008 the institution was extended to twenty rural and urban Pre-Primary Schools. These Pre-Primary Schools operated as All-Day Schools on a voluntary basis. They functioned from October to May and for four additional periods, four days a week, until 3:00 or 4:00 pm. During school year 2008-2009, the institution extended to thirty Pre-Primary Schools and then to forty two Pre-Primary Schools for the school year 2009-2010.

No changes have been made concerning either the curriculum or the time table of the morning school. On the contrary, they continued to function according to the school regulations already in force.

The afternoon programme included four teaching periods per week for resting and 12 teaching periods for the following subjects: Theatre, Music, Dance, Art, Physical Education and Group Games.

The maximum number of pupils per class is 25. The Ministry of Education and Culture provided all schools already functioning as All-Day Schools, with the appropriate equipment.

Feeding expenses and necessary arrangements for the provision/preparation of the meals were undertaken by the parents. The type of food and the programme of meals were consistent with the ration agreed and arranged by parents in collaboration with the Ministry of Education and Culture. The Ministry of Education and Culture financed the meals of the needy.

The main objective of the establishment of the All-Day School in Pre-Primary Education is the gradual extension, upon completion, of the experimental programme, to a considerable number of Pre-Primary Schools all over Cyprus.

2.2.2.3 All-Day Compulsory Schools in Primary Education

The emerging changes in the Cyprus society created the need to reform the Cyprus Educational System. This reformation entails innovations in terms of conditions of school life, learning procedures, new courses introduced, upgraded infrastructure and revision of the Curriculum of the Ministry of Education and Culture.

Therefore, the Ministry of Education, introduced the All-Day Compulsory School in Primary Education, on a pilot basis, for a total duration of three consecutive years. The reformation was established for the first time the school year 2006-2007 in nine Primary Schools all over Cyprus. In 2007-2008, the number of schools increased to 15 and all of them continued to function as All-Day Compulsory Schools for the following two school years 2008-2009 and 2009-2010.

The educational context and the operational adjustments of the All-Day Compulsory Schools are very different from those applied to the existing All-Day Voluntary Schools. The All-Day Compulsory Schools operate with a unified curriculum, unified school management and staff and also with upgraded educational context.

The All-Day Compulsory Schools function four days a week (Monday, Tuesday, Thursday and

Friday) from 7:15 a.m. to 3:15 pm or 4:00 p.m. and one day a week (Wednesday) from 7:15 a.m. to 1:05 p.m. There is a total of 47 teaching periods, with 12 additional teaching periods, compared to the non-all day regular Primary Schools.

These additional 12 teaching periods are used for teaching English and Information Technology, and also for the introduction of new innovative subjects, such as: Life Education activities, subjects of various interests (i.e. dancing, swimming etc.) and Design and Technology to grades 3 and 4. For the teaching of English, Information Technology and the subjects of various interests, there is a special arrangement for the recruitment of specialized teaching staff (i.e. dance teachers, etc.).

Another special arrangement, concerning the function of the All-Day Compulsory Schools, is the operation of an Advisory Committee. Each school has its own Advisory Committee which is partied by local teachers, parents and representatives from the School Board.

During the four days that these schools operate in the afternoon - Wednesdays are excluded - lunch is provided to pupils. During lunch, additional subsidiary staff provides its services, and the pupils are supervised by their teachers. The cost of meals is covered by the parents. However, the Ministry of Education and Culture, finances the cost of meals for a number of pupils based on socioeconomic criteria.

As mentioned above, the pilot programme had duration of three consecutive years and it has been evaluated by an Independent Assessment Committee. In June 2009 the Council of Ministers approved a new framework of All-Day Schools, which was designed on the basis of the suggestions of the evaluation committee and the observations of the Ministry of Education and Culture. The new framework constituted the second phase of the pilot implementation of All-Day Compulsory Schools and it was implemented during the school year 2009-2010. A Special Committee examined the final framework, studied ways of expanding the institution and prepared a proposal which will be forwarded to the Council of Ministers. The Special Committee was partied by representatives from the Ministry of Education and Culture, the Ministry of Finance, the Special Evaluation Committee, the Teachers' Union, the Pancyprian Confederation of the Parents' Association Federation and the external advisor for All-Day Compulsory Schools.

2.2.3 DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) OF THE MINISTRY OF EDUCATION AND CULTURE (MoEC)

The Ministry of Education and Culture is currently implementing a technology integration planning programme. The aim of this programme is to exploit the use of Information and Communication Technologies (ICTs) in the educational process and to enhance the digital literacy of students and teachers. The core objectives of this programme include: providing schools with modern technology infrastructure and equipment; modernizing and enhancing teaching and learning in line with the current pedagogical methods; training teachers to keep up with the current technological developments; and reforming the curriculum and teaching/learning aids. During the school year 2009-2010, the MoEC proceeded with the following actions:

A) Technology infrastructure and equipment

During the school year 2009-2010, through European and national tender competitions, a substantial number of single-user and school-site licenses for educational software was purchased and installed for the large majority of public schools. Additionally, 650 laptops and 1270 portable projectors were purchased and distributed to schools of all educational levels.

Moreover, based on the contract that was signed during the current year, the process and implementation of Structured Cabling was completed for 25 Upper Secondary General and Technical and Vocational schools. The contract requires that the project is supervised by ICT officers of the MoEC and a private officer to ensure that all essential safety regulations for the efficient completion of the project are maintained. With the implementation of the Structured

Cabling, each school is well-equipped to implement the DIAS (Web-based school) project and the future connection with the Intranet.

B) DIAS project

During the last two years, the DIAS (Web-based School) project was launched. The DIAS project involves a Digital Educational Environment which aims to promote communication beyond the traditional classroom-based setting between teachers, students, and parents. The DIAS provides access to information regarding the educational processes, as well as multimedia-rich Digital Educational Content (DEC).

During the school year 2009-2010, the required infrastructure and equipment to support the DIAS was established at the premises of the Data Centre of the MoEC. The installation, regulation, and parameterization of the Active Equipment (switches, routers) were also established to provide access to the system for all computers of all seven pilot DIAS schools. In addition, the Internet connection line at the Data Centre was upgraded to achieve high-speed Internet connectivity and access. Each DIAS user was provided with a personal email account and access to personal and school Web sites, the Learning Management System and the collaboration platform.

Finally, during the school year 2009-2010, teachers of DIAS schools attended a two-phase professional development program, which aimed at developing basic and pedagogical skills regarding the use of DIAS platform.

C) Educational software

During the school year 2009-2010, 19 titles of educational software were purchased and installed in Pre-Primary, Primary and Special schools, while 11 titles were purchased and installed in Lower Secondary schools. The software can be used as a supplementary material to the large majority of curriculum subjects, while a number of titles of educational software were translated to Greek and adapted to be in line with the National Curriculum. Moreover, a concept mapping software was acquired for all school and personal computers of Pre-primary and Primary Education. This software was customized to be in line with the National Curriculum and can be used interdisciplinary for all curriculum subjects.

Lastly, the development process of the Digital Education Content (DEC) was completed for 17 subjects of the Upper Secondary General and Technical and Vocational Education. The DEC is a custom-made, attractive, interactive, and multimedia-rich digital content, which aims at supporting the achievement of teaching and learning objectives of the Cyprus National Curriculum.

D) School Management System (SMS)

Database System

A web-based database system has been developed during the last two years so that schools can update and modify the status of hardware and peripheral equipment (computers, laptops, printers, scanners, etc). At present, this database is currently updated only by Secondary schools.

Database for teachers' school schedule

A database was established for teachers to update their school schedule via the Internet. This database provides immediate information to Inspectors for planning and organizing their school visit programs. This programme has already been in place for the teachers of Computing, while it is expected that all teachers will shortly be able to update their school schedule on the Web-based database system.

All the programmes are upgraded on a regular basis to satisfy the needs of the MoEC and end users. In addition, technical support is available for users via telephone or electronic mail communication.

E) Internet Service

The Internet Service, during the school year 2009-2010, maintained the work of projection of the MoEC on the Internet. The Service supports four web sites of the MoEC that publish the work of all Educational Directories, services, departments, consulting teams, programmes, and school web sites.

All the contracts derived from the above actions are managed by officers of the MoEC, who are in charge of monitoring and supervising the contracts and actions.

F) Teachers' Training-Cyprus Pedagogical Institute –Educational Technology Department

The training of teachers is focused on teachers' professional development regarding the acquisition of ICT skills, with the ultimate goal of effective ICT use in the teaching and learning process.

The first phase of the training (2003-2009) promoted teachers' ICT literacy and at the same time the development of an initial understanding of the use of ICT in education as a tool for learning. This target covered about 95% of all teachers of all levels of education (10.140 teachers: 5.910 from secondary education and 4.230 from primary education).

Furthermore, the school-based teacher coaches were trained to be ready for the second training phase, with the aim that these coaches would form teacher communities of practice and working groups to develop ICT-enhanced activities and material.

Finally, pilot case studies were designed and implemented as a professional development program, which at the same time evaluated the training programs effectiveness in the everyday teaching and learning.

The second phase of the training (2009-13) aims to promote the following areas:

- Use of the available electronic learning tools and environments
- School-based teachers' training and support of communities of practice
- Support of school-based teacher trainers (coaches) and the development of a strategic plan for the school towards the use of ICT
- Teachers' working groups for the design, development and implementation of ICT-enhanced learning activities

The second phase also aims at the scalability of the teachers' active involvement in the use of ICT and the sustainability of a culture of collaboration and sharing of good practices among teachers.

The training programs are offered through centralized seminars and workshops, school and classroom-based support, research programmes and through lifelong learning activities.

Different pedagogical approaches are used, with both face to face and long distance meetings (synchronous and asynchronous mode).

2.2.3 ENVIRONMENTAL EDUCATION

Environmental Education, as it has been shaped through many conferences, aims at the shaping of environmentally educated citizens. Citizens are expected to be personally and socially responsible and involved in actions, that aim at preserving the environment and improving the quality of life.

The Ministry of Education and Culture has set Environmental Education high in its agenda. In Primary Education it is achieved through the interdisciplinary approach, with the involvement of all subjects of the curriculum. Apart from that, various environmental education programmes are being implemented and many schools are actively involved in programmes such as:

- the European programme «*Ecological Schools*»;
- the Greek-Cypriot cooperation «*Golden-Green Leaf*»; and
- the programme «*Seed-Source of life*».

«*Ecological Schools*», is a European programme. Schools of Primary and Secondary Education are involved in the programme, which aims to convert pupils into sensitive, responsible and critical, active, future citizens through the study of various topics, such as water, energy, waste management, biodiversity, sea, culture etc. At the same time, the programme aims at the opening of the school to the local community with the involvement of parents and local and government agents.

The environmental programme «*Golden-Green Leaf*» is a Greek-Cypriot cooperation, in which schools cooperate in twos and study a common topic with the ultimate aim of achieving environmental consciousness. The programme is being implemented in cooperation with the Environmental Education Centre of Argypolis of the Ministry of Education in Greece.

The environmental education programme «*Seed-Source of Life*» is a network of environmental education, in which many schools from Greece and Cyprus are involved. It is organised by the NGO «*Greek Organisation for the Protection of Nature and Cultural Inheritance*» with the cooperation of both the Greek and Cypriot Ministry of Education. Through a specifically structured programme, the aim is to develop environmental sensitivity among pupils, the creation of school gardens and the undertaking of action.

Furthermore, the Environmental Education Centres of Pedoulas, Athalassa and Akrotiri community (under the responsibility of the Pedagogical Institute), are being fully utilized and, at the same time, many schools visit the environmental centre of Kritou Terra (it belongs to the Cyprus Centre of Environmental Studies). The centres of environmental education give the pupils the opportunity for substantial environmental education.

Environmental Education is also part of the educational programme during the educational and summer campings of the Ministry of Education and Culture. Camping in nature, gives the pupils the opportunity to achieve empirical experiences and develop correct attitudes towards the environment.

2.2.4 MULTICULTURAL EDUCATION

During the past few years, a growing number of pupils, coming mainly from the former Soviet Union and other foreign countries, have enrolled in Primary Schools in Cyprus.

About 11,7% of the pupils attending Public Primary Schools do not speak Greek as their mother language. Bearing in mind that nowadays, the society is becoming even more multicultural, the Ministry of Education and Culture needs to approach the subject of multicultural education with great sensitivity. This means that it is of vital importance to provide an education that supports the language and distinctive cultural features of the various ethnic groups, but also to provide an education that helps bilingual pupils to learn Greek as their second language for a smoother transition to the Greek Cypriot society. The following table shows the percentage of foreign pupils during the past four years:

School year	Number of foreign pupils	Percentage
2005-2006	3759	6,7
2006-2007	3951	7,3
2007-2008	4040	7,7
2008-2009	4605	9,0
2009-2010	5916	11,7

In response to these demands and the changing social environment, both national and international, the Ministry of Education and Culture is promoting the implementation of educational measures and policies, which will facilitate the smooth integration of groups from different cultural identities in a creative environment, regardless of background. The Department of Primary Education makes provisions, so that bilingual pupils are distributed evenly in the various districts, schools and even classrooms, so that teachers can support their linguistic and cultural needs more effectively.

Multicultural education is currently being practised in Cyprus in the form of various support measures. These measures can be categorised as measures for language support, which refer to the learning of Greek as a second language and measures for facilitating the smooth integration of groups with different cultural identities. The model that is currently being used is the mainstreaming programme, in which bilingual pupils participate in the classrooms along with the native Greek-speaking pupils. A flexible system of intervention within the ordinary timetable exists. This involves placing bilingual pupils in a separate class for some hours of the week, for intensive learning of the Greek language and specialized assistance according to their specific needs. The Adult Education Centres offer afternoon classes for learning Greek as a second language to the children of the repatriated ethnic Greeks, but also to all those interested in the subject.

The Department of Primary Education has promoted several cultural measures to promote multicultural awareness. It provides all schools with educational material, which includes books for the teaching of the Greek language, Activity and Exercise Books, as well as Teachers' Books with methodological instructions and a variety of suggestions for activities, of mainly communicative character. The Department also realises the need to provide teachers with the opportunity to further develop their learning and teaching approaches to all children. Within this context, it organises in-service training seminars and conferences to teachers who teach bilingual pupils. Developing multicultural awareness, providing information among the pupil population of the way of life, patterns of thought and attitudes of different people, attempting to understand these differences and communicating with these people, are important features of schools.

In 2008, the Council of Ministers approved the "Policy Report of the Ministry of Education for Multicultural Education". According to the relevant suggestions of the Report of the Educational Reform and within the framework of the creation of a democratic school that will incorporate and include all pupils, the following measures, that aim to the rapid and smooth induction of foreign pupils to the school system and the Cyprus society, are in the process of implementation:

- Parallel classes for fast acquisition of the Greek language through intensive instruction.
- In-service training for teachers teaching Greek as a second or/and a foreign language organised by the Pedagogical Institute.
- Preparation of a test that will be used by all schools, in order to rank and classify pupils to the appropriate level by the Centre for Educational Research and Evaluation.
- Preparation of an induction guide for the new coming foreign pupils which is translated in eight languages, with basic information for the pupils and the parents about the educational system of Cyprus. The languages are: English, Turkish, Russian, Georgian, Bulgarian, Rumanian, Ukrainian and Arabic.
- Addition of intercultural elements to the new Curriculum and the school textbooks that will be prepared within the framework of the changes on the structure and the content of education.
- Production and creation of appropriate educational and pedagogical material, as well as the usage of material that has been produced in Greece.

2.2.5 HEALTH PROMOTION

Under the framework of promoting health education programmes, the Ministry of Education and Culture has developed a long-term strategic vision. This policy has been agreed by all levels of education and the Educational Psychology Service. The basic aim of the long-term policy is to support schools to develop and implement an action plan for health promotion that is acceptable by both pupils and teaching staff. The action plan should consider the needs and characteristics of each school. For the implementation of this plan, it is necessary to cooperate with parents and other community members. Following this policy, a new administrative structure has been established in 2009 to coordinate the various Health Promotion programmes at all levels. Many health promotion programmes, actions and interventions carried out in 2009-2010 have been supported by funds provided by the Coordinating Committee of Health Education and Citizenship. The presentation of some of the actions and programmes that are related to Health Promotion are presented.

2.2.5.1 Funding schools actions and interventions

Schools can apply for financial support for their own school interventions in relation to Health Promotion. For the school year 2009-2010, 201 financial applications were satisfied. Many schools created supportive physical and social environments (improving unappealing indoor playground areas with new games equipment, transforming extra rooms at schools into entertainment or rooms for health promoting lessons), provided creative afternoons for parents and pupils (film workshops, learning computers together, drama workshops and music workshops) provided summer school activities in key target areas of social and economic deprivation and so forth.

2.2.5.2 Committee of Direct Intervention

Under the framework of supporting Primary and Secondary School units for the confrontation of school violence/aggression and juvenile delinquency, the Ministry of Education and Culture has formed the "Committee of Direct Intervention". The Committee is composed of representatives from various departments and services of the Ministry, such as teachers of Primary and Secondary Level, and Educational Psychologists.

The purpose of this Committee is the development, promotion and follow-up of an action plan which will provide a holistic approach to the specific problem. The teachers of each school, educational psychologists, the social support workers, the parents and the local community, are encouraged to get involved in this process. The Committee has the authority to support each school by accelerating the processes and providing economic subsidies where needed, in order to overcome the problems and support the implementation of the action plan. Finally, the team promotes the application of prevention programmes, with the objective to minimize juvenile delinquency in schools. During the 2009-2010 school year, the Committee responded to 64 requests: 26 from Primary Schools and 38 from Secondary Schools.

2.2.5.3 Observatory for Violence in school

The Observatory for Violence in School has been established during the school year 2009-2010. The observatory will record, code, analyze and evaluate elements regarding the extent and the forms of violence in school. Also, it will collect quantitative and qualitative data concerning good practices for the prevention of violence in school, national and international researches for the school environment, for the violence in school and the juvenile delinquency.

In March 2010, the Chairman of International Observatory for violence in school and the Chairman of European Observatory for Violence in school were invited to Cyprus. Since then, Cypriot Observatory has been connected to the International Observatory for Violence in school.

2.2.5.4 Zones of Educational Priority

The areas that are characterised as Zones of Educational Priority, are those which are deprived economically and socially. The particular Nursery School/s, the Primary School/s as well as

the neighbouring Gymnasium of each district, form a network and all stakeholders work closely together to develop joint programmes for the socialisation of pupils. In these schools a series of extra measures are provided, which include among others, the decrease in the number of pupils per class, free breakfast for all pupils of the schools and other measures that are decided by each school unit in cooperation with the local communities. During the school year 2009-2010, four zones of educational priority were in place. In total eight Nursery Schools and ten Primary Schools participated in this programme in the Lefkosia, Lemesos, Larnaka and Pafos districts, developing 150 action plans and programmes aiming at the prevention of school exclusion, school leaving, violence and juvenile delinquency.

2.2.5.5 Health Education Programme “Mentor”

“Mentor” is an educational programme aiming at the prevention of drug use and addiction. It has been organised and run by the Ministry of Education and Culture and the Life Education Centers, since 1997.

The lessons are implemented within the framework of health education and promotion and are based on three main strategies:

- the provision of information,
- the development and application of social skills, and
- the enhancement of self-esteem.

The lessons follow the mental and sentimental growth of children and deal with issues which are relevant to the specific age, e.g. Body (1st grade), Nutrition (2nd grade), Feelings (3rd grade), Personality (4th grade), Uniqueness (5th grade), Health – Friends – Drugs (6th grade).

The educators, by using appropriate material and a wide range of techniques and strategies, enable children to explore a wide range of health related-issues and develop the skills needed to make right choices concerning their health.

The technology of the mobile classrooms - where the programme takes place - provides a stimulating and exciting learning environment. Through group work, role-play, games and quizzes and with the participation of the teacher of the class, the interaction and the outcomes of the experience are maximised. When school classrooms are in use - for specific purposes - they are equipped with the appropriate lighting and sounds, with a video projector and a DVD player, with chairs and cushions placed in a circle, thus converting the classroom into a comfortable and pleasant environment for interactive and experiential learning.

During the school year 2009-2010 and due to the H1N1 flu, the programme was implemented in school classrooms, towards the 5th and 6th classes of Primary Schools in all four districts of Cyprus. The lessons were delivered to 9889 Primary School pupils.

2.2.5.6 Educational Programme “Folk Stories and Tales against Addiction”

The educational programme “Folk Stories and Tales against Addiction” is implemented by the Ministry of Education and Culture, the Drug Law and Enforcement Unit (the Cyprus police department of Drug Prevention) and the creator of the programme is Dr Stelios Pelasgos. The goal of the programme is the prevention of drug addiction through art, culture, folk storytelling and relevant experiential activities.

2.2.5.7 “European Network of Health Promoting Schools” Programme

The interest for the promotion of health has always been very high in the Ministry’s list of priorities, since health is interwoven with people’s quality of life. The health promoting programmes aim towards the empowerment of people and the creation of such conditions, in order to enable a bigger percentage of the population to reflect on their health, make right decisions related to health and support their welfare.

Within this framework, the “European Network of Health Promoting Schools” (ENHPS) was developed, as a pioneering approach for the promotion of health. It is intended to support a healthy way of living for the population of each school unit. It offers opportunities, but at the same time it provides a healthy and secure supporting environment.

The ENHPS concerns the school environment, the official and unofficial curriculum, the pupils’ families and the community. Its philosophy is to incorporate the promotion of health in all schooling areas and is based on the grounds that the healthy way of living should constitute part of the daily life of the school and should be adopted by all its members.

Cyprus has been a member of ENHPS since 1995. During the school year 2009-2010 the network in Primary Education functioned with the participation of 181 schools. The programmes, developed at various schools, were selected by the members of the school community (teachers, pupils, parents). A number of activities was implemented to enhance the school population’s health and to build up a shared sense of responsibility for the school’s health culture and for the welfare of individuals and the society as a whole.

A basic factor for the growth and the success of these programmes is the enthusiasm, the hard work and the devotion of teachers and pupils, who are members of the Network. These programmes are not supported by the intimidation via biological or medical knowledge. On the contrary, they are supported by contemporary approaches for the promotion of health, where emphasis is given on the creation of a supporting school environment and the empowerment of the individual through information, the growth of skills and the enhancement of self-esteem.

2.2.5.8 Road Safety Education

The Ministry of Education and Culture, in cooperation with the Ministry of Transport and Public Works and the Police, introduced Road Safety Education (RSE) in Public Nursery Schools and Primary Schools. The National Strategy Document for Road Safety (2005-2010), which incorporates RSE, outlines the short and long term goals and actions as well as the main responsibilities of all major public bodies involved.

RSE should be part of a lifelong learning process. Therefore, the RSE programme aims to promote knowledge and understanding of traffic rules and situations among teachers, pupils and parents, to improve pedestrian skills through training and real world experiences, create and/or change attitudes towards safe and responsible behaviour in matters concerning traffic and finally promote active involvement of children, social awareness and citizenship.

In order to assist teachers implement RSE, the following actions are undertaken: teachers’ training through seminars and workshops in relation to RSE best practices, pupils’ visits to the Road Safety Education Park, lectures from police officers and members of the Initiative Team for Road Safety, voluntary schools competitions, distribution of posters and other audio-visual aids to all public schools. In addition to these, a Teachers’ Guide for all grade levels and three Pupils’ Books are published and distributed. Based on this set of booklets, selected traffic safety themes are integrated into different subjects, such as science, mathematics, language, etc. Within this framework, the schools are encouraged to actively involve pupils in the learning process and to encourage them to share their experiences as well as the results of their work, with their parents or pupils of other schools through exhibitions, the internet, newspapers, etc.

2.2.6 MUSEUM EDUCATION PROGRAMMES

Today, the fostering of Museum Education through the direct connection between the school curriculum and the experience gained when visiting a museum, constitutes a vital pillar of education, since the role of both museums and monuments is universally recognized within education. More significantly, they:

- promote the local and global cultural heritage of a country,

- operate as authentic sources of knowledge and experience for all groups of people and mainly for children who need alternative ways of learning,
- offer opportunities for lifelong learning.

Within the framework of Museum Education, the Ministry of Education and Culture supports - for 14 years - the implementation of Museum Education Programmes situated in the non-occupied areas of Cyprus, addressing all Primary Education Pupils. The programmes are implemented in collaboration with the Marfin Laiki Bank Cultural Centre, the Cyprus Department of Antiquities, the Leventis Municipal Museum of Lefkosia, the Pieridis Museum-Marfin Laiki Bank and the THALASSA Ayia Napa Municipal Museum.

The implementation of all programmes is supported by experiential action learning and the cross-curriculum approach. The pupils explore the museum, observe the exhibits, search for information, impersonate roles, activate their creative and expressive abilities and work in teams through pleasant, well-organised activities, therefore, acquiring useful experiences and positive attitudes towards art and culture.

During the school year 2009-2010, in the nine enacted educational programmes 9928 pupils and 498 teachers participated. All participants expressed the wish to visit the museums again, since they all enjoyed the exploration activities, the theatrical games and most of all, learning!

On the occasion of the World Museum Day (18th May), the Ministry of Education and Culture, with the initiative of the Museum Education Committee, declared for the first time a “Week of Museum Education”, commencing from 16 May 2010 until 22 May 2010. In addition, the Museum Education Committee, in collaboration with the Pedagogical Institute, organised three educational conferences (17th-19th May 2010) concerning “The School Goes to the Museum”, the beginning of which conferences was declared by the Minister of Education and Culture, Mr Andreas Dimitriou.

The fundamental objective of the Ministry of Education and Culture is the promotion of the objectives of Museum Education in schools and for this reason it encourages the attendance of pupils and teachers in programmes of Museum Education in every possible way. The educational programmes in museums-monuments contribute to the social, emotional and cognitive growth of pupils. Pupils develop critical thinking, creativity, collaboration, joy of learning and lifelong education.

2.2.7 ART EDUCATION PROGRAMMES

The Department of Primary Education, in collaboration with the Cultural Services of the Ministry of Education and Culture, continue the implementation of the educational programme at the National Gallery of Contemporary Cypriot Art, based on the theme “Motherhood.” The programme aims to introduce children to the artistic heritage of their country, help them appreciate and respect both their own culture and others’, in order to gain a more comprehensive, aesthetic education.

Through an experiential approach, children explore the inspirational paths and creativity of the artists. Specifically, they have the opportunity to experience original artworks, communicate with them and explore the ideas, the concerns and the messages of the artists. Through a pleasant and a fun way of learning, children have the opportunity to take up, make discussions and engage in playful activities.

During the year 2009-2010, the educational programme at the Byzantine Museum of the Archbishop Makarios III Foundation in Lefkosia, continued running for the third time. The programme aims to initiate the pupils into the world of Byzantine art which is an important part of our cultural heritage. The experiential learning - which is the basic methodology of the programme - promotes observation, exploration and creativity. Through the programme the children are given the opportunity to appreciate and respect our cultural heritage.

The educational programme at the Lemesos Municipal Art Gallery began its implementation during the school year 2009-2010. The programme under the title “Our Island through the Artists’ Pallet”, aims to introduce the Gallery to the children and help them understand the cultural and artistic heritage of Cyprus. The experiential method of the programme gives the children the opportunity to meet the work of recent and older Cypriot artists and also gives them inspiration for their own artistic work.

2.2.8 EDUCATIONAL PROGRAMME “CYPRUS-AEGEAN, MYTH-HISTORY-ART”

The educational programme “CYPRUS-AEGEAN, MYTH-HISTORY-ART” aims to provide the opportunity to pupils to discover the wealth of history, art and culture of Cyprus and the Aegean Sea civilizations, acknowledging the connecting thread between them. The children travel through time “in a journey of knowledge, game, search, daydreaming, sentimental emotions and surprises”, in order to develop their cultural consciousness. It is organised by the Youth Board of Cyprus, in collaboration with the Ministry of Education and Culture.

The programme was launched in March 2001 and is running to this date. During the first two years it operated for two days per week, in 2002-2003 for four days per week, and from September 2003 until June 2009, it operated for five days per week. Since September 2009 the programme is presented to children three times a week. The programme is targeted at Primary School Pupils (both public and private schools) of the 3rd - 6th grades and lasts for approximately 2,5 hours. Fifty to fifty five pupils can take part each time. More than 55000 pupils have already attended the programme.

The animators of the programme are Primary and Nursery School Teachers, who as a team prepare additional educational material with a variety of activities for the pupils, so that they transfer the experience they gain from the programme to the classroom environment.

2.2.9 EDUCATIONAL PROGRAMME “IKADE”

The educational programme “IKADE” is supported by the Ministry of Education and Culture and is exclusively sponsored by the Bank of Cyprus. The programme aims at developing the spiritual and cultural bonds among pupils attending schools in Greece, Cyprus and young Greek migrants attending schools elsewhere in the world. It is a vision that concentrates on supporting the migrant Greeks in the countries they live and prosper, contributing towards maintaining a bridge of communication among the migrants, Cyprus and Greece. “IKADE” operates at two levels:

- the level of the Internet, where a Greek planet is created, which everyone, wherever he/she lives, can visit or navigate; (www.oikade.gr) and
- the level of teleconferences, carried out between young Greeks attending Greek speaking community schools anywhere in the world and their classmates from both Cyprus and Greece.

Pupil travellers, using the Internet and especially the attractive Greek website created, have the opportunity to get acquainted with the Greek culture, to play knowledge games and to get involved with creative activities related to the Greek history and mythology. Furthermore, they have the opportunity to explore and listen to traditional music, become amused and appreciate the global presence of Greece, through a trip to their country. All the above are possible, since pupils become members of a “virtual class”, where several cognitive areas of the curriculum, such as geography, music, mythology, science, culture and religion as well as topics of general interest, such as environmental education and health and safety, are studied in a creative and pleasant way.

The second stage refers to communication of school classes from Greece, Cyprus and migrant

Greeks through teleconferencing (about 160 schools participate worldwide). Only the preselected schools have access to communication between them in groups of three or four at the present time and with a commonly prepared methodology. During the school year 2009-2010, 39 Primary Schools from Cyprus and ten from Greece participated at this stage of the "IKADE" programme, which was implemented in Cyprus. By this time, the training of colleagues from Romania has been completed and soon their schools will be included in the communication groups. Moreover, training continues with other migrant Greek educators who will also have the opportunity to participate in this tele-cooperation. The thematic areas of teleconferencing include subjects of general interest that refer to: children's school life, our country, our common ancestors, our language, our customs and morals, our natural wealth, our dreams for the future in our country, as well as subjects that arise from the different topics of the curriculum. It is important to mention that special consideration was given to the interaction between the pupils of the tele-classes. The aim was to maximize the achievement not only of the cognitive targets, but the emotional targets as well.

2.2.10 PHYSICAL EDUCATION

In the framework of the Educational Reform, the Ministry of Education and Culture aims at the continuous and qualitative improvement of Physical Education through the New Curriculum of Physical Education that has been created and completed. This year, university professors, school inspectors, mentors and teachers, interact to bring about the New Physical Education Curriculum. The New Curriculum enhances the future citizen to be active for life. This curriculum contains in detail goals, targets and encourages aims of Physical Education per age. It also encompasses a wide range of subjects that teachers can deal with. In-service education and implementation will follow next year.

At the same time, in-service training continued to support teachers through seminars, personal contacts and printed material. Special emphasis was given to:

- strengthen links between theory and practice,
- develop a more critical perception on physical education,
- prepare and deliver more efficient lessons
- value creativity across the areas of activity (e.g. dance, gymnastics, games), and
- apply new technologies in teaching as an effective mean. For this purpose, daily seminars took place to guide teachers to employ in practice a software, called "Observing Children Moving" that was translated in Greek and installed in schools' computers. In addition, seminars were conducted, based on the use of the internet as a mean to foster teaching.

In addition, special emphasis has been placed on the following programmes:

- Cooperative Professional Learning Communities (CPL): Qualitative Physical Education depends on well informed and professionally developed teachers on Physical Education issues, theory and practice. According to research, effective professional development is achieved when it is school-based, collaborative and reflective on everyday work. The provision of a school-based, in-service professional development was necessary, especially after the provision of a one year out of school in-service education to teachers. As a result, CPL was formed. In CPL, teachers are guided and encouraged by mentors or school inspectors to cooperate with colleagues from the same school or from a school from the same area, on issues such as planning, practice and evaluation. Three or four teachers coming from schools in the same area are the members of each CPL community. This pilot project will be implemented for the following year and will be evaluated.
- Programmes in cooperation with the Sport Federations: The local sport federations and the

Department of Primary Education cooperated and ran several programmes. Many children had the opportunity to get acquainted with a variety of sports and take part in different activities. The aim of the programmes was to motivate children to join sport clubs and participate in sport activities in after school time. Some of the programmes included tennis, table tennis, badminton, swimming, sailing, rowing, canoe, and ski.

- Olympic Education Programmes: A variety of Olympic Education Programmes has been implemented in schools in all districts. Their main objectives were:
 - active engagement of all children in physical activities,
 - emotional education,
 - acceptance of difference,
 - application of fair play and the Olympic spirit,
 - familiarization with the well known Olympic sports, and
 - acquisition of positive attitudes towards life and active living.

2.3 SECONDARY GENERAL EDUCATION

2.3.1 THE INNOVATIONS AT GYMNASIUM

The Ministry of Education and Culture decided to introduce innovations at the Gymnasium in order to update the curricula and upgrade and develop education. Society demands that young Cypriots should:

- have a wide range of knowledge,
- find mechanisms of learning and research with maximum self activity,
- acquire skills in ICT,
- move with ease in geographical and virtual space,
- pursue lifelong learning,
- develop creativity, imagination, analytical, synthetical and critical thinking and decision making,
- acquire new attitudes, such as tolerance, respect for others and their culture.

Innovations at the Gymnasium aim at:

- qualitative improvement,
- coping with problems,
- responding to requirements indicated by research data,
- updating and upgrading school life in general,
- harmonizing the Gymnasia with Lycea,
- securing a smooth transition through all levels of education.

As from the school year 2010 - 2011, the practice of the Form Teacher for pastoral care has been expanded to cover 30% of all the second grade classes of the lower secondary education.

2.3.2 THE ENIAIO LYKEIO

The Eniaio Lykeio, a response to the challenges of the globe and generally to the policy and the

European orientations of the government, the social expectations of the people in Cyprus and the new pedagogic approaches. It is student-centered and emphasis is given on school in general. It aims at the full development of personalities within a system of values and achievements of the society in Cyprus. School offers the background and the provision for life long learning as well as the capability for pre-professional training and specialised knowledge and skills aiming at the access to the labour market.

This new institution is characterized by the focus on general education, both technological and economic, and on the development of a multi-faceted personality through:

- a) the didactic process and the various pedagogical activities which foster a wide range of skills and types of thought, such as:
- critical thinking
 - creativity and originality
 - imagination
 - observation
 - cooperation
 - problem solving and coping with various situations
 - analytical skills
 - synthetic skills
 - skills for peer and self assessment
- b) the fostering of values and attitudes so that the teenager, and later as a citizen, can cope with the challenges of the modern world.

Class A' is for the pupil the class for observation, guidance and orientation. In Class B' and C' pupils attend common core subjects which are considered to be indispensable while they have the opportunity to select optional subjects which will help them to prepare for their future career according to their interests and inclinations.

The Eniaio Lykeio institution is related to a series of internal reforms necessary for the implementation of the basic changes and which consist the qualitative difference which characterizes this institution. The most important are the:

- upgrading and supporting of the practice of the Form Teacher,
- programme Creativity - Action - Social Service,
- better use of the school library,
- strengthening of the pre- and in-service training of teachers,
- assistance offered to weak pupils,
- expansion, support and upgrading of the special rooms,
- expansion of laboratory subjects in Class A',
- reduction of the number of pupils to 25 in Class C',
- strengthening and upgrading of the Counselling and Career Education Service,
- introduction of new curricula based on basic knowledge, attitudes, skills and activities which must be implemented in order to achieve the aims of the Eniaio Lykeio,
- enrichment and strengthening of teaching materials with new course books, multiple resources, audio visual aids, software and other supplementary material,

- new didactic approaches which aim at promoting energetic participation of the pupils in the teaching and learning process,
- alternative methods of assessment,
- setting of internal regulations in each school,
- establishment of media and procedures for the changes,
- evaluation of education,
- programmes for prevention of violence and juvenile delinquency,
- operation of the Music and Sports Schools.

As from the school year 2010 - 2011, the pilot programme for the laboratorisation of Information and Communication Technology courses has been implemented at 10 additional lycea raising the total number to 20.

2.3.3 INNOVATIONS IN HOME ECONOMICS, FAMILY EDUCATION AND BABY NURSING / NURSING

Modern appliances, equipment and software have been introduced in order to upgrade the Home Economics subject at the Gymnasium, the Family Education, and the Baby Nursing / Nursing subject at the Eniaio Lykeio as well as the implementation of new curricula. In addition, a number of other educational tools such as visual aids - posters, bone, artery, embryo growing stages and heart models, have been lately introduced.

2.3.4 HEALTH EDUCATION

The Health Education Programme aims at pupils' mental, moral and physical development in order to develop critical thinking and take the correct decisions. It is offered through a variety of topics and subjects in an interdisciplinary approach according to the pupils' age and interests and the situation existing.

During the school year 2009 - 2010 the pilot programme of Sex Education was implemented in six Gymnasia and it continues this year. It aims at informing pupils responsibly and scientifically about their sexual life, in general.

In order to raise pupils' awareness on health issues the following programmes are pursued and attended by pupils:

1. The "European School Network for the Promotion of Health".
2. "MENTOR": with the assistance of mobile units, pupils are helped to acquire skills to develop decision making abilities so that to avoid using addictive substances.
3. Anti-drug Education Seminars.
4. "Standing on my Own Two Feet": a programme aiming at developing attitudes of self esteem and self respect and promoting resistance skills to the temptations of modern society.
5. EY ZHN (Well Being): a programme implemented on the basis of an agreement between the governments of Greece and Cyprus.

2.3.5 ENVIRONMENTAL EDUCATION

Environmental Education aims at developing positive attitudes among pupils towards the environment and its sustainable development according to the Rio Agenda 21. International

and European programmes have been introduced and implemented with the participation of pupils. Moreover, syllabi have been reformed and new teaching approaches are applied. Such programmes are:

1. “The Gold and Green Leaf” (Chrysoprasino Fyllo) (Cyprus and Greece)
2. “Ecoschools” (European programme for pupils of all level of education)
3. “Young Reporters for the Environment” (European programme for Gymnasia, Lycea and Technical schools)
4. “SEMPEP” (South Eastern Mediterranean Environmental Programme)
5. “GLOBE” (Global Learning and Observations to Benefit the Environment)

2.3.6 INFORMATION TECHNOLOGY (IT) COURSES IN SECONDARY EDUCATION

During the past few years, the syllabi of all computer courses taught at Secondary Education level schools have been updated in order to meet European standards and current trends. The teaching of these courses at the Gymnasium and the Lyceum level aims to engage students in meaningful learning using the computer as a problem-solving tool.

In all Lycea, and depending on the curriculum needs, exist 120 IT labs for the purpose of teaching all computer science courses. Each lab contains 18 computers, printers, scanners, and multimedia hardware. In all Gymnasia, depending on the curriculum needs, there exist 181 IT labs with 17 computers and a printer per lab. All computers in all IT labs are connected to the Internet via ADSL lines. Furthermore, a video projector is installed in all computer science laboratories. The video projector is connected to the instructor’s computer.

In 2010 the e-Learning course offered by CISCO Networking Academy continued to fourteen Lycea in Cyprus. Several computer science teachers were trained ahead in order to facilitate the course.

In all Gymnasia, computer science courses are taught for two periods per week in each of the three grades. The main objective of the courses is for students to cover material of European standards (ECDL). Furthermore, students are taught basic issues of algorithms and programming. In the A’ Lyceum grade, the computer science course is taught for two periods per week and the objective is to introduce students to computer science. In B’ and C’ grades of the Lyceum the main science course is taught for four periods per week and the special interest course is taught for two periods per week in each grade.

Computers are also used in all Lycea as a teaching tool in courses such as Typing, Physics, Biology, History, and Languages. Furthermore, software and hardware support is provided for all other curriculum disciplines and subjects. One to twenty PCs have been placed in the Typing and the Technology classes of every Lyceum in Cyprus.

Additionally, one to six computers have been placed in rooms such as Physics labs, Languages, History, Mathematics, and Multimedia classes, as well as in the Counselling offices. Finally, computers can also be found in all school libraries with Internet access.

2.3.7 ROAD SAFETY EDUCATION

Road Safety Education consists part of the Health Education Programmes. Its main goal is to enable the students to acquire attitudes and skills and to develop traffic awareness and desirable behaviour in order to decrease road accidents. The subject of the Road Safety Education is taught through a cross-curricular approach by educators of various subjects trained properly in special seminars. Ministry of Education and Culture officials and Police officials were trained in England.

Road Safety Education was also one of the educational priorities set by the Ministry of Education. Therefore, various lectures, visits, activities, competitions and seminars were organised by schools. At the same time the European Union has set a goal to decrease deaths caused by accidents to 50% by the year 2010 and thus the Ministry of Education and Culture is in close collaboration with the Police for the achievement of this goal.

2.3.8 MUSIC EDUCATION

2.3.8.1 Music Schools

The establishment of two Music Schools is an innovation that was introduced in order to broaden the outlook on music and establish the teaching of Traditional and Byzantine music. The Music School aims at preparing and training youths even those who wish to pursue a music career while attending general education.

The first Music School was established in February 2006, at the Pancyprian Gymnasium, in Nicosia while the second Music School in September 2006 at the Laniteion Lyceum A, in Limassol. Both schools have a concert hall, a library and suitable rooms well equipped for the teaching of solo instruments, as well as chamber music, choir, orchestra, Byzantine Music, Traditional Music and Lute playing, Music Technology, Theory, Harmony and History of music. Both Music Schools function in four afternoons schedule and they have the form of a whole-day school.

During the academic year 2009 - 2010 the students of the Music Schools had the opportunity to attend seminars and educational concerts, specially organised for them. They were also given the chance to present their work and perform in many social events, in groups and as individual performers in Cyprus and abroad. Additionally, a talented student of the Music School "Marios Tokas" of Limassol visited Spain and represented Cyprus in the "World Choir" organised by UNESCO. Two more talented students, travelled to the U.S.A., where they participated in the programme "Playing for Peace". The travel expenses were offered by the well known American jazz band "Apple Hill Ensemble".

2.3.8.2 Lycea Regional Choirs/ Orchestras

The creation of Lycea Regional Choirs and Orchestras is another innovation of the Ministry of Education and Culture, which has been implemented in Secondary Education, by a decision of the Council of Ministers (December 2002). Music teachers who are specialised choral singing and orchestra conducting have been appointed as conductors and the participating children are chosen after an audition. The aim of the programme is to provide opportunities for further music education, create incentives for qualitative music works performance, develop Music and Aesthetic Education, raise the standards of singing and performing and provide strong motives for both music teachers and children towards better and more qualitative work. At the same time such activities offer opportunities for further communication skills and creativity. The repertoire varies accordingly, from the classic composers to Cypriot or Greek ones, as well as students' works. Every year, the Nicosia regional Orchestra of Lycea organises a great number of activities such as the Music Camp, in the Environmental Centre in Pedoulas, and many concerts all over the island.

2.3.8.3 Artists In Schools

Since November 2002, by decision of the Council of Ministers, another innovation was put into practice. Selected artist musicians of classical, light and folk music visit schools of secondary education and provide qualitative music lessons within classroom conditions. The musicians work with the students in various ways such as presenting the various folk or orchestral instruments, offering creative music games, performing short works, improvising and creating music together with the students. Thus, both children and musicians share intense, live, musical experiences. The class work of the music teachers is supported by this programme. Vital target of the programme

“Artists in School” is to present musical diversity. Thus, in the school year 2009 - 2010 there was a music technology visitor, a classical duet and a band named “Tat-tnabar”, who makes use of innovative instruments out of vegetables.

2.3.8.4 Collaboration With The Cyprus State Orchestra (Cyso)

Morning Educational Concerts

Every year, about 6,000 children have the opportunity to attend educational projects during school time with their teachers, as well as afternoon family concerts with their parents. These concerts aim to offer suitably designed musical experiences, promote aesthetic education and understanding, develop musicality, creativity and critical thinking among youngsters, as well as to provide them with opportunities to develop their musical skills.

The educational programmes for secondary education consist of:

Educational concerts in concert halls in the morning, during school time. Prior the educational concerts, the programme comprises of the CYSO musicians who visit schools in small groups in selected classrooms during the music lesson. They present their musical instruments and perform excerpts from the programme of the educational concert which follows the musicians’ visits. Musicians often make music together with the children and encourage them to improvise their own music in small groups. This musical interaction between the children and the Orchestra musicians is a practice which encourages better understanding and enjoyment of the musical works. In March 2010, educational concerts were presented in the cities of Nicosia and Larnaka.

Family concerts for students (of all ages) and parents which usually take place on Saturday afternoons. The musical works are presented by a specialised music educator with musical interaction between children, parents and the Orchestra. In November 2009, a family concert was presented in Nicosia.

Attendances of the orchestra general rehearsal in the morning by groups of students, is an innovative activity that was initiated this academic year. In November 2009, February and April 2010, 600 students had the opportunity to attend five general rehearsals of different concerts.

2.3.8.5 Collaboration With The Pharos Arts Foundation

The Music Education Programme of the Pharos Arts Foundation presents concerts and master classes for the benefit of students of state and private schools from different ethnic, religious and cultural backgrounds.

The educational programmes for secondary education consist of:

- Educational Concerts in which the audience consists exclusively of students. A concert dialogue follows. Each concert develops and concentrates a unique theme area. In 2009 - 2010, five educational concerts were presented.
- Master-Classes, which are attended by music students with a high level on their instrument performance, some of whom actively participate for demonstration purposes. The Master-Classes offer the opportunity for technique issues to be more thorough explored. In 2009 -2010, five master-classes were presented.
- The Pharos Music Knowledge Competition. The Pharos Arts Foundation is the supporter of the Annual Pharos Music Education Prize, which was inaugurated in 2007 in collaboration with the Ministry of Education and Culture. The Prize involves the participation of Lyceum students and comprises an assortment of questions on musicology, such as aural tests, music history, form and musical analysis of specific works that were previously presented during the Foundation’s educational concerts. In 2009 - 2010, students from 15 Lycea took part in the annual Pharos Music Knowledge Competition.

2.3.8.6 Music Games

Since 2006, the Ministry of Education and Culture is organising the Music Games, aiming at the development of the music aesthetics, the performance of different styles of music and the promotion of Byzantine, Traditional, Folk and Popular music. The Music Games have become the highlight of the years' events, as they are very popular between students and teachers. In 2009 - 2010, 36 schools participated in the competition. The OPAP (Cyprus) is the sponsor of the competition prizes.

2.3.8.7 Marios Tokas Song Composition Competition

(in commemoration of the Cypriot composer Marios Tokas)

The Marios Tokas annual song composition competition was inaugurated in the academic year of 2008 - 2009. The competition offers the opportunity to student composers in the Lyceua of Cyprus to submit their work to a panel of well known Cypriot composers and perform their compositions, live, in front of an audience. In 2009 - 2010, 20 schools participated in the competition. The «Fotos Fotiades Cultural and Scientific Foundation» is the sponsor of the Music Song Composition Competition prizes.

2.3.8.8 Projects – Seminars

On 15 - 19 October 2009, the distinguished pedagogist and choir conductor Stanislav Pechacek offered a seminar on choir conducting and vocal technique. The seminar took place in Nicosia and it was a great success, as a large number of music teachers, Lyceum students and music students of the Nicosia University participated.

2.3.9 TEACHER ADVISORS FOR LITERARY SUBJECTS

The institution of teacher advisors for literary subjects in Secondary Education was introduced in the year 2004 - 2005 in an effort to upgrade literary subjects. The teacher advisors cover the fields of Ancient and Modern Greek, History, Latin as well as other literary subjects. They visit schools, both public and private, and offer advisory support using new methods and approaches, often through teaching practices, while they prepare supportive material for literary subjects and samples of examination papers. The advisors also contribute to the organization of various competitions among schools, seminars, colloquia, etc. In addition they undertake the realisation of administrative issues in the Programme of Learning Greek for Foreign Pupils. As from June 2008, and especially from September 2010, they are energetically involved in the propulsion of the application of the New Curricula on a national basis and the creation of a bank of relevant educational material.

2.3.10 SPECIAL NEEDS EDUCATION IN SECONDARY EDUCATION IN CYPRUS

The inclusion of children with special needs is a matter of major policy for the Ministry of Education and Culture in Cyprus that is in line with current international conventions and philosophical thought. The adoption of this policy has been accompanied by a change in perceptions, beliefs, and attitudes of society towards children with special needs, whether they are in the educational system or in the community.

The policy is expressed within the Special Education Law 113(1) of 1999, the Regulations for the Early Detection of Children with Special Needs 185(1)/2001, and the Regulations for the Training and Education of Children with Special Needs 186(1)/2001. These last two regulate the implementation of the new law as from September 2001.

The whole philosophical trend in Cyprus, which led to the implementation of the Law of 1999, is that children with special needs have the right to training as any other child and should be

provided with all the opportunities for an equivalent training, guidance and rehabilitation so as to improve their abilities to the maximum. The State is responsible for guarding the rights of children with special needs and is responsible to place those children in the united body of training.

The implementation and expansion of the inclusion concept that was rapidly applied was naturally creating a lot of problems of a technical, practical and social nature. The main problem was the inability of the normal schools to meet the various needs of all their pupils, by introducing multi-speed teaching methods and by securing quality education for all.

In secondary education, regular subject teachers provide support for children with special needs. A series of seminars regarding special education is being developed to assist all teachers in this task.

All teachers are encouraged to attend courses of professional development run by the Pedagogical Institute of Cyprus, many of which have particular reference to special education. Attendance of in-service seminars is compulsory whilst attendance of local seminars is encouraged. Attendance of courses of continuing professional development is considered important for the teachers' performance during teacher appraisal. A series of pedagogical discussions / meetings is being held in order to help the Form Teachers, the counsellors and the liaison officers in each school to deal with pupils with special needs in the best possible way. Educational psychologists, university teachers and other specialists are called by Secondary Education to carry out this professional meetings.

2.3.12 SPECIAL EDUCATION PROGRAMMES

The Special Education Unit has organised several seminars for teacher training in special education. The following programmes are run in Secondary Education:

- a. Learning difficulties programme: pupils are offered support, individually or in groups of no more than four children, in Modern Greek, History, Mathematics and Physics. Support is also offered in other subjects according to the pupils' needs
- b. Special Units programme in Gymnasium: special education and training is offered to pupils within an everyday school. Pupils attend 26 periods per week in their everyday class - Special Unit - and 11 periods attend lessons in the common class. Special staff is hired to offer help to the Unit.
- c. Special Units programme in Lyceum: special education and training is offered to pupils within an everyday school for three days per week and two days per week they visit specific work places for social and other experience. Pupils attend 17 periods in their everyday class - Special Unit - and four periods attend lessons in the common class. Special staff is hired to offer help to the Unit.
- d. Literacy programme: started in 1989 and is run under the auspices of the Educational Psychology Service (scientific responsibility) and the Secondary Education Directory (administrative responsibility). It aims at offering equal educational opportunities and preventing social exclusion by fostering basic skills and reinforcing self esteem and offering emotional support.
- e. Hearing programme takes place either in an everyday class without support or if it is necessary with support in a special room mostly for the subjects which are examined at the end of the year, and in a Special Unit. Supportive material has been produced for teachers locally and in Greece.
- f. Sight programme is run in cooperation with the School for Blinds.

2.3.13 LITERACY PROGRAMME AT GYMNASIUM LEVEL

Functional illiteracy is one of the most serious problems of contemporary educational systems since its consequences are related to the emotional, health and social adjustment of people as well as of society in general. Marginalisation, delinquency, self-destructive behaviour, use or abuse of drugs, psychological and physical problems are its results. Therefore, fighting functional illiteracy is one of the main goals of our educational system.

The programme started in the school year 1989 - 1990 after it was evaluated and its success clearly shown it was extended to all gymnasia. It aims at ensuring the basic human right for education for functionally illiterate pupils, preventing school and social exclusion with all its awful results, fostering and developing basic skills, boosting self-image and emotional support, and making adjustment at school and in society easier.

2.3.14 INTEGRATION OF MIGRANT CHILDREN IN SECONDARY EDUCATION PUBLIC SCHOOLS

Following the accession of Cyprus in the European Union as a full member (2004), economic migrants have been arriving in the country in larger numbers than ever before. Migrant children are accepted for enrolment in any secondary school according to their residence enjoying equal education rights to Cypriot students.

Wishing to support their quick integration in the school society, the Ministry of Education and Culture, starting in the school year 2008 - 2009, is running a pilot programme of intensive teaching of the Greek language which is the language of instruction in the Greek-speaking schools. Ninety-one secondary schools, out of a total number of 127 on the island, with about 1250 migrant children, are participating in this pilot programme, which was evaluated by the Educational Research and Evaluation Centre, during the previous school year (2009 - 2010). On the basis of the evaluation results and the suggestions offered, the Ministry has taken measures in order to reinforce it and improve its effectiveness.

According to regulations, foreign speakers are placed in normal classes mixed up with Cypriots, attending the same lessons and syllabi as their Cypriot peers except for Religious Studies, Ancient Greek and Common Core History, during which they withdraw to form special classes and study the Greek Language.

Along with the intensive teaching of Greek, a "Reception Guide» for migrant families, translated into the eight most dominant foreign languages that appear on the island, has been prepared and recently reprinted, ready for use in all secondary schools.

The Pedagogical Institute of Cyprus has trained the Greek teachers who have been appointed to teach migrant children in the framework of the pilot programme.

2.4 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

2.4.1 INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

2.4.1.1 Introduction of New Technology

In an effort to keep pace with the rapid technological developments, STVE is in the process of introducing new technology in the STVE curricula. A pilot project has been operating in A´ Technical School Limassol and comprises instructional models in Pneumatics, Programmable Logic Control, CNC Machine Tools, Computer Aided Manufacturing and Robotics.

2.4.1.2 Computers and Information Technology

Upgrading of the curricula in Computers and Information Technology is at an advanced stage. The aim of the course is on the one hand to achieve computer literacy for all pupils in STVE and on the other hand to enable them to use Information Technology and Computers as a tool for learning and as a means of accessing information and carrying out various tasks in their adult life.

2.4.1.3 Establishment of Evening Technical Schools

In view of the expanding need for life-long education, STVE has established Evening Technical Schools, with the first School operating in Nicosia as from September 1999.

2.5 THE PEDAGOGICAL INSTITUTE OF CYPRUS

2.5.1 PUBLICATIONS

The department of Educational Documentation in the Pedagogical Institute has published the following in 2010:

1. *Poetry in Ancient Cypriot Literature: Proceedings of IV Symposium on Ancient Cypriot Literary Texts.*
2. *The Pedagogical Institute of Cyprus Bulletin. Issue 12*

The new issue includes work written by the staff of the Pedagogical Institute as well as of other teachers covering General and Special Educational issues and matters relating to the programmes run by the Pedagogical Institute and issues that promote the objectives of the Ministry of Education and Culture. The Bulletin is sent free to all schools.

3. *Intercultural Education for the smooth integration of students of immigrant background in schools and the society of Cyprus.*

The issue was co-financed by the European Social Fund and the Government of the Republic of Cyprus and is part of the plans for a smooth integration of students from third countries in the European educational system.

4. In addition, booklets and guides were published, giving information on all the training programmes offered, as well as complementary material and notes which were required for the compulsory and optional seminars carried out.

2.5.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The role of the Library has been enhanced due to the increased interest shown by educators at all levels of education. Contributor factors to this have been the in-service training programmes offered to the Principals of the Primary Education and the Principals and Deputy Heads of the General Secondary and Secondary Technical and Vocational Education, to the newly employed educators of Primary and General Secondary Education, as well as to those engaged in the Implementation of the New Revised Curriculum (2010) and the growing interest shown by educators at all levels for their self improvement and personal development. Therefore, an attempt has been made to enrich the Library with new publications, video tapes and CD's. The overall number of book titles in the P.I. Library is 47,702 and the number of titles of the intermittent publications is 86. During 2010, the Cyprus Pedagogical Institute was enriched with 482 new books while 50 more books are expected to be included in the Library's collection soon.

The book titles cover fields related to methodology of teaching, innovation in teaching and practical application, in-service training of educators and educational management. The total expenditure for 2010 amounted to € 31.000.

In 2010, after the Library had been incorporated in the Library Consortium of the University Libraries in Cyprus within the framework of the programme 'Exploitation of New Technologies in Learning', procedures for allowing access to all schools in Cyprus to the Library's content were initiated.

2.5.3 PRODUCTION OF AUDIO VISUAL MATERIAL

The Department of Educational Technology at the Pedagogical Institute continues its mission of producing educational material in audio visual form and securing similar productions granted by the Educational Television of Greece. These productions are available to schools and educators through the ordering process.

To better serve the educational world and the schools, a website was designed to host educational films. Visitors to the site can watch a film on-line or save it for future use. They may, also, find teaching suggestions or provide their own suggestions and comments. The website will be available to the public in December 2010.

The second co-production undertaken by the Educational Technology Department and the Department of Educational Television of Greece covering the topic of 'Ceramic Art in Cyprus and Crete' was completed and a third co-production on 'Seferis – Diamandis' has been started.

Meanwhile, a new production on the folk music of Cyprus, which will be jointly financed by the Cultural Services of the Ministry of Education and Culture and the Pedagogical Institute, has started.

2.5.4 EUROPEAN - RESEARCH PROGRAMMES

The Pedagogical Institute enhances its offer to the professional development of teachers with its participation in European and research programmes. In this context, it applies its experience and expertise as far as technology is concerned in education, it keeps informed on international developments in education and develops partnerships with other institutions and organisations while, at the same time, it pilots school-based seminars and workshops.

During 2010, the Cyprus Pedagogical Institute participated in the following European and research programmes [see Table 1]:

ACTION	PROGRAMME	TOPIC
1 October 2009 - 30 September 2011	A Framework for Preparing Teachers to Teach with ICT (Leonardo da Vinci Programme - Life Long Learning)	A study in existing practices for designing and developing proposals in the field of learning so as to facilitate the integration of ICT in the learning process, the transfer of knowledge from previous projects and the establishment of the appropriate structure and process for implementing the new proposals.
2008 - 2010	CYBERETHICS GII (Safer Internet Programme) Island-wide combined Safer Internet Awareness Node and Hotline	The safe use of the Internet

2008 - 2010	Wi-Mi: Wide Minds (COMENIUS Network)	A thematic Network community having as main objective the strengthening of intercultural cooperation between European schools with the use of ICT
3 - 5 March, 2010	«The use of Internet: Opportunities and Challenges» (PESTALOZZI)	Developing proposals for safe use of the Internet in learning
	“ENTEP”	European Network on Teacher Education Policy

In addition, the Pedagogical Institute participates in the Erasmus Programme. Within the framework of the in-service training policy, two officials from the Pedagogical Institute attended the conference organised by the British Educational Research Association which took place between 2 and 5 September, 2009, in Manchester, in the U.K. The Conference covered many areas of interest including such topics as Educational Research Methodology and Educational Policy, Teacher Training and Development, Effectiveness and Improvement in Education, Assessment, Literacy and Language issues concerning identity and Social Service and Intercultural Education.

During the time period between 25th and 28th May, 2010, an official from the P.I. organised a workshop on environmental education for the students of the Early Childhood Education, Department of Education at the University of Thrace.

During the time period between 26th and 30th April, 2010, an Administrative Officer from the Pedagogical University in Austria visited the P.I. within the framework of in-service training policy. The visiting officer was informed on the various programmes offered by the P.I. and prospects for future cooperation were discussed.

2.5.5 PROGRAMMES OFFERED ON ENVIRONMENTAL EDUCATION

The Ministry of Education and Culture, acting within the framework of implementing the Education Reform as concerns the Environmental Education and aiming at supporting the existing programmes offered on education for the Environment and Sustainable Development to both students and educators at all levels, established the Network of Environmental Education (CEE). The Network of CEE is on the third year of its operation and there are currently four such centres in full operation: The Centre for Environmental Education at Pedoulas, the Athalassa Environmental Education Centre, The Centre of Environmental Education at the Akrotiri Community and the Salamiou Environmental Education Centre.

The centres are supervised by the Pedagogical Institute, the appointed body by the Ministry of Education and Culture for matters of Environmental Education and Sustainable Development. The establishment of the CEE's is a result of the close cooperation between the Ministry of Education and Culture and the local communities (Community of Pedoulas, Akrotiri Community and Salamiou Community) and the contribution of the Ministries of Agriculture, Natural Resources and Environment and the Forestry Department which collectively contributed in setting up the Athalassa CEE. The CEE at Athalassa and Akrotiri offer all-day and one-day programmes while the Pedoulas CEE offers two and three-day programmes apart from one-day and full-day programmes. Up to forty students may be hosted at the existing hostels built for this purpose. The Salamiou CEE is in its first year of operation offering one-day and full-day programmes currently but is expected to evolve in the near future into a regional centre providing for the needs of three-day programmes.

2.5.6 TEACHER EDUCATION

The Department of Teacher Education offers a series of Educational in-service Training programmes, non-compulsory seminars, school-based seminars and special seminars.

Educational Training Programmes

• In-service Training Programme for Primary Education Headteachers

In April 2010, 57 Primary and Pre-Primary School Headteachers completed the course with success. In November 2010, a new series of Training programmes has begun with the participation of 72 Primary and Pre-Primary School Headteachers.

• In-service training Programme for Secondary, Technical and Vocational Education Headteachers

In April 2010, 37 Secondary, Technical and Vocational Education Headteachers completed the course with success. In November 2010, a new series of Training programmes has begun with the participation of 4 Secondary, Technical and Vocational Education Headteachers.

• In-service Training Programme for Secondary, Technical and Vocational Education Deputy Headteachers

In June 2010, 160 Secondary, Technical and Vocational Education Deputy Headteachers completed the course with success. In October 2010, a new series of Training programmes has begun with the participation of 150 Secondary, Technical and Vocational Education Headteachers.

• Induction course for mentors and novice Primary, Secondary and Technical Education Teachers

The above induction course is offered for the third year by the Cyprus Pedagogical Institute after a relevant decision by the Council of Ministers (July, 2008) in the terms of the Educational Reformation.

The course aims to establish 'Mentoring' in the educational system of Cyprus so as to help towards the smooth induction of novice teachers in the teaching profession. This course also aims to cater towards novice teachers' personal, emotional, professional and practical needs, as well as to promote the development of critical thinking in their teaching practice.

a) Induction course for novice Primary, Secondary and Technical Education Teachers

Phase A': For novice Primary Education Teachers from 19 October – 7 November 2009, for novice Secondary and Technical Education Teachers from 12 October – 24 November 2009.

Phase B': Practical implementation in the school units from October 2009 – May 2010.

Phase C': General training from 17 May 2010 – 22 May 2010.

b) Course for Mentors of Primary, Secondary and Technical Education

Phase A': General training for Primary Education Mentors from 19 October – 21 November 2009 and general training for Secondary and Technical Education Mentors from 12 October – 14 November 2009.

Phase B': Practical implementation in the school units from October 2009 – May 2010.

Phase C': General training from 17 May 2010 – 22 May 2011.

Training Programme for Teachers of Greek Origin from the Black Sea Countries

A six-month long Training Programme for Teachers of Greek Origin from the Black Sea Countries was completed at the end of June 2010 by twelve participants.

2.5.7 NEW PROGRAMMES / OTHER ACTIONS

Primary and Gymnasium Level Teacher Training on the New Revised Curricula and the Production of Educational Material

The introduction of the New Revised Curricula (N.R.C) at the Primary and Gymnasium Level, and the relevant teacher training course, will be partially introduced in the school year 2010 – 2011 so as to be re-assessed in their practical application and be redefined at the points on which the application will show the need for change. The Courses of the Programmes will reach their final form by the end of school year 2010 – 2011 while the process of fully introducing the N.R.C. in the schools of Primary and Secondary General Education will begin in the school year 2011 – 2012.

In order to secure the smooth introduction of the New Revised Curricula (N.R.C) in schools, a controlled application, will be practised on a small level, on specific thematic areas and will be endeavoured in Primary Schools and Gymnasiums* [grafting].

Both the process of “grafting” and the introduction of the N.R.C. in all the schools require:

- a) initially, the training of staff and teachers of Primary Schools and Gymnasiums, who will implement the N. R.C. in their classrooms during the school year 2011 – 2012, and
- b) the setting up of a bank with educational material for each subject area.

Teams of teachers, already appointed to different posts, have been set up to work from different services or Governmental departments of the Ministry of Education and Culture [i.e. the Pedagogical Institute, the Curriculum Developer Unit, special advisors on each subject taught, the Administration of the Primary and Secondary Education etc.]

In order to create a data-base of educational material, the supportive teams in collaboration with the trainers, who have undertaken this task in the school year 2010 – 2011, will assess the existing educational material in each subject and its compatibility with the subjects described in the N.R.C. Whenever deemed necessary, academics who were engaged in the committees writing the curricula and inspectors will assist. The existing educational material will not be discarded but the part which is compatible with the N.R.C. will be utilized and reinforced by additional material to be produced within the framework of the training and the process of introducing the New R.C.

In the process of preparing the educational material, which will be posted on a specially designed for this occasion website, the new school programme, the actual teaching time and the topics or areas designated by the curriculum for each course will be taken into consideration. The co-ordination of this work has been undertaken by the Pedagogical Institute and the Department for the R.C. and the publication (involving typesetting-editing, printing, multiplication etc.), by the Curriculum Developer Unit.

The training of the teachers has also been undertaken by the Pedagogical Institute in collaboration with the Curriculum Developer Unit. Academics who were involved in the committees responsible for developing the N.R.C. are also participating in the training programme (which is clearly defined), as trainers.

*The term gymnasiums, to denote lower secondary level/school, is currently used although «gymnasia» is the correct word (grammatically)

Structure and Content of the Programme

The training course will be held in working time, in four different phases. The structure, participants and time-table of the programme are as follows:

PHASES	TIME PERIODS INVOLVED
<p>PHASE A</p> <p>Briefing of the Ministry of Education and Culture school inspectors, supportive teams and head teachers of General Secondary and Primary Education</p>	1 September - 12 October 2010
<p>PHASE B</p> <p>Training of supportive teams and school inspectors</p> <ol style="list-style-type: none"> 1. Supportive teams of Secondary Education <ul style="list-style-type: none"> • A' TEAM • B' TEAM 2. Supportive teams of Primary Education <ul style="list-style-type: none"> • A' TEAM • B' TEAM 	<p>20 September - 6 October 2010</p> <p>21 September - 7 October 2010</p>
<p>PHASE C</p> <p>Training of active teachers (a teacher will be selected from each school on each subject taught)</p> <p>Secondary Education Primary Education</p>	<p>1 November 2010 – 4 February 2011</p> <p>8 November 2010 -11 February 2011</p>
<p>PHASE D</p> <p>Briefing of all active teachers of Primary and Secondary Education on all subjects involved according to the New Revised Curricula (N.R.C) in all districts.</p>	Throughout 2010-2011 school year

Training Programme for Special-Needs Educators

The Training Programme for Special-Needs Educators aims to the global and valid informing, as well as the updating of knowledge concerning issues related to legislation, philosophy, pedagogic and ICT of the Special-Needs Education in the terms of continuous improvement and quality of the education provided.

Training Programme for the Educators of the All-Day Compulsory schools

The Cyprus Pedagogical Institute offers a Training Programme for all the teachers working in the All-Day Compulsory schools. This programme is aiming towards the establishment of the All-Day Compulsory Schools with the support of all the educators working in the All-Day compulsory schools:

- Headteachers
- Government teachers
- Private sector teachers

Supporting Programme for Foreign Speaking Students

The Cyprus Pedagogical Institute has offered a series of actions, partly financed by the European Fund of Admission, for teachers supporting foreign speaking students mainly focused on the teaching of Greek as a second language.

Emotional Education Programme

The Cyprus Pedagogical Institute in cooperation with the University of Athens has offered an Emotional Education Programme for Primary and Pre-Primary Education Teachers.

School - Based Seminars and Parents' Seminars

During the academic year 2009-2010 several seminars for teachers and parents were conducted at schools around Cyprus. The topics of these seminars dealt directly with psychosocial issues concerning students' behaviour, ways of facing nontrivial situations, nutrition disorders and helping children with learning difficulties.

Other issues discussed at the seminars were related with environmental education, the writing skill, the teaching of Greek as a second language, educational administration, intercultural education, teaching approaches, students' assessment, as well as European issues and other school subjects.

Non-Compulsory Training Seminars

One thousand three hundred (1300) educators from Nicosia, Limassol, Larnaka, Paphos and Paralimni participated in the Non-Compulsory Training Seminars during the academic year 2009-2010. Participants were given the opportunity to work on theoretical and practical aspects of various educational topics, get familiar with new teaching approaches related to the Curriculum subjects and engage creative and reflective activities, while utilizing ICT in the teaching process.

2.5.8 CONFERENCES AND SEMINARS

During the academic year 2009-2010 the following seminars were also organized by the Cyprus Pedagogical Institute:

DATE	TITLE	
19 January - 17 February 2010	Seminars (a seminar per town) for History and Geography Teachers of Secondary Education on Modern Teaching Approaches and Practices in the classroom and the exchange of experiences among the participants	Seminars

6 February 2010	Meeting, 'Good practices of incorporation of Technologies of Information and Communication (ICT) in the learning process', for educators	Meeting
16 March 2010	Conference, 'The teaching of Mathematics in the Higher Education', for teachers of Maths in Secondary Education	Conference
20 April 2010	Meeting, 'Sensitivity for the promotion of Mental Health and Resistance in the school community', for teachers of Gymnasiums (Gymnasia)	Meeting
22 - 23 April 2010	Meetings in Limassol and Nicosia, 'Diet of adolescents, with emphasis on the diet of athletes', for the teachers of Physical Education and Home-Economics of Secondary Education. The themes covered were 'Natural activity and dietary habits of children and adolescents in Cyprus', 'Nutritious Needs of Athletes' and 'Diet of Athletes'.	Meetings
7 - 9 May 2010	15 th Symposium on Ancient Cypriot Literary Texts, 'Poetry in Ancient Cypriot Literature' which took place in Nicosia and Paphos	Symposium
10 June 2010	Meeting, 'The role of School Advisors in the smooth integration, adaptation and professional education of foreign-speaking students', for the School Advisors of Secondary Education	Meeting
15 -17 June 2010	Training, 'First Aids', for the teachers of Secondary Education which took place in Nicosia, Limassol and Larnaca	Training
18 June 2010	Meeting, 'Instructive approaches of Physics in Secondary Education', for teachers of Physics in Secondary and Technical and Vocational Education	Meeting
21, 22 June 2010 24, 25 June 2010	One-day experiential laboratory for implementing ICT in Chemistry, for teachers of Chemistry in Secondary and Technical and Vocational Education which took place in Nicosia and Limassol	Laboratory
8, 9, 10, 24 September 2010	Training of Teachers of Secondary Education on issues relating to 'Teaching Greek as second/foreign Language', within the framework of the Pilot Programme of Intensive Learning of Greek as second/foreign language in the public schools of Secondary Education	Training

2.5.9 CURRICULM DEVELOPMENT UNIT (C.D.U.)

The following table shows the total cost of:

- Books for Primary, Secondary General and Secondary Technical and Vocational Education that were reprinted, revised or first published
- Books sent abroad and books received from abroad during 2010.

	Cost (Euro)
A. Reprints/ Revisions/ First editions of CDU books and educational packages	€1.200.000,00
B. CDU books sent abroad / OEDB books received from abroad	€120.000,00
Total cost	€1.320.000,00

Centre for Educational Research and Evaluation (CERE)

During 2010 and according to the annual action plan of the centre, CERE completed certain research projects. The research projects are based on the priorities and innovations of the Ministry of Education and Culture and are designed, implemented and presented in the form of technical reports, by the staff of CERE.

Evaluation research of innovative programmes within the Ministry

CERE has completed research - evaluation projects, in order to offer the opportunity for evidence-based policy making within the Ministry. Some of these projects, are the following:

- Evaluation of the literacy level of primary school graduates (longitudinal study).
- Evaluation of the programme offered to students facing literacy problems in the Gymnasium.
- Evaluation of the teaching of Greek as a second language to Gymnasium students.
- Research on the perceptions of teachers towards the 'IT coordinator', in primary schools.
- Evaluation of the programme offered to students whose first language is other than Greek and to students with learning difficulties in primary schools.
- Programme of Social and Emotional Education - intervention.
- Teaching in small groups and in laboratories - Secondary Education.
- Evaluation of the in - service programme offered to school leaders.
- Evaluation of the induction programme offered to newly appointed teachers.

Research on general topics - local and national level research

- CERE participates in certain research projects run by the European Union or international organisations, on behalf of the Ministry. Participation in "Learning to Learn" project and "Language Indicators" are considered to be very important for Cyprus. Moreover, the large scale programme PIAAC (Programme for International Assessment of Adult Competences) is managed by CERE and organized by an international Consortium, on behalf of the OECD.
- CERE is responsible for the construction and maintenance of large data bases for students in the educational system for monitoring purposes.
- CERE has the responsibility of evaluating all the research proposals for school based research by students, researchers, organizations and others, in order to facilitate the research practice in schools.
- CERE promotes action research within schools for topics which are related to the school priorities.

3. PARTICIPATION IN EUROPEAN PROGRAMMES

3.1 EURYDICE NETWORK

The Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States since 1980 to boost cooperation, by improving understanding of systems and policies.

Eurydice was an integral part of Socrates, the Community action programme in education from 1995 to 2006. Since 2007, Eurydice has been included in the EU Action Programme in the field of Lifelong Learning in which, as part of the transversal programme, it helps to support the development of policies in this area, as well as cooperation at European level.

As from 16 September 2008 the Education, Audiovisual and Culture Executive Agency (EACEA) has taken over responsibility for the European level activities of the network and a new European Eurydice Unit has been established in the Agency.

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing comparable information on education systems and policies in the 31 countries concerned and by producing studies on issues common to European education systems. It consists of:

- 35 national units based in all 31 countries participating in the EU Lifelong Learning Programme (27 Member States, Liechtenstein, Norway and Iceland, as members of the European Economic Area (EEA) and Turkey),
- and a coordinating unit based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.

The Cyprus Unit has been operating within the Ministry of Education and Culture since June 2002. In 2009 - 2010, the Unit had the complete responsibility of the publication "The Education System in Cyprus 2008 - 2009" which was disseminated to various schools and educational institutions as well as other institutions on the island.

Eurydice has recently published:

- Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe
- Focus on Higher Education in Europe 2010: The impact of the Bologna Process
- Education on Online Safety in Schools in Europe
- School and Academic Calendars 2010/11
- Structure of European Education Systems 2010/11 - Schematic Diagrams
- Compulsory Education in Europe 2010/11 - Timetable
- The Education System in Cyprus 2009 - 2010
- National Summary Sheets 2009 - 2010

3.2 EUROPE AT SCHOOL (E.A.S)

The Europe at School competition is conducted within the framework of the general policy of the Ministry of Education and Culture as part of the harmonisation process with European institutions. The activities of the competition include:

- Competition in the form of Essay Writing.
- Competition on the Internet - the “Internet Award Scheme” aiming at the production of a common website designed by pupils of three European countries.
- Meetings of the prize-winners in several European countries (European Youth Gatherings).

The general motto for School Year 2009 - 2010 competition was “European Year against poverty and social exclusion”. The competition of the Essay Writing was conducted for the fifth year on a voluntary basis.

The change in the form of the Group Project competition which gave pupils the opportunity to compete with a song, video or DVD production, and research based on questionnaires or interviews and different kinds of patterns allowed the participants to become more innovative, creative and original with the help of modern technology and as a result more CDs, DVDs, and patterns were sent to the EAS Committee. On the whole, 49 Gymnasia and 43 Lycea participated in the Project Competition. The participation of private schools was also high.

In the Art competition, a significant change was introduced last year. Students of Secondary Education passed again through a selection process and the selected students gathered at particular school centres and competed, under the invigilation of art teachers, on specific dates with the difference that variations of the general theme of the competition were given to the students to work on during the gatherings at the school centres. Therefore, students worked on completely new topics. These specialised topics had also been given to the students of Primary Education three weeks before the gatherings of the students of Secondary Education at the school centres. The Art competition in Primary and Secondary Education was simultaneously completed.

The competition for the Essay and the Projects was announced on September 7th, 2009. Despite the fact that the Essay competition was optional, the participation of Cypriot students from public and private schools was all-embracing. The Essay Writing competition took place on the 12th of January, 2010 whereas the Art competition in Secondary Education was conducted on March 13th, 2010.

The prize winners’ ceremony was held at Apostolos Markos Lyceum on May 5th. The exhibition of the prize awarded paintings, was also held at the same place, and lasted from May 1st to May 4th, 2010. Last year was the second time that the ceremony and the art exhibition took place at a school and the whole event was very efficiently organised and met with success.

Fourteen prizewinners were chosen after interview at the MOEC, and in agreement with their schools, to take part in Youth Gatherings in summer 2010, held in Cyprus and other European countries. In Cyprus, the Limassol gathering (July 12 - 18 2010) was attended by 13 students from five European countries and the students were under the supervision of two Cypriot and one foreigner Team Leader.

4. OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME - 15th SESSION 2009 - 2010

At the 15th session of the Youth Parliament held in Athens on 3 - 6 September 2010 twenty "Young Members of Parliament" from Cyprus expressed their views on major current issues.

This year the twenty youths were selected in a new way since they had sent their works electronically to the foundation of Greek Parliament. 1454 pupils from the B' form of the Public Secondary and Technical Education as well as from the Private Education submitted entries for the selection.

Generally, this year the session offered the opportunity to youngsters to get together from all over the Greek community and exchange views and opinions on contemporary issues faced by humanity in a democratic way.

4.2 UNESCO ASSOCIATED SCHOOLS

UNESCO Associated Schools have been working on projects for 38 years. They aim at bringing forth and promoting the ideals of UNESCO, such as friendship, love, peace, cooperation, among pupils. Their basic activity is the organisation of an annual Pancyprrian Symposium. They cooperate with UNESCO schools in other countries and mostly in Greece.

4.3 OTHER ACTIVITIES OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

- Student and parent guidance, aiming to inform students and parents about STVE
- Co-operation with CEDEFOP
- Co-operation with social partners, including the Educational Council, the Advisory Body for STVE, the Employers and Industrialists Unions etc.

4.4 MODEL EUROPEAN PARLIAMENT

The 2009 Model European Parliament (MEP) was organised by the Ministry of Education and Culture in Nicosia from 29/3 - 5/4/2009.

One hundred and fifty young people from 29 European countries participated in the MEP General Assemblies which took place in the House of Representatives. The Model European Parliament's Committees discussed issues concerning the role the EU can play in the Middle East Conflict notably in the light of recent developments in Gaza, the present economic and financial crisis, waste disposal within the EU and many others.

Apart from discussing the above mentioned issues the 16 - 18 year-olds also had the opportunity to meet with local dignitaries and enjoy excursions around Cyprus. The delegates proved to be fine ambassadors of their countries and undoubtedly the future of Europe.

4.5 PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 21st Pancyprrian School Theatre Competition "In memory of Panayiotis Sergis".

The institution of the Pancyprrian School Theatre Competition constitutes a remarkable educational event. Its organization falls under the responsibility of the Ministry of Education and

Culture in cooperation with the Theatrical Cyprus Organisation once a year. The cultural centre of the Bank of Cyprus sets the prizes.

The interest and love of the students and teachers for the multidimensional art of the Theatre which is rapidly increasing leads to the conclusion that our youth, under the appropriate guidance can express themselves creatively, exercise their critical ability by coming into contact and familiarising themselves with culture in creative and original ways.

Those involved in the aforementioned event are fully committed to it despite their already heavily loaded schedule. The rehearsals which precede the theatrical performance enthral our students teaching them at the same time how to cooperate, accept others, get acquainted with theatre writers, feel the emotions and passions of others and most importantly penetrate into their own souls. In addition, they learn how to organise and discipline themselves, enjoy a common creative outcome - the final theatrical product through which racism is rejected, imagination and creativity are exercised in the best possible way and the interest for the art of the theatre is enhanced through the students' enthusiasm and impulsiveness which find their way in the most effective and efficient fashion.

During our days when materialistic values overwhelmingly overshadow spiritual values leading to the utopian pursuit of contemporary prosperity and posing a threat to the spiritual development of our students, the art of acting becomes a soothing consolidation for their souls. Their teachers desperately look for ways to initiate them into the great ideals and values of life which are expressed through theatre, that undoubtedly constitute one of the major features of the Greek Civilization. The Art of performing which is the offspring of knowledge and language shapes consciousness and contributes towards the multidimensional fostering of young people's personality.

The 21st Pancyprrian School Theatre Competition in which 57 schools took part, was held between the 28th of February and the 20th of March 2010. Four schools were chosen to visit Athens, Greece where they attended theatrical performances at the National Theatre and also had the chance to visit the Museum of Acropolis and the Theatrical Museum of Athens.

5. OTHER SERVICES

5.1 THE EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service (EPS) is an inter-departmental service answerable to the Permanent Secretary.

Its mission is to protect and promote mental health and facilitate learning and development by empowering all students within the educational system, from preschool to the end of secondary education.

The work of the EPS is organized around two main areas or sectors of activity: the Individual Case Sector and the Programs Sector.

The Individual Case Sector

Educational Psychologists (EPs) respond to requests from teachers and parents/guardians for specialized help in a wide range of difficulties that pupils may present at school, including learning, emotional and behavior problems. EPs may intervene at the level of the whole school, at the level of the group or of the individual and may work with the child, with its parents and teachers and, if deemed necessary, with other professionals or agencies.

Educational Psychologists also respond to referrals from the District Committees on Special Education and Training (according to Law 113(I)/1999 concerning the Education and Training of Children With Special Needs), for psychological assessment and recommendations.

During the school year 2009-2010, the EPS worked with 4690 individual cases of schoolchildren.

The Programs Sector

Besides its traditional pre-occupation with individual cases of pupils presenting learning and/or emotional problems, the EPS invests enormously in preventive programs and actions directed at the pupil population as a whole. Their primary aim is the prevention of school failure and functional illiteracy, the promotion of health and citizenship behavior and the integration of pupils with disabilities in ordinary schools.

During the 2009-2010 academic year the EPS contributed to the development of preventive programs in kindergartens, primary and secondary schools concerning emotional education, school success, violence, juvenile delinquency and substance abuse.

The EPS was also involved in support programs for secondary school pupils in response to their needs (literacy, learning difficulties, physical disabilities).

The EPS has organized or participated in talks, presentations, lectures and various training activities directed at teachers, parents and pupils concerning issues of child development and education. Finally, the EPS was represented in various national, ministerial and interdepartmental committees.

5.2 THE COUNSELLING AND CAREERS EDUCATION SERVICE

The Counselling and Careers Education Service (C.C.E.S.) operates within the Public Secondary Education System of Cyprus and offers various services to students and other young people, at schools and the Central, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Limassol, Larnaca / Famagusta and Paphos.

The goal of the C.C.E.S is to provide specialised assistance to students and youngsters through career guidance and counselling in order to deal effectively with their personal, educational, career and social problems.

The main goal of the C.C.E.S. is to assist students and other young people through the counselling techniques in order to meet the general goals of the Ministry of Education and Culture, which are the following:

- The healthy development of the students personalities.
- The development of problem-solving skills so as to deal effectively with their personal, educational, professional and social problems.

The counsellors offer help to students and other young people in order to make effective choices. Emphasis is given on the following areas:

- self - knowledge
- self - approval and self - confidence
- self - actualization
- decision - making skills / problem - solving skills
- healthy adjustment to the school and social environment
- critical thinking and effective use of appropriate information

School counsellors place special emphasis on helping the students equip themselves with the necessary skills so as to make effective personal, educational, and career choices through the following:

1. Personal, group, and family counselling
2. Teaching of the Career Education and Social Education course (offered in the 3rd year of the Gymnasium - Lower Secondary School)
3. Organization of seminars and Conferences on careers, Educational Fairs and other related subjects
4. Production of careers - education films
5. Publication of instructional and informative books (i.e. Career and Social Education, Scholarships, etc.)
6. Participation in various committees for students' benefits
7. Provision of personal and educational counselling to special need students for their personal development through individual educational programmes

At present, one of the main goals of the C.C.E.S. is the establishment of lifelong guidance in the educational framework of Cyprus which is also promoted at European level through the European Lifelong Guidance Policy Network (ELGPN), and Cyprus participates as an active member. Moreover, the C.C.E.S. has already established the operation of regional (district level) Centres of Counselling and Guidance in Limassol, Larnaka, and Paphos, which operate at convenient to the general public hours. The Centres are accessible to all European citizens with the provision of counselling / guidance, irrespective of age, gender, religion, race, ethnicity and disability.

ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books and producing educative films related to career guidance, the C.C.E.S. has organized library services at the M.O.E.C. Central Offices where the students and general public may have access to up-to-date information.

All counselling offices at schools are provided with Internet facilities, thus, students have access to on-line career guidance information. On-line information on career guidance is also available at the service's official website www.moec.gov.cy/ysea.

5.3 STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of students of all ages and adults and promoting lifelong learning which is a fundamental requirement of the European Union.

The State Institutes for Further Education help low income families and offer scholarships to students who excel in their exams. They employ experienced teachers as well as young unemployed teachers.

There are 41 State Institutes all over Cyprus, with more than 17.000 students every year. Lessons offered at the State Institutes for Further Education:

- Languages (English, French, German, Italian, Spanish, Russian, Turkish) up to level B1 or B2 of the Common European Framework of Reference for languages.
- Greek for Foreigners. The programme can be attended by foreigners who live and work in Cyprus.
- Accounting at all levels.
- Remedial lessons for Gymnasium and Lyceum students
- ICT
- Preparatory lessons for the Government Entrance Exams

Since 2003 the State Institutes for Further Education have been offering free Greek lessons for the Turkish Cypriots and free Turkish lessons for the Greek Cypriots in an attempt to create communication bridges between the Greeks and the Turks.

Exams

At the end of the school year the students at the State Institutes for Further Education take final exams and the students who pass the exams successfully are awarded a Certificate.

The State Institutes for Further Education also prepare students for the following exams:

- Government Entrance University Exams
- G.C.E. O' & A' Level, I.G.C.S.E., I.E.L.T.S.
- F.C.E. Cambridge
- DELF for the French language
- L.C.C.I. for Accounting
- E.C.D.L., I.C.T. Europe for Computers

General Information

Enrolments at the State Institutes for Further Education take place in June and there are additional registrations the first days of September. The lessons start at the same time with the lessons at the Secondary Schools and finish in the middle of May. The number of students in each class differs according to the area.

The State Institutes for Further Education are open every Monday, Tuesday, Thursday and Friday. There are classes for adults in some Institutes in the evenings. Every lesson lasts 90 minutes and it is offered twice a week. The fees are very low and they are approved by the Ministry of Finance. They range from €225 - €385 a year.

The State Institutes for Further Education keep an attendance book and students who exceed 20 absences are not allowed to take the final exams.

5.4 SCHOOL CLERKS UNIT

The Department of School Clerks Unit, headed by the First Clerk, operates under the jurisdiction of the Permanent Secretary of the Ministry of Education and Culture and forms part of the Civil Service. It is a service of applied managerial presence imperative for and totally compatible with the aims of the state for sustainable development of education.

It is responsible for planning, appointing and managing the School Clerks of 106 Secondary Education Schools, 5 Evening Schools, 13 Technical Schools, 1 Evening Technical School, 8 Afternoon and Night Technical School Classes, 44 School Boards, 42 State Institutes for Further Education and the Library of the Pedagogical Institute.

The Service keeps records for all the School Clerks (about 495) which comprise, among others, Confidential Reports, Personal Records and Leave Records. It monitors and controls the posts and arranges for appointments for vacant posts. It also oversees leaves, sick or maternity leaves and retirement.

The Service puts forward proposals to the permanent secretary for better staffing of the services it is responsible for. It also draws up proposals to the council of ministers for appointment of additional staff to meet needs and the annual budget for extra personnel.

As from June 2005 the service has undertaken the Appointment Procedure for Temporary Clerks, sets criteria, assesses the applications, draws up and publicises preliminary and final lists and proceeds to appointments of Temporary Clerks according to submitted needs.

During the period 2009-2010 (school year) the following activities took place:

- a) In service training day for the clerks of the State Institutes of Further Education as well as for the Clerks of the Afternoon and Night Technical Schools Classes (October 2009).
- b) IT seminars for the clerks of the School Councils on how to computerize data (June-September 2009).
- c) Seminars for the Clerks of the Lyceums in Limassol on how to support the Avacio programme (September-October 2009).
- d) One day Seminar on matters of Public Procurement for the Clerks of the School Boards and Technical Schools (November 2009).
- e) Three-days seminar on the programme ABEKT 5.5 for the Clerks-Librarians at Secondary Schools, Lyceums and Technical Schools (April-May 2010).

The Administration clerk unit created its own website on which useful information and helpful material is provided for the clerks of the school units, State Institutes of Further Education and school boards.

The website is: http://www.moec.gov.cy/monada_dioikisis_epimeliton/

5.5 THE STORE

The main objective of the Ministry of Education and Culture Store is the dispatching of school stationery to the public schools. Also the store assists all the schools throughout the year.

In co-operation with all the parties conveyed (C.D.U., Directors, DSTE, Inspectors) it invites tenders for all the items that are sent to schools: books, stationery, material for Art, Music, Gymnastics, Chemistry, Physics, Biology, Home Economics, Teaching methodology, Design and Technology etc.)

Meetings are then held with the successful tenderers and arrangements are made for the receiving and storing of all the items until they are dispatched to schools. The store is responsible for the follow-up of the contracts and has to ensure that all the terms and conditions are fully met. The

store works in close co-operation with the Accounts Department of the Ministry of Education and makes arrangements so that the suppliers are paid soon after they deliver the items ordered.

The preparation of dispatches is carried out within the Store in close co-operation with the schools, school boards and community councils.

The Store prepares a timetable and undertakes the responsibility to serve the needs of all DSTE, public schools, nursery schools and the community schools after receiving their orders.

The delivery of the required items in each district is undertaken by a transporter under contract and a store employee.

Books donated by various authors and approved by the Ministry of Education are delivered by post to school libraries.

Apart from the above, the Store sells stationery, art material and teaching methods to all public schools. Also books published by C.D.U. are sold to individuals.

During the current year the Store has attended approximately 1000 orders.

5.6 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY

MISSION

The Office of Civil Defence, Health and Safety has as its mission the creation of a safe and healthy environment for all the workers in the educational institutions and services, as well as the pupils that study in all public schools. At the same time, it cares for the convenient and effective reaction of schools in situations of emergency.

Our main concern as Health and Safety Officers is to ensure healthy and safe conditions at work according to the European Directives and the Cyprus legislation in all educational institutions (students and staff in all public schools) and services of the Ministry of Education and Culture.

PERSONNEL

The Office is an independent service connected directly to the Permanent Secretary. It has an interdepartmental character provided that the personnel consists of three officers that represent all educational ranks, that is to say Primary, Secondary and Technical Education.

Supervisor: Elias Markatzis

Officers: Yiannis Kasoulides 22800989 – ykasoulides@moec.gov.cy

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URL: http://www.moec.gov.cy/politiki_amyna/index.html

YEAR 2010

- Participation of Primary and Secondary Schools in a joint earthquake and evaluation exercise with the Civil Defence Headquarters
- Personnel First Aid Lectures on using the automated external defibrillator (AED) in case of a heart attack episode
- Providing new school buildings with necessary materials so as to apply to civil defence requirements in case of an emergency

- Visits / Inspections of schools and services of the MOEC for counselling on Civil Defence and Health and Safety Issues such as:
 - Preparation of a Health and Safety Report
 - Performing evacuation drills so as to check if the school's emergency plan complies with the minimum requirements set by the legislation
 - Providing advice and additional information
 - Investigating accidents and complaints
 - Giving lectures to schools' personnel, students and parents

5.7 EUROPEAN FUNDING UNIT

The European Funding Unit of the Ministry of Education and Culture was created after the accession of Cyprus to the European Union in order to manage and supervise projects undertaken by the Ministry of Education and Culture which are co-financed by the Structural Funds of the EU.

The role of the Unit is quite important both at European level, since it acts upon the implementation of the EU priorities, as well as at national level, because through the implementation of projects undertaken, the Republic receives considerable funds, which cover:

- Promoting lifelong learning
- Human Resources Development
- Strengthening social and economic cohesion

Programming Period 2004 – 2006:

During the programming period 2004 – 2006, the European Funding Unit managed two projects which were co-financed by the Republic of Cyprus (50%) and the European Social Fund (50%).

The total budget for these projects amounted to £12,775,524, which means that the total inflow of funds from the EU Structural Funds reached £6,387,762.

Programming Period 2007 – 2013:

Projects co-financed by the European Social Fund:

The European Funding Unit is currently at the final stages of completion of the project “Preservice Training Programme for Candidate Teachers of Secondary Education” and has achieved the approval of two new projects.

1. Pre-service Training Programme for Candidate Teachers of Secondary Education

The implementation of the above mentioned programme was assigned to the University of Cyprus in the academic year 2007-2008. The total budget of the project amounts to 8,693,356 Euro (the total budget is subject to increase to approx. 15,114,548 Euro by the end of 2011), and it co-financed, amongst other things,

- (a) Instructors' salaries
- (b) Allowances to the prospective teachers, and
- (c) Payment of fees to University.

The project is funded by the European Social Fund (85%) and by the Republic of Cyprus (15%).

2. Programme for Greek language teaching applicable to migrants and other foreign language speaking residents of Cyprus

This project falls under the EU objective for the increase of the economically active and employed persons belonging to vulnerable social groups. The implementation of the above mentioned

Programme aims at the expansion of the labour market, the prevention of social exclusion, as well as at the reinforcement of social and economic cohesion. The Programme has a total budget of 3,249,246.28 Euro and is co-financed by the European Social Fund (70%) and the Republic of Cyprus (30%).

Residents of Cyprus over 15 years of age, who are migrants and/or foreign language speakers, are entitled to apply for participation to the programme.

The programme is implemented by the Adult Education Centres of the Ministry of Education and Culture, during the school periods 2010-2011, 2011-2012, 2012-2013, 2013-2014 and 2014-2015. The training programmes will take place between November and May of each school period. Greek Language Courses will be offered free of charge during 50, 90-minute sessions, which will take place twice a week for each group.

3. Programme Against Early School Leaving, School Failure and Delinquency in Zones of Educational Priority

This project involves the implementation of operations for the support of schools that fall into areas/zones designated as Educational Priority Areas, ie. clusters of school in disadvantaged areas, with a student population that comes from families with low socioeconomic and educational level.

The project's main objectives are the following:

- Reducing early school leaving,
- Reducing school failure,
- Reducing crime phenomena,
- Strengthening social cohesion by reducing the risk of social marginalization and exclusion.

The total budget for the project reaches 10,775,638 Euro and it is co-financed by the European Social Fund (85%) and the Republic of Cyprus (15%).

Projects co-financed by the Integration Fund:

Besides the above mentioned projects, the European Funding Unit of the Ministry of Education and Culture manages the action "Organization of special classes for Greek Language Teaching to Third Party country students in secondary schools" which is funded by the Integration Fund.

The purpose of organizing special Greek language courses for students from third-party countries is to prepare them properly for successful curriculum integration.

The total budget for the project reaches 740,432 Euro and is co-financed by the Integration Fund (75%) and the Republic of Cyprus (25%).

Future Programming:

Besides the above mentioned co-funded projects, the European Funding Unit has submitted for approval proposals for the following projects:

1. Secondary teacher education (with a total budget of 9,559,008 Euro)
2. Upgrading and Modernization of the Administrative Capacity of the Ministry of Education and Culture (with a total budget of 1,000,000 Euro)

With the approval of these projects, the European Funding Unit will undertake immediate action to implement them.

PART B'
CULTURE

1. CULTURAL SERVICES

The first service of the Ministry of Education and Culture exclusively responsible for culture was created in 1965 under the name of Cultural Service. In 1992, after being upgraded to a Department it was renamed Department of Cultural Services.

The Cultural Services reflect the state's cultural policy regarding contemporary culture. It plays a significant role in shaping local cultural policy as it is responsible for the development of Letters and Arts in Cyprus, for informing and involving the public in cultural activities and for the promotion of our cultural achievements overseas.

The Cultural Services' total budget (including that of the Cyprus Library and SIMAE) totaled to €34.561.010 (Regular and Developmental Expenses).

OFFICIAL EVENTS FOR THE 50th ANNIVERSARY OF THE REPUBLIC OF CYPRUS

The Republic of Cyprus, as part of its celebrations for the 50 years of its Independence, organized a series of events in Cyprus and abroad, aiming to present the history of Cyprus from 1960 up to the present day and to highlight the achievements of the country in the political, social, scientific and cultural levels. The events included artistic and archaeological exhibitions, concerts, theatre performances, lectures, and so on. The most notable amongst these are the events that took place in Nicosia and in selected foreign capitals (Athens, London, Brussels, Paris, Washington, Moscow). Apart from these events, a number of other official events were held across Cyprus.

The event, commemorating the 1st October, in Nicosia, was the most important event for the 50th year Anniversary, with the main speaker being the President of the Republic of Cyprus, Mr Demetris Christofias. The event was held in the indoor stadium of "Tassos Papadopoulos-Eleftheria", and included a variety of music, songs, dance and multimedia visual effects. The visual part of the event aimed at conveying messages through images and intense emotions, whilst many famous Cypriot artists, new artists to the vast majority, introduced their on-stage talent and creative presence.

1.1 LETTERS

1.1.1 PUBLICATIONS OF WORKS ON LITERATURE, HISTORY, PHILOLOGY AND ART

Within the framework of the Cultural Services publications program the following volumes of the Cyprus Today cultural review have been published:

- Vol. XLVII, No.1, January – March
- Vol. XLVII, No.2, April – June
- Vol. XLVII, No.3 July – September
- Vol. XLVII, No. 4 October – December

1.1.2 CONSIGNMENTS OF CYPRIOT LITERARY AND CYPROLOGICAL BOOKS ABROAD

The Cultural Services dispatched a large number of literary books and other publications of general interest to cultural institutions and foundations, universities, libraries and Embassies of the Republic of Cyprus with the purpose of promoting Cyprus through the works of Cypriot writers.

1.1.3 SUBSIDIZATION OF PUBLICATIONS

The "Program for Subsidizing Publishing Houses and Non-profit Organizations Engaged in Publications" was established on a pilot basis in 2009-2010, aiming at incentivizing publishing

companies in order to promote works of significant Cyprological content and references. Within this framework, the Cultural Services subsidized, based on the recommendations of the Advisory Committee, a total of 6 publications.

1.1.4 BOOK ADVERTISING – PROMOTION

The Cultural Services supported a Greek Radio – Television Broadcasting Corporation (ERT) program called “Books in a Box”, which promotes Cyprus literary works, with the aim of increasing the awareness levels of Cypriot literature in Greece. The production of the episodes focusing on Cypriot literary works was undertaken by director Andreas Antoniadis. The program hosts are Katerina Schina, Vaggelis Hatzivassiliou and Alexis Ziras.

1.1.5 CULTURAL MAGAZINES AND NEWSPAPERS

The Cultural Services, within the framework of the «Enriching Cultural Journals and Newspapers» funding program aim at the increase of the publication of important magazines and newspapers, which highlight the cultural life of Cyprus and Cypriot artists in Cyprus and abroad, therefore, contributing to public awareness around cultural activities, artistic creations and intellectual activities in Cyprus. Examples of magazines and newspapers which have been financially supported are the following:

- a) Newspapers and magazines published in Cyprus or abroad by Cypriot and foreign publishers, with specific references and/or critical acclaims about literature, arts, history and folk culture of Cyprus.
- b) Magazines and newspapers issued by municipalities and occupied communities in Cyprus, of which a significant part deals with Cyprus culture, and more specifically Cyprus literature, art, history and folk art and culture.

During 2010 a total of 27 cultural and literary journals and newspapers were subsidized.

1.1.6 STATE LITERARY AWARDS AND AWARDS FOR CHILDREN’S / YOUTH LITERATURE AND CHILDREN’S BOOK ILLUSTRATIONS

With the aim of supporting the work of Cypriot writers, the Cultural Services have established the State Awards for Literature and the State Awards for Children’s and Youth Literature and Children’s Book Illustrations on an annual basis.

The year 2010 was the second consecutive year in which the modified Regulation for State Literary Awards was applied. According to the new regulation, writers are not expected to submit their works for selection to the Advisory Committee of Letters at the Cultural Services. All books published between the 1st of January and the 31st of December of the previous year that were submitted to the State Library, are eligible for the State Literary Awards.

The categories of the State Literary Awards are: 1) Poetry 2) Novel 3) Short Story 4) Essay / Study 5) Chronicle / Historical Account 6) Study on the Literature and Civilization of Cyprus by a non-Cypriot writer (every three years) 7) Best Newcomer 8) Literary work in the Cypriot dialect (every three years). The categories for the Children’s / Youth Literature and Children’s or Youth Book Illustrations Prizes, stay the same: 1) Children’s Literature, 2) Youth Literature, 3) Children’s or Youth Book Illustrations. All the Awards receive the Amount of 5.000 Euros and an Honorary Diploma.

1.1.7. ANNUAL HONORARY GRANTS

The Annual Honorary Grants are awarded to personages of Letters and the Arts for their long contribution and their creative work. The grants are awarded at the suggestions of special

Advisory Committees and presented by the President of the Republic during a special ceremony that takes place at the Presidential Palace. In 2010, 28 important personalities of the Letters and the Arts were awarded with the Annual Honorary Grant.

1.1.8 MONTHLY HONORARY GRANT

The Cultural Services of the Ministry of Education and Culture received a total of 23 applications for the Monthly Grant. After the examination of every application based on existing criteria, a Proposal was prepared and presented to the Ministerial Council for approval for both the inclusion of the new names in the list of recipients of the honorary monthly grant and the continuation of the monthly grant to the 118 people who had been previously approved.

1.1.9 SUBSIDIZATION OF TRANSLATIONS OF CYPRIOT WRITERS' WORKS

The Cultural Services, within the framework of the project for subsidization of translations of Cypriot writers' work from the Greek language to foreign languages, which aims to provide incentives for the promotion and dissemination of literature in Cyprus and abroad and to enhance the mobility of Cypriot literature and Cypriot writers in the international arena, has granted subsidies to 13 translations, following the recommendation of the Translations Advisory Committee.

1.1.10 SUBSIDIZATION OF TRANSLATION AND PUBLICATION OF TURKISH - CYPRIOT LITERATURE INTO GREEK AND GREEK-CYPRIOT LITERATURE INTO TURKISH

The Cultural Services of the Ministry of Education and Culture, in order to assist the two communities to better get acquainted with each other through their literature, has continued in 2010, for a second consecutive year, the program of subsidizing the translation and publication of works of important Greek-Cypriot and Turkish-Cypriot writers, from Greek into Turkish and from Turkish into Greek. In 2010, two works were translated from Greek to Turkish and published.

1.1.11. 2010 AWARD CEREMONY FOR EXCELLENCE IN LETTERS, ARTS AND SCIENCE

The Excellence Awards in Letters, Arts and Sciences is the highest honor the Cyprus State confers on intellectuals and scientists. The Distinction is awarded to intellectuals for their longtime contribution to Letters and the Arts, or to scientists for their contribution to the development of scientific research and culture.

The Award Ceremony was held on 18th October 2010. The Awards were presented to the following:

Letters: Rina Katselli

Michalis Pieris

Arts: Despina Bebedeli

Sciences: Kyriacos Nicolaou

The Excellence awards were presented by the President of the Republic of Cyprus Mr Demetris Christofias.

A short film was prepared to present each above mentioned individual's contribution to Culture.

1.1.12. DOCTORAL THESES PUBLISHING SERIES

In order to enhance the existing scientific literature in Greek, which refers to Cyprological issues,

and adhering to the recommendation of the relevant Advisory Committee, the Cultural Services have decided to include one doctoral thesis in the series for 2010.

1.2. MUSIC

1.2.1. MUSIC EVENTS IN CYPRUS - SUBSIDIZATION OF AGENCIES, FOUNDATIONS, ARTISTS AND MUSIC ENSEMBLES

Activity in the field of music has increased considerably in the last years and this has been manifested through a large number of performances organized by various bodies such as choirs, musical ensembles, foundations, associations, and so on. The financial support of the Cultural Services is essential for the realization of these events.

Within the objective of supporting musical activities, the Cultural Services subsidized, amongst others, music institutions for the implementation of their annual action plan which effectively promotes key pillars of the state's cultural policy. As in previous years, in 2010 a number of institutions were subsidized in order to organize music events and to develop activities in Cyprus, such as the Pharos Arts Foundation, the Ledra Music Soloists, the Avantgarde Cultural Foundation, the Evangelia Tziarri Music Foundation, Mousikorama, the Centre of Cypriot Composers and so on. In 2010 the following were also subsidized: the 7th Pancyprian Piano Contest for young pianists, organized by the Avantgarde Cultural Foundation, the 6th International Music Festival organized by the Ledra Music Soloists, the 10th International Music Festival (6 concerts) in the Medieval Mansion of Palaipaphos in Kouklia, the 2nd International Festival of Contemporary Music (3 concerts) organized by the Pharos Arts Foundation, the European Limassol Festival and the 5th Ethnic Festival. In addition, the Cultural Services help and promote Cypriot musicians and artists who live and work abroad by inviting them to perform in Cyprus. Within this framework, the Cultural Services sponsored the concert of the second series of songs, based on Cypriot contemporary poetry, and composed by Cypriot musician Constantinos Stylianou which was held in Nicosia. A concert entitled «The Three Pianists» organized by the Association of the Cyprus Conservatories in Nicosia was also sponsored. The concert, which was part of the celebrations for the 50th Anniversary of the Independence of the Republic was held under the auspices of the Minister of Education and Culture Mr Andreas Demetriou and featured three prominent Cypriot pianists living and working abroad; Cyprien Katsaris, Marios Papadopoulos and Christodoulos Georgiades.

1.2.2. CYPRUS SYMPHONY ORCHESTRA FOUNDATION

From 1st January 2007 the Cyprus State Orchestra has been developed into an independent institution, which has assumed management and operation of both State Orchestras (Cyprus State Orchestra and the Cyprus Youth Orchestra). The Ministry of Education and Culture is represented in the Board of Directors of the Cyprus Symphony Orchestra, with ex officio members. The Chairman of the Board is the Permanent Secretary of the Ministry of Education and Culture.

1.2.3. MUSIC INFORMATION CENTRE

In July 2008, by decision of the Ministerial Council, the operation of the Music Information Centre began, which is housed at 25-27 Othellos Street (Famagusta Gate). The purpose of the Centre is to offer a plethora of services to Cypriot composers, musicians, teachers, students and more generally to the music loving public of Cyprus. The Center's top priority is the creation of an Archive of Cypriot Music. Its aim is to collect and maintain the works of Cypriot composers in an accessible and user-friendly data base, displaying the scores of these works, together with audiovisual and biographical material, as well as research sources.

What is more, the Center aims to offer the people of Cyprus information on local music lifestyle contribute to the wider cultural development, exhibit the achievements of local artists and act as representative of Cypriot musicians during debates concerning Cultural Policy on a national level.

1.2.4. ENHANCEMENT OF MUSIC EDUCATION

a) PROGRAM FOR THE DEVELOPMENT OF MUSICAL TALENT

By decision of the Ministerial Council, (number 67,949) and dated 12/11/2008, the Cyprus Symphony Orchestra Foundation manages and operates the Musical Talent Development Program, a pilot project within the framework of the Stringed Instruments Music Workshop and comprises a small group of children (about 30).

b) SUBSIDIZATION FOR PARTICIPATION IN MUSIC CONFERENCES AND SYMPOSIA ABROAD

The Cultural Services subsidize Cypriot artists and musicologists for their participation in music conferences and symposia abroad. During 2010 grants were given to people who participated in the International Conference «Study Group for Applied Ethnomusicology» in Vietnam and the 29th Congress «Beijing ISME World Conference 2010» in Beijing.

c) SUBSIDIZATION OF YOUNG TALENTED ARTISTS TO PARTICIPATE IN EDUCATIONAL PROGRAMS ABROAD

The Cultural Services subsidize young Cypriot artists for their participation in educational programs abroad. During 2010 grants were offered to people who attended courses for the European Cultural Management Diploma courses and high level courses by distinguished professors of stringed instruments and lyrical songs.

1.3. VISUAL ARTS

1.3.1. ACQUISITION OF WORKS OF ART

Being aware of the necessity to encourage artistic creation and establish a representative collection that would trace the course of Cypriot art from the beginning of the century up to the present day, the Cultural Services have continued to acquire works by Cypriot artists. These works are either displayed in exhibitions in Cyprus and abroad or are displayed at the Presidential Palace, Embassies of the Cyprus Republic abroad and the offices of high-rank Cypriot officials.

During 2010, 54 works of art were acquired in order to enrich the collection of the State Gallery of Cypriot Contemporary Art. The acquisition of works of art is made following the recommendations of the Committee for the acquisition of works of art, comprising of artists, historians, art critics and other professionals from the wider creative fields (architects, designers, etc.) and its operation is coordinated by the Cultural Services.

Based on the regulations in effect, the Committee visits, upon invitation or on its own initiative, art galleries and artists' studios and makes recommendations for the acquisition of artworks based on criteria such as the artistic quality of the proposed projects and the significance of the project in terms of documenting Cypriot art-trends etc.

1.3.2. CYPRUS STATE GALLERY OF CONTEMPORARY ART

The State Gallery houses, on a permanent basis, the state collection of Cypriot Contemporary Art. At the State Gallery an archive of artists is kept which includes their curriculum vitae and the characteristic features of their work, an archive of slides and photographs. There is also an Art

Library enriched on a yearly basis with significant publications on different subjects such as art, photography, dance and cinema.

During 2010, educational programs were once more held in the State Gallery for Primary school children, in cooperation with the Primary Education Department.

In 2010, the State Gallery was visited by about approximately 3000 visitors.

During 2010, the State Gallery participated, for the 4th year, in the European-wide celebrations of the 'Night for Museums', during which European Museums are invited to remain, on a particular day of the year, open to the public from the time the sun sets until late at night. The Night of the Museums was celebrated on Saturday 15th May. The program of the State Gallery, which remained open from 6 o'clock in the morning till midnight, included a guided tour in the permanent exhibition sections by a Cultural Services officer, an extemporization by performer Evi Demetriou and musician Irenaeus Koulouras, as well as a music ethnic-jazz concert, with Lefteris Moumtzis, Alkis Agathocleous, Savvas Chouvarda and Rhodos Panayiotou. A tour was also held in the National Museum of Struggle. The evening ended with a reception in the State Gallery garden. The public attendance to the event was more than satisfying.

1.3.3. PROMOTION OF CYPRIOT CONTEMPORARY ART IN CYPRUS AND ABROAD

The Cultural Services are responsible for the coordination and preparation of the participation of Cyprus in international art events, where our country is officially invited to take part. In this case, the choice of artists is made by the Advisory Committee, responsible for the Selection of Projects and Artists, through an open public competition amongst artists.

THE VENICE BIENNALE

The 54th Venice Biennale of Visual Arts entitled «IllumiNATIONS», will be held from June 4th to November 27th 2011, under the direction of the Swiss curator Bice Curiger. Cyprus will once more participate in the event, which, since 2005 takes place in the premises of the historic Palazzo Malipiero. The selection of the artist(s) who will represent Cyprus in the Biennale took place at the end of 2010. The selection is being made by an independent curator of international repute. In accordance with the policy implemented by the Ministry of Education and Culture since 2003, the curator in charge of the Cyprus Pavilion is selected and invited based on the recommendations of the Projects and Artists Selection Committee.

OPEN

Phanos Kyriacou was the artist chosen to represent Cyprus at the 13th International Exhibition of Sculptures and Installations- OPEN 2010, held this year in the town of Lido, Venice. The artist presented a large-scale sculptural installation of composite materials, titled «They had to climb a minor hill in order to enjoy a full view of their problem» (2010), in the Lido Lungomare. Cyprus has been participating in the exhibition since 2001, having been represented by some of the finest contemporary Cypriot artists.

Cairo Biennale

During the 12th Cairo Biennale, the inauguration of which was scheduled for December 12, 2010, Cyprus was represented with the project «Digitalis», an installation by artists Lara Alfa, Maria Loizidou and Helen Mouzourou and the video "Refusal" by Yioula Hatzigeorgiou.

Cooperation with important museums and art centers abroad

Apart from implementing official state representations, the Cultural Services cooperated during 2010, with leading international museums and institutions for the presentation of individual and group art exhibitions abroad. The examples below demonstrate the great potential of

contemporary Cypriot art and artists:

1. The Philadelphia Museum of Art, presented a group exhibition entitled «In the Round: Contemporary Art from the East Mediterranean - Live Cinema series», involving six major contemporary artists from the Eastern Mediterranean. Christodoulos Panayiotou was one of them, with his works *Untitled (Act 1: The Departure, 2007)* and *Untitled (Act III: The Glorious Return, 2008)*, previously presented at several important museums in Europe. The Cultural Services also supported the launch of a new project category by the artist, in a group exhibition entitled *Morality in WITTE de WITH* of Rotterdam, held together by his individual presentation at the Art Center CUBITT in London.
2. Last May, Tate Modern in London presented with great success the solo exhibition of Harris Epaminonda at the Museum's Level 2 Gallery. The artist, who is the first Cypriot to be invited to participate in the program of this important Foundation, presented installation titled *VOL. VI*, which is part of her ongoing work of the project category entitled *VOLUMES*.

1.3.4 ART WORKS IN PUBLIC BUILDINGS

The bill of Law of Minimum Quantity of Embellishment with Works of Art of Public Buildings Law of 2009 (Procedures and Obligations) (N. 57(1)/2009) dictates that the responsibility for organizing the competitions for the selection of Art Works belongs to the body under whose authority the particular public building belongs. The Ministry of Education and Culture prepares a catalogue with the public buildings that are eligible according to the bill's requirements and assists in the selection of works of art, by indicating if required, the members of the selection committees, based on the relevant alphabetical catalogue that is kept.

1.3.5 ADVISORY MONUMENTS COMMITTEE

The Monuments Committee has dealt with many applications for the erection of monuments in honor of persons who died in the struggles of the Greek- Cypriot people, including the 1955-59 Liberation Struggle with on the spot visits and by advising those concerned. Moreover, it has made suggestions for the subsidization of erecting monuments that fulfilled the necessary specifications.

The Monuments Committee now operates on the Inspection of the Erection and Placement of Monuments in Open Spaces Law [N. 79(1)/2006]. Its members have been appointed by the Ministerial Council.

1.3.6 50th ANNIVERSARY OF THE INDEPENDENCE OF THE CYPRUS REPUBLIC -VISUAL ARTS

As part of the celebrations for the 50th Anniversary of the Republic, the Cultural Services, in cooperation with the Pierides Foundation, organized an extended retrospective art exhibition at the Nicosia Municipal Arts Centre, dedicated to the 40 years of Cypriot participations in the Venice Biennale of Art (1968 - 2009). The exhibition presented to the Cypriot public, for the first time, examples of the Cypriot participations in the Venice Biennale, from the 1960s until today, in a historical continuum and connected it with the development of contemporary art in Cyprus as well as with the evolution of the Biennale institution itself. The exhibition, running from the 3rd December 2010 until 27th March 2011, is accompanied by a special brochure and various lectures / presentations, with the participation of Cypriot and foreign curators / critics.

1.4 THEATRE

The basic aims of the developmental policy of the Cultural Services in the sector of Theatre is

the development of theatrical education, the stimulation of public interest in theatrical creation, the promotion of Cypriot artistic potential abroad and the involvement of young people in the creative process.

Activity in the sector of theatre over the past few years has shown continual rise, expressed in the form of the production of theatrical shows, workshops and other events by a variety of official bodies.

The Cultural Services support the efforts that are potential incubators of new talents and significant artistic creation. Within this framework in 2010 they have offered grants for performances in various regions of the Republic of Cyprus, or participations in events abroad, including the Antidoto Theatre, Epigoni Theater, Stagones Zois Theatre, Point To Contemporary Theater, the Popular Theatre of Aglantzia , Alpha Square, Theatre Development Company of Limassol (ETHAL), the Pyjama-Chair Company, Theatre Workshop RSVP, the Paravasi Group , Theatre Dionysus, Theatre Anemona, and the National Armenian Cultural Association.

The Cultural Services also placed special emphasis on children's theater, and has offered grants to performances for children; specifically they have subsidized the 1st International Children's Theatre Festival organized by "Dead Famous" Productions.

1.4.1 CULTURAL DEVELOPMENT OF MUNICIPALITIES AND COMMUNITIES

In 2010 the Cultural Services evaluated and subsidized various cultural activities of a large number of requests submitted by municipalities, communities and groups. The events were thus selected for their contribution to the promotion of folk arts, theater, music, art exhibitions, films, dance, and book reviews.

The events focused on the promotion of Cypriot folk art through traditional dances and songs. Theatrical education was also promoted through the presentation of a large number of theatrical performances.

Furthermore, a number of concerts was held with top performers from Greece and Cyprus, who included in their repertoire rembetiko, Greek rock, folk and modern songs. With the support of the Cultural Services, screenings, art exhibitions, art performances, shadow theater performances and lectures, book presentations and other cultural events, were held.

1.5 DANCE

The Ministry of Education and Culture, being aware of the significant role dance can have in shaping the character of young people and society in general, offers manifold support to the development of dance in our country through various activities, events and programs.

The Cultural Services aim at: a) the support of research and artistic creation through the encouragement of both group and individual initiative, b) the enhancement of public interest through proper education and information c) the promotion of the education of young people in classical and modern dance d) the promotion of Cypriot artists abroad. The Cultural Services through subsidization are reinforcing the official bodies which are active in this sector.

1.5.1 DANCE PLATFORM – DANCE ENCOUNTERS

Since 2001, the Ministry of Education and Culture adopted the institution "Dance Platform – Dance Encounters", that was organized this year for the 10th consecutive year. This event, which is subsidized entirely by the Ministry of Education and Culture, gives the opportunity to Cypriot dance groups to present their creative and choreographic work in Contemporary Dance within an organized framework.

The “10th Dance Platform – Dance Encounters”, organized in collaboration with the Rialto Theatre, which provides the venue and the entire technical infrastructure, was held between the 5th and 7th March 2010. The following groups and choreographers participated with new presentations and with a significant upgrade in their artistic standards: En Drasei, Asomates Dynamis, Selas, Noema Dance Works, Echo Arts, Dance Theatre Omada Pente, Pelma, Lia Charaki, Transfiguratio, Aelion, Synthesis, ON / OFF, Nothing to Declare, Sonido Nad, Amphidromo Dance Theatre, aRttitude, Erika Charalambous, David Wood, Styliana Aristidou, Natalie Heller and Elena Antoniou.

At the same time, two lectures with a think-tank of choreographers, dance teachers and the public were organized together with three performances derived from Cypriot choreographers’ work. All the events took place at the House of Dance, near the Rialto Theatre creating thus a lively three-day extravaganza.

1.5.2 EUROPEAN DANCE FESTIVAL

At the initiative of the Cultural Services and with the aim of the best possible and most complete briefing of the public regarding European contemporary dance, the “European Dance Festival”, has been held annually since 1998. The Festival is organized by the Cultural Services in collaboration with the Rialto Theatre and Embassies or cultural centers of the participating countries. The contribution and financial support of the event by the Cultural Services, which are responsible for the coordination and undertaking of the event, are substantial and considerable.

This year’s 13th European Dance Festival was held at the Rialto Theatre from the beginning until the end of June. Representative groups of contemporary dance from 10 European countries participated: Austria, France, Germany, Switzerland, Greece, Italy, Spain, Croatia, Portugal and Cyprus. Cyprus was represented by the group ‘Pelma’ of choreographer Lia Charaki, who presented her dance piece “Giraffe”, the Amphidromo Dance Group of Elena Christodoulidou with her piece ‘Bla,bla,bla,Black out’ and the group Aelion of Foteini Perdikaki “Paul Kee”.

Six performances from the European Dance Festival, were also presented in Nicosia at the Pallas Theatre. These were the three performances from the Cypriot dance groups and the performances by the Italian, Spanish and Portuguese groups which were unanimously chosen as the best by the Selection Committee of the European Dance Festival.

1.5.3 NEA KINISI SUMMER DANCE FESTIVAL

Organized for the 7th consecutive year, the Nea Kinisi Summer Dance Festival was entirely funded by the Ministry of Education and Culture. The Festival was held at various locations within the town of Limassol. This year 7 dance groups performed: En Drasei, Soma, Dance Theatre Omada Pente, Noema Dance Works, Aelion, Echo Arts, Anna Charalambous / SOLIPSISM. The guest choreographer at the Festival was Athena Vachla from England.

1.6 CINEMA

Acknowledging the power of cinema and its importance in shaping contemporary society, the Cultural Services have given prominence to Cinema projects, aiming to serve all aspects that comprise the development of cinema (film production, cinema education and professional training).

1.6.1 FILM PRODUCTION

In 2010, the Ministerial Committee for Cinema adopted the proposal of the Advisory Committee

for Cinema and approved the funding of five proposals for scriptwriting, one proposal for animated film, three short films, two documentaries, five scriptwriting proposals for Feature Films and three proposals for the development of a production plan for a feature film. At the same time, seven short films, two film debuts, seven documentary films, and eight Feature Films are being prepared.

- A significant number of Cypriot films, funded by the State, were also promoted and awarded in several important Film Festivals around the world.
- In this year's Drama Film Festival (2010), the Cypriot movie «Oedipus» by Joachim Mylonas, won the Special Prize of the Greek Cinema Centre.
- The film «Knifer» by director Giannis Economides, screened at Pusan International Film Festival.
- The film «By Miracle» by Marinós Kartikis, participated in this year's Thessaloniki International Film Festival.
- The fiction feature films «Dinner with my sisters ' by Michael Hapeshis, «China Town - The Three Shelters» by Alice Danezi Knoutsen, «Fish n Chips» by Elias Demetriou and «Loveless Zorica» by Christina Chatzizachariou are in the final stage of postproduction.
- The Cultural Services retain the Cyprus pavilions at the Drama Short Film Festival in Thessaloniki and at the Cannes Festival, in order to promote Cyprus as a shooting location and also to promote Cypriot films.
- Finally, the Cultural Services in collaboration with the Advisory Committee and the Association of Film Directors are considering the development of incentives to promote co-productions with other countries and attract foreign film production.

1.6.2 CINEMA EDUCATION - EVENTS

The Cultural Services have developed a multi-faceted plan concerning cinema education and the theoretical training of the public. For the achievement of these aims they organize, collaborate and / or fund different festivals and retrospective events dedicated to screen directors and cinematographic movements. The events are held mostly:

- a) Within the framework of Cultural Agreements between Cyprus and other countries
- b) In cooperation with the Ministry of Culture of Greece
- c) In cooperation with Film Clubs (Friends of Cinema Society, Limassol Cine Club, Friends of Cinema Society Paphos) and other cultural organisations. At the same time various non-profit organizations, which contribute to cinema education, are financially supported.

The Ministry sponsors the following institutions and annual events:

- Tribute to French cinema in collaboration with the Cinema Society and the French Cultural Centre.
- Tribute to contemporary Romanian cinema in collaboration with the Embassy of Romania in Cyprus.
- Tribute to classical cinema and great directors of world cinema in collaboration with Friends of Cinema Society.
- Tribute to Indian Cinema in collaboration with the Embassy of India in Cyprus and the Friends of Cinema Society.
- The Mini International Limassol Documentary Festival (August 2010) featuring awarded films in various International Film Festivals, held by the Brave New Culture Organization. During the festival, workshops were organized in cooperation with Media office. Through these

workshops both Cypriot and foreign directors presented their proposals to foreign documentary professionals.

- The Mini International Documentary Festival (March 2010) featuring awarded films at various International Film Festivals. This is held in Nicosia by the «Opseis tou kosmou» Organisation and the Nicosia Municipality. The Festival included workshops and lectures.
- The International Film Festival for Children, incorporating schools in Elementary and Secondary Education. The Festival is bi-communal. It includes early screenings with analyses from filmmakers and other experts in the industry, evening workshops and film workshops. The Ministry also supports the Children's Film Festival and hosts the program «Karamela», which features educational screenings for children and young people, twice a month.

1.6.4 DEVELOPING CINEMA IN RURAL AREAS

The Cultural Services, within the framework of supporting cinema in rural areas has carried out the following activities:

1. Support to cinema halls in the countryside for their operation, on a yearly basis.
2. Promotion of Cypriot films in the countryside.
3. Funding of the Hambis Tsangaris School and the Organisation 'Opseis tou kosmou' for the organization of a Documentary Festival at the village of Plataniskia. Within the framework of the Festival cartoon specialists are invited to present their work and produce daily morning workshops with their Cypriot colleagues.

1.6.5 PROFESSIONAL TRAINING

The Cultural Services financially support directors, producers, and others for their participation in various educational seminars and workshops abroad. They additionally collaborate with the Media European program and its local office in Cyprus for the promotion of programs for professional training and growth of various film production areas.

In addition the Cultural Services:

1. subsidize Directors, thus enabling them to present their films at International Festivals and other exhibitions, thus projecting Cypriot cinema abroad,
2. support Cinema Societies,
3. support the efforts of the Union of Directors of Cyprus for the organization of workshops and tributes,
4. subsidize various other cinema activities.

1.6.6 SUPPORT OF SPECIAL PLAN FOR THE SOCIAL RE-INTEGRATION OF INDIVIDUALS AND GROUPS

The Cultural Services have collaborated, for the 4th consecutive year, with the Department of Social Welfare in organizing workshops of audiovisual expressions and games for children in Children's Shelters (Nicosia Youth Hostel and Limassol Shelter) giving them, therefore, the opportunity to express themselves and relax. The workshops taking place, within this framework, also offer the chance for personal growth and development as well as improvement of their self-esteem and creativity levels through their participation in communal and team building activities.

The activities include the viewing and the discussion on films, the involvement of children in the filming process, and children's visits to studios with actors and directors.

1.7 INTERNATIONAL FESTIVAL “KYPRIA 2010”

The Cultural Services successfully organized the International Festival ‘KYPRIA 2010’, which was dedicated this year to the 50th Anniversary of Independence of the Republic of Cyprus. Six cultural events took place in Nicosia, Strovolos, Limassol, Larnaca and Paphos.

More specifically, the Festival included the following events:

1. «**Oedipus Rex**» by Sophocles, with the Amphi - Theatro of Spyros Evangelatos (Strovolos and Larnaca)
2. «**Eroica**» with the Cyprus Symphony Orchestra (Limassol, Strovolos and Paphos)
3. «**Modern Creative Jazz**» with the M. Takoushis & G. Karapatakis Quartet (Larnaca, Nicosia and Limassol)
4. «**From the musical roots of Cyprus**» with Evagoras Karageorghis and the Jindrichuv Hradec Orchestra -Prague (Limassol, Paphos and Strovolos)
5. «**Treasured Island**» with the Oxford Philomusica Orchestra (Paphos and Strovolos)
6. «**Rushes Plus**» with the Inbal Pinto & Avshalom Pollak Dance Company (Strovolos and Limassol)

1.8 FOLK CULTURE/CULTURAL HERITAGE

The Cultural Services carried out the following activities in connection with folk culture, a growing area which continues to gain popularity from the wider public and official bodies:

1. Traditional music and dance ensembles were subsidized for the acquisition of traditional costumes and for their participation in folkloric events in Cyprus and abroad.
2. Traditional dance teachers and researchers were encouraged to attend dance seminars abroad.
3. Members of the Cyprus Committee of the International Council of Folklore Festivals and Folk Arts were subsidized for their participation in International Conferences.
4. Cypriot communities abroad were subsidized for the acquisition of traditional costumes.
5. Subsidization of Festivals by communities and rural areas, with the aim of achieving cultural devolution.
6. Encouragement of The Shadow Play-Karagiozis puppet masters.
7. Support of Festivals and various cultural activities by the Municipalities of Cyprus in relation to our traditional culture.
8. Subsidies for the implementation of rural cultural centers.

CULTURAL HERITAGE

1. The European Heritage Label was created in 2006, and aims at the expression of the European vision and common cultural identity of member-countries of Europe. Within this framework, Cyprus submitted four candidatures, which were accepted for integration in the Cultural List. These monuments are: the Kolossi Castle, the Nicosia Medieval Walls, the archaeological site of Kourion, the Sanctuary and Stadium of Apollon Ilatis and the religious cultural route which includes 6 Byzantine and Post-Byzantine Churches of the Troodos region (Virgin Mary of Asinou, Saint Sozomenos, Virgin Mary Chrysokoyrdalioyissa, Virgin Mary Catholic, Saint Mamas, Virgin Mary ‘Therapeutical’) which feature frescoes of immense archaeological and historical importance.
2. Attendance in various committees for safeguarding and promoting our cultural and archaeological heritage.

1.9 MUSEUMS

In May 2009 the House of Representatives voted for Law N.58(i)/2009, a regulatory law pertaining to the Recognition of Private Museums and Museums which operate under the auspices of regional authorities (Procedures and Pre-conditions) and suggested by the Ministry of Education and Culture. The proposed institutional framework (regulatory law draft) that was put forth to the House of Representatives defines the preconditions which must be satisfied in order for these museums to be recognized by the State. The basic aim of this regulation is the consolidation, by institutional means, of the state's fundamental role in matters pertaining to the upgrading of operation and services provided by these Museums to the public. The law also includes incentivisation schemes to stimulate Museums in order to seek Governmental recognition and, therefore, gain eligibility for funding, under the terms and conditions provided by a special plan. The Museum Council is the responsible body for the evaluation of the applications.

Immediately after its appointment, the Museum Council processed the Plan of Subsidy Allocation to Qualified State Museums, which was subsequently approved (October 2010) by the Ministerial Council, and which will ultimately be implemented by 2011.

1.10 OPERATION OF CULTURAL FOUNDATIONS

1.10.1 NATIONAL MUSEUM OF STRUGGLE

The National Museum of Struggle has operated in its new building since its inauguration on 30th April 2001. During 2010 it was visited by about 24,000 people most of whom were students and tourists.

1.10.2 HOUSES OF ARTS AND LITERATURE

During 2010 the Cultural Services continued to lease premises in Nicosia, Limassol, Larnaca and Paphos in order to provide accommodation to associations that serve the Arts and Literature. The Houses of Arts and Literature are used by the organizations they accommodate for meetings, visual art exhibitions, literary events, film viewings, theatre rehearsals, and so on.

In 2002, the Houses of Arts and Literature in Nicosia and Paphos relocated in new and more spacious premises due to the fact that they had increased activities and hosted a greater number of guests than in the previous years. These new premises are listed buildings. During 2005 the procedures for the creation of a House of Arts and Literature in Larnaca, in cooperation with the local cultural organizations were completed. The new House of Arts and Literature began operation in July 2005 in one of the town's listed buildings.

The Cultural Services continue to support the management, operation and cultural activity of the Houses Arts and Literature with the steady objective of turning them into important urban cultural bases.

1.10.3 CULTURAL SCHOOLS AND WORKSHOPS

The Ministry of Education and Culture, aiming at the utilization and upgrading of the current infrastructure, has proceeded with the creation and operation of cultural villages and schools in Lemba (the Stas Paraskos College of Art) and Plataniskia (the school of Hambis Tsangaris) as well as the use of these premises for 'residencies'.

Work has begun at the Stas Paraskos College of Art in Lemba regarding the College's utilization of the buildings in order to implement the provisions of the Strategic Plan for the creation of a network of workshops / schools in rural areas.

The Ministry of Education and Culture's funding of Hambis Tsangaris for the creation of a School and Museum of Engraving at Plataniskia serves the same purpose. The Museum has already been inaugurated and an agreement for financial support of both the School and the Museum has been signed between the School and the Ministry of Education and Culture. The Cultural Services have also progressed with their project of creating a 'Neighborhood of Artists' in Limassol and a Centre of Cultural Creation for Children and Young people in Larnaca, which began its operation in December 2009.

1.11 OPERATION OF CULTURAL CENTRES/OFFICES ABROAD

1.11.1 HOUSE OF CYPRUS IN ATHENS

The House of Cyprus held several events in 2010, most of which were devoted to the 50th Anniversary of the Independence of the Republic of Cyprus. The events included numerous book reviews in cooperation with the Ministry of Education and Culture, lectures, art exhibitions and musical events, many of which were held in collaboration with other institutions. The House of Cyprus having Mr. Kostas Lympouris as Cultural Counselor, supported events dedicated to Cyprus organised by various bodies such as Cypriot organizations in Greece, Municipalities, Institutions or Galleries that host Cypriot artists. The House of Cyprus also took part in annual exhibitions, such as the paleontological exhibition and the 16th International Contemporary Art Exhibition ART ATHINA.

1.11.2 OFFICE OF THE CULTURAL COUNSELOR AT THE EMBASSY OF THE REPUBLIC OF CYPRUS IN LONDON

During 2010 many events were held at the Hellenic Centre and other venues by the Office of the Cultural Counselor. Events included book presentations, lectures, theatrical performances and concerts, and addressed both the British public and the Cypriot community. In 2010 the Cultural Counselor, Dr. Niki Katsaouni participated in important conferences and numerous cultural activities featuring Cypriot and foreign artists, Embassy events and regular meetings of EUNIC, the British Council, the Visiting Arts and the Commonwealth. Her presence during these events was regular and of great significance.

1.11.3 OFFICE OF THE CULTURAL ATTACHÉ AT THE EMBASSY OF THE CYPRUS REPUBLIC IN BERLIN

From the beginning of 2005 the Office of the Cultural Attaché has been in operation at the Cyprus Embassy in Berlin. The Office's main responsibility is the organization of events with the aim of promoting the culture and the contemporary artistic and intellectual creativity of Cyprus in Germany. The Office cooperates with German Institutions as well and includes Cypriot artists in German events.

1.12 BILATERAL AND MULTILATERAL RELATIONS

1.12.1. AGREEMENTS AND PROGRAMS OF CULTURAL COLLABORATION

Cyprus, with the aim of collaborating with other countries in the sectors of education, culture and sciences, has to date signed a large number of Bilateral Agreements. For the implementation of these Agreements the contracting parties establish and sign the Presiding Programs of Education, Cultural and Scientific Collaboration. The Agreements and the Programs, with the adjustments they include, provide the necessary statutory framework in which Cyprus' cultural and educational exchanges are implemented with other countries. The Cultural Services are responsible for the shaping and implementation of the Programs' provisions concerning the cultural collaborations

and the cultural exchanges Cyprus has with the relevant country each time (with the exception of the provision regarding collaboration in the field of Cultural Heritage). Within the framework of this competence, the Cultural Services organize events aimed at projecting contemporary Cypriot culture abroad as well as host in Cyprus cultural events organized by other countries. Within the context of these programs, professional meetings take place, with a view to exchange information, mutually briefing and collaborating in the field of culture. In 2010, among others, a bilateral treaty was signed between Cyprus and Austria.

1.12.2 THE COUNCIL OF EUROPE

Cyprus has been a member of the Council of Europe since 1961 with parliamentary representatives in the Parliamentary Assembly of the Council of Europe, actively participating in the programs and the activities promoted within the coordinated transnational collaboration of the member states.

In 1969, Cyprus ratified the European Cultural Convention which expresses the principles and aims of the Council of Europe in the field of culture and establishes the transnational cultural collaboration of the Council of Europe member states. This convention constitutes the corner stone for the development of the Council of Europe's activities in the field of culture, whereas the legal basis it offers represents the starting point for the drawing up and adoption of other cultural conventions of the Council of Europe specialized according to cultural fields and topics.

The European Cultural Convention includes, inter alia, the aims of promoting the recognition, on behalf of the European citizens, of the common cultural heritage, promoting mobility and cultural exchanges for a better mutual understanding, promoting the Pan-European cultural cooperation in all its fields, establishing the European dimension concerning the creation and recognition of political and practical standards in the domain of culture, and so on. For the promotion of these aims various Steering Committees, comprising representatives of member states, are set up. Their work is assisted and coordinated by the Secretariat of the competent Direction of the Council of Europe. Cyprus is a member of two such Committees: the Cultural Steering Committee (CDCULT) and the Steering Committee for Cultural Heritage (CDPAT).

The work of these committees concentrates on the promotion of an intercultural dialogue, in harmonizing the cultural policy of the member states with commonly accepted principles and standards of cultural policy (by selecting and adopting the best practice in the field of cultural policy and cultural management), on supplying advisory services and transfer of knowledge to the member states of the Council of Europe with a view to updating their institutional frameworks as far as culture is concerned.

1.12.3 UNESCO

The Republic of Cyprus has signed the UNESCO convention on the Protection of Intangible Cultural Heritage and has undertaken responsibilities which it will implement on the basis of the principles and regulations of the given convention. For the implementation of the activities, two bodies have been established: the Executive Body and the Advisory Body. The two Bodies are responsible for the activities which are required and for the measures which have to be taken for the application of the conditions of the convention.

Cyprus has also been elected as member of the Intergovernmental Committee of UNESCO for the Protection of Intangible Cultural Heritage. The embroidery of Lefkara has already been submitted to UNESCO as the first representative samples of Cyprus' living, traditional expressions, in order to be included in the 'Intangible Cultural Heritage List'. In 2010, Cyprus has also entered the request for the "tsiatista" traditional songs to be entered on the Intangible Cultural Heritage List.

Cyprus, as a member of UNESCO, promotes, through the Ministry of Education and Culture the

ratification of UNESCO's Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which was adopted by UNESCO in October 2005, within the framework of the UNESCO 33rd General Conference. Cyprus has become a contracted member of the convention at the same time as the rest of the member states of the European Union.

1.13 EUROPEAN UNION

In 2010, the Cultural Services supported various events which were promoted and implemented in cooperation with official parties from European countries in all fields of cultural activities. At the level of Cyprus' representation in the European Program management committees related to culture, the Cultural Services participated in the Management Committee for the "Culture" Program, as well as in that of "Europeana" that comprises the digital library, museum and archive of Europe.

1.14 OTHER ACTIVITIES

1.14.1 SUBSIDIES OF CULTURAL INSTITUTIONS (ASSOCIATIONS, SOCIETIES, ORGANIZATIONS)

The Cultural Services offer ad hoc grants literary and artistic institutions in Cyprus to cover part of their costs for the organization of events. Ad hoc grants are given only for specific events which have provided a detailed budget with their application.

1.14.2 ADVISORY COMMITTEES

The Cultural Services coordinate a number of advisory committees which comprise officers of the Department and cultural personages.

Moreover, Cultural Officers participate in various committees responsible for collective cultural events, cinema, museums, institutions for the protection of cultural heritage, and so on.

1.15 OTHER INSTITUTIONS AND PROGRAMMES FOR CULTURAL DEVELOPMENT

1.15.1 CYPRUS CULTURAL CENTRE

By decision of the Council of Ministers, the creation of a Cyprus Cultural Centre is being promoted. In 2005, the Council of Ministers approved (Decision Number 63.311, 6th July 2005) the establishment and the statute of the Cyprus Cultural Foundation. The Administrative Council has already begun operating. In October 2006 an international competition for the design of the Cyprus Cultural Centre was declared. In March 2007, the Cyprus Cultural Foundation announced that its Board of Directors voted unanimously to accept the recommendation from the Jury of the international architectural competition to appoint Hopkins Architects of London to design the Cyprus Cultural Centre. The work is expected to be completed by 2012.

2. CYPRUS RESEARCH CENTRE

Legal Standing

The Cyprus Research Centre (C.R.C.) was founded by the Greek Communal Assembly (G.C.A.) (Law no. 9, 1964). Since the dissolution of the G.C.A. the C.R.C. has functioned as a department of the Ministry of Education and Culture (Law 62 of 1966).

Aims and Objectives

- The undertaking of research on Cypriot subjects by both Cypriot and overseas researchers on a systematic basis. Research programmes connected with the most fundamental aspects of Cypriot studies, that is on the history, folklore, linguistics, literature, ethnography and sociology of Cyprus are implemented at the C.R.C. within a broader historical and geographical context.
- The organization, undertaking and conduct of research in any other branch as required by current national imperatives.
- The publication and dissemination of the conclusions of the research conducted.
- The promotion of scholarly research in Cyprus and of research co-operation with other countries.

Means

The realization of the above objectives is sought by the following means:

- By utilizing the existing permanent research staff, the secondary school teachers on secondment and outside scholars.
- By the organization and constitution of research archives and of a library specializing in Cypriot studies. At the C.R.C. to-day a Historical Archive, a Folklore Archive, an Oral Tradition Archive and a Veterans' Archive have been constituted.
- By organizing research missions both within and outside Cyprus.
- By organizing academic conferences in Cyprus, or by the participation of scholars representing the C.R.C. in international conferences abroad.
- Through the promotion of able Cypriot researchers and scholars and through guiding and coordinating their academic research.

Research programmes

The C.R.C. has both short and long-term research programmes which are assigned to its permanent research staff. Long-term research programmes can also be assigned to outside scholars.

The conclusions of short-term research programmes are published in the *Epeteris* (Annual Review) of the C.R.C., while those of long-term programmes are published independently in one of the following series:

- Texts and Studies in the History of Cyprus
- Publications of the Cyprus Research Centre

Publications

The publications of the C.R.C. are brought out in the above series, either in Greek or in the main European languages (English, French, German, Italian and Spanish) and include a broad range of scholarly works, such as the C.R.C. Annual Review, scholarly monographs, translations, publications of documents and historical sources and the publication of academic conference proceedings. To-date 122 academic books, 34 Annual Reviews and one CD have been published.

During 2010 the CRC published the following:

- Tilemahos Loungis, *Byzantium in the Eastern Mediterranean: Safeguarding East Roman Identity*
- Christopher Schabel, *Bullarium Cyprium: Papal Letters involving Cyprus, 1196-1313* (2 τόμοι)
- Nicholas Coureas, *The Latin Church in Cyprus 1313-1378*
- George Kehagioglou – Lefteris Papaleontiou, *Ιστορία της Κυπριακής Λογοτεχνίας (History of Cypriot Literature)*
- *Epetirida 2009-2010, Volume XXXV*

Archives

For the purposes of research, the conservation and the preservation of original materials on Cypriot studies archives have been concentrated in a thorough and scholarly manner by research missions organized abroad, purchases or donations or by missions to overseas archives, universities and libraries. The C.R.C. in co-operation with the University of Cyprus Library and in the context of a research programme for the up-dating of the way the archives are administered has completed the creation of a unified data base and has transformed the totality of the archival material into an electronic library and a digital library.

1. Historical Archive of the Cyprus Research Centre (HA)

The constitution of the historical archive of the C.R.C. began during the first years of the Centre's existence in 1965. A host of records and manuscripts on the Medieval and Ottoman periods of Cyprus history are kept in the HA, from archives in Venice and the Vatican, the Paris National Library and the British Library. The modern period is represented largely through records from the national archives of Greece, Britain and the USA. There is also a rich collection of records from Cyprus such as ledgers of merchants, musical books, microfilms of ecclesiastical codices, photocopies of dowry contracts, colour slides and photographic materials and notes concerning the history, the institutions and historical personalities of Cyprus. A recent addition is the family archive of Xenophon and Anastasia Coumbarides.

2. Folklore Archive (FA)

The Folklore Archive began with a mission to Cyprus organized by the Academy of Athens (1960). Such missions were supported by the Greek Education Office of Cyprus. When the C.R.C. was founded in 1962, it placed among its objectives the collection and recording of the linguistic and folklore materials of Cyprus. With this end in mind permanent researchers of the C.R.C. undertook research missions to various villages throughout Cyprus. The materials collected were recorded on old-fashioned cassette reels, and a large part of them has been transcribed from these reels into written form. The Folklore Archive also contains manuscripts with folklore material donated to the C.R.C. by private persons.

3. Oral Tradition Archive (OTA)

Following systematic research materials, on the history and civilization mainly of the occupied parts of Cyprus, have been assembled at the OTA, as well as from a number of communities in the government-controlled areas. The archive was set up in the years 1990-1998 and it contains a wealth of oral material on matters of topography, history, and social, economic, spiritual and cultural life. From 1 September 2002 research missions to the government-controlled areas of Cyprus (rural and urban) have continued, and interviews on traditional lifestyles have been recorded with a view to completing the Oral Tradition Archive. During the year 2009 six young graduates were employed by the Centre for the purpose of taking interviews in the areas controlled by the Republic.

Research has been completed. The CRC is now working toward the compilation of the registers and indexes of the archive.

4. Veterans' Archive

Research on setting up this archive began in October 1990 in co-operation with the Pancyprian Association of World War II veterans and the Pancyprian Greek Association of Volunteer Fighters. The recording of their reminiscences was done on 334 tapes while at the same time valuable written material was also collected, shedding light on the participation of Cypriots in the wars of the 20th century. At the moment the CRC is engaged in providing assistance for a documentary regarding Cyprus' contribution during the Second World War.

Library

Since its foundation (1962) a library at the C.R.C. has begun to be constituted on a systematic basis in the fields of linguistics, Folklore, Ethnography, Literature, History and the study of civilizations. Included in this collection are books concerning Cypriot studies (Sources of Cypriot history) and general history (ancient, medieval, Byzantine, as well as the recent history of Greece, Cyprus and other countries). There are also books on linguistics, folklore, archaeology, literature, philology, sociology, religion, periodical publications, dictionaries, annual reviews (Greek and foreign), reference works, old newspapers, publications on the occupied towns and villages of Cyprus and the entire set of C.R.C. publications (Annual Reviews and Monographs). Following the rehousing of the CRC in new and more spacious premises the library is being re-organised and the stock is catalogued in accordance with the ABEKT electronic system. At present the Library stocks 19.000 titles of books and journals.

Miscellanea

The CRC has undertaken the implementation of UNESCO's convention regarding intangible cultural heritage. The CRC is also setting up an archive regarding cultural treasures relevant to Cyprus and kept in archives and libraries in Venice.

On the occasion of the fiftieth anniversary of the Republic of Cyprus the CRC organized, on December 9-10, 2010, an international scientific conference titled, «The Republic of Cyprus: Past, Present, Future»

3. CYPRUS THEATRE ORGANISATION (CTO)

3.1 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2009 – 30.9.2010

MAIN STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	FESTEN by David Eldridge Translation: Aliki Danezi - Knutsen & Manolis Dounias Direction: Neophytos Taliotis Period: 07.11. – 20.12.2009	19	3.801
2.	AN ITALIAN GIRL AT KIPSELI by N. Tsiforos – P. Vassiliades Direction: Costas Demetriou Period: 16.01. – 09.04.2010	25	11.796
3.	RUMORS by Neil Simon Adaptation: Vasia Panagopoulou & Christos Karchadakis Direction: Stefanos Kotsikos Period: 13.03. – 08.05.2010	21	3.936
4.	NO SMOKIN PLEASE by Loris Loizides & Christiana Artemiou Direction: Achilleas Grammatikopoulos Period: 25.06. – 23.07.2010	35	21.789
5.	LYSISTRATA by Aristophanes Adaptation/Direction: Giorgos Mouaimis Period: 23.06. – 21.07.2010	11	6.128
TOTAL OF MAIN STAGE		111	47.450
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009		68	24.176
COMPARATIVE FIGURES 1.10.2007 – 30.09.2008		77	28.702

NEW STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	WHOSE LIFE IS IT ANYWAY? by Brian Clark Translation: Varnavas Kyriazis Direction: Athanasia A. Karayannopoulou Period: 06.11.2009 – 02.01.2010	20	2.547
2.	JUMPING THE GUN by Gabor Gorgey Translation: Christina Todea Christodoulou Direction: Mircea Cornisteanu Period: 08.01. – 20.02.2010	17	2.092
3.	THE SEXUAL NEUROSES OF OUR PARENTS by Lukas Barfuss Translation: Koralia Soteriadou Direction: Yiannis Paraskevopoulos Period: 26.02. – 01.05.2010	21	2.433
TOTAL OF NEW STAGE		58	7.072
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009		36	4.323
COMPARATIVE FIGURES 1.10.2007 – 30.09.2008		64	7.297

EXPERIMENTAL STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	METAMORFOSIS Based on “Metamorphoses” by Ovidius Translation/Adaptation/Direction: Magdalena Zira Period: 18.11.2009 – 06.01.2010	18	1.568
2.	IN TWO MINDS Concept/Direction: Athina Kasiou Period: 27.01. – 17.03.2010	15	1.033
3.	INCOGNITO (repeat production) Research – edition of text: Stela Firogeni Composition/Adaptation of songs and music: Giorgos Christodoulides, Stela Firogeni Performers/Directorial Supervision Period: 24.03. – 28.04.2010	8	367
4.	MINEFIELD by Pamela Dürr Translation: Emiliós Charalambides Direction: Anne Contensou Period: 22.09.2010 –		
TOTAL OF NEW STAGE		41	3.238
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009		46	5.774
COMPARATIVE FIGURES 1.10.2007 – 30.09.2008		33	2.351

CHILDREN'S STAGE

1.	THE QUILTMAKER'S GIFT Inspired by the homonym modern fairytale by Jeff Brumbeau Text/Direction: Stratis Panourios Period: 11.10.2009 – 27.03.2010	106 (84 students performances)	41.707
2.	RUMPELSTILTSKIN by Mike Kenny Translation: Xenia Kalogeropoulou Direction: Vassilis Andreou Period: 11.09.2010 –		
TOTAL OF CHILDREN'S STAGE		106	41.707
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009		74	26.919
COMPARATIVE FIGURES 1.10.2007 – 30.09.2008		113	52.793
GRAND TOTAL		316	99.467
COMPARATIVE FIGURES 1.10.2008 – 30.09.2009		224	61.192
COMPARATIVE FIGURES 1.10.2007 – 30.09.2008		287	91.143

PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2009, 2008

	Play	No. of Performances	No. of Audiences
2009	Aristophanes "CLOUDS"	2	6.016
2008	Aristophanes "PLUTUS"	1	1.676

COMPARATIVE CHART OF NUMBER OF PLAYS, PERFORMANCES AND AUDIENCES IN CYPRUS AND ABROAD

1.10.09 – 30.9.10	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	5	1	111	1	47.450	5.000	52.450
New Stage	3	-	58	-	7.072	0	7.072
Experimental Stage	4	1	41	4	3.238	230	3.468
Children's Stage	2	-	106	-	41.707	0	41.707
TOTAL	14	2	316	5	99.467	5.230	104.697

1.10.09 – 30.9.10	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	68	2	24.176	6.016	30.192
New Stage	2	-	36	-	4.323	-	4.323
Experimental Stage	3	2	46	4	5.774	450	6.224
Children's Stage	1	-	74	-	26.919	-	26.919
TOTAL	10	3	224	6	61.192	6.466	67.658

1.10.07 – 30.9.08	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	77	1	28.702	1.676	30.378
New Stage	3	1	64	5	7.297	751	8.048
Experimental Stage	2	-	33	-	2.351	-	2.351
Children's Stage	2	-	113	-	52.793	-	52.793
TOTAL	11	2	287	6	91.143	2.427	93.570

* The figures above include all performances given by the Cyprus Theatre Organisation abroad.

COLLABORATION OF THE CYPRUS THEATRE ORGANISATION WITH THEATRE COMPANIES IN CYPRUS AND ABROAD

Within the framework of collaboration and exchanges the Cyprus Theatre Organisation during 2010 staged the following plays:

c/c		No of Performances	No. of Audiences
1.	“HEADS or TAILS” (Theater an der Parkaue ETC) Period: 11.10.2009 – 27.03.2010)	40 (33 students performances)	5.036

3.2 DEPARTMENT OF THEATRE DEVELOPMENT

3.2.1 SUBSIDISATION OF THEATRE CREATIVITY

Plan C´ (Annual subsidisation of non-profitable companies)

	2010 € Until 23.09.10	2009 €	2008 €
SATIRICON THEATRE	274.872	255.186	233.594
THEATRO ENA	268.114	238.193	237.966
E. TH. A. L.	255.729	240.249	227.090
SKALA THEATRE	263.445	249.732	229.283
TOTAL	1.062.160	983.360	927.933

Plan B´ (Ad Hoc subsidisation of non-profitable companies)

	2010 € Until 23.09.10	2009 €	2008 €
ANIKTO THEATRO	-	-	52.000
THEATRE DIONYSOS	82.000	111.500	110.000
THEATRE ANEMONA	27.000	165.000	41.263
THEATRE ANTIDOTO	33.000	-	28.000
PARAVAN PROACTIONS	-	-	26.000
THEATRE “EPIGONOI”	13.500	44.000	-
KENTRO PARASTATIKON TECHNON MITOS	12.000	5.000	-
TOTAL	167.500	325.500	257.263

Plan A´ (Ad Hoc subsidisation of groups)

	2010 € Until 23.09.10	2009 €	2008 €
THEATRE GROUP "EPITHESEOS"	-	3.000	8.550
FOTOS FOTIADES	2.500	5.000	8.550
THEATRE VERSUS	17.000	26.000	14.709
APOSTOLOS APOSTOLIDES	2.000	6.000	3.000
EMILIOS CHARALAMBIDES	-	-	4.500
PRIMA VISTA	-	-	6.000
THEATRO TECHNIS ELLIS & DORIS KYRIAKIDOU	-	7.000	5.000
THEATRE GROUP POINT 2	2.500	9.000	5.000
THEATRE GROUP "ANERADA"	-	8.550	-
THEATRE STAGONES ZOIS	8.000	7.000	-
THEATRE GROUP THEAMA	2.000	-	-
THEATRE GROUP "EPITHEORISIAKOS LOGOS"	10.250	12.000	-
UTE WORMANN – STYLIANOU	-	3.000	-
PROTOPORIAKO THEATRE	1.000	-	-
PANAYIOTA MONIA	2.000	-	-
GROUP PIZAMA KAREKLA	4.000	-	-
MARIOS IOANNOU	2.000	-	-
THEATRE GROUP SOLO YIA TRIS	5.000	-	-
DELITHEATRO	3.000	-	-
CONSTANTINOY ANDRI	3.500	-	-
THEATRE GROUP AGRIO AVGO	2.000	-	-
THEATRE GROUP AEGAEA	4.000	-	-
THEATRE DENTRO LTD	7.500	-	-
THEATRE GROUP PERSONA	4.000	-	-
E.S.P. – THEATRE X	8.500	-	-
TOTAL	90.750	86.550	55.309

Theatres of Cypriot communities abroad

	2010 € Until 23.09.10	2009 €	2008 €
THEATRE GROUP "OUR CYPRUS"	2.000	-	4.709
TOTAL	2.000	0	4.709

GRAND TOTAL OF SUBSIDISATIONS	1.322.410	1.395.410	1.245.214
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3.2.2 INFRASTRUCTURE

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2010

	€ Until 23.09.10
THOC NEW BUILDING	4.331.749
MAKARIOS III AMPHITHEATRE	3.484
NEW STAGE THOC	234
KOURION ANCIENT AMPHITHEATRE	2.571
THEATRO AGORAS OF AGIOS ANDREAS	1.947
MUNICIPAL THEATRE OF LATSIA	85
TOTAL	4.340.070

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2009

	€
THOC NEW BUILDING	3.563.966
CYPRUS THEATRE MUSEUM	70.000
MAKARIOS III AMPHITHEATRE	62.548
NEW STAGE THOC	12.739
KOURION ANCIENT AMPHITHEATRE	2.589
THEATRO AGORAS OF AGIOS ANDREAS	908
MUNICIPAL THEATRE OF LATSIA	861
TOTAL	3.713.611

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2008

	€
THOC NEW BUILDING	27.522.285
CYPRUS THEATRE MUSEUM	147.718
MAKARIOS III AMPHITHEATRE	76.075
NEW STAGE THOC	22.056
KOURION ANCIENT AMPHITHEATRE	4.467
THEATRO AGORAS OF AGIOS ANDREAS	636
TOTAL	27.773.237

3.2.3 OTHER SUBSIDIES AND ACTIVITIES

Amateur Theatre 2010	€ Until 23.09.10
22 nd Pancyprian Festival of Amateur Theatre	315
TOTAL	315

Amateur Theatre 2009	€
22 nd Pancyprrian Festival of Amateur Theatre	44.196
21 st Pancyprrian Festival of Amateur Theatre	611
TOTAL	44.807

Amateur Theatre 2008	€
21 st Pancyprrian Festival of Amateur Theatre	44.280
20 th Pancyprrian Festival of Amateur Theatre	1.025
PROSVASI Group travelling to Germany	1.196
Theatre Group of "KARYATIDES"	1.200
TOTAL	47.701

School Theatre	2010 € Until 23.09.10	2009 €	2008 €
Pancyprrian Student Theatre Games in Memory of Panayiotis Sergis	43.728	47.077	35.183
Educational Seminar for Teachers	68	5.162	-
TOTAL	43.796	52.239	35.183

Subsidies of Organisations	2010
Annual Subsidy of the Cyprus Centre of the International Theatre Institute	77.000
Popular Theatre of Aglandjia	111.000
Cyprus Playwrights Society	4.300
Actor Union of Cyprus	5.125
SI.DI.K.E.K.	5.125
TOTAL	102.550

Other Activities

	2010 Until 23.09.10
EUROPEAN THEATRE CONVENTION	8.732
EUROPEAN THEATRE CONVENTION – CYPRUS	23.235
Subsidy to Cypriot Playwrights whose plays have been staged by subsidised Theatres	8.200
Craiova Romania "JUMPING THE GUN"	3.218
Athens "CLOUDS"	1.983
THOC Publication PROFILE	1.700
Theatre Expression Programme	1.600
World Theatre Day	1.501
European Office Cyprus	850
Rome – PRIMIO EUROPA	672
Theatre Meeting	385
Athens – "Michael Cacoyannis" Foundation Opening Ceremony	300
TOTAL	52.376

4. THE CYPRUS LIBRARY

The Cyprus Library was established in 1987 (Law 51/87). It is located on the D'Avila Bastion of the Venetian walls of Nicosia near Eleftheria Square.

In 2010 the Central Library held more than 100,000 volumes and provided lending and reference services to users in Cyprus and abroad. Its primary collections comprise of Cypriot books and periodicals, and United Nations documents.

The Bulletin of the Cyprus Bibliography for 2009 was published by the Library.

PART C'
SPORTS

1. CYPRUS SPORTS ORGANISATION (CSO)

STRUCTURE

The Cyprus Sports Organisation being the Supreme Sport Authority in the Republic of Cyprus is responsible for the development of the out-of-school sports, as well as the Sports For All project, pursuant to the 69-96 Law on the Cyprus Sports Organisation.

The functioning structure of the CSO is as follows:

1. Sports Sector
2. Sporting Grounds Sector & Technical Services
3. Financial Administration Sector
4. Human Resources Sector

The Competitive Sports, the Sports For All project, as well as each one of the CSO other projects (Anti Doping, National Sport Development Support Scheme-NSDSS, Violence etc) come under the responsibility of the Sports Sector.

The creation and / or the improvement of the sport infrastructure as well as the supervision and maintenance of all the private-owned sporting grounds come under the Sporting Grounds Sector & Technical Services.

The entire financial planning of the CSO and the financial auditing processes come under the Financial Administration Sector.

The training of all the permanent staff of the Organisation, the follow-up of the Sport Research Centre and the Relations with the Trade Unions come under the Human Resources Sector and the Cyprus Sport Research Centre - CSRC.

BREAKDOWN OF THE SECTORS AND BRANCHES:

1.1 SPORTS SECTOR

The Sports Sector has been involved in two disciplines: the Competitive Sports and the Mass Sporting.

1.1.1 COMPETITIVE SPORTS

The CSO has provided the Competitive Sports with financial support amounting to € 17.198.932 used in the form of subsidies:

- (a) CSO projects (Anti-Doping, Congresses, Insurance, Violence and Fair Play, National Sport Development Support Scheme, National Talents' Scheme, Developing High Performance Athletes Scheme – Training for the requirements of the Games of the Small States of Europe [GSSE] and the Mediterranean Games, Research, Woman and Sports and Sport School.
- (b) Discipline A' - Basis Sports (Clubs)
- (c) Discipline B' - Elit Sports (Federations)
- (d) Social Sports (Special Sports, Drugs, Sports and Environment etc)

The competitive year 2010 has been successful for the Cyprus Sports Organisation

Our athletes' achievements at the latest Mediterranean Games (2009) and at the recent Commonwealth Games (2010) give evidence that the upward course of Competitive Sports is pursued and will reach the peak when we participate in the London 2012 Olympic Games, where we hope Cyprus to come up Olympic medallist for the first time.

We lay stress on the good show of our athletes at the Commonwealth Games where Cyprus has come up medallist many times: 5 medals in Rhythmic Gymnastics awarded to Trikomitou Chrystalleni (1st ribbon and rope, 2nd comb.indiv., 3rd ball and hoop), a gold medal awarded to Dimitris Krassia in horizontal bar, a gold medal in team skeet – shooting, a silver medal in pole jump awarded to Marianna Zachariades – track and field, a bronze medal awarded to Erodotos Giorgallas in rings etc.

Our most important successful detailed results achieved in 2010:

SPORT	ATHLETE'S NAME	PLACE	DISCIPLINE	GAME
GYMNASTICS	TRIKOMITOU CHRYSTALLENI	1 st	RIBBON	COMMONWEALTH GAMES
		1 st	ROPE	
		2 nd	COMB.INDIV.	
		3 rd	BALL	
		3 rd	HOOP	
GYMNASTICS	KRASSIA DIMITRIS	1 st	HORIZONTAL BAR	COMMONWEALTH GAMES
GYMNASTICS	GIORGALLAS ERODOTOS	3 rd	RINGS	COMMONWEALTH GAMES
GYMNASTICS	ARISTOTELOUS CONSTANTINOS	5 th	FLOOR	COMMONWEALTH GAMES
TRACK AND FIELD ATHLETICS	ZACHARIADES MARIANNA	2 nd	POLE JUMP	COMMONWEALTH GAMES
TRACK AND FIELD ATHLETICS	PARELLIS APOSTOLOS	4 th	DISCUS THROW	COMMONWEALTH GAMES
TRACK AND FIELD ATHLETICS	STYLIANOU NIKANDROS	5 th	POLE JUMP	COMMONWEALTH GAMES
SHOOTING	ACHILLEOS GIORGOS	2 nd	SKEET	COMMONWEALTH GAMES
		3 rd	TEAM SKEET	50 th WORLD GAMES
		1 st		
SHOOTING	ACHILLEOS GIORGOS CHASIKOS ANDREAS	1 st	TEAM SKEET	COMMONWEALTH GAMES
SHOOTING	ANDREOU ANTONIS	4 th 1 st	TEAM SKEET	50 th WORLD GAMES
SHOOTING	KYRIACOS CHRISTOFOROU	1 st	TEAM SKEET	50 th WORLD GAMES
SHOOTING	KAZAKOS GIORGOS	3 rd	SKEET	50 th WORLD GAMES ADOLESCENTS
WEIGHT LIFTING	AMANATIDES ALEXANDROS	5 th	WEIGHT LIFTING	COMMONWEALTH GAMES
SAILING	KONTIDES PAVLOS	5 th	LASER	WORLD GAMES LASER

Athletes' reward

The Organisation applies the “Partial Benefits Scheme” in the case of high sport performances, able-bodied athletes and those with a handicap, being the unique criterion for athletes and coaches been rewarded with important amounts of money for such excellent performance in top sport events. As far as 2009 achievements are concerned (the amounts of money are granted one year later, meaning this year); athletes and coaches have been conferred awards by the Organisation amounting totally to €500.000,00.

In the “CSO Projects” field, being National Projects, the Organisation covers a wide scope of activities and gives particular attention to fighting against the use of prohibited substances and methods as well as fighting against Violence in Sports, which are considered the focus problems in modern sports.

The CSO pursues through its National Committees faithfully the international strategies adopted with a view to ensure coordinated actions being implemented and effective projects being carried out in order to fight against the above-mentioned challenges.

International Sport Relations

A further €130.000 amount has been subsidized to enhance the International Sport Relations. It is noted that almost all the sports practised in our country (about 30 disciplines) in terms of group training, with a view to ensure participation in international sport events as well as in established domestic sport competitions have benefited from the Transnational Agreements signed between Cyprus and other European countries, of which the most powerful is the one signed between Cyprus and Greece.

1.2 MASS SPORTING

The Sports-For-All project has successfully been lasting for 25 consecutive years.

The vision of the Scheme is to get involved in sports the huge majority of the Cypriot population, take benefit from physical exercise and give equal opportunities for sport-practising to all the citizens, no matter their nationality, gender, age, social position, mental or physical state, education, physical integrity, financial situation and social stratum.

The main objectives of the Scheme are as follows:

- The long life exercise and exercise as part of a person’s life
- Improving physical and mental health
- Developing a person’s character and personality in the context of Fair Play and noble emulation
- Sport education of people and mainly children aiming eventually to wipe out violence in sports.
- Getting youth in sports as a sound free time activity, reducing crime rate and avoiding bad habits, drugs and further social problems.
- Social cohesion, tolerance and understanding amongst citizens in the context of physical exercise projects.

A. Sports and Child

- a. The “General Sport Practising” project addresses all the Elementary Schools children and aims basically at getting them involved in a sport-oriented world
- b. The Specialised Programs address children wishing to be intensively involved in the sport discipline they like most and the talented children, having particular sport qualifications are therefore selected accordingly. In the context of this Program, they are offered the opportunity to participate in competitions on regional, provincial and national level.
- c. The “Child and Swimming” project takes place during summer months. It gives the opportunity to all the children to get in contact with water for the first time and learn how to swim properly.
- d. The “Pre-elementary Education” project addresses pre-school aged children and the objective is to get them involved in sport-practising while playing.

B. Sports and Woman – Man Project

The Project is extended to big urban areas and reaches even centres in the rural area.

The Current Programs include the following sport disciplines:

- Aerobics / Pilates
- Basketball
- Volleyball
- Swimming
- Futsal

C. Social Cohesion Project.

It is attended by persons with Special Skills, Re-inclusion Groups, Prisoners and Tourists.

The Cyprus Sports Organisation ensures the implementation of special projects addressing people attending the School of Blinds, the pupils of Larnaca, Famagusta and Paphos Special Schools, by invoking the spirit of the Sports For All project in order to provide all people no matter their gender, age, social position and mainly psychical and physical health state with equal physical exercise opportunities. Furthermore, the said project is operational to benefit people who participate in groups for social re-inclusion, are in prison and also for long stay tourists visiting Cyprus.

Training seminars for physical educationists involved in the project are organised within the framework of the constant upgrading of the project. Moreover, sport events are held on a local, regional and national level in Cyprus.

The festivities for the 25-year anniversary of the project have been considered important indeed. The event, which took place at the “Tassos Papadopoulos - Eleftheria” stadium at the presence of the President of the Republic and the President of the Chamber of Representatives, during which members of the Sports For All project gave a performance has been its culminating point during the week dedicated to the said project.

About 16.000 people (children and adults) participated in the project in more than 500 centres and 90 physical educationists offered their services in its context.

The overall expenses for this project is expected to reach approximately €2.300.000.

Physical Education Project in the National Guard and the Security Bodies

The Physical Education Project is tremendously beneficial to the conscripts but also to the permanent army officers and those belonging to the security bodies, aiming to upgrade physical education in these areas.

The physical exercising projects being set up aim to form a modern army and a strong defensive system in these areas in terms of fitness and get better in accordance with the treaties signed from time to time while considering the needs as required by the National Guard and the Security Bodies.

Twenty-five (25) physical education teachers are involved in this project. Two such teachers have been appointed to monitor better the project in their capacity as coordinators; the first teacher is in charge of Larnaca, Famagusta and Nicosia and the second one of Limassol and Pafos regions.

Morning fitness-improving sessions take place for the conscripts' benefit:

The objective is:

- Fitness-improving (aerobic skills)
- Motor skills-improving

- Overall strength-improving

In the afternoon sessions, plays and games take place.

The soldiers are taught the basic principles regarding plays like Basketball, Volleyball, Football, Handball.

The objectives are:

- Sport-practising - Entertainment
- Developing Leadership
- Self discipline
- Creating Team Spirit
- Promoting Fair play

The objectives of Physical Education sessions in the National Guard are as follows:

- Selecting and valorizing the skills of the soldiers who have particular sport skills acquired while belonging to the National Forces Team.
- Combining for the soldiers, physical exercise and entertainment through plays.
- The soldiers who are athletes may this way pursue their competitive activity.
- Promoting fair play, which fosters morality and correct, fair behaviour.
- Manning the National Guard with well-trained soldiers, who should be able to cope with and carry out any military mission.

The physical educationists, apart from giving physical exercise classes to the units where they are appointed, they also meet other needs coming up like:

Organising local military championships among the units upon the conscripts being recruited at the Conscripts' Centres

Organising and following up the selection test for candidate volunteer officers (five-year committed volunteer officers scheme) and for candidate rank-holders and special forces

Assessing the permanent officers' fitness, done once yearly

The Scheme's innovative element is its being introduced from September 2009 in the Security Bodies, the Police, the Fire Brigade and the Special Unit dealing with Disasters.

The objectives of introducing the sport-practising project in the Security Bodies are to consolidate and improve their staff's fitness, enhance their body building, reduce the daily stress, enhance flexibility, combine physical exercise and leisure time for the participants through play and sports.

The sport agenda disciplines are as follows:

- Martial Arts
- Swimming
- Futsal
- Basket-ball
- Gymnastics with weight

The overall project cost is expected to be approximately €510.000.

1.3 SPORTING GROUNDS SECTOR & TECHNICAL SERVICES

The Sporting Grounds Sector and Technical Services deal with two key chapters:

- Having built private-owned Sport Facilities and subsidizing non private-owned Sport Facilities.
- Administering the private-owned Sport Facilities

Approximately €7.565.000 are expected to be spent in 2010 to develop the sport infrastructure in terms of works. The Sport Infrastructure on the island related to the big Sport Projects has been completed and a gradual reduction of the funds granted is therefore observed. Should need for further big Sport Projects occur, the funding is ensured by lending.

The Council's priority policy is the Mass and Social Sports development. This policy promotes the creation of a sport infrastructure everywhere on the Republic of Cyprus' territory (Municipalities and Communities) aiming at generating awareness and attracting the citizen's interest in sport-practising.

In the context of this policy, all the Municipalities, Communities, organised non-profit making organisations, church or other child camping and School Boards are invited to become active and collaborative, aiming at creating and developing Sport Facilities.

1.3.1 PROJECTS COMPLETED BECOMING OPERATIONAL IN 2010

- The Pelendri room is completed and delivered to the community to use it accordingly,
- The Akropolis Senior High School is completed and delivered to the School Board to use it accordingly,
- The Fytidio Sport Centre {formerly GSO} has been entrusted to the Limassol Municipality for management purposes,
- A wooden floor has been placed in the Aphrodite room in Pafos – FIBA LEVEL 1,
- Tsirio Stadium lighting has been upgraded with a view to enable the Apollon Club to participate in the Europa League European Games,
- The CCTV system installation in GSZ, Pafian and Tasos Marcou at Paralimni has been completed,
- The turf grass in the ELDYK stadium has been remodelled.

1.3.2 PROJECTS UNDER CONSTRUCTION

- The Ayios Dometios Municipality new Play Room has been constructed. The Organisation will subsidize this project against €2.000.000
- The European procurement aiming to select researchers with a view to upgrade the Larnaca Community Centre has been concluded to the tender being accepted. On 1 November the assigning contract was signed between the CSO and ACES CONSULTING ENGINEERS. The project will include the new facilities of the Larnaca Tennis Club, the Youth Multi-centre, which is expected to host Cyprus Youth Board activities, as well as the upgraded existing facilities of the Community Centre.
- The Larnaca New International Shooting Ground is expected to be completed by the late 2010. The Organisation has recently launched a European procurement for being provided shooting equipment and it is being installed.

1.3.3 MAINTAINING THE SOCCER GROUNDS GRASS TURF

Preserving constantly the grass turf at the Makarios and the auxiliary grounds, as well as at the

Pafian Ground; these works are carried out in the context of a four-year maintenance contract, which is assigned at the conclusion of a public procurement launched by the CSO.

In 2010, artificial grass turf has been laid on the surface of five grounds: in the Turkish neighbourhood of the Limassol Municipality, the Aglantzias Municipal Ground, Pafos Mouttallou area, Athienou Orpheus ground and the Derynia Anagenissis auxiliary ground. These grass turfs are expected that they will be awarded the FIFA STAR ONE or TWO Certificate depending on the kind of grass turf chosen by each institution. This project has become necessary given the persisting drought observed in Cyprus.

1.3.4 SMALL DEVELOPMENT PROJECTS

The Organisation is expected to give a subsidy amounting to €300.000 to various Clubs, Municipalities and Communities in order that they improve their Sport Facilities all over Cyprus.

1.3.5 MASS/SOCIAL SPORTS PROJECTS

The Organisation has subsidized various projects related to Mass/Social Sports in Municipalities and Communities like: basketball grounds at Spilia, Alhambra and a couple of grounds in the areas of Pernera and Ayios Andreas under the jurisdiction of Nicosia Municipality), a Futsal ground at the camping sites of the Enkomi Ayios Nicolaos Sunday schools. The CSO hopes that by establishing such facilities, citizens will get interested in physical exercise.

1.3.6 PRIVATE GYMNASTICS SCHOOLS INSPECTION

The Organisation keeps on inspecting the private Gymnastics Schools aiming to ensuring their correct and legal functioning.

1.4 OWN SPORT FACILITIES

- In 2010 the Organisation has turned to advantage its sport facilities aiming mainly to achieve the qualitative and quantitative development of sports in our country, comprising a wide range of disciplines. Sport facilities have at the same time been turned to advantage to enhance Sport Tourism (external & internal), comprising significantly to promote Cyprus as a Sport Tourism Destination.
- The most important thing in the Sport Tourism field is that the Organisation gains throughout time “faithful clients”, which gives evidence that the CSO meets to a great extent the expectations and the needs of the Sport Tourism “clients” (external & internal).
- Furthermore the social contribution of the Organisation through assigning its sport facilities for holding in there social events. It is noted that the most important social event held in 2010 in the CSO sport facilities has been the emblematic festivity on the occasion of the Republic of Cyprus 50th anniversary, which took place in the “Tassos Papadopoulos – Eleftheria” Closed Gymnasium.
- Characteristic reference is made here below to the use of sport facilities during 2010.

NICOSIA:

- The “Evaggelos Florakis” multi-training centre has been turned to advantage even more in 2010 and has met our Clubs’ and Federations’ needs. Sport disciplines, always facing “facilities” problems, like Badminton, Table Tennis, Gymnastics, Fencing take place in the multi-training centre. It is also used for the needs of the team sports (Basketball, Volleyball, Tennis & Futsal).

- Furthermore, the Ministry of Education and Culture has since 2009 turned the “Evaggelos Florakis” multi-training centre to advantage in an organised way, in order that the Elementary Education project may be implemented, with a view to the children get familiar with the various sport disciplines.
- The Nicosia Olympic Swimming Pool is used mostly to enhance both Competitive Sports through the Nautical Clubs and Mass Sporting, while the foreign athletes prefer it indeed.
- The “Makarios” Sporting Centre auxiliary grounds serve a good deal of local teams in 2010 too; they also serve national soccer teams and sometimes foreign teams coming from abroad.

LIMASSOL:

- The “Spyros Kyprianou” Sporting Centre becoming operational in 2006 has extended its operation in 2010, responding to the needs of the following disciplines: Weightlifting, Gymnastics, Wrestling, Squash and Volleyball. Furthermore, Mass Sporting Projects are realized in the said Sporting Centre.
- Actions have simultaneously been taken to ensure the Sport Tourism development. Big sport events have been held in the context of international weightlifting games and the Centre was used for the foreign athletes’ training in weightlifting and volleyball.
- The Limassol Olympic Swimming Pool became operational again in 2009, after being reconstructed; it is currently used to enhance Competitive Sports on a local level, through Nautical Clubs and the various Federations.
- Furthermore, the Limassol Olympic Swimming Pool is the most important Sport Tourism destination, available currently by the Organisation, since foreign swimmers consider it amongst their priorities for training purposes.
- The New Limassol Indoor Swimming Pool responds to the needs of the Mass and Leisure Sporting needs.

LARNACA:

- The Larnaca Olympic Swimming Pool, becoming operational in 2006, has been turned to advantage even more in 2010 in mainly three sectors:
- Developing the Competitive Sports through the two Nautical Clubs being operational in Larnaca,
- Developing the Mass and the Employment Sports through the CSO National Projects: “Sports For All” and “Sport-practising for the Security Bodies forces” and the Nautical Clubs’ Projects too,
- Teams from abroad developing Sport Tourism.
- The “KITION” Sport Centre responds to the needs of the team sports (Basketball, Volleyball, Handball) and the individual sports (Boxing, Judo, Gymnastics); furthermore, it has been used by teams from abroad.

AGROS:

- The “Glavkos Clerides” Sporting Centre in Agros has been developed further during 2010. Developing Mass Sporting Schemes testifies the Organisation’s interest for providing equal sporting opportunities; furthermore, Competitive Sports is expected to be developed soon on a local level, by enhancing sport “culture” in the major area communities (through Mass Sporting Schemes). Developing local Competitive Sports locally is the next project to be realized soon.
- Yet, as far as Competitive Sports field on a local level is concerned, the Sporting Centre is

used by the local basket-ball team.

- In the Sport Tourism field (both external and domestic) “faithful clients” haunt the Sporting Centre, coming from both abroad and Cyprus. Camping is organized on Competitive and Leisure Sports level.
- Furthermore, the Organisation has since September 2008 vested the “Glavkos Clerides” Sporting Centre Swimming Pool to the Ministry of Education & Culture for swimming classes attended by the Agros Junior High School pupils and such collaboration with the Ministry is expected to be further expanded

1.5 FINANCIAL MANAGEMENT SECTOR

The income and expenses of the CSO during the period 2009 – 2011 are stated in the following table:

ACCUMULATIVE TABLE OF INCOME – EXPENSES

	2009	2010	2011
	Real. appr. budget €	€	Appr. budget €
INCOME			
1. State subsidies	41.006.725	41.841.507	41.388.700
2. Income from private-owned and other Sport Facilities	708.643	830.120	841.100
3. Sport stamp	0	0	
4. Other income	1.815.525	1.785.010	2.290.010
5. Lending	0	2.640.000	500.000
Total income	43.530.893	47.096.637	45.019.810
1. Management expenses	8.647.048	9.353.121	9.675.563
2. Subsidies	23.505.925	21.873.932	20.276.040
3. Creation & Impr. Sport Facilities	12.896.873	13.659.477	13.130.327
4. Loans paid off & Other Obligations	1.063.487	976.656	887.870
5. Grounds policing	683.441	683.451	683.451
6. Non forecast expenses & Stock	0	500.000	550.000
Total expenses	46.796.774	47.096.637	45.019.810

1.6 CYPRUS SPORT RESEARCH CENTRE (CSRS)

In 2010, 560 ergometric examinations have been performed in male and female athletes involved in various disciplines and categories by the 24th September 2009. The bigger number of participation is observed among athletes having participated in National Teams (307), then the clubs’ athletes (141) and the Research Projects carried out by the Centre, amounting to (112) ergometric measurements for mainly (Eurofit and Control Groups) specialized research carried out by the CSRS.

As far as the CSRS staffing is concerned eight (8) persons are currently employed there, one of whom is permanent staff, 7 (temporary employees and external collaborators), carrying out various jobs and lab measurements at the Centre and on competition grounds.

In July 2010, a scientific collaborator joined the department and offers her services 15 hours weekly upon the Council’s current decision; the said collaborator deals with laboratory examinations and the external ergometric check-ups carried out in the case of athletes who undergo such examinations by the Cyprus Centre of Sport Research – CCSR.

It is also expected that the public procurement regarding the computerization system related to all the exams conducted at the CCSR will be completed during 2010 and a further scientific micro-equipment for the psychomotor check-up (software) departments of the Sport Industry (photocell time meter) will be bought, as well as a small cardiograph for the cardiograph department.

1.7 PROTOCOLS

The CSO has in 2010 signed sport collaboration protocols with Greece.

The sport collaboration with only this country is exclusively due to the limited financial sources in the Organisation's budget, in the context of the financial cuts policy of the Government. The Organisation might have signed sport collaboration protocols with many other countries, if it could afford doing it with his budget.

In the context of these protocols athletes and teams are exchanged for training purposes and for preparing themselves to participate in competitions both in Cyprus and abroad. An overall of 35 disciplines have become active sports by means of the said protocols

1.8 EE CYPRUS PRESIDENCY

While preparing for the EE Cyprus Presidency, which as it is known starts from 1 July, 2012 and ends on 31 December 2012, the Organisation has taken a number of actions so that to cope fully with the new situation in the European context constantly in collaboration with Troika, which Poland and Denmark participate in.

1.9 SERVICES VISITS ABROAD

The Organisation participates in various seminars, meetings, congresses and fora on sports, to be able to follow up and meet the needs of the sport environment. It participates in them, to this end and follows up the thematic debates on violence and anti-doping in sports and sport administration, attending the various informal Ministerial Conferences on Sports. Yet, the CSO participates in important European Congresses like the European Sports Congress, the European Sports General Director Meeting, the "Woman & Sports" European Congress as well as congresses and meetings on sports organised by the Council of Europe Sport Department, making therefore observations.

1.10 SPORTS ACADEMY

In 2010, the Sport Academy of the Organisation pursued its objective fixed for the three-year period 2007-2010 regarding the important improvement and development of the following sectors:

- High quality training
- Further training of the Sport Institutions' Administrative Leaders

The Sport Academy has been supported by means of the Policy and Training Projects Procedures Manual in order to achieve successfully its objectives. The said Manual contains detailed description of the policy and the procedures, which govern the collaboration between the Sports Academy and all the sport institutions related to training projects being approved, organised and subsidized.

In 2010, the CSO still subsidized the sport institutions in Cyprus to assist them in enhancing the knowledge level of their resources.

The Sport Academy has pretty successfully implemented Sport Governance Training Projects

aiming to offer the basic governance principles to the participating sport leaders, laying stress on the modern sport administration methods. The project lasted 10 weeks from the early April to the mid June 2010. More than 80 administrative officers participated in it and an attendance certificate was conferred to all of them. Considering the high participation rate and the huge interest shared by the participants, as well as a request submitted later by them, the Academy plans to implement similarly a more advanced one during 2011.

The overall subsidy granted to the sport institutions has amounted to approximately €140.000,00.

PART D'
YOUTH BOARD

1. CYPRUS YOUTH BOARD

I. THE CYPRUS YOUTH BOARD

The Cyprus Youth Board was established by virtue of Law 33(1)/94, unanimously enacted by the House of Representatives in April 1994. Its first Administrative Board was appointed in June 1994. The seven-member Governing Board consists of a representative from the youth organisations of each political party with a parliamentary team in the House of Representatives and three members who are appointed directly by the Council of Ministers. The Minister of Education and Culture acts as the liaison between the Cyprus Youth Board and the Council of Ministers. The Board's budget is covered by State subsidy. The Cyprus Youth Board is a legal entity of public law (Semi-Governmental organisation) independent of the civil service, with its own structure and staff, mainly composed of permanent staff and associates employed on a contract basis. Due to its advisory role, the Youth Board submits to the Council of Ministers, through the Minister of Education and Culture, proposals and suggestions on youth related issues that will enhance further promotion of its objectives.

II. THE AIMS OF THE CYPRUS YOUTH BOARD FOCUS ON

- the promotion of progress and prosperity for all the young people of Cyprus, regardless of religion, ethnic and racial origin,
- the enhancement of young people's active participation in the social, economic and cultural development of our country,
- the promotion of a positive lifestyle through the youth's engagement in various activities and lastly,
- providing effective solutions to current youth problems.

Along the Youth Board's re-structuring process which was put into effect in 2008, 4 Senior Youth Officers (one for each sector of the Youth Board) undertook their duties, but meanwhile the following positions have been fulfilled of: 14 (fourteen) Youth Officers, 9 (nine) Assistant Clerk Officers and 1(one) Chief Accounting Officer. The restructuring of the Cyprus Youth Board has been carried out into the following 4 Sectors: Prevention and Counseling Services Sector, National Agency of Cyprus for the Youth in Action Program, Youth Initiatives Project and Research and Infrastructure Projects. International and European Co-operation, aims at establishing the Youth Board as the competent authority for the achievement of its objectives.

III. BUDGET for 2010

The Youth Board's budget was approved by the House of Representatives on 18 March 2010. The budget for 2010 reached the amount of €6.089.999 decreasing its total by €1.745.513 compared to the amount granted in 2009. This decrease of the Budget mainly depends on a decrease of Operating Expenses as well as on a decrease of the available amount for the Programms of Cyprus Youth Board.

IV. ACTIVITIES

The programs offered to the youth by the Cyprus Youth Board deal with the following fields of action:

- Participation
- Volunteerism

- Evaluation of youth policy
- Youth information
- Positive lifestyle
- Prevention – addictive substances
- Campaigns
- Employment –Entrepreneurship
- International Cooperation

V. PROGRAMS

“YOUTH in ACTION” PROGRAMME

On 15 November 2006, the European Parliament and the Council adopted Decision No 1719/2006 /EC, which establishes the Youth in Action programme for the period 2007 to 2013 and which establishes the legal framework for the support of nonformal learning activities for young people.

The aim of the “Youth in Action” Programme is to respond to the European level to the needs of the young people who pass from adolescence to adulthood. It promotes the acquirement of skills and it is the main tool for providing young people with the opportunity for nonformal and informal learning on a European scale. Moreover, it contributes to reaching the goals set by the revised Lisbon strategy and the European Youth Pact.

The “Youth in Action” Programme is based upon the experience acquired by the previous programme “Youth for Europe” (1989-1999), the European Voluntary Service (1996-1999) and the Programme YOUTH (2000-2006). It was approved after extensive negotiations between the concerned parties over issues regarding youth.

EUROPEAN YOUTH CARD and STUDENT CARD

The European Youth Card is a pan-European institution which operates in almost every European country and which is supported by the Council of Europe.

It is a discount card for young people aged 13 to 30 and it provides discounts for hundreds of products and services in Cyprus and in 42 other European countries.

Within the aims and purposes of the card are the welfare and protection of young people, their social, cultural and intellectual growth as well as the encouragement of mobility.

The European Youth Card is available with only €10 annually.

The European Youth Card / Student, which is now connected with the EYC, is issued FREE OF CHARGE by the Cyprus Youth Board in cooperation with the Ministry of Education and Culture for all students of Evaluated and Acknowledged programmes of studying, both in Cyprus and abroad.

The EYC / Student offers the following additional benefits exclusively to Students:

- Free Medical Care in Public Hospitals in Cyprus.
- 50% off discount in theatre tickets for the Cyprus Theatre Organisation.
- 30% off discount in football tickets of the Cyprus Football Association.

During 2010 the Cyprus Youth Board continued the issue of the cards for thousands of young people and students. Also, in August 2010 two card-holders participated in the 11th International Summer Camp held in Zadar, Croatia, representing Cyprus. All their expenses were covered by the Cyprus Youth Board.

“YOUTH INITIATIVES” PROJECT

The “Youth Initiatives” Project offers young people the chance for mobility and active participation in the cultural, political and social life in Cyprus. It aims at contributing to the creation of Active Citizens. These Activities aim at achieving and maintaining a balance between personal growth and collective activities in every section of the society, particularly those concerning young people.

In 2010 there was a very huge number of applications and moreover the total budget of the program that was up to 1.621.000 has been fully realized.

VI. RESEARCH

During 2010, the research concerning “the School Regulations and the Risk Factors” was delivered. In the research elaboration about 500 pupils participated from the Secondary Education schools of Cyprus, as well as teachers. The research results will be given to publicity in the beginning of 2011.

VII. INFRASTRUCTURE PROJECTS

MULTIFUNCTIONAL YOUTH CENTRES

Within the framework of the wider cooperation of the Youth Board with local authorities Multifunctional Youth Centres are being developed in Nicosia, Limassol and Paphos.

The Multifunctional Youth Centres became the places of free expression and creative occupation of youth, contributing in their mobilization for participation in public affairs.

Children and young people aged 6-35 can develop correct attitudes and use creatively their free time, within these centers.

Computer, music, drawing, theatre, dance, gymnastics and Greek and Turkish language learning workshops operate free of charge in the Multifunctional Youth Centres. The workshops are operated by professional teachers in rooms with the necessary infrastructure and equipment.

In these premises events, workshops, exhibitions, press conferences and other activities can be organized by both the Youth Board and other organizations, preferably young groups.

In the centres, young people can also have free access to the internet

Within the framework of the Multifunctional Centre’s operation, during the summer period, “Schools” operated with the participation of Elementary school children. The Schools’ activities varied, i.e. dance, gymnastics, theatrical workshop, music, painting, and computers. In addition, children participated in excursions and visits as well as in workshops of anti-racist education and education on human rights.

VIII. TOY-LIBRARIES

The Toy-library is a facility that includes carefully selected toys and functions like a library. Children aged 4 – 12 years old, as well as children/adolescents with special needs can spend their time creatively by playing either alone or in groups, with the participation of specialists and their parents.

Toy Libraries operated in cooperation with local authorities in Nicosia, Limassol and Larnaca. In 2010 operated three additional in Ayios Athanasios, Paralimni and Kaimakli.

IX. YOUTH INFORMATION CENTRES (KEPLI)

The Youth Information Centres operate based on European standards and provide young people with general information and counseling services on issues that interest youngsters. The information is provided in both printed and electronic form by the personnel of these Centres, through activities and by offering free access to the internet. At the same time, in some Centres the «Proposition» programme is housed which consists of counselors who provide support and advice to young people, couples and families on different issues.

During 2010, they began to provide advisory services on career guidance in Larnaca's KEPLI. From January 2011, these services will be provided to all KEPLI.

KEPLI operating in Nicosia, Larnaca, K. Polemidia, Paphos and Agros.

X. SECTION OF PREVENTION AND COUNSELING SERVICES

“MIKRI ARKTOS” PREVENTION CENTRES

“Mikri Arktos” Prevention Centres operate in the districts of Limassol, Nicosia and Larnaca. The Centres offer universal (primary) prevention programmes to a variety of groups, including young people, parents, teachers and members of the wider community. The general goal of the Universals Prevention Programmes regarding primary as well as secondary education is the reinforcement and strengthening of the protective factors (personality, social dexterities and environmental and family factors) and at the same time the weakening and eradication of the risk factors pertaining addiction.

These programmes put an emphasis on positive behavior and the strengthening of the decision making process to make the choices in life that are not harmful for an individual's psychosocial health. It is theoretically as well as empirically necessary to allow 5-10 Experiential Workshops in order to materialize the aforementioned goals. The materials used are selected through various tools and programmes by the Centers' Scientific Team. The workshops are usually conducted on a weekly base and have a 90 minute duration. These sessions may take part during school hours, the afternoon, or within the framework of the all-day school.

COMMUNICATION, SUPPORT AND COUNSELING HELPLINE

1410 is part of the Prevention and Counseling Services Section of the Youth Board in Cyprus. It is addressed to those seeking responsible answers on matters concerning their everyday life, but also for more complex issues such as substance abuse, violence, school bullying, school dropping, family matters, social matters, depression, eating disorders etc.. In this new, broadened function, the counselors handle a variety of issues including anxiety, grief, eating disorders as well as more common, day to day issues like school and relationship matters. The role of the Lines' counselors is to evaluate the psychosocial needs of the callers, provide support and counseling, and also refer them to other relevant agencies and services if this is deemed necessary.

Operating Hours: Monday-Friday 10:00 – 24:00, Saturday and Sunday 15:00 – 24:00

ONLINE COUNSELING 1410

What exactly is Online Counseling?

Online counseling constitutes the internet extension of 1410. This service handles the same issues and follows the same code of ethics. What differs is that instead of calling 1410, you can log onto the website and chat with the counselor.

How can I use it?

Log on the webpage www.preventionsection.org.cy and chat live with a counselor regarding any issue that you want to share.

What matters does the online counseling handle and what services does it offer?

The services provided, and the matters it handles are exactly the same as the ones of the 1410 Helpline.

Can I trust Online Counseling?

Just like the Helpline, the counselors of the online counseling service handle all cases with equal professionalism regardless of gender, origin, ethnicity, age or sexual preference.

Everything you share with the counselor is confidential and no one else, apart from the two of you, can read the conversation.

You do not need to reveal your name, or any other personal information. It is up to you how much you share. The only thing that matters is to feel comfortable trusting us with what troubles you.

COUNSELING SERVICES “PROPOSITION”

The purpose of these services is to support and counsel young people, couples and families who encounter difficulties in their lives. The programme has been into effect in the districts of Nicosia, Limassol, Larnaca and Paphos and its offices are housed in the Youth Information Centres of Nicosia and Larnaca, as well as in the Multifunctional Centers of Limassol and Paphos. The programme is staffed by Counselors / Psychologists who offer their services for issues concerning relationship, violence, school problems, issues within the family etc.

All the above services are offered free of charge.

ΠΑΡΑΡΤΗΜΑΤΑ

ΠΑΡΑΡΤΗΜΑ Α΄ : ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2009-2010

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ							
ΠΟΛΗ							
1	Αγλαντζιά Δ΄	2	50	0	0	50	0
2	Αγλαντζιά Ε΄	2	42	1	15	29	0
3	Αγλαντζιά Στ΄	3	72	1	18	48	0
4	Άγ. Ανδρέας	3	64	0	0	32	0
5	Άγ. Αντώνιος	2	40	0	0	28	0
6	Άγ. Δομέτιος Α΄	1	23	0	0	13	0
7	Άγ. Δομέτιος Β΄	2	44	0	0	29	0
8	Άγ. Δομέτιος Γ΄	1	25	0	0	12	0
9	Άγ. Κασσιανός	1	20	0	0	7	0
10	Ακρόπολη Α΄	2	44	1	25	43	0
11	Πεύκιος Γεωργιάδης	2	50	0	0	50	0
12	Άγ. Δημήτριος	2	60	0	0	44	0
13	Δασούπολη	2	48	1	22	39	0
14	Έγκωμη Α΄	2	46	0	0	29	0
15	Έγκωμη Β΄	1	22	0	0	13	0
16	Καίμακλι *	5	89	2	23	49	0
17	Κοιν. Μέρ. Αγ. Ομολογητών *	6	90	0	0	31	0
18	Κοιν. Μέρ. Αγ. Ομ/γητων Συν. Στ/βόλου ΙΙΙ	1	11	0	0	3	0
19	Κορνέσιος Χατζηγεωργάκης	1	25	0	0	14	0
20	Μακεδονίτισσα	3	74	1	21	47	0
21	ΜΑΝΑ *	8	103	0	0	54	0
22	Νοσ. Μακάριος Γ΄	1	0	0	0	0	0
23	Παλουριώτισσα Α΄	1	17	1	20	14	0
24	Παλουριώτισσα Β΄	1	25	0	0	16	0
25	ΠΑ.ΣΥ.ΔΥ.	1	22	2	47	14	0
26	Παιδομάνα	1	18	0	0	18	0
27	Κωνσταντινουπόλεως	2	46	0	0	38	0
28	Χρυσελεύσα (Στρόβολος Α΄)	2	50	0	0	26	0
29	Αγ. Μαρίνα (Στρόβολος Β΄)	2	49	0	0	36	0
30	Λοιζίδειο (Στρόβολος Γ΄)	3	71	1	22	44	0
31	Άγ. Σπυρίδωνας (Στρόβολος Δ΄)	2	30	0	0	16	0
32	Σταυρού (Στρόβολος Ε΄)	2	46	0	0	31	0
33	Εξόρμηση (Στρόβολος Στ΄)	1	22	4	44	22	0
34	Αρχάγγελος (Στρόβολος Ζ΄)	2	49	0	0	30	0
35	Απόστολος Λουκάς	2	47	1	24	29	0
36	Φανερωμένη	1	15	0	0	8	0
ΥΠΑΙΘΡΟΣ							
37	Αγ. Βαρβάρα	1	24	0	0	10	0
38	Αγ. Επιφάνιος	1	12	0	0	8	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
39	Αγ. Μαρίνα Ξυλιάτου	1	6	0	0	3	0
40	Αγ. Τριμιθιάς	1	19	1	20	19	0
41	Ακάκι – Δένεια	3	67	0	0	34	0
42	Αλάμπρα	1	25	0	0	20	0
43	Ανάγεια	1	18	0	0	9	0
44	Ανθούπολη - Αγ. Μάρωνας	1	15	1	15	11	0
45	Ανθούπολη Συνοικισμός	5	102	1	22	59	0
46	Αρεδιού	1	17	1	16	17	0
47	Ασίνου	2	30	0	0	16	0
48	Αστρομερίτης	2	38	0	0	18	0
49	Γέρι Α'	1	22	0	0	9	0
50	Γέρι Β'	2	48	0	0	20	0
51	Δάλι Α' - Α. Παναγίδη	3	75	2	50	59	0
52	Δάλι Γ'	3	74	0	0	48	0
53	Δευτερά	2	47	0	0	22	0
54	Εργάτες	1	18	0	0	8	0
55	Ευρύχου	1	20	0	0	11	0
56	Κακοπεριά	1	25	0	0	17	0
57	Καλό Χωριό Κλήρου - Ορεινής	1	24	0	0	14	0
58	Καμπιά - Αναλιόντας	1	9	0	0	2	0
59	Καπέδες	1	18	0	0	13	0
60	Κλήρου	2	50	0	0	31	0
61	Κοκκινοτριμιθιά	3	66	1	23	44	0
62	Κοράκου	1	14	0	0	6	0
63	Λακατάμεια Α'	3	75	2	48	58	0
64	Λακατάμεια Β'	3	75	0	0	28	0
65	Λακατάμεια Ε' - Αγ. Χρυσστόμου	2	50	1	25	45	0
66	Λακατάμεια Ζ' - Αγ. Παντελεήμονας	2	50	0	0	37	0
67	Αγ. Νεοφύτου Λακατάμειας	2	46	0	0	20	0
68	Λασιιά Α'	3	75	0	0	34	0
69	Λασιιά Β'	2	50	0	0	27	0
70	Λασιιά Γ' - Αυτοστέγαση	1	25	0	0	9	0
71	Λασιιά Δ'	2	48	0	0	35	0
72	Λυθροδόνας	2	48	1	25	30	0
73	Λύμπια	2	50	2	25	33	0
74	Μαθιάπης	1	22	0	0	8	0
75	Μάμμαρη	1	24	0	0	22	0
76	Μένικο	1	23	0	0	12	0
77	Μπισερό	1	19	0	0	4	0
78	Μουτουλλάς	1	9	0	0	3	0
79	Ορούντα (Κάτω Μονή)	1	13	0	0	7	0
80	Παλαιχώρι	1	18	0	0	10	0
81	Παπαστ. Παπαγαθαγγέλου - Αγία Βαρβάρα	1	22	1	13	17	0
82	Παλαιομέτοχο Α'	2	50	0	0	29	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
83	Παλαιομέτοχο Β´	1	22	0	0	14	0
84	Πέρα Χωριό Νήσου Α´	2	50	1	21	30	0
85	Πέρα Χωριό Νήσου Β´	1	25	0	0	19	0
86	Περιστερώνα	1	16	1	14	11	0
87	Ποταμιά	1	17	0	0	8	0
88	Σια	1	18	0	0	5	0
89	Ταμασός	2	45	0	0	17	0
90	Τεμβριά	1	19	0	0	6	0
91	Τσέρι	3	43	0	0	23	0
92	Φαρμακός - Καμπιά	1	15	0	0	6	0
93	Ψιμολόφου	1	24	0	0	11	0
	ΣΥΝΟΛΟ	169	3522	32	598	2153	0
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
ΠΟΛΗ							
1	Α´ Νηπιαγωγείο	1	20	1	22	20	0
2	Β´ Νηπιαγωγείο	2	41	1	23	31	0
3	Γ´ Νηπιαγωγείο	2	48	0	0	33	0
4	Δ´ Νηπιαγωγείο (ΖΕΠ)	3	59	1	20	42	0
5	Ε´ Νηπιαγωγείο	3	69	0	0	42	0
6	Στ´ Νηπιαγωγείο	3	61	1	18	51	0
7	Ζ´ Νηπιαγωγείο	3	72	0	0	46	0
8	Η´ Νηπιαγωγείο	1	22	1	22	22	0
9	Θ´ Νηπιαγωγείο	4	92	0	0	51	0
10	ΙΓ´ Νηπιαγωγείο	3	72	0	0	39	0
11	ΙΔτ´ Νηπιαγωγείο	3	75	0	0	49	0
12	ΙΗ´ Νηπιαγωγείο (ΖΕΠ)	1	17	0	0	8	0
13	ΙΘ´ Νηπιαγωγείο	3	73	1	24	56	0
14	Κ´ Νηπιαγωγείο	2	46	0	0	21	0
15	ΚΑ´ Νηπιαγωγείο	2	43	0	0	32	0
16	ΚΒ´ Νηπιαγωγείο	2	50	0	0	34	0
17	Καλογεροπούλειο	3	51	0	0	51	0
18	ΚΕ´ Νηπιαγωγείο	2	50	0	0	37	0
19	ΚΣτ´ Παναγίας Τριχερούσας	3	75	0	0	75	0
20	ΚΖ´ Τιμίου Προδρόμου	3	64	0	0	41	0
21	ΚΗ´ Νηπιαγωγείο	2	47	0	0	47	0
22	Άγιος Ιωάννης	1	23	0	0	9	0
ΥΠΑΙΘΡΟΣ							
23	Άγιος Αθανάσιος	4	99	1	22	67	0
24	Άγ. Ανάργ.-Μ. Μοναγρούλιου	1	25	0	0	9	0
25	Άγιος Τύκωνας	1	19	0	0	8	0
26	Αγρός	1	24	0	0	12	0
27	Ακρωτήρι	1	21	0	0	8	0
28	Ασγάτα	1	5	0	0	1	0
29	Αυδήμου	1	22	0	0	10	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
30	Γερμασόγεια Β´ - Κολούμπια	2	50	0	0	47	0
31	Γερμασόγεια Α´ - Χριστάκειο	1	25	0	0	15	0
32	Επισκοπή	3	73	0	0	24	0
33	Ερήμη	1	25	0	0	21	0
34	Ιαμαπική	1	23	0	0	9	0
35	Καλό Χωριό	1	17	0	0	8	0
36	Καντού	1	13	0	0	4	0
37	Κολότσι	2	38	0	0	16	0
38	Κολότσι (Συνοικ.)	2	50	0	0	33	0
39	Κιβίδες	1	25	0	0	16	0
40	Κυπερούντα	2	39	0	0	18	0
41	Λινόπετρα	3	67	1	19	39	0
42	Μουταγιάκα	2	45	0	0	17	0
43	Παλώδια	1	21	0	0	8	0
44	Παραμύθα-Σπιτάλι	1	23	0	0	10	0
45	Παρεκκλησιά	1	25	1	23	25	0
46	Πάχνα	1	20	0	0	11	0
47	Πεντάκωμο	1	17	0	0	2	0
48	Πελένδρι	1	18	0	0	8	0
49	Πισσούρι	1	22	0	0	14	0
50	Πλάτρες	1	21	0	0	9	0
51	Πολεμίδια Κάτω Α´	2	37	0	0	19	0
52	Πολεμίδια Κάτω Β Αγ. Νικολ.	3	66	2	46	66	0
53	Πολεμίδια Β´ (Καρμιώτισ.)	4	100	0	0	54	0
54	Πύργος	2	50	0	0	17	0
55	Τραχώνι	3	61	0	0	39	0
56	Τριμίκλινη-(Μονιάπη)	1	20	0	0	9	0
57	Ύψωνας	4	96	0	0	81	0
	ΣΥΝΟΛΟ	111	2472	11	239	1591	0

ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ

ΠΟΛΗ

1	Άγ. Ανάργυροι	2	50	0	0	33	0
2	Άγ. Γεώργιος	2	50	0	0	27	0
3	Άγιος Ιωάννης	2	50	0	0	25	0
4	Άγ. Λάζαρος Α´	1	25	0	0	23	0
5	Άγ. Λάζαρος Β´	2	36	0	0	25	0
6	Βεργίνα	2	49	0	0	37	0
7	Δροσιά	3	75	0	0	64	0
8	Εθν. Μακαρίου Γ´ Καμάρες	2	50	0	0	33	0
9	Εθν. Μακαρίου Γ´ Κόκκινες	1	25	0	0	22	0
10	Εθν. Μακαρίου Γ´ Τσιακκιερό	1	22	0	0	14	0
11	Ζήνων	2	50	0	0	29	0
12	Καθαρές	2	50	0	0	45	0
13	Καλογεράς	2	50	0	0	33	0
14	Παυλίδειο	2	47	0	0	26	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
15	Πρόδρομος - Φλωρίδειο	3	71	0	0	37	0
16	Σωτήρας	1	25	0	0	15	0
ΥΠΑΙΘΡΟΣ							
17	Άγ. Θεόδωρος	1	21	0	0	5	0
18	Αγγλισίδες	1	25	0	0	21	0
19	Αθιένου	3	43	2	44	24	0
20	Αλαμινός	1	14	0	0	6	0
21	Αλεθρικό	1	25	0	0	10	0
22	Αναφωτία	1	14	0	0	6	0
23	Αραδίππου Α	5	125	1	25	85	0
24	Αραδίππου Β	2	47	0	0	23	0
25	Αραδίππου Δ´	3	75	0	0	65	0
26	Βορόκληνη	3	74	1	24	58	0
27	Δρομολαξιά	3	72	0	0	43	0
28	Ζύγι	1	25	0	0	9	0
29	Καλαβασός	1	17	0	0	10	0
30	Καλό Χωριό Λάρνακας	2	36	1	20	25	0
31	Κίτι	2	50	0	0	29	0
32	Κόρνος	2	43	0	0	24	0
33	Κοφίνου	1	24	0	0	10	0
34	Λιβάδια	4	100	1	25	60	0
35	Πάνω Λεύκαρα	1	12	1	14	10	0
36	Μαζωτός	1	13	0	0	5	0
37	Μαρώνι	1	23	0	0	5	0
38	Μενεού	2	50	0	0	31	0
39	Μοσφιλωτή	1	22	1	13	17	0
40	Ξυλοτύμβου Α´	2	32	0	0	14	0
41	Ξυλοτύμβου Β´	1	20	0	0	15	0
42	Ξυλοφάγου	2	47	1	25	41	0
43	Ορμίδεια Α´	2	44	0	0	26	0
44	Ορμίδεια Β´	1	24	0	0	23	0
45	Περβόλια	2	49	0	0	29	0
46	Πύλα	1	25	0	0	20	0
47	Πυργά	1	25	0	0	13	0
48	Τερσεφάνου	1	25	0	0	10	0
49	Τόχνη	1	16	0	0	5	0
50	Τρούλλοι	2	40	0	0	13	0
51	Χοιροκοπία	1	24	0	0	9	0
52	Ψευδάς	1	24	0	0	19	0
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ							
1	Αγ. Νάπα	3	70	4	49	54	0
2	Αυγόρου Α´	2	32	0	0	25	0
3	Αυγόρου Β´	2	43	0	0	34	0
4	Βρυσούλες	1	21	1	20	16	0

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
5	Δασάκι Άχνας	2	49	0	0	27	0
6	Δερύνεια	3	67	4	63	67	0
7	Λιοπέτρι	3	70	1	25	70	0
8	Παραλίμνι Α´	2	50	0	0	38	0
9	Παραλίμνι Β´	2	44	0	0	30	0
10	Παραλίμνι Γ´	2	50	0	0	40	0
11	Παραλίμνι Δ´	2	42	0	0	22	0
12	Παραλίμνι "Γιώρκειο"	2	50	5	118	50	0
13	Σωτήρα	3	73	1	25	64	0
14	Φρέναρος	2	50	0	0	35	0
	ΣΥΝΟΛΟ (Α/ΚΑΣ-ΑΜΜ/ΣΤΟΥ)	122	2781	25	490	1878	0
ΕΠΑΡΧΙΑ ΠΑΦΟΥ							
ΠΟΛΗ							
1	Πάφος Α´	4	98	0	0	62	0
2	Πάφος Β´	2	47	0	0	18	0
3	Πάφος Γ´	5	125	0	0	84	0
4	Πάφος Δ´	3	60	0	0	60	0
5	Πάφος Στ´	2	40	0	0	38	0
6	Πάφος ΙΒ' Πεύκιου Γεωργιάδη	2	50	0	0	47	0
7	Πάφος Η´ Αναβαργός	3	75	1	25	38	0
8	Πάφος Θ´ «Πετρίδειο»	5	124	0	0	124	0
ΥΠΑΙΘΡΟΣ							
9	Αγ. Μαρίνα Χρυσοχούς	1	18	0	0	6	0
10	Αργάκα	1	22	0	0	9	0
11	Γεροσκήπου Β´ (παλιό)	4	100	0	0	55	0
12	Γεροσκήπου Α´ (νέο)	2	50	0	0	36	0
13	Γιόλου	1	25	0	0	11	0
14	Δρούσεια	1	20	0	0	7	0
15	Έμπα	2	50	1	25	35	0
16	Ίνεια	1	16	0	0	5	0
17	Κάτω Πύργος	1	20	0	0	13	0
18	Κισσόνεργα	2	48	0	0	27	0
19	Κονιά	2	50	0	0	18	0
20	Κούκλια	1	15	0	0	7	0
21	Μανδριά	1	25	0	0	14	0
22	Μεσόγη	1	25	1	25	25	0
23	Νατά	1	8	0	0	5	0
24	Παναγιά	1	5	0	0	3	0
25	Πέγεια	2	49	0	0	22	0
26	Πολέμι	1	25	0	0	8	0
27	Πόλη Χρυσοχούς	3	72	1	25	58	0
28	Πωμός	1	6	0	0	3	0
29	Σίμου	1	5	0	0	2	0
30	Στρουμπί	1	17	0	0	6	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
31	Τάλα	1	20	0	0	10	0
32	Τίμη	1	25	0	0	19	0
33	Τσάδα	1	25	0	0	9	0
34	Χλώρακα	4	100	1	22	75	0
35	Χολέτρια	1	12	0	0	6	0
35	ΣΥΝΟΛΟ	66	1472	5	122	965	0
	ΚΑΤΕΧΟΜΕΝΑ						

1 Ριζοκάρπασο 1 4 0 0 1 0

Κοινοτικά νηπιαγωγεία που λειτουργούν ανεξάρτητα από τα Δημόσια

ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ

1	ΣΚΕ Αγίου Δομετίου	0	0	1	24	0	24
2	Αγλαντζιά Α΄	0	0	2	34	0	0
3	Λάιονς	0	0	4	36	0	0
4	Κέντρο Σπαστικών και Αναπήρων	0	0	1	16	0	14
5	Ελένιο Τσερίου	0	0	1	25	0	20
6	ΝΑΡΕΚ	0	0	1	25	0	5

ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ

7	Θεοτόκος	0	0	1	6	0	4
8	Γερμασόγεια	0	0	1	23	0	23
	ΣΥΝΟΛΟ	0	0	12	189	0	90

Σημείωση: * Δημόσια νηπιαγωγεία με απογευματινά τμήματα

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΝΗΠΙΑΓΩΓΕΙΩΝ

A/A	ΕΠΑΡΧΙΑ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
93	ΛΕΥΚΩΣΙΑ	168	3518	32	598	2152	0
57	ΛΕΜΕΣΟΣ	111	2472	11	239	1591	0
66	ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	122	2781	25	490	1878	0
35	ΠΑΦΟΣ	66	1472	5	122	965	0
1	ΚΑΤΕΧΟΜΕΝΑ	1	4	0	0	1	0
252	ΣΥΝΟΛΟ	468	10247	73	1449	6587	0
8	Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια	0	0	12	189	0	90
	ΣΥΝΟΛΟ	468	10247	85	1638	6587	90

ΠΑΡΑΡΤΗΜΑ Β΄: ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2009-2010

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΙΡΧΙΑ ΛΕΥΚΩΣΙΑΣ			
1	Αγία Μαρίνα (ΚΑ)	6	120
2	Αγία Μαρίνα (ΚΒ)	7	153
3	Άγιοι Ομολογητές (ΚΑ)	7	143
4	Άγιοι Ομολογητές (ΚΒ)	10	224
5	Άγιος Ανδρέας (ΚΑ)	6	110
6	Άγιος Ανδρέας (ΚΒ)	6	132
7	Άγιος Αντώνιος	8	134
8	Άγιος Βασίλειος (ΚΑ)	9	172
9	Άγιος Βασίλειος (ΚΒ)	10	199
10	Άγιος Δημήτριος	13	294
11	Άγιος Δομέτιος Α΄ (ΚΑ)	5	76
12	Άγιος Δομέτιος Α΄ (ΚΒ)	6	102
13	Άγιος Δομέτιος Β΄ (ΚΑ)	5	73
14	Άγιος Δομέτιος Β΄ (ΚΒ)	6	107
15	Άγιος Δομέτιος Γ΄	6	100
16	Άγιος Κασσιανός	4	56
17	Άγιος Σπυρίδωνας	7	115
18	Αγλαντζιά Α΄ (ΚΑ)	5	93
19	Αγλαντζιά Β΄ (ΚΒ)	6	99
20	Αγλαντζιά Γ΄	11	181
21	Αγλαντζιά Δ΄ (ΚΑ)	12	261
22	Αγλαντζιά Δ΄ (ΚΒ)	11	246
23	Αγλαντζιά Ε΄	12	188
24	Αγλαντζιά ΣΤ΄	11	254
25	Ακρόπολη (ΚΑ)	6	126
26	Ακρόπολη (ΚΒ)	6	139
27	Απόστολος Βαρνάβας	12	219
28	Απόστολος Λουκάς	13	274
29	Αρχάγγελος	13	265
30	Δασούπολη (ΚΑ)	6	133
31	Δασούπολη (ΚΒ)	7	143
32	Έγκωμη Α΄ (ΚΑ)	9	202
33	Έγκωμη Α΄ (ΚΒ)	9	203
34	Έγκωμη Β΄	6	114
35	Ελένιο (ΚΑ)	3	29
36	Ελένιο (ΚΒ)	3	38
37	Καϊμακλί Α΄ (ΚΑ)	6	91
38	Καϊμακλί Β΄ (ΚΒ)	6	104
39	Καϊμακλί Γ΄ (ΚΑ)	9	176
40	Καϊμακλί Γ΄ (ΚΒ)	9	180
41	Κωνσταντινουπόλεως	12	254
42	Λυκαβηπτός (ΚΑ)	6	125
43	Λυκαβηπτός (ΚΒ)	8	154
44	Μακεδονίτσα Α΄	17	330

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
45	Μακεδονίτισσα Β΄	12	253
46	Μακεδονίτισσα Γ΄- Στυλιανού Λένα	10	196
47	Νοσοκομείο (Μακάρειο)		
48	Παλουριώτισσα Α΄ (ΚΑ)	6	107
49	Παλουριώτισσα Α΄ (ΚΒ)	6	119
50	Παλουριώτισσα Β΄ (ΚΑ)	5	84
51	Παλουριώτισσα Β΄ (ΚΒ)	6	98
52	Παλουριώτισσα Γ΄	6	114
53	Περνέρα	13	275
54	Πεύκιος Γεωργιάδης	16	302
55	Σταυρός (ΚΑ)	8	145
56	Σταυρός (ΚΒ)	9	186
57	Φανερωμένη	7	83
58	Χατζηγεωργάκης Κορνέσιος	8	139
59	Χρυσελεύσα (ΚΑ)	7	132
60	Χρυσελεύσα (ΚΒ)	8	149
61	Αγία Βαρβάρα	7	126
62	Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος)	4	42
63	Άγιοι Τριμιθιάς	6	93
64	Άγιος Επιφάνιος	2	21
65	Άγιος Ιωάννης Μαλούντας	2	20
66	Άγιος Μάρωνας Ανθούπολης	6	88
67	Αγροκπηιά	2	22
68	Ακάκι	12	208
69	Αλάμπρα	6	88
70	Ανάγεια	6	105
71	Αναλιόντας	2	18
72	Ανθούπολη (ΚΑ)	5	86
73	Ανθούπολη (ΚΒ)	6	114
74	Αρεδιού	6	102
75	Αστρομερίτης	6	124
76	Ασίνου (Νικητάρη, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Ποτάμι)	6	89
77	Γαλάτα (Γαλάτα, Καλιάνα, Σιναόρος)	5	42
78	Γέρι Α΄	10	165
79	Γέρι Β΄	10	159
80	Δάλι Α΄	11	195
81	Δάλι Β΄	12	207
82	Δάλι Γ΄	13	229
83	Δένεια	2	27
84	Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	12	213
85	Εργάτες	6	115
86	Ευρύχου (Ευρύχου, Άγιος Θεόδωρος Σολέας, Κατύδατα, Ληνού, Τεμβριά, Φλάσσου)	6	112
87	Κακοπετριά (Κακοπετριά, Αμιάντος, Κούρδαλι, Σπήλια)	6	78

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
88	Καλό Χωριό Ορεινής	3	41
89	Καμπιά	2	21
90	Κάμπος (Κάμπος, Τσακίστρα)	2	7
91	Καπέδες	3	32
92	Κλήρου (Κλήρου, Γούρρη, Λαζανιάς, Φικάρδου)	7	123
93	Κοκκινοτριμιθιά Α΄	6	114
94	Κοκκινοτριμιθιά Β΄	7	145
95	Κοράκου	2	33
96	Λακατάμεια Α΄ (ΚΑ) - Αγίας Παρασκευής και Αγίου Νικολάου	7	126
97	Λακατάμεια Α΄ (ΚΒ) - Αγίας Παρασκευής και Αγίου Νικολάου	7	131
98	Λακατάμεια Β΄ - Αγίου Μάμα	11	207
99	Λακατάμεια Γ΄ - Αγίου Γεωργίου	15	330
100	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	15	298
101	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	16	307
102	Λακατάμεια ΣΤ΄ - Αγίου Στυλιανού	18	382
103	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	15	311
104	Λατσιά Α΄	12	206
105	Λατσιά Β΄ (ΚΑ)	6	131
106	Λατσιά Β΄ (ΚΒ)	8	164
107	Λατσιά Γ΄	11	232
108	Λατσιά Δ΄	12	264
109	Λυθροδόοντας «Μελέτιον»	12	242
110	Λύμπια	12	208
111	Μαθιάτης	5	55
112	Μαλούντα	2	13
113	Μάμμαρη	6	124
114	Μαραθάσα (Καλοπαναγιώτης, Άγιος Δημήτριος, Γερακιές, Καμινάρια, Λεμίθου, Μυλικούρι, Μουτουλλάς, Οίκος, Παλαιόμυλος, Πεδουλάς, Πρόδρομος, Τρεις Ελιές)	2	22
115	Μένικο	5	64
116	Μιτσερό (Μιτσερό, Άλωνα, Πλατανιστάσα, Πολύστυπος)	5	57
117	Ορούντα	2	26
118	Παλαιχώρι (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικούδι)	6	76
119	Παλαιομέτοχο Α΄	9	152
120	Παλαιομέτοχο Β΄	6	108
121	Πέρα Χωριό Νήσου Α΄	10	171
122	Πέρα Χωριό Νήσου Β΄	7	128
123	Περιστερώνα (Περιστερώνα Λευκωσίας, Κάτω Μονή)	6	130
124	Ποταμιά	3	30
125	Σια	3	38
126	Ταμασός (Πέρα Ορεινής, Επισκοπειό, Πολιτικό)	6	121

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
127	Τσέρι Α΄	11	218
128	Τσέρι Β΄	12	184
129	Φαρμακάς (Φαρμακάς, Καμπή)	3	33
130	Ψιμολόφου	7	108
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ		984	18114
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ			
1	Λεμεσός Α΄ (ΚΑ)	4	68
2	Λεμεσός Α΄ (ΚΒ)	4	70
3	Λεμεσός Β΄ (ΚΑ)	9	182
4	Λεμεσός Β΄ (ΚΒ)	10	221
5	Λεμεσός Γ΄	12	209
6	Λεμεσός Δ΄ (ΚΑ)	9	142
7	Λεμεσός Δ΄ (ΚΒ)	8	155
8	Λεμεσός Ε΄ (ΚΑ) - Αγίου Ιωάννη	6	95
9	Λεμεσός Ε΄ (ΚΒ) - Αγίου Ιωάννη	6	137
10	Λεμεσός ΣΤ΄ (ΚΑ) - Αγίου Νικολάου	9	158
11	Λεμεσός ΣΤ΄ (ΚΒ) - Αγίου Νικολάου	8	163
12	Λεμεσός Ζ΄ (ΚΑ) - Αποστόλου Ανδρέα	9	190
13	Λεμεσός Ζ΄ (ΚΒ) - Αποστόλου Ανδρέα	9	195
14	Λεμεσός Η΄ (ΚΑ) - Ομόνοιας	6	113
15	Λεμεσός Η΄ (ΚΒ) - Ομόνοιας	6	98
16	Λεμεσός Θ΄ (ΚΑ) - Καψάλου	6	110
17	Λεμεσός Θ΄ (ΚΒ) - Καψάλου	6	108
18	Λεμεσός Ι΄ (ΚΑ) - Χαλκούτσας	7	136
19	Λεμεσός Ι΄ (ΚΒ) - Χαλκούτσας	7	169
20	Λεμεσός ΙΑ΄ (ΚΑ) - Τσίρειο	9	174
21	Λεμεσός ΙΑ΄ (ΚΒ) - Τσίρειο	9	192
22	Λεμεσός ΙΒ΄ (ΚΑ) - Λανίτιο	7	120
23	Λεμεσός ΙΒ΄ (ΚΒ) - Λανίτιο	8	163
24	Λεμεσός ΙΓ΄ (ΚΑ) - Αγίου Σπυριδώνα	6	127
25	Λεμεσός ΙΓ΄ (ΚΒ) - Αγίου Σπυριδώνα	7	165
26	Λεμεσός ΙΔ΄ - Μέσα Γειτονιά	7	111
27	Λεμεσός ΙΕ΄ (ΚΑ) - Αγίου Νεοφύτου	7	148
28	Λεμεσός ΙΕ΄ (ΚΒ) - Αγίου Νεοφύτου	8	189
29	Λεμεσός ΙΣΤ΄ - Ζακάκι	15	309
30	Λεμεσός ΙΖ΄ - Μονοβόλικος	11	200
31	Λεμεσός ΙΗ΄ - Αγίου Αντωνίου	7	100
32	Λεμεσός ΙΘ΄ - Αγίας Φύλαξης	15	302
33	Λεμεσός Κ΄ - Αγίου Παντελεήμονα	14	285
34	Λεμεσός ΚΑ΄ - Κοντοβάθκια	18	394
35	Λεμεσός ΚΒ΄ - Αγίου Γεωργίου	12	224
36	Λεμεσός ΚΓ΄ - Αγίου Σπυριδώνα	14	292
37	Λεμεσός ΚΔ΄ - Αποστόλου Βαρνάβα	12	245
38	Λεμεσός ΚΕ΄ - Εκάλη	17	361
39	Λεμεσός ΚΣΤ΄ - Παναγίας Τριχερούσας	20	449

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
40	Λεμεσός ΚΖ΄ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γειτονιάς, Φασούλα Λεμεσού)	14	298
41	Λεμεσός ΚΗ΄ - Αρχαγγέλου Μιχαήλ	14	320
42	Νοσοκομείο Λεμεσού		
43	Άγιοι Ανάργυροι (Μονή, Μοναγρούλλι)	3	53
44	Άγιος Αθανάσιος Α΄	10	160
45	Άγιος Αθανάσιος Β΄	16	317
46	Άγιος Αμβρόσιος	1	14
47	Άγιος Ιωάννης (Άγιος Ιωάννης Λεμεσού, Άγιος Θεόδωρος Λεμεσού, Μύλος Κάτω)	1	10
48	Άγιος Τύχων	3	48
49	Αγρός (Αγρός, Πολύστιπος)	4	55
50	Ακρωτήρι	3	48
51	Απεσιά	3	36
52	Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλατιές, Σανίδα)	2	36
53	Ασώματος	2	17
54	Αυδήμου (Αυδήμου, Άγιος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πρασιό Αυδήμου)	6	67
55	Αψιού (Αψιού, Γεράσα, Μαθικολώνη)	2	33
56	Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	7	125
57	Επισκοπή (Επισκοπή Λεμεσού, Σωτήρα Λεμεσού)	12	220
58	Ερήμη	7	139
59	Ιαματική (Επαγώνεια, Ακαπνού, Αρακαπάς, Διερώνα, Κελλάκι, Κλωνάρι, Οδού, Πρασιό Κελλακίου, Προφήτης Ηλίας, Συκόπετρα)	6	95
60	Καλό Χωριό (Καλό Χωριό, Άγιος Κωνσταντίνος, Άγιος Παύλος, Ζωοπηγή, Λουβαράς)	4	55
61	Καντού (Καντού, Σωτήρα Λεμεσού)	2	23
62	Κολόσσι Α΄	6	115
63	Κολόσσι Β΄	12	228
64	Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Βουνί)	5	59
65	Κυπερούντα (Κυπερούντα, Αγριδία, Αμιάντος, Δύμες, Χανδριά)	6	129
66	Λινόπετρα	12	218
67	Μουπταγιάκα (Μουπταγιάκα, Αρμενοχώρι)	8	148
68	Όμοδος (Όμοδος, Άγιος Νικόλαος Πάφου, Κέδαρες, Μαλιά, Ποταμιού, Πραιτώρι, Φυλούσα Κελοκεδάρων)	1	15
69	Παλόδεια	6	83
70	Παραμύθα (Παραμύθα, Σπιτάλι)	3	40
71	Παρεκκλησιά	8	128
72	Πάχνα (Πάχνα, Άρσος, Δωρά, Μαλιά, Βάσα Κοιλανίου)	3	38
73	Πελένδρι (Πελένδρι, Ποταμίτσια)	6	60

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
74	Πεντάκωμο	2	26
75	Πισσούρι	6	83
76	Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά)	2	24
77	Πολεμίδα Κάτω Α΄	9	165
78	Πολεμίδα Κάτω Β΄	6	98
79	Πολεμίδα Πάνω (Πολεμίδα Πάνω, Άλασσα, Κορφή)	15	300
80	Ποταμός Γερμασόγειας Α΄	12	221
81	Ποταμός Γερμασόγειας Β΄	18	389
82	Πύργος	8	127
83	Σούνι - Ζανατζιά	1	13
84	Τραχώνι Α΄	7	137
85	Τραχώνι Β΄	6	110
86	Τριμήκλνη (Τριμήκλνη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμίαντος, Δωρός, Καπηλειό, Κοιλάνι, Λάνεια, Λιμνάτης, Μονάγρι, Μονιάτης, Πέρα Πεδί, Σιλίκου)	6	77
87	Ύψωνας Α΄	17	329
88	Ύψωνας Β΄	16	332
89	Φοινί	1	18
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ		694	13148
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ			
1	Άγιοι Ανάργυροι	12	202
2	Άγιος Γεώργιος	10	185
3	Άγιος Ιωάννης	9	163
4	Άγιος Λάζαρος Α΄	13	277
5	Άγιος Λάζαρος Β΄	10	148
6	Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	16	328
7	Δροσιά (Κ.Α.)	12	298
8	Δροσιά (Κ.Β.)	13	294
9	Εθνάρχης Μακάριος (ΚΑ)	6	120
10	Εθνάρχης Μακάριος (ΚΒ)	6	128
11	Ζήνων	12	240
12	Καθαρή - Δημήτρη Λιπέρτη	13	302
13	Καλογεράς (ΚΑ)	6	129
14	Καλογεράς (ΚΒ)	9	175
15	Καμάρες	13	293
16	Νοσοκομείο Λάρνακας		
17	Πρόδρομος (ΚΑ)	9	188
18	Πρόδρομος (ΚΒ)	8	173
19	Σωτήρος	13	289
20	Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	67
21	Αγία Άννα	2	20
22	Άγιος Θεόδωρος	3	39
23	Αθένου (ΚΑ)	8	161
24	Αθένου (ΚΒ)	9	181

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
25	Αλαμινός - Δημητράκη Γεωργίου	2	15
26	Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	6	99
27	Αναφωτία	5	58
28	Αραδίππου Α΄	11	238
29	Αραδίππου Β΄ (Μέρος Δήμου Αραδίππου, Αβδελλερό)	11	235
30	Αραδίππου Γ΄	12	228
31	Αραδίππου Δ΄	17	382
32	Βορόκληνη	17	363
33	Δρομολαξιά Α΄	6	121
34	Δρομολαξιά Β΄	7	133
35	Ζύγι (Ζύγι, Βασιλικό, Μαρί)	6	57
36	Καλαβασός	3	43
37	Καλό Χωρίο	7	115
38	Κελλιά	2	28
39	Κίτι	13	279
40	Κόρνος	7	124
41	Κοφίνου «Μιχαλοπούλειο»	6	77
42	Λιβιάδια (ΚΑ)	8	174
43	Λιβιάδια (ΚΒ)	10	236
44	Λεύκαρα Πάνω (Λεύκαρα Πάνω, Λεύκαρα Κάτω, Βαβαταινιά, Βάβλα, Δρυς Κάτω, Λάγεια, Σκαρίνου)	6	75
45	Μαζωτός	4	56
46	Μαρώνι (Μαρώνι, Ψεματισμένος)	3	41
47	Μενεού	11	177
48	Μοσφιλωτή	6	100
49	Ξυλοτύμβου Α΄	8	136
50	Ξυλοτύμβου Β΄	8	143
51	Ξυλοφάγου Α΄	12	240
52	Ξυλοφάγου Β΄	11	211
53	Ορά (Ορά, Μελίνη)	2	18
54	Ορμίδεια Α΄	7	139
55	Ορμίδεια Β΄	8	136
56	Περβόλια	9	161
57	Πύλα	6	94
58	Πυργά	6	76
59	Τερσεφάνου	5	79
60	Τόχνη	2	29
61	Τρούλλοι	7	114
62	Χοιροκοιτία (Χοιροκοιτία, Άγιοι Βαβαταινιάς)	6	61
63	Ψευδάς	6	94
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ		507	9585

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ			
1	Αγία Νάπα	15	305
2	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	7	122
3	Αυγόρου Α΄	10	162
4	Αυγόρου Β΄	11	192
5	Δασάκι Άκνας «Φώτης Πίπτας»	11	168
6	Δερύνεια Α΄	8	136
7	Δερύνεια Β΄	8	141
8	Δερύνεια Γ΄	12	191
9	Λιοπέτρι Α΄	9	164
10	Λιοπέτρι Β΄	11	193
11	Παραλίμνι Α΄	15	291
12	Παραλίμνι Β΄	14	261
13	Παραλίμνι Γ΄	13	252
14	Παραλίμνι Δ΄	17	342
15	Σωτήρα Α΄	8	149
16	Σωτήρα Β΄	7	116
17	Σωτήρα Γ΄	8	136
18	Φρέναρος	12	258
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ		196	3579
ΕΠΑΡΧΙΑ ΠΑΦΟΥ			
1	Πάφος Α΄- Νεοφύτειο	7	147
2	Πάφος Β΄- Δημήτρειο	8	165
3	Πάφος Γ΄ (ΚΑ) - Αποστόλου Παύλου	6	92
4	Πάφος Γ΄ (ΚΒ) - Αποστόλου Παύλου	6	149
5	Πάφος Δ΄- Κάτω Περβολιών	15	249
6	Πάφος Ε΄- Μούτταλος	9	129
7	Πάφος ΣΤ΄- Κάτω Πάφος	13	231
8	Πάφος Ζ΄- Αγίου Κενδέα	9	146
9	Πάφος Η΄- Ιορδάνειο	13	267
10	Πάφος Θ΄- Κουπάτειο	17	362
11	Πάφος Ι΄- «Ευαγόρας Παλληκαρίδης»	17	343
12	Πάφος ΙΑ΄- Αγίου Σπυριδώνα	17	370
13	Πάφος ΙΒ΄- Πεύκιος Γεωργιάδης	12	204
14	Αγία Μαρίνα Χρυσοχούς (Αγία Μαρίνα Χρυσοχούς, Γιαλιά, Νέα Δήμματα)	6	79
15	Άγιος Γεώργιος (Άγιος Γεώργιος Πάφου, Κιδάσι, Μαμώνια, Φασούλα Πάφου)	2	17
16	Αναρίτα	3	32
17	Αργάκα	5	75
18	Γεροσκήπου Α΄ (Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	17	340
19	Γεροσκήπου Β΄ (Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	13	295
20	Γιόλου (Γιόλου, Μηλιού)	6	55
21	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	3	43

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
22	Έμπα	12	203
23	Ίνεια	2	35
24	Κάθικας (Κάθικας, Αρόδες, Θελέτρα)	2	12
25	Κισσόνεργα (Κισσόνεργα, Ακουρός)	7	132
26	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούντα)	10	161
27	Κούκλια (Κούκλια, Αρχιμανδρίτα, Νικόκλεια)	3	45
28	Μανδριά	2	27
29	Μεσόγη (Μεσόγη, Μέσα Χωριό)	6	115
30	Παναγιά (Παναγιά, Αγία Μαρίνα Κελοκεδάρων, Άγιος Φώτιος, Αμπελίτης, Ασπρογιά, Γαλαταριά, Κοιλίνια, Πενταλιά, Στατός)	2	22
31	Πέγεια	10	173
32	Πολέμι (Πολέμι, Άγιος Δημητριανός, Δρυνιά, Καλλέπεια, Κανναβιού, Κρίτου Μαρόππου, Λάσα, Λεμώνα, Λετύμβου, Χούλου, Ψάθι)	6	85
33	Πόλη Χρυσοχούς (Πόλη Χρυσοχούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολίκου, Γουδί, Κυνούσα, Λασιί, Λυσός, Μακούντα, Νέο Χωριό, Πελαθούσα, Περιστερώνα, Προδρόμι, Σκούλλη, Στενή, Φυλούσα Χρυσοχούς, Χόλη, Χρυσοχού)	15	321
34	Πύργος Κάτω (Πύργος Κάτω, Πύργος Πάνω, Μοσφίλι, Πιγένια)	6	68
35	Πομός (Πομός, Παχύαμμος)	2	23
36	Σίμου (Σίμου, Δρύμου, Φύτη)	1	17
37	Στρουμπί	3	33
38	Τάλα	5	56
39	Τίμη (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέτη, Αξύλου, Ελεδιό, Νατά)	6	99
40	Τρεμιθούσα	2	36
41	Τσάδα-Κοίλη «Ευαγόρας Παλληκαρίδης» (Τσάδα, Κοίλη)	4	53
42	Χλώρακα Αγίου Νικολάου	10	202
43	Χλώρακα-Λέμπα Αγίου Στεφάνου (Χλώρακα, Λέμπα)	12	204
44	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσανα, Σαλαμιού, Σταυροκόκνου, Τραχυπέδουλα)	3	29
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ		335	5941
ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	3	19

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	130	984	18114
2	Λεμεσός	89	694	13148
3	Λάρνακα	63	507	9585
4	Αμμόχωστος	18	196	3579
5	Πάφος	44	335	5941
6	Κατεχόμενα σχολεία	1	3	19
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		345 *	2719	50386

* Στον αριθμό περιλαμβάνεται το Μακάρειο Νοσοκομείο στη Λευκωσία και τα Νοσοκομεία Λεμεσού και Λάρνακας.

ΠΑΡΑΡΤΗΜΑ Γ΄: ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2009-2010

A/A	ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ			
1	«Ευαγγελισμός»	9	42
2	Ειδικό Σχολείο Λευκωσίας	11	54
3	Σχολή Κωφών	5	10
4	Σχολή Τυφλών	1	5
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ			
1	«Απόστολος Λουκάς»	7	40
2	Παιδικό Αναρρωτήριο Ερυθρού Σταυρού	5	22
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ			
1	«Άγιος Σπυρίδωνας»	8	47
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ			
1	«Απόστολος Βαρνάβας» Λιοπετρίου	6	36
ΕΠΑΡΧΙΑ ΠΑΦΟΥ			
1	«Θεοσκεπάστη»	5	27

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ

A/A	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
1	Λευκωσία	4	26	111
2	Λεμεσός	2	12	62
3	Λάρνακα	1	8	47
4	Αμμόχωστος	1	6	36
5	Πάφος	1	5	27
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		9	57	283

ΛΑΡΝΑΚΑ	Α Τάξη										Β Τάξη										Γ Τάξη										ΣΥΝΟΛΟ				
	Μήρες		Μήτριες		Σύνολο		Τμήματα		Μ.Ο.		Μήρες		Μήτριες		Σύνολο		Τμήματα		Μ.Ο.		Μήρες		Μήτριες		Σύνολο		Τμήματα		Μ.Ο.						
	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες			
ΣΧΟΛΕΙΟ	82	77	159	7	22.71	93	174	7	24.857	88	82	170	7	24.286	251	503	21	23.952																	
46 Γυμν. Δροσάς	50	50	100	4	25	58	96	4	24	59	63	122	5	24.4	167	151	13	24.462																	
47 Ευρυβάδειο γυμν.	41	27	68	4	17	40	39	4	19.75	38	36	74	4	18.5	119	102	12	18.417																	
48 Γυμν. Φανερωμένης	50	66	116	5	23.2	45	68	113	5	22.6	62	61	123	5	24.6	157	195	15	23.467																
49 Διονέλειο Γυμν.	96	86	182	7	26	76	94	170	7	24.286	73	98	171	7	24.429	245	523	21	24.905																
50 Γυμν. Λεβιδίων	90	104	194	10	19.4	98	196	9	21.778	120	95	215	10	21.5	308	297	605	29	20.862																
51 Γυμν. Βεργίνας	78	97	175	8	21.88	97	75	172	7	24.571	82	72	154	7	22	257	244	501	22	22.773															
52 Γυμν. Αραδίππου	85	85	170	8	21.25	82	85	167	8	20.875	116	86	202	9	22.444	283	256	539	25	21.56															
53 Γυμν. Κιρίου	26	29	55	3	18.33	41	29	70	4	17.5	54	30	84	4	21	121	88	209	11	19															
54 Γυμν. Λευκάρων	27	36	63	3	21	31	35	66	3	22	30	41	71	3	23.667	88	112	200	9	22.222															
55 Γυμν. Αθηναίου	85	68	153	7	21.86	63	63	126	6	21	65	64	129	6	21.5	213	195	408	19	21.474															
56 Γυμν. Ξυλοτύμπου	61	54	115	5	23	67	63	130	6	21.667	69	73	142	7	20.286	197	190	387	18	21.5															
57 Γυμν. Ξυλοφάγου																																			
ΣΥΝΟΛΟ Ε.Π. ΛΑΡΝΑΚ.	771	779	1550	71	21.83	779	780	1559	70	22.271	856	801	1657	74	22.392	2406	2360	4766	215	22.167															

ΑΜΜΟΧ.	Α Τάξη										Β Τάξη										Γ Τάξη										ΣΥΝΟΛΟ				
	Μήρες		Μήτριες		Σύνολο		Τμήματα		Μ.Ο.		Μήρες		Μήτριες		Σύνολο		Τμήματα		Μ.Ο.		Μήρες		Μήτριες		Σύνολο		Τμήματα		Μ.Ο.						
	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες	Μήρες	Μήτριες			
ΣΧΟΛΕΙΟ	109	106	215	10	21.5	112	78	190	9	21.111	114	108	222	10	22.2	335	292	627	29	21.621															
58 Γυμν. Παραμινίου	74	71	145	6	24.17	85	72	157	7	22.429	96	66	162	7	23.143	255	209	464	20	23.2															
59 Γυμν. Κοκκινοχωριών	68	80	148	7	21.14	79	65	144	7	20.571	69	76	145	7	20.714	216	221	437	21	20.81															
60 Γυμν. Δερύνειας	2	1	3	1	3	2	2	4	1	4	2	0	2	1	2	6	3	9	3	3															
61 Γυμν. Ριζοκάρπασου	253	258	511	24	21.29	278	217	495	24	20.625	281	250	531	25	21.24	812	725	1537	73	21.055															
ΣΥΝΟΛΟ Ε.Π. ΑΜΜΟΧ.																																			

α/α	Σχολείο	ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2009/2010																	
		Α' Τάξη				Β' Τάξη				Γ' Τάξη				ΣΥΝΟΛΟ					
		Μίτρες	Μ.Ο.	Τμ.	Μίτρες	Μ.Ο.	Τμ.	Μίτρες	Μ.Ο.	Τμ.	Μίτρες	Μ.Ο.	Τμ.	Μίτρες	Μ.Ο.	Τμ.			
1	Παγκύπριο Γυμνάσιο	81	23.33333333	9	60	96	156	8	19.5	77	102	179	10	17.9	545	27	20.185	218	327
2	Λύκειο Παλουριώτισσας	57	17	7	53	75	128	7	18.286	57	73	130	7	18.57	377	21	17.952	167	210
3	Ενιαίο Λύκειο Κύκκου Α'	67	19.25	8	60	87	147	8	18.375	72	81	153	8	19.13	454	24	18.917	199	255
4	Ενιαίο Λύκειο Κύκκου Β'	118	20.6	10	94	103	197	10	19.7	101	90	191	9	21.22	594	29	20.483	313	281
5	Ενιαίο Λύκειο Αρχαγγέλου	123	23.8181818	11	103	137	240	12	20	113	128	241	11	21.91	743	34	21.853	339	404
6	Λύκειο Ακρόπολης	52	18.6666667	6	71	74	145	7	20.714	66	66	132	7	18.86	389	20	19.45	189	200
7	Λύκειο Εβν. Κυπριανού	104	21	10	94	89	183	10	18.3	77	119	196	11	17.82	589	31	19	275	314
8	Λύκειο Μακαρίου Γ'	126	22.7272727	11	130	113	243	12	20.25	113	142	255	13	19.62	748	36	20.778	369	379
9	Λύκειο Απ. Βαρνάβα	110	22.6363636	10	104	148	252	12	21	87	110	197	10	19.7	698	33	21.152	301	397
10	Λύκειο Λατσιών	103	22.2	10	100	117	217	10	21.7	95	115	210	10	21	649	30	21.633	298	351
11	Λύκειο Σολέας	36	20	4	38	59	97	5	19.4	38	43	81	4	20.25	258	13	19.846	112	146
12	Λύκειο Παλαιτόχου	107	20.08333333	12	105	118	223	11	20.273	98	86	184	9	20.44	648	32	20.25	310	338
13	Λύκειο Αγ. Γεωργίου Λακατ.	127	20.6923077	13	116	157	273	14	19.5	85	111	196	11	17.82	738	38	19.421	328	410
14	Λύκειο Ίδαλου	125	23.5	12	103	173	276	13	21.231	58	132	190	9	21.11	748	34	22	286	462
	ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1336	21.3880597	134	1231	1546	2777	139	19.978	1137	1398	2535	129	19.65	8178	402	20.343	3704	4474
15	Λύκειο Παραμυνίου	97	21	11	92	113	205	10	20.5	71	108	179	10	17.9	615	31	19.839	260	355
16	Λύκειο Φρενάρους	95	24	11	90	127	217	10	21.7	79	122	201	10	20.1	682	31	22	264	418
17	Λύκειο Ριζοκάρπασου	0	0	0	3	3	6	1	6	0	1	1	1	1	7	2	3.5	3	4
	ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	192	22.5	22	185	243	428	21	20.381	150	231	381	21	18.14	1304	64	20.375	527	777
18	Παγκύπριο Λύκειο Λαρινακας	87	25.5	8	76	87	163	8	20.375	58	90	148	7	21.14	515	23	22.391	221	294
19	Λύκειο Αγ. Γεωργίου	79	24	8	103	142	245	12	20.417	97	138	235	12	19.58	672	32	21	279	393
20	Λύκειο Αρχ. Μακαρίου Γ'	93	24.8181818	11	95	127	222	11	20.182	95	128	223	11	20.27	718	33	21.758	283	435
21	Λύκειο Βερίνας	76	24.625	8	85	104	189	10	18.9	76	101	177	9	19.67	563	27	20.852	237	326
22	Λύκειο Λιβαδιών	102	22.6363636	11	107	158	265	14	18.929	111	150	261	13	20.08	775	38	20.395	320	455
23	Γυμνάσιο Λευκάρων	21	22	2	22	13	45	3	19.333	26	31	57	3	19	159	8	19.875	60	99
24	Λύκειο Αραδίππου	102	23.9	10	80	84	164	8	20.5	60	81	141	7	20.14	544	25	21.76	242	302
	ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	560	24.1034483	58	559	747	1306	66	19.788	523	719	1242	62	20.03	3946	186	21.215	1642	2304

	Α' Τάξη				Β' Τάξη				Γ' Τάξη				ΣΥΝΟΛΟ							
	Μ/τριες	Μ/τριες Συν.	Τ.μ.	Μ.Ο	Μ/τριες	Μ/τριες Συν.	Τ.μ.	Μ.Ο	Μ/τριες	Μ/τριες Συν.	Τ.μ.	Μ.Ο	Μαθ.	Τ.μ.	Μ/τριες	Μ/τριες				
																	Μ/τριες	Μ/τριες Συν.	Τ.μ.	Μ.Ο
25 Λάντερο Λύκειο Α'	81	130	211	10	21.1	97	107	187	9	20.778	73	95	168	8	21	566	27	20.963	251	315
26 Λάντερο Λύκειο Β'	86	97	183	9	20.3333333	110	107	217	11	19.727	89	102	191	10	19.1	591	30	19.7	285	306
27 Λύκειο Ατ. Πέτρου & Παύλ	78	100	178	8	22.25	88	103	191	9	21.222	78	98	176	8	22	545	25	21.8	244	301
28 Λύκειο Αγ. Ιωάννη	109	106	215	10	21.5	112	113	225	11	20.455	90	120	210	10	21	650	31	20.968	311	339
29 Λύκειο Αγ. Νικολάου	88	83	171	8	21.375	71	104	175	8	21.875	59	74	133	6	22.17	479	22	21.773	218	261
30 Λύκειο Πολεμίων	131	148	279	13	21.4615385	134	161	295	13	22.692	127	167	294	13	22.62	868	39	22.256	392	476
31 Λύκειο Αγ. Σπυριδώνα	108	166	274	13	21.0769231	124	179	303	13	23.308	112	156	268	12	22.33	845	38	22.237	344	501
32 Λύκειο Αγ. Αντωνίου	68	86	154	8	19.25	56	82	138	7	19.714	53	101	154	8	19.25	446	23	19.391	177	269
33 Λύκειο Λιτόπετρας	120	148	268	11	24.3636364	113	158	271	13	20.846	97	140	237	12	19.75	776	36	21.556	330	446
34 Λύκειο Αγ. Φυλάξειας	135	146	281	12	23.4166667	112	131	243	11	22.091	111	144	255	11	23.18	779	34	22.912	358	421
35 Γυμνάσιο Αγρού	16	28	44	3	14.6666667	28	34	62	3	20.667	20	32	52	3	17.33	158	9	17.556	64	94
36 Γυμνάσιο Ομόδους	5	11	16	1	16	9	15	24	1	24	7	15	22	1	22	62	3	20.667	21	41
37 Λύκειο Μισση Λεμύθου	6	6	12	1	12	9	4	13	1	13	7	10	17	1	17	42	3	14	22	20
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	1031	1255	2286	107	21.364486	1063	1281	2344	110	21.309	923	1254	2177	103	21.14	6807	320	21.272	3017	3790
38 Λύκειο Α' Έθν. Μακαρίου	116	103	219	9	24.3333333	94	138	232	11	21.091	90	139	229	11	20.82	680	31	21.935	300	380
39 Λύκειο Κύκκου Πάφου	58	80	138	6	23	53	73	126	6	21	94	123	217	9	24.11	481	21	22.905	205	276
40 Λύκειο Αγ. Νεοφύτου	75	69	144	6	24	72	101	173	8	21.625	76	80	156	8	19.5	473	22	21.5	223	250
41 Γυμνάσιο Πολεμίου	7	20	27	2	13.5	16	22	38	2	19	14	24	38	2	19	103	6	17.167	37	66
42 Λύκειο και Τεχν. Σχ. Πόλης	30	46	76	4	19	22	36	58	3	19.333	21	31	52	3	17.33	186	10	18.6	73	113
43 Γυμνάσιο Κατω Πύργου	5	7	12	1	12	8	11	19	1	19	4	6	10	1	10	41	3	13.667	17	24
44 Λύκειο Αγ. Χαρίτων Εμίτας	62	87	149	7	21.2857143	86	94	180	8	22.5	59	67	126	6	21	455	21	21.667	207	248
45 Λύκειο Γερασκήτου	40	74	114	5	22.8	51	77	128	6	21.333			0		242	11	22		91	151
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	393	486	879	40	21.975	402	552	954	45	21.2	358	470	828	40	20.7	2661	125	21.288	1153	1508
ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1336	1530	2866	134	21.3880597	1231	1546	2777	139	19.978	1137	1398	2535	129	19.65	8178	402	20.343	3704	4474
ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	192	303	495	22	22.5	185	243	428	21	20.381	150	231	381	21	18.14	1304	64	20.375	527	777
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	560	838	1398	58	24.1034483	559	747	1306	66	19.788	523	719	1242	62	20.03	3946	186	21.215	1642	2304
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	1031	1255	2286	107	21.364486	1063	1281	2344	110	21.309	923	1254	2177	103	21.14	6807	320	21.272	3017	3790
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	393	486	879	40	21.975	402	552	954	45	21.2	358	470	828	40	20.7	2661	125	21.288	1153	1508
ΓΕΝΙΚΟ ΣΥΝΟΛΟ	3512	4412	7924	361	21.9501385	3440	4369	7809	381	20.496	3091	4072	7163	355	20.18	22896	1097	20.871	10043	12863

ΠΑΡΑΡΤΗΜΑ Ε΄ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ 2009 - 2010

Α/Α ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
	ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
Επαρχία Λευκωσίας				
1. Α΄ Τεχνική Σχολή Λευκωσίας	29	32	37	410
2. Εσπερινή Τεχνική Σχολή	9	13	14	127
3. Β΄ Τεχνική Σχολή Λευκωσίας	10	11	11	116
4. Τεχνική Σχολή Μακάριος Γ΄	55	55	60	669
Σύνολο	103	111	122	1322
Επαρχία Λεμεσού				
1. Α΄ Τεχνική Σχολή Λεμεσού	28	33	40	428
2. Β΄ Τεχνική Σχολή Λεμεσού	18	22	27	296
3. Γ΄ Τεχνική Σχολή Λεμεσού	13	24	28	317
4. Απεήτειο Γυμνάσιο Αγρού	3	3	6	24
Σύνολο	62	82	101	1065
Επαρχία Λάρνακας				
1. Α΄ Τεχνική Σχολή Λαρνακάς	20	38	39	407
2. Τεχνική Αγίου Λαζάρου	22	30	36	398
Σύνολο	42	68	75	805
Επαρχία Αμμοχώστου				
1. Τεχνική Σχολή Παραλιμνίου	10	13	15	153
2. Περιφερειακή Τεχνική και Γεωργική Σχολή Αυγόρου	19	28	34	364
Σύνολο	29	41	49	517
Επαρχία Πάφου				
1. Τεχνική Σχολή Πάφου	22	42	45	458
2. Τεχνική Σχολή Πόλης Χρυσοχούς	5	8	6	82
Σύνολο	27	50	51	540