

MINISTRY OF EDUCATION AND CULTURE

ANNUAL REPORT 2012

NICOSIA 2012

PART A'
EDUCATION
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I. STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

I.I ADMINISTRATION OF PRIMARY EDUCATION

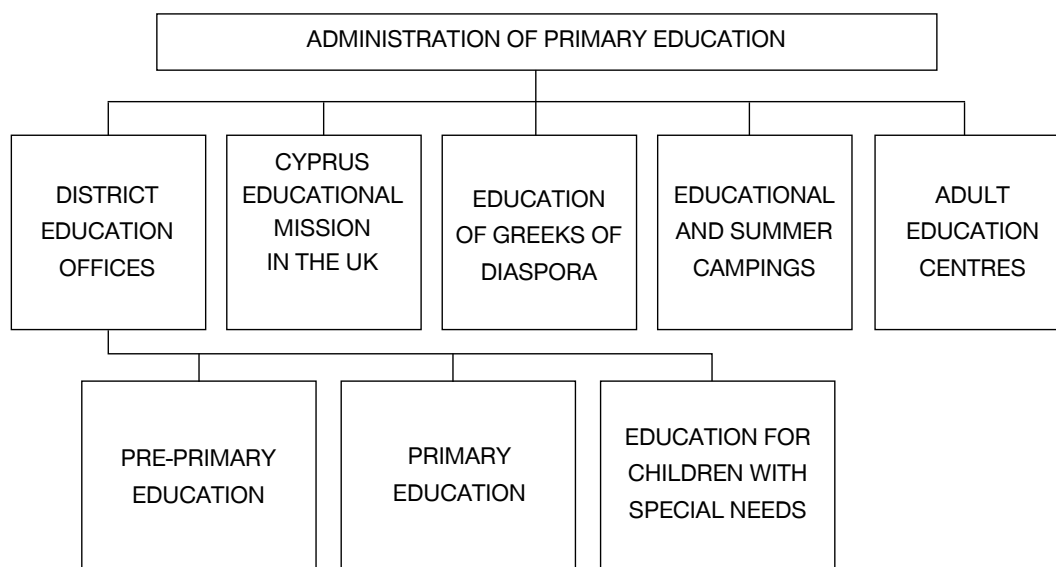
Primary Education constitutes the main and fundamental stage of education, which lays the foundations for the balanced development of children in the cognitive, emotional and psychomotor domains. For this reason, the Administration of the Department of Primary Education persists in the continuous, improvement and upgrading of Primary Education. Furthermore, it aims towards the modern teaching methods and approaches, the design and implementation of modern developmental programmes, the improvement of the support programmes implemented in Special Needs Education, and the extension, improvement and construction of new school buildings and the development of the infrastructure that can facilitate high quality education.

During the school year 2010-2011 the preparation of new curricula and the design of new school timetables was completed and the authoring of new textbooks based on the new curricula was initiated. Furthermore, general training of the teaching staff on issues related to the new curricula also took place during 2010-2011.

As of 2011-2012 the new timetables were implemented, and an organised and systematic training programme related to the new school subjects, which were introduced by the new curricula and timetables, was initiated whereas the production of new educational materials continued.

The various sectors of the Department of Primary Education include:

- the District Education Offices which are responsible for the administration of the Public, Community and Private Pre-primary 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 who attend special units, in Primary and in Pre-primary Schools (Education for Children with Special Needs),
- the Cyprus Educational Mission in the U.K.,
- the Education of the Greeks of Diaspora,
- the Educational and Summer Camps, and
- the Adult Education Centres.



I.1.1 PRE-PRIMARY EDUCATION

The Ministry of Education and Culture, is responsible for the education of children from the age of 3 and over. Pre-primary Education is responsible for complementing the family's role, and providing ample support for the development of the children, the fulfilment of their basic needs and the creation of supportive and constructive learning experiences. This will, consequently, enable them to become aware of their capabilities and overall potential and enhance their self-image.

The Pre-primary Schools' educational programme aims to retain many elements of family life, and emphasises the encouragement of creative activities through child-centred approaches in an environment which promotes cooperative learning, experimentation and group work. Emphasis is also placed on offering love, support, trust, acceptance, safety and respect for every child's individuality.

I.1.2 PRIMARY EDUCATION

The fundamental principle defining the aims of Primary Education has always been the balanced development of the children's personality. The new Curricula and Syllabi are, therefore, based on three central pillars, that function together to achieve these goals. In particular, the first pillar refers to the comprehensive and sufficient body of knowledge and skills that students are expected to master in each school subject. The second pillar focuses on the values, attitudes and behaviours that students should develop as democratic citizens, while the third pillar is related to the development of qualities, skills and key competences required by and for the 21st century society, so that children can become able to take on responsibilities and be active in the contemporary, sociocultural context.

More specifically, the main aim of Primary Education is to create and secure the necessary learning opportunities for all children regardless of age, sex, family and social background or mental abilities, so as to enable them to:

- achieve a balanced development in the cognitive, emotional and psychomotor domains, while making the most of the means offered by modern technology, deal successfully with the various problems they may come across, including possible adjustment difficulties to the school and wider environment and be prepared for active and creative participation in social, political, cultural and financial contexts.
- promote socialization
- acquire positive attitudes towards learning
- develop social understanding, belief in human values, respect towards cultural heritage and human rights
- develop appreciation for beauty, disposition to creativity and love for life and nature, in order to become sensitised in preserving and improving the environment.

I.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

During the year 2012, 332 Greek-Cypriots and 110 Maronites were living in occupied areas of Cyprus.

Although initially three primary schools managed to operate in the occupied areas, despite the Turkish occupying regime's restrictions – one in Rizokarpaso, one in Agia Triada and one in Kormakitis – two of them have now closed. During the school year 1996-1997, the primary school in Agia Triada was compelled to close down due to the denial of the Turkish occupying 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 intensive 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 Pre-primary School that started functioning in one of the classrooms of the Rizokarpaso Primary School.

During the school year 2011-2012, four children attended the Rizokarpaso Pre-primary School, while eighteen pupils attended classes at the Rizokarpaso Primary School, the only Greek-Cypriot School that has been continuously in operation since the beginning of the Turkish Occupation.

A number of difficulties were faced during the school year 2011-2012, 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. This was mainly due to the fact that the occupational forces insist on interfering with the regular operation of the Greek-Cypriot schools.

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

I.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 for the schools to achieve their mission.

The educational and other needs of children in Pre-primary Schools, in Primary Schools, in Special Units at Primary Schools and in Special Schools are being met through programmes for Special Education. Five hundred fifty seven (557) 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) including teachers seconded from other departments, work to 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 to the provisions of the Law and their obligations towards children with special needs attending their schools. This objective is achieved through in-service training seminars and personal

contacts with people involved in the special needs education (Inspectors of Special Education, Educational Psychologists, Special Educational Needs Coordinators and teachers of Special Education).

I.1.5 CYPRUS EDUCATIONAL MISSION IN THE UK

Through the Cyprus Educational Mission in the UK the Ministry of Education and Culture supports the efforts of the UK Greek-Cypriot Community to maintain its ethnic, religious, cultural and linguistic identity. The Cyprus Educational Mission in the UK achieves this aim through the teaching of the Greek language, the organisation of events for national and religious festivals and the familiarisation of pupils with the customs, traditions and history of Cyprus.

The mission is staffed by seconded teachers from Cyprus as well as, part-time teachers from – or based in – the UK. The Ministry of Education and Culture further supports the work of the Mission by publishing and providing the mission with relevant textbooks as well as providing training for the teachers, and organising annual Summer Camps in Cyprus, which offer Greek-Cypriot children living in the UK the opportunity to visit Cyprus and acquire first-hand experiences of its local traditions.

I.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

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

- The provision of books and other educational materials to all Greek schools and other Greek organisations who request such help.
- The organisation and provision of educational camps for children of the Greek Diaspora. The camps offer educational programmes related to the Greek language and culture.
- The provision of educational support to repatriated Cypriots and Greeks of Diaspora. These programmes are offered within the schools but also by the Adult Education Centres which offer free Greek Language courses to both children and adults.
- The teaching of the Greek language to children and teachers of the Greek Orthodox schools in Jerusalem.

I.1.7 EDUCATIONAL AND SUMMER CAMPS

The aim of the Educational and Summer Camping Programme is to offer children of the 5th and 6th grade of Primary Schools in Cyprus and other countries, the opportunity to get to know and love the natural environment of the countryside, learn and develop positive attitudes and behaviours towards the environment, make friends with children of their own age, learn about Cyprus culture, the history of the island, and the island itself in general. Children from abroad, who participate in educational camps in Cyprus, have the opportunity to learn the Greek language and visit some of the most interesting attractions around non occupied Cyprus.

Furthermore, 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 socialise with other people and develop their self-awareness and self-respect, improve their collaboration skills and develop their sense of responsibility as well as their ability for self-organisation and self-support. Moreover, the programme helps to improve the children's health and offers children organised entertainment activities, supporting current trends in education through experiential environmental education and the organisation of social life on educational camps.

The educational programmes and overall organisation of the camps largely serves the new curricula, since aspects of Life Education (Environmental Education, Education for Sustainable

Development, Emotional Education), Human Geography, History and Religious Education are fully implemented in the Camping Programme.

During the school year 2011-2012, Educational Camps operated six five-day sessions in May-June 2012 as well as one six-day session for children of the Maronite Community. A total of 497 children from 22 Primary Schools in Cyprus were involved in the camping programmes as well as 21 children from the Greek Orthodox St. Kyprianos School in London.

Three programmes took place during summer time:

- Summer Camps in Prodromos, accommodating approximately 715 children from 165 Primary Schools in Cyprus in eight seven-day sessions.
- The Hospitality Programme for children from abroad which involved a total of 124 children and escorts from Greece (Kavalla, Serres, Paranesti) and 38 children and attendants from Mariupol in Ukraine.
- The Children's Summer Camps Abroad, in which 110 children and escorts from Cyprus participated. They were hosted by the municipality of Paranesti in the area of Drama and the Hellenic Ministry of Education and Religious Affairs, in the area of Phthiotis.

I.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme which provides general adult education in Cyprus within the framework of providing lifelong learning opportunities. The main objective of the Adult Education Centres is the general development of each adult's personality as well as the social, financial and cultural development of citizens and society in general. Their aims coincide with the state's developmental policy and the wider aims of the Ministry of Education and Culture regarding the provision of "Lifelong Learning" opportunities for all the citizens of the Republic of Cyprus and the combating of educational inequalities so that citizens may be successfully integrated and be enabled to 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 non-occupied areas of the Republic of Cyprus, offering learning opportunities for further personal, professional and social development to thousands of adults aged 15 and over.

The Adult Education Centres offer a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes, health and other issues of general interest, as well as on teaching professional and vocational skills.

Furthermore, every year the Adult Education Centres organise free of charge learning activities for various target groups, such as people with literacy difficulties, people with special needs, enclaved Cypriots, prisoners, mentally ill and elderly people. They also offer, free of charge, Greek language courses to children of repatriated Cypriots, to political refugees and to Turkish Cypriots. Moreover, Turkish language courses are offered free of charge 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 30.000 citizens have attended the Adult Education Centres during the school year 2011-2012, 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.

Since October 2012, Adult Education Centres function under the auspices of the «Foundation for the Administration of Afternoon and Evening Training Programmes».

I.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.

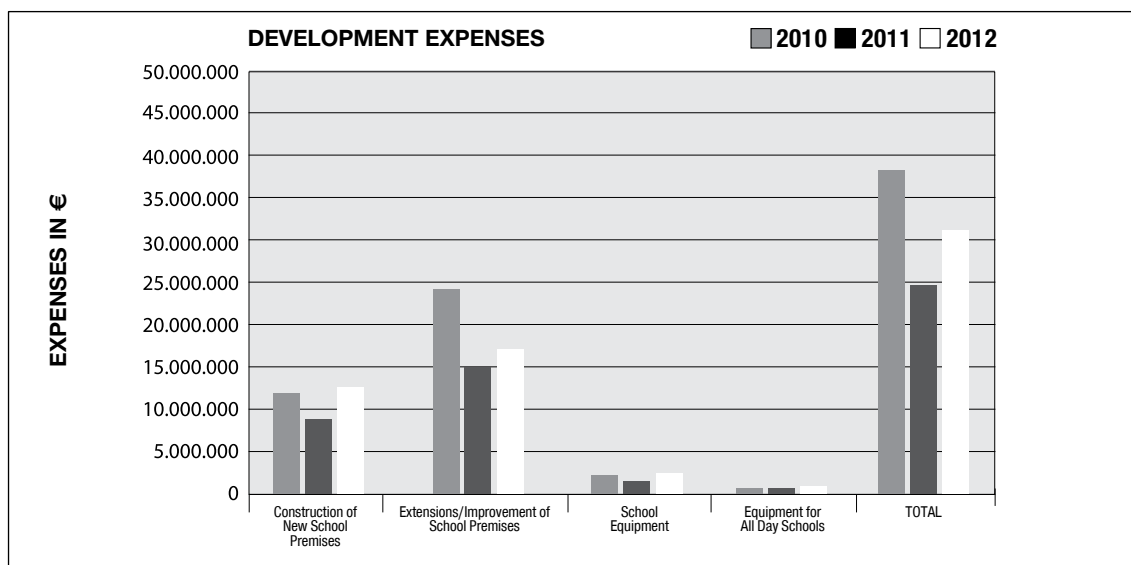
SCHOOLS	2009-2010	2010-2011	2011-2012
PRE-PRIMARY schools			
Public Pre-primary Schools:			
a) Number of Schools (*)	252	255	263
b) Number of Pupils (*)	10247	10965	11352
c) Number of Teachers (*)	667	695	736
Community Pre-primary Schools:			
a) Number of Schools	60	63	69
b) Number of Pupils	1662	1750	1869
c) Number of Teachers	86	91	97
primary schools			
a) Number of Schools (*)	345	344	342
b) Number of Pupils (*)	50386	49889	49795
c) Number of Teachers (*)	4243	4167	4154
SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS			
a) Number of Schools	9	9	9
b) Number of Pupils (3-21 years old)	294	288	311
c) Number of Teachers (Primary and High School Teachers, Therapists)	134	139	163
GREEK COMMUNITY SCHOOLS ABROAD			
a) Number of Schools	87	87	74
b) Number of Pupils	7500	8000	6500
c) Number of Teachers: permanent	38	40	40
part time	112	158	155
ADULT EDUCATION CENTRES			
a) Number of Centres	395	395	398
b) Number of Members	24713	29611	30049
c) Number of Instructors	752	845	848

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

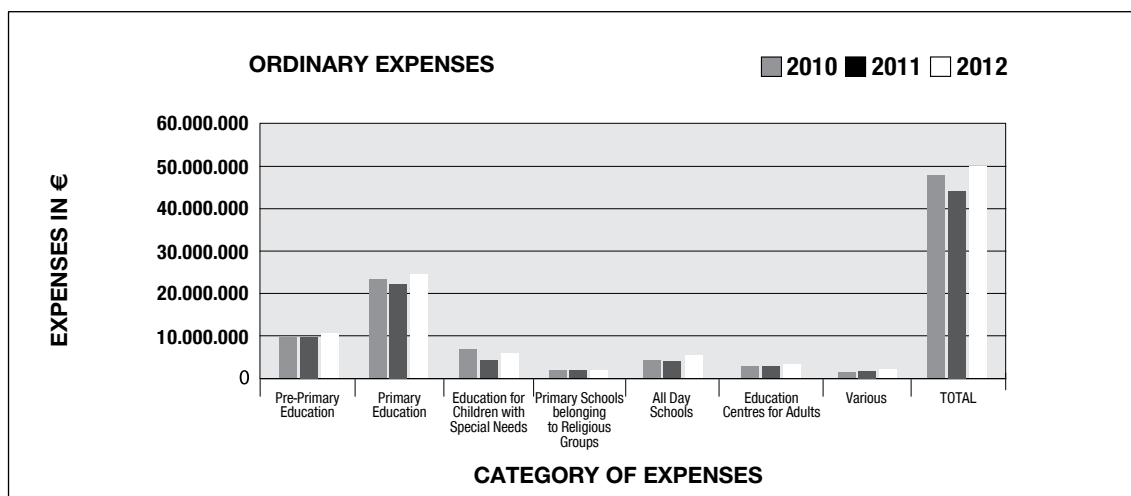
SCHOOLS IN OCCUPIED AREAS	2009- 2010	2010-2011	2011-2012
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	4	4	4
c) Number of Teachers	1	1	2
PRIMARY EDUCATION			
a) Number of Schools	1	1	1
b) Number of Pupils	19	18	18
c) Number of Teachers	4	4	4

I.I.I0 FINANCIAL STATUS

The development expenditure for the financial years 2010, 2011 and 2012 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2010, 2011 and 2012 in Primary Education are shown in the graph below:



I.I.II SCHOOL PREMISES

In September 2011 and upon completion of their construction, seven new Pre-primary Schools and one new Primary School began their operation.

This current building programme is expected to meet the most urgent needs for new schools throughout Cyprus as well as to relieve currently overcrowded schools.

Moreover, extension and improvement works were carried out in several Pre-primary and Primary School premises.

I.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 in Cyprus of the 21st century as well 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, Counselling, monitoring the implementation of school regulations, inspection of teaching staff, educational planning, school staffing, further education to pupils and adults, provision of information about education.

I.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 utilization of the school libraries, the introduction of the special rooms, such as the Language 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 assistance is offered to these pupils for their school development in all sectors, and especially in the psychological, social and educational ones.

I.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 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 specialization, 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 subjects and at the same time choose optional subjects for systematic and in depth study of subjects which interest them.

I.2.3 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.

I.2.4 STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education functioned under the auspices of Secondary Education all over Cyprus till September 2012. 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.

However, from 10th October 2012, the State Institutes for Further Education function under the auspices of the «Foundation for the Administration of Afternoon and Evening Training Programmes».

I.2.5 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. It offers various services to students and other young people, at schools and the Central Office, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Limassol, Larnaca / Famagusta and Paphos.

I.2.6 THE EUROPEAN DIMENSION IN EDUCATION

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I.2.7 PRIVATE SECONDARY EDUCATION

The Department of Secondary Education is responsible for checking the eligibility for operation and establishment of all private schools and private institutes in the Republic of Cyprus according to the Private School's Law of 1971 and its amendments.

There are thirty-six private secondary education schools in Cyprus, which aim at the pupils' intellectual cultivation, at their preparation to claim a place in Tertiary Education in Cyprus or abroad and at their smooth transition to the labour market.

Updating of the current legislation

Systematic attempts have been made in 2012 regarding the updating of the current legislation pertaining the establishment and operation of private schools and institutes. Specifically, there is an ongoing process for the preparation of a legislative proposal on the basis of the negotiations with all the stakeholders, namely the Pancyprrian Federation of Parents of Private Schools, Private Schools Association of Cyprus, the Association of 7-grade Secondary Schools, the Association of Private Institutes, the Association of Chartered Private kindergartens.

I.2.8 NUMBER OF PUPILS

During the school year 2011-2012, 24265 pupils attended the Gymnasium, 22199 pupils attended the Eniaio Lykeio (Lyceum) and 697 pupils the evening school.

I.2.9 STATISTICAL TABLES

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

School Year	Number of pupils			
	Gymnasium	Lyceum	Gymnasium/ Lyceum	Evening Schools
2006-07	27697	23696	51393	771
2007-08	27530	23242	50772	720
2008-09	26361	23083	49444	686
2009-10	25424	22896	48320	698
2010-11	24566	23049	47615	659
2011-12	24265	22199	46464	697

Pupils of lower secondary schools the school year 2011-12 were distributed across 1095 classrooms with an average of 22, 16 pupils per classroom and in upper secondary schools were distributed across 1026 classes with an average of 21.64 students per class. In upper secondary schools the average number of students has been calculated on the basis of the lessons of common trunk.

The statistics below provide information concerning the average number of pupils of all schools under the jurisdiction 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
2007-08	1226	22,46	1095	21,2
2008-09	1199	21,99	1106	20,87
2009-10	1170	21,73	1097	20,87
2010-11	1120	21,91	1085	21,22
2011-12	1095	22,16	1026	21,64

NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2011 - 2012 was 6.169.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATORS	C.E.O./ INSPECTORS
THEOLOGIANS	9	9	34	188	25	213	265	2
PHILOLOGISTS	65	84	276	1200	114	1314	1739	14
MATHEMATICIANS	3	20	102	472	70	542	667	4
PHYSICISTS	5	12	50	233	41	274	341	2
NATUR./BIOLOGISTS	0	4	29	147	35	182	215	1
CHEMISTS	3	5	26	131	25	156	190	1
GEOGRAPHERS	0	0	3	11	6	17	20	1
ENGLISH	8	19	72	292	48	340	439	5
FRENCH	7	8	31	131	20	151	197	2
ITALIANS	0	0	0	22	13	35	35	
SPANISH	0	0	0	9	17	26	26	
GERMANS	0	1	2	3	7	10	13	
RUSSIANS	0	0	0	3	8	11	11	
TURKISH	0	0	0	7	2	9	9	
ECONOMICS	0	5	26	121	53	174	205	1
PHYSICAL EDUCATION	7	12	58	302	48	350	427	2
MUSIC	1	5	22	133	19	152	180	1
ART	2	7	21	125	36	161	191	1
PHOTOGRAPHERS	0	0	0	5	5	10	10	
HOME ECONOMICS	0	4	18	133	28	161	183	1
INFORMATION TECHNOL.	3	7	30	361	11	372	412	2
TECHNOLOGY	1	8	24	164	32	196	229	3
COUNCILORS		2	8	99	26	125	135	1
THEATRE	0	0	0	7	23	30	30	
TOTAL	114	212	832	4299	712	5011	6169	44

I.2.I0 SCHOOLS IN OPERATION

During the school year 2011 - 2012 the following schools operated:

Gymnasia	65
Lycea	39
Gymnasia and Lycea joined	7
Evening Schools	5
Total	116

I.2.II 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 2012 aimed at:

- The building of new schools.
- The expansion, improvement, and maintenance of school buildings.
- The reinforcement of technological subjects.
- The equipment of labs.
- Infra structure of school Physical Education.

During the year 2012, regular expenditure, in Secondary Education, apart from educators' salaries, aimed at covering functional expenses as follows:

- Operating Expenses
- School athletics
- State Institutes for Further Education
- Maintenance and Repairs
- Personnel Training
- Publications
- Publications and purchases of books
- International pupils' competitions
- Social Transfers

I.2.I2 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.

Expansions and improvements of Gymnasia and Lycea

In the annual budget for the year 2012, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools.

I.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

I.3.1 STRUCTURE AND PROSPECTS OF STVE

Over the last decades, Technical and Vocational Education in Cyprus has gone through several stages and has been called upon to assume various roles, depending on the socio-economic situation and the tendencies prevailing in industry and the labour market. In this multifaceted, continually changing environment, technical and vocational education should not be viewed as a simple, static process of amassing knowledge and skills. Rather, it should be regarded as a continuous economic and social necessity, capable of providing equal opportunities to all and, thus, operating as a mechanism that combats social exclusion and promotes social cohesion.

The Department of Secondary Technical and Vocational Education offers a wide range of technical and vocational education, initial training and lifelong training programmes to eligible gymnasium leavers and adults.

Formal mainstream upper secondary initial technical and vocational education programmes are offered at technical schools free of charge. They are offered in two directions, the theoretical and the practical direction. The duration of studies is three years for each direction. The first year of studies is common for each direction and field of study, and pupils select a specialization offered in their chosen field of study in the second and third year of their studies. The theoretical direction and the first and second years of the practical direction are completely school-based and combine general education subjects with technological and workshop subjects. The third year of studies in the practical direction combines a school-based environment with a real workplace, as final-year pupils are placed in industry for one day per week, where they follow a practical training programme.

Formal mainstream upper secondary initial technical and vocational education programmes are offered at twelve public technical schools. There are three technical schools in Nicosia, three in Limassol, two in Larnaca, two in the free area of the Famagusta district, one in Paphos and one in Polis Chrysochous. There is also one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

Upon completion of secondary technical and vocational education, pupils receive a leaving certificate (apolyterion), which is equivalent to that awarded by lycea (secondary general education schools), providing access to the world of work or to Institutions of Higher and Tertiary Education in Cyprus or abroad.

Formal upper secondary technical and vocational education offers eleven fields of study, each divided into various specializations, as shown in the table below:

FIELDS OF STUDY AND SPECIALIZATIONS		DIRECTION	
1	MECHANICAL ENGINEERING		
	Mechanical Engineering (General)	Theoretical	
	Production Engineering and Machine Tools		Practical
	Welding and Metal Constructions		Practical
	Plumbing, Heating and Cooling Systems	Theoretical	Practical
	Electromechanical Hotel Equipment		Practical
	Automobile Engineering	Theoretical	Practical
	Car Electrics and Electronics	Theoretical	Practical
	Motorcycle and Boat Engines		Practical
2	ELECTRICAL ENGINEERING		
	Electrical Installations	Theoretical	Practical

	Electronics	Theoretical	
	Computer Engineering	Theoretical	
	Electrical Appliances, Automation and Control Systems	Theoretical	Practical
	Domestic Appliances, Refrigeration and Air Conditioning		Practical
	Electronic Communications	Theoretical	Practical
3	CIVIL ENGINEERING AND ARCHITECTURE		
	Civil Engineering	Theoretical	
	Architecture	Theoretical	
	Land Surveying	Theoretical	
	Building		Practical
	Laboratory Assistants		Practical
4	DRAFTSMEN		
	Draftsmen		Practical
5	WOODCRAFT AND FURNITURE MAKING		
	Furniture Design and Production	Theoretical	
	Woodcraft and Furniture Making		Practical
6	APPLIED ARTS		
	Graphic Design	Theoretical	Practical
	Interior Design	Theoretical	Practical
	Goldsmithing and Silversmithing		Practical
7	CLOTHING		
	Fashion Design	Theoretical	
	Dressmaking		Practical
8	HAIRDRESSING		
	Hairdressing		Practical
9	AGRICULTURE		
	Horticulture		Practical
10	SERVICES		
	Tourist Agency and Hotel Clerks	Theoretical	Practical
	Sales Personnel		Practical
	Bank and Accounting Clerks	Theoretical	
	Secretarial Studies		Practical
11	HOTEL AND CATERING		
	Cooks and Waiters		Practical

I.3.2 EVENING TECHNICAL SCHOOLS

The Department of Secondary Technical and Vocational Education also offers formal education programmes through the two evening technical schools operating in Nicosia and Limassol, in order to further promote participation in STVE and support the integration of school dropouts in the workplace and in society in general.

The programmes offered at the evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream technical schools. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered at the technical schools that operate in the morning, adapted, however, to the particular characteristics and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools. Attendance at the evening technical schools is free of charge and leads to the acquisition of a

leaving certificate (apolyterion), which is equivalent to that awarded by mainstream technical schools and lycea. This means that the leaving certificate awarded by the evening technical schools entitles graduates either to pursue further studies at Institutions of Tertiary Education in Cyprus, Greece, or abroad, provided that they meet the entry requirements, or enter directly the labour market as skilled workers.

I.3.3 THE APPRENTICESHIP SCHEME

Initial technical and vocational education and training is also provided through the Apprenticeship Scheme, which is run jointly by the Ministry of Education and Culture and the Cyprus Productivity Centre, a centre of the Ministry of Labour and Social Insurance.

The Apprenticeship Scheme addresses pupils who do not wish to continue their studies at the upper secondary level and also dropouts from the formal secondary education system. It lasts for two years and combines general education and vocational training at school, which takes place at technical schools for two days per week, with practical training in industry, where apprentices are remunerated for their work, for three days per week.

Apprentices are trained to become builders, carpenters, cabinet-makers, electricians, car mechanics, car electricians, sheet metal workers/welders, aluminium manufacturers, machine workers/fitters, plumbers, hair dressers and silversmiths/goldsmiths.

During the school year 2011-2012, about 175 apprentices attended the Apprenticeship Scheme programmes, offered at the following six technical schools: the A' Technical School in Nicosia, the B' Technical School in Nicosia, the A' Technical School in Limassol, the B' Technical School in Limassol, the Larnaca Technical School and the St. Lazarus Technical School in Larnaca.

The Apprenticeship Scheme is not compulsory and attendance is free of charge. At present, there are not any direct and visible academic progression routes from the Scheme. The Apprenticeship Certificate allows access to several regulated occupations (e.g. building contractor and electrician), provided that all other requirements of the relevant legislation are observed.

I.3.4 AFTERNOON AND EVENING CLASSES

Technical and Vocational Education one-year and three-year programmes, as well as preparatory classes for various examinations, are offered by the Department of Secondary Technical and Vocational Education during the afternoon and evening on the premises of Technical Schools in all major towns. Individuals attending Afternoon and Evening Classes pay limited fees approved by the Council of Ministers.

• **Afternoon and Evening Technical and Vocational Education One-Year and Three-Year Programmes**

The objective of these programmes is to offer continuing education and training to adults working in industry, in order to be able to respond more efficiently to the contemporary demands of the labour market, as well as training aiming at the re-integration of unemployed individuals into the labour market, in areas where there is shortage of skilled workers. Therefore, such programmes help to meet the needs of the economy in labour force, both in terms of quality and quantity.

Successful completion of the three-year programmes leads to the acquisition of a leaving certificate equivalent to that awarded to graduates of upper secondary general or upper secondary technical and vocational education, as far as the technical component is concerned. This means that individuals who already hold an upper secondary education leaving certificate are given an opportunity to obtain a second leaving certificate in their chosen field of study.

• Afternoon and Evening Preparatory Classes

Preparatory classes for various examinations are offered to pupils of mainstream initial Technical and Vocational Education, as well as to adults. They cover a range of subjects and aim at:

- Preparing pupils or graduates of Technical Schools for the entrance examinations to Institutions of Higher and Tertiary Education in Cyprus and abroad
- Preparing pupils and adults for various examinations required by governmental and semi-governmental organizations, for purposes of recognition of vocational qualifications or for the issue of a license to practise a profession.

I.3.5 SCHOOLS IN OPERATION

Formal upper secondary technical and vocational education programmes are offered at twelve mainstream technical schools. There are three technical schools in Nicosia, three in Limassol, two in Larnaca, two in the free area of the Famagusta district, one in Paphos and one in Polis Chrysochous.

There are also two Evening Technical Schools operating in Nicosia and Limassol and one Hotel and Catering Department operating at Apeitio Gymnasium in Agros.

About 4261 pupils attended mainstream and evening technical schools during the school year 2011-2012, distributed as shown on the Table below:

School	No. of Pupils
A Technical School Nicosia	425
B Technical School Nicosia	136
Technical School «Makarios III» Nicosia	578
Evening Technical School Nicosia	150
A Technical School Limassol	439
B Technical School Limassol	281
C Technical School Limassol	327
Evening Technical School Limassol	23
Apeitio Gymnasium Agros	21
Technical School Larnaca	507
St. Lazaros Technical School Larnaca	385
Paralimni Technical School	120
Peripheral Technical and Agricultural School Avgorou	326
Paphos Technical School	452
Polis Technical School	91
TOTAL NUMBER OF PUPILS	4261

I.3.6 TEACHING PERSONNEL

The number of secondary technical and vocational education teachers (including head teachers and deputy head teachers) employed at technical schools for the school year 2011-2012 was 506. The number of part time teachers and Instructors for the Afternoon and Evening Classes was 125.

I.3.7 NUMBER OF PUPILS

During the school year 2011-2012, the number of pupils studying in the various programmes offered by the Department of Secondary Technical and Vocational Education was as follows.

I.3.8 EXPENDITURE

During the fiscal year of 2012 the development expenditure for STVE reached the amount of €6.100.000, while the current expenditure for the same year was €1.305.500.

I.3.9 INFRASTRUCTURE EXPENDITURE

School building extensions and improvements

The total cost of school extensions and improvements for the school year 2011-2012 added up to €1.988.350 and was distributed as follows:

A Technical School Nicosia	€169.426
B Technical School Nicosia	€102.349
Technical School Makarios C Nicosia	€95.500
A Technical School Limassol	€5.000
B Technical School Limassol	€4.000
C Technical School Limassol	€8.000
St. Lazaros Technical School Larnaca	€80.250
Paphos Technical School	€1.501.825
Paralimni Technical School	€22.000

I.4 HIGHER AND TERTIARY EDUCATION

The Department of Higher and Tertiary Education (DHTE) is the competent authority within the MOEC regarding all sectors and issues linked to Higher Education (HE). The Department was established in 1984 and has played a leading role in the development of HE in Cyprus. The Department aims to further foster the appropriate conditions for the provision of high quality HE and training in academic and professional programmes of studies, increasing the capacity of provision as much as possible to the larger possible number of people. It is responsible for the budget, the legal matters of state universities,

the registration of private universities, the development of international cooperation by developing bilateral/multilateral agreements, the establishment and operation of HEIs, etc.

However, right after the independence of the island (1960) and several years, before the establishment of DHTE, a number of professionally oriented public and private non-university level institutions had been developed in Cyprus to cover educational, economical and societal needs. At the end of the 80's the discussions about the establishment of universities in Cyprus had matured. DHTE had an important role in the establishment and development of universities in Cyprus.

Specifically, the first university of the island, 'The University of Cyprus', was founded in 1989. This University received the first undergraduate students in 1992 and the first postgraduate students in 1997. The University of Cyprus is

still in course of development, both in building infrastructure and academic direction. For example, the work for the operation of its medical school has been intensified as it is planned to admit the first medical students in 2013.

In 2002, the 'Open University of Cyprus' was founded and received its first student in 2006. It has been offering distance learning programmes which reflect the government's policy for increasing the possibilities of people to have access to lifelong learning and professional development. The following year, 2007, the 'Cyprus University of Technology' was established

to offer fields of studies related to applied sciences and technology.

In 2007 three private universities were registered and given probationary license to operate based on the legislation regarding the establishment and operation of private universities in Cyprus. These universities are: 'Frederick University', 'European University-Cyprus' and 'University of Nicosia'. In 2010, a fourth private university, 'Neapolis University-Cyprus' started its operation on the basis of a probationary license. Recently, in September 2012, the University of Central Lancashire – Cyprus received Initial Permission of Operation by the Ministry of Education and Culture.

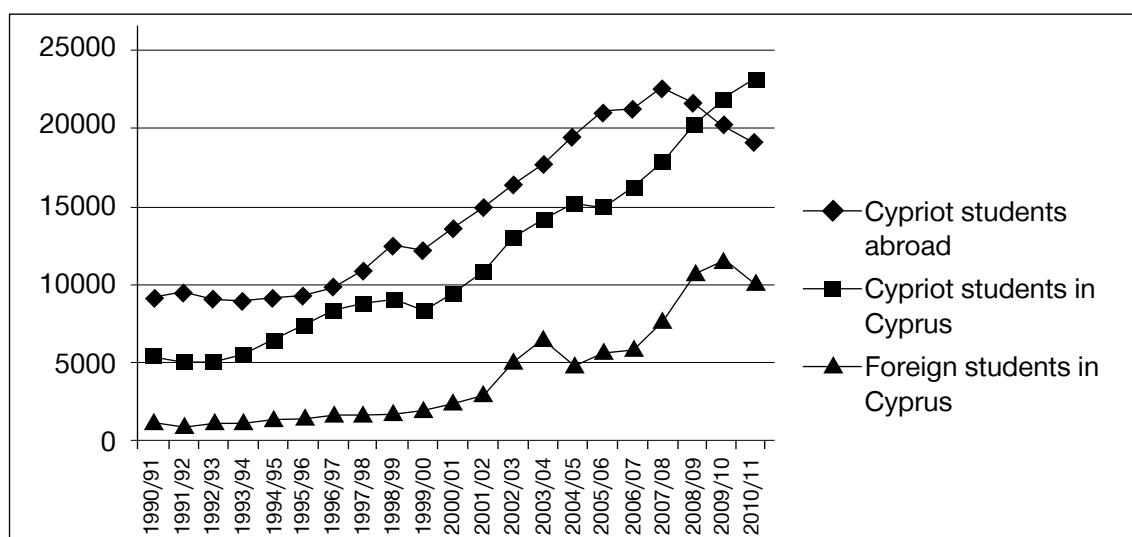
The programmes, the procedures and the buildings of all private universities had been evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Private universities are to a great extent autonomous, however, new Schools and Departments, as well as new programmes, are submitted for evaluation and approval by the ECPU. Still, the private universities are autonomous to define their own goals and strategies.

It is important to note that all public and private universities have developed undergraduate and graduate programmes (first, second and third cycles) of high quality and are developing infrastructures for high quality research centres.

As mentioned above, in the early 60's, a number of Private Institutions of Higher Education were established. These institutions were operating without a legal framework till 1996. During that year an independent body, the Council of Educational Evaluation - Accreditation, was established and had the overall responsibility for organizing and overseeing the educational evaluation-accreditation process for the programmes of study of Private Institutions of Higher Education. Currently, there are 36 Private Institutions of HE operating on the island.

In this context, the number of students is increasing rapidly over the last ten years. The following graph shows the number of Cypriot and foreign students in Cyprus as well as the number of Cypriot students studying abroad from 1990-91 until 2010-11. Graph 1 shows the rapid increase in the numbers of students. In the last two years, Cypriot students studying in Cyprus exceed Cypriot students studying abroad.

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



In this framework, the main priority of the DHTE of the MOEC is the provision of high quality assurance and quality enhancement of the HEIs of Cyprus. For this reason, four independent bodies have been operating: the Council of the Educational Evaluation –Accreditation, the Advisory Committee for Tertiary Education, the Evaluation Committee of Private Universities,

and the Council for the Recognition of Higher Education Qualifications of Cyprus which is the competent authority of the Republic of Cyprus for the recognition of Higher and Tertiary Education qualifications obtained in Cyprus and abroad. These bodies will soon be replaced by an Agency of Quality Assurance, Accreditation and Recognition of Qualifications in HE which will be the new competent authority for quality assurance and recognition in Cyprus.

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 the 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 and promote lifelong learning.

Admissions:

The majority of undergraduate students are admitted at the Universities on the basis of their results in the Pancyprian Examinations, the competitive entrance examinations organised centrally by the Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria similar to those used by academic institutions in Europe and the United States. Overseas students who are graduates of high-schools recognised by the appropriate education authority of their country and who possess a good knowledge of Greek or Turkish can be admitted based on GCEs, GCSEs or other equivalent examinations, or based on the results of special examinations set by the above universities.

Prospective students of the Open University of Cyprus can proceed with their application on line. Each programme of study has its own minimum entry requirements and should applications exceed available positions, applications that meet the entry requirements are randomly selected for enrollment to the respective programmes.

• The University of Cyprus (UCY)

The University of Cyprus (UCY) was established in 1989 as the first public university of Cyprus, and accepted its first students in 1992. Although newly established, UCY has managed to become the leading educational institution in Cyprus, and one of the most respected institutions in the Mediterranean, hosting today more than 7000 students. UCY is a vigorous community of scholars engaged in the generation and diffusion of knowledge. Despite its brief history, UCY has earned the respect of the international academic community and the appreciation of the Cypriot society. UCY aims to establish itself as a pioneer research institution, to achieve international scientific recognition in European Higher Education, to offer competitive programmes, and to become a centre of excellence in the wider Euro - Mediterranean region. 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 eight Faculties. The Faculty of Medicine is expected to start its operation in 2013. The University of Cyprus offers the following programmes of study:

Study programme	Degree		
	BSc/BA	MA/MSc/MEng	PhD
	Architecture		
Architecture	√		√
Energy Technologies and Sustainable Design (interdepartmental programme)		√	
	Biological Sciences		
Biological Sciences	√		
Molecular Biology		√	√
Medical Genetics		√	√
Biomedical Sciences		√	√
Biodiversity and Ecology		√	√
	Byzantine and Modern Greek Studies		
Byzantine and Modern Greek Language and Literature	√		
Modern Greek Philology		√	√
Byzantine Studies (interdepartmental programme)		√	√
	Chemistry		
Materials Chemistry	√		
Biological Chemistry	√		
Food and Environmental Chemistry	√		
Chemistry		√	√
Food Chemistry		√	
	Civil and Environmental Engineering		
Civil and Environmental Engineering	√		
Civil Engineering		√	√
Environmental Engineering		√	√
Energy Technologies and Sustainable Design (interdepartmental programme)		√	
Petroleum Engineering (this programme is subject to approval by the relevant University bodies)		√	
	Classics and Philosophy		
Classical Studies	√	√	√
Philosophy	√		
European Masters in Classical Studies		√	
	Computer Science		
Computer Science	√	√	√
Intelligent Systems		√	
Internet Computing		√	
Advanced Information Technologies (Professional)		√	
Advanced Information Technologies (Professional Programme)		√	
Computer Games and Interactive Media (joint programme: Cyprus University of Technology)		√	
	Economics		
Economics	√	√	√
International, European and Economic Studies	√		
Economics Analysis (in Greek and English)		√	
Monetary and Financial Economics		√	

Financial Economics (English-Interdepartmental programme)		√	
	Education		
Education / Preschool	√		
Education / Primary School	√		
Language Pedagogy		√	
Special and Inclusive Education		√	√
Curriculum Development and Instruction		√	√
Didactics and Methodology of Mathematics		√	
Educational Administration and Evaluation		√	√
Learning in Natural Sciences		√	√
Mathematics Education		√	√
Pedagogical Sciences		√	√
Gender Studies (Interdepartmental programme)		√	√
	Electrical and Computer Engineering		
Electrical Engineering	√	√	√
Computer Engineering	√	√	√
Energy Technologies and Sustainable Design (interdepartmental programme)		√	
	English Studies		
Teaching English as a Foreign Language		√	
English Language and Literature- Theoretical and Applied Linguistics	√		
Theoretical and Applied Linguistics		√	
English Literature and Comparative Cultural Studies		√	√
Linguistics			√
English Language and Literature - Translation Studies	√		
Translation Studies	√		√
English Language and Literature -Anglophone Literature and Cultural Studies	√		
	French Studies and Modern Languages		
French Language and Literature	√		
Modern Languages and European Studies	√		
French Studies		√	√
	History and Archaeology		
History	√		
Archaeology	√		
History of Art	√		
Mediterranean Archaeology: from Prehistory to Late Antiquity		√	√
Modern and Contemporary History		√	√
Ancient History		√	√
Byzantine Studies (interdepartmental programme)		√	
Traditional Culture (16 th -20 th c.)			√
Cultural Heritage Management			√
	Law		
Law	√		

	Mathematics and Statistics		
Mathematics	√		√
Mathematics and Statistics	√		
Applied Statistics		√	
Applied Mathematics		√	
Pure Mathematics		√	
Statistics			√
Mathematics (joint programme: University of Poitiers-France)		√	
	Mechanical and Manufacturing Engineering		
Mechanical Engineering	√		
Mechanical and Manufacturing Engineering		√	√
Energy Technologies and Sustainable Design (interdepartmental programme)		√	
Material Science and Engineering		√	√
	Physics		
Physics	√	√	√
Foundations of Physics		√	
	Psychology		
Psychology	√		√
Cognitive and Educational Psychology		√	
Applied Programme in School Psychology		√	
Social and Developmental Psychology		√	
Clinical Psychology			√
School Counselling and Guidance (joint programme: University of Athens) (this programme is subject to approval by the relevant University bodies)		√	
	Public and Business Administration		
Business Administration/Administration	√		
Business Administration/Accounting	√		√
Business Administration/Finance	√	√	√
Business Administration/Management Science	√		
Business Administration/ Marketing	√		
Master in Business Administration MBA(in Greek and in English)		√	
Financial Economics (English-Interdepartmental programme)		√	
	Social and Political Sciences		
Political Science	√		√
Sociology	√		√
Social and Political Theory		√	
Journalism	√		
Political Science (International Relations or European Politics)		√	
	Turkish Studies		
Turkish Studies	√	√	√
Turkish Studies/History and Politics	√		
Turkish Studies/Linguistics and Literature	√		

The official languages of instruction are Greek and Turkish, the official languages of the Republic of Cyprus as stipulated by the Constitution. In postgraduate inter-University cooperation programmes, other languages may also be used. In a number of Departments such as the English Studies Department and the French Studies and Modern Languages Department, English and French, respectively, are the languages of instruction.

Approximately, 1000 undergraduate students are admitted to the University of Cyprus every year. The majority of undergraduate students are admitted at the University on the basis of their results in the Pancyprian Examinations. Postgraduate students are admitted on the basis of other criteria similar to those used by academic institutions in Europe and the United States. Overseas students who are graduates of high-schools recognized by the appropriate education authority of their country and who possess a good knowledge of Greek or Turkish can be admitted based on GCE or GCSE or other equivalent examinations, or based on the results of special examinations set by UCY.

• **Open University of Cyprus (OUC)**

Mission and Objectives:

The Open University of Cyprus was legally established in 2002 as the second state university and the only institution of higher education in Cyprus, offering recognized academic programmes at all levels (undergraduate, master and doctorate) using the distance learning methodology. Studies at OUC reflect its unique educational philosophy, which is based on modern educational systems supported by technology and promoting lifelong learning.

OUC welcomed its first students in the academic year 2006-07 and its mission is dually oriented towards both the domestic and international student communities. The academic programmes offered by OUC are international, well planned and career-oriented to correspond to the needs of the country and the public's demand for upgrading its knowledge and skills. At the same time, it emphasizes research work in various scientific fields and actively supports its faculty members in publishing their research. Finally, through its social endeavors and commitment to connect with society, OUC envisions its role as an inspiring educational institution, an innovative open university that offers a stimulating environment for students, staff and alumni, noted for promoting culture and cooperation with neighboring countries and beyond.

Academic Programmes:

Utilizing a dedicated distance education model, the OUC's main strategic aim is to help individuals meet their learning needs and provide them with full access to university education and knowledge, regardless of age and background and above and beyond the usual time and place constraints of a conventional university. Moreover, short courses are offered by OUC to provide individuals with opportunities for education, training and re-training in scientific areas, useful to both their professional and personal development, thus actively promoting lifelong learning.

For the academic year 2012-2013, OUC offers the following academic programmes:

	Undergraduate	Master	Doctoral
Faculty of Economics and Management:			
- Business Administration	•		
- Banking and Finance		•	
- Master in Business Administration (MBA) & MBA in Agrifood		•*	•
- Health Policy & Planning		•	
- Healthcare Administration		•	•
Faculty of Humanities and Social Sciences:			
- Communications and Journalism		•	•
- Educational Studies		•	•
- Greek Language and Linguistics		•	•
- Studies in Hellenic Culture	•		•
- Theatre Studies		•	•
- Educational Leadership (joint degree offered with the Saint Louis University, USA)		•*	
Faculty of Pure and Applied Sciences:			
- Environment Conservation and Management		•	•
- Information and Communications Systems		•	•

* programmes offered in the English Language

Educational Methodology:

The degrees awarded by the Open University of Cyprus are equivalent to the degrees awarded by all accredited universities worldwide, regardless of the educational methodology used - conventional or not. The University's academic programmes are expressed in ECTS credit units, which facilitate comparability of study programmes within Europe. The main educational tool used for distance learning studies at OUC is the e-learning platform, called e-class. E-class is a complete and continuously evolving e-learning management system that supports all phases of the educational process and it is the online space where students can find and manage all electronic content and study material, submit their papers and get feedback on their progress, organise their study calendars and interact with synchronous and asynchronous communication tools with their tutors and fellow students.

For admission to the programmes offered by OUC, prospective students are invited to submit their applications online, through the Open University of Cyprus website. Each programme of study has its own minimum entry requirements and should applications exceed available positions, applications that meet the entry requirements are randomly selected for enrollment to the respective programmes.

• Cyprus University of Technology (CUT)

The Cyprus University of Technology was established by law in 2003, and welcomed its first students in September 2007. The University's Faculties are located in the city centre of Limassol. 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 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.

The Cyprus University of Technology consists of the following Faculties:

Faculty of Geotechnical Sciences and Environmental Management

- a. Department of Agricultural Sciences, Biotechnology and Food Science
 - Degree with specialization in Crop Science and Technology
 - Degree with specialization in Animal Science and Technology
 - Degree with specialization in Food Science and Technology
- b. Department of Environmental Science and Technology
 - Degree in Environmental Science and Technology

Faculty of Management and Economics

- a. Department of Hotel and Tourism Management
 - Degree in Hotel and Tourism Management
- b. Department of Commerce, Finance and Shipping
 - Degree in Commerce, Finance and Shipping

Faculty of Health Sciences

- Department of Nursing
- Degree in Nursing

Faculty of Communication and Media Studies

- Department of Communications and Internet Studies
- Degree in Communications and Internet Studies

Faculty of Fine and Applied Arts

- Department of Multimedia and Graphic Arts
- Degree in Multimedia and Graphic Arts

Faculty of Engineering and Technology

- a. Department of Electrical Engineering, Computer Engineering and Informatics
 - Degree in Electrical Engineering
 - Degree in Computer Engineering and Informatics
- b. Department of Mechanical Engineering and Materials Science and Engineering
 - Degree in Mechanical Engineering
- c. Department of Civil Engineering and Geomatics
 - Degree in Civil Engineering
 - Degree in Surveying Engineering and Geoinformatics Engineering

Language Center

I.4.2 PRIVATE UNIVERSITIES

Five private Universities currently operate in Cyprus. Three of them operate in the capital city, Nicosia, one of them in Paphos and one in Larnaca. 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.

Admissions

All five private universities follow similar guidelines on admissions of their prospective students. High school grades, competence in computers and English language and other qualifications and diplomas are the main criteria of acceptance to the Universities' Departments.

Candidates for a bachelor degree program should submit a school leaving certificate from a recognized six-form secondary school. In addition, good knowledge of the English language is required for all programmes of private universities taught in English. Applicants may also be asked to take placement tests developed by the Departments before the decision on the admission status is made.

Frederick University

Frederick University was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12th of 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

European University Cyprus (EUC)

European University Cyprus was 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 European University Cyprus, and licensed it to start its operation as of 1 October 2007 with four Schools. The mission of European University Cyprus is to educate its students for successful careers and life achievement, to create knowledge through research and innovation and to understand and serve the needs of the society.

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

University of Nicosia

The University of Nicosia 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

Neapolis University - Cyprus

Neapolis University - Cyprus received the Ministry of Education Initial Permission of Operation in September 2010 and it is 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 establishment of centers of excellence in the chosen academic fields.

The Neapolis University consists of the following Schools:

- School of Architecture Land and Environmental Sciences
- School of Business
- School of Health sciences

University of Central Lancashire - Cyprus (UCLan-Cyprus)

UCLan - Cyprus, is the latest Institution to be registered as a University in Cyprus, having received Ministry of Education Initial Permission of Operation in September 2012. It is the first university in the region of Larnaca. The University offers subjects in Business, Law, Mathematics, Computing and Teaching English to Speakers of Other Languages (TESOL). UCLan-Cyprus aspires to be a University recognised for its commitment to higher student's experience, outstanding research, innovative learning and valuable engagement with industry and communities within Cyprus, the Eastern Mediterranean, the Middle East and the rest of the world.

The UCLan-Cypurs consists of the following schools:

- School of International Business and Management
- International Law School
- School of Computer and Mathematics

I.4.3 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, such as the Ministry of Labour and Social Insurance, Ministry of Health, 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 organisation 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 currently operate in Cyprus are the following:

1. The Higher Hotel Institute of Cyprus
2. The Cyprus Forestry College
3. The Mediterranean Institute of Management
4. The Police Academy

I.4.4 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 as follows:

- Diploma (One Year)
- Diploma (Two Years)
- Higher Diploma (Three Years)
- Bachelor Degree (Four Years)
- Master Degree (One to Two Years)

Private Institutions of Higher Education offer a wide range of academic as well as vocational programmes of studies in the various fields of:

- Business Studies
- Engineering
- Education
- Social Sciences
- Computer Science
- Graphic Design
- Hotel & Tourism Administration
- Hotel & Tourism Management
- Secretarial Studies
- Culinary
- Aesthetics
- Music - Arts & Drama

The language of instruction at the PITE is English for most of the programmes of studies offered, thus attracting scholars and students in a multicultural environment. The establishment and operation of PITE is regulated by the corresponding law, according to which all such institutions should be registered in the Register of Private Tertiary Education Institutions of the Ministry of Education and Culture.

The registration of a private institution does not imply recognition of the degrees awarded by it. The evaluation – accreditation of a programme of study is possible only after successful educational evaluation – accreditation by the Council of Educational Evaluation and Accreditation (SEKAP), the competent authority responsible for this purpose. In January 2000, the first programmes of study were educationally evaluated – accredited and the results were published in the Official Gazette of the Republic of Cyprus. The evaluation continued in the following years and as of June 2012, 139 programmes of study offered by PITE have been educationally evaluated – accredited by SEKAP. The evaluation is valid for a period of four years. More information regarding accredited programmes of study can be found at www.moec.gov.cy/sekap/index.html

The Law regulating the establishment, control and operation of Institutions of Tertiary Education in Cyprus has been amended to allow the collaboration of foreign institutions of Higher Education with local colleges for the provision of foreign degrees. Any private educational

institution in Cyprus may now award qualifications from EU member state Higher Education Institutions and/or they can allow EU member state Higher Education Institutions to award their qualifications within the Republic of Cyprus provided that it follows some criteria.

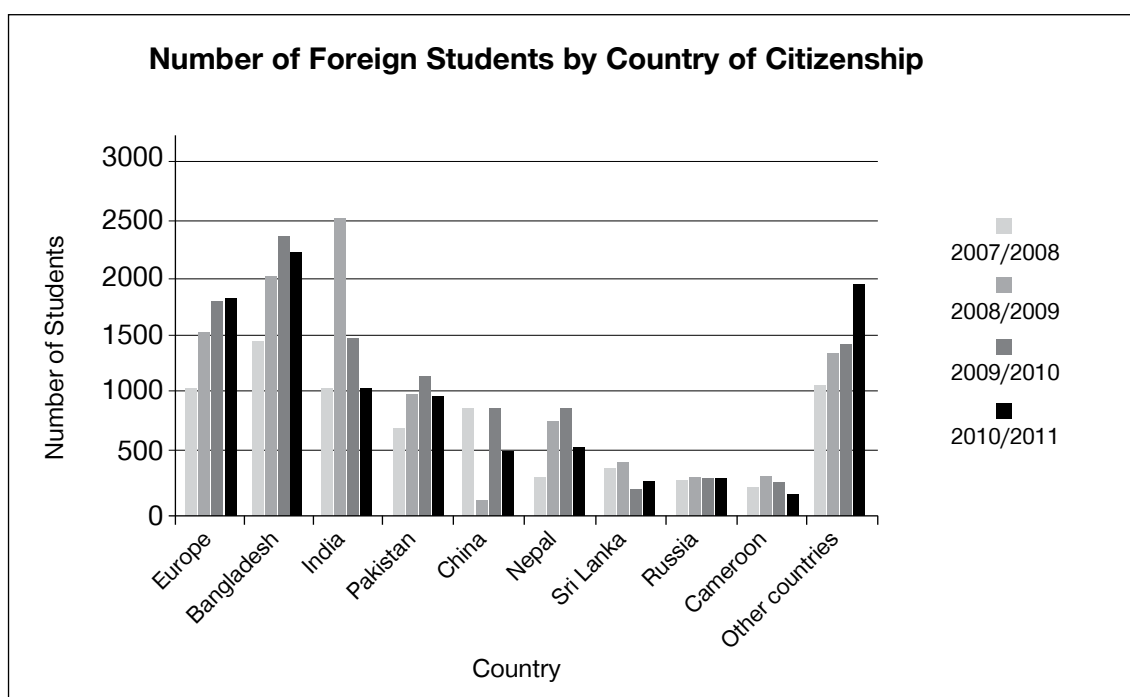
The Private Institutions of Tertiary Education which operate currently in Cyprus are the following:

1. A.C. AMERICAN COLLEGE
2. AIGAIA SCHOOL OF ART AND DESIGN
3. ALEXANDER COLLEGE
4. ARTE MUSIC ACADEMY
5. ATLANTIS COLLEGE
6. C.D.A. COLLEGE (Nicosia)
7. C.D.A. COLLEGE (Larnaka)
8. C.D.A. COLLEGE (Limassol)
9. CASA COLLEGE
10. COLLEGE OF TOURISM AND HOTEL MANAGEMENT
11. CYPRUS COLLEGE (Nicosia)
12. CYPRUS COLLEGE Limassol
13. CYPRUS COLLEGE OF ART
14. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT
15. CYPRUS SCHOOL OF MOLECULAR MEDICINE
16. FREDERICK INSTITUTE OF TECHNOLOGY (Nicosia)
17. FREDERICK INSTITUTE OF TECHNOLOGY (Limassol)
18. GLOBAL COLLEGE
19. INTERCOLLEGE (Nicosia)
20. INTERCOLLEGE (Larnaka)
21. INTERCOLLEGE (Limassol)
22. INTERNAPA COLLEGE
23. KES COLLEGE
24. LARNACA COLLEGE
25. LEDRA COLLEGE
26. M.K.C. CITY COLLEGE LARNACA
27. P.A. COLLEGE
28. SUSINI COLLEGE (Limassol)
29. SUSINI COLLEGE (Nicosia)
30. THE C.T.L. EUROCOLLEGE
31. THE CYPRUS INSTITUTE
32. THE CYPRUS INSTITUTE OF MARKETING (Nicosia)
33. THE CYPRUS INSTITUTE OF MARKETING (Limassol)
34. THE LIMASSOL COLLEGE-T.L.C
35. THE PHILIPS COLLEGE
36. VLADIMIROU KAFKARIDES SCHOOL OF DRAMA

INTERNATIONAL STUDENTS

The international dimension of education is important in Cyprus, where international students receive 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.

The following graph illustrates the number of foreign students by country of citizenship for the academic years 2007/08, 2008/09, 2009/10 and 2010/2011.



I.4.5 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 2012 KY.S.A.T.S received over 1000 applications for recognition of qualification and over 550 applications for written information. During the same period, the Council held five meetings. It is expected that by the end of 2012 the total number of applications for recognition and written information will be over 1500 and 700 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 operation (2000). The Council of Europe's ELCORE Working Group Meeting (Electronic

Core Information on Recognition Working Group), the 19th Joint Meeting of the ENIC-NARIC Networks and the 15th Anniversary Conference of the signing of joint Council of Europe/ UNESCO Convention on the “Recognition of Qualifications concerning Higher Education in the European Region” were held in Toledo, Spain, during June 2012. The Council of Europe’s ELCORE Working Group Meeting (Electronic Core Information on Recognition Working Group) was held in Madrid, Spain on March 6th, 2012. KY.S.A.T.S. was represented in these four meetings.

I.4.6 COUNCIL OF EDUCATIONAL EVALUATION AND ACCREDITATION (S.EK.A.P)

The competent authority in the Republic of Cyprus for carrying out programmatic evaluation and accreditation of the Private Institutions of Higher Education is the Council of Educational Evaluation–Accreditation (S.EK.A.P).

During 2012 the Council of Educational Evaluation and Accreditation had five (5) meetings. During those meetings the Council discussed a range of issues that are related to its responsibilities. The Council evaluated and re-evaluated fifty-two (52) programmes of study that are offered by the Private Institutions of Higher Education in Cyprus.

The total number of evaluated and accredited programmes by S.EK.A.P that are offered by the Private Institutions of Higher Education in Cyprus, up until the end of 2012, are one hundred and forty one (141). Out of these, seven (7) are offered at certificate level, eighty-six (86) at diploma level, fifteen (15) at higher diploma level, twenty-two (22) at degree level and thirteen (13) at master’s level.

The Council had 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 programmes of study have to go through.

I.4.7 EVALUATION COMMITTEE OF PRIVATE UNIVERSITIES (ECPU)

The Evaluation Committee of Private Universities (ECPU) aims to examine applications submitted for the establishment and operation of private universities. Compiled by the Private Universities (Establishment, Operation and Control) Law 109 (1) of 2005, which provides the legal framework for the establishment and operation of private universities in Cyprus. According to Article 10 of this Law, the Cabinet, on the recommendation of the Minister of Education and Culture, draw seven-member evaluation committee for five years.

The Evaluation Committee of Private Universities involved:

- a. The current President of the Council of Educational Evaluation - Accreditation (S.E.K.A.P.), acting as President.
- b. Two members of the Council of Educational Evaluation - Accreditation and
- c. Four persons who hold tenured faculty position or equivalent position, located in three different countries, and who have sufficient experience in the management of a university.

The ECPU determines both the manner of convening meetings, and the procedures followed at meetings and generally in the performance of its duties. The Commission may appoint expert groups to discuss certain issues concerning the application, but the final decision is taken by ECPU.

In 2012 ECPU held 7 meetings during which they dealt with matters within its competence. In the same year 36 new Programmes of study were evaluated forming 11 different Teams of Experts.

In August 2012 ECPU recommended to the Minister of Education and Culture, the grant of the “Initial License of Operation” to the Private University named “UCLan University of Central

Lancashire-Cyprus”. The new University operates in the village Pyla in Larnaca district.

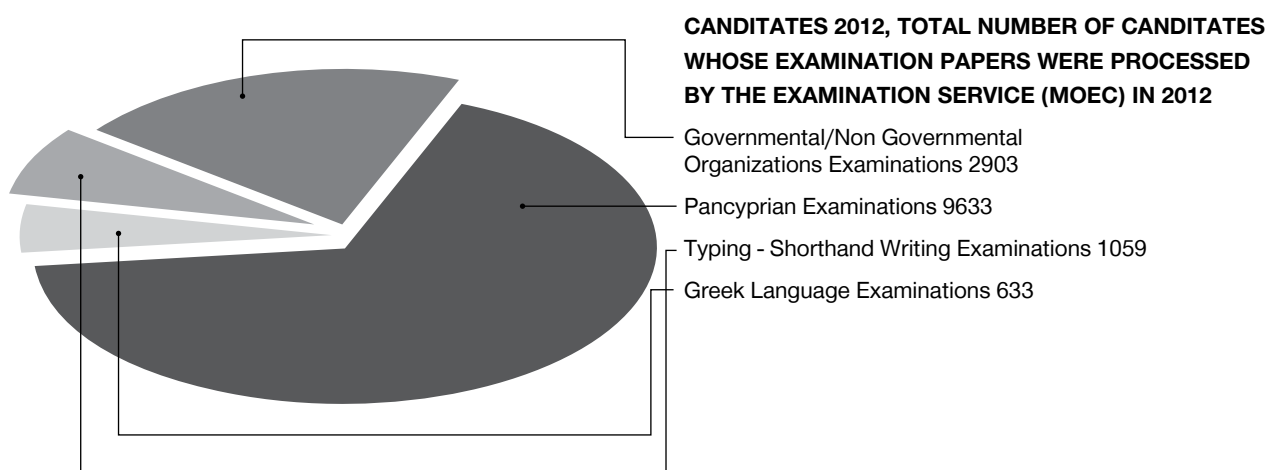
ECPU visited the three Universities that operated for four years with the “Initial License of Operation” in order to evaluate the progress at these universities. During the on-site visit, the ECPU proceeded to record the current situation in the areas of administration, teaching, and research. The ECPU then recommended to the Minister of Education and Culture, the grant of «Operation License» to the three Private Universities: Frederick University, European University and University of Nicosia.

ECPU continues this year, the task of monitoring and evaluating the operation of the Neapolis University in Pafos, which operates under the “Initial License of Operation”.

I.4.8 EXAMINATION SERVICE

The Examination Service of the MOEC proceeded to the organisation of the Pancyprian Examinations 2012. The Pancyprian Examinations serve a twofold purpose; that is, the graduation of students from the Public Secondary Education and the entrance of interested applicants to the public Higher Education Institutions of Cyprus and Greece. The Examination Service has also organized and processed a large number of other examinations for Governmental and Non Governmental Institutions and Organizations.

In 2012, the Examination Service of the MOEC processed examination papers for 14277 candidates, with a total of 51893 papers processed, as shown below:



TOTAL NUMBER OF CANDIDATES WHOSE EXAMINATION PAPERS WERE PROCESSED: 14277

I.5 THE CYPRUS PEDAGOGICAL INSTITUTE

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.

I.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 EUROPEAN AND INTERNATIONAL AFFAIRS OFFICE (EIAO)

As of September 1st 2009, a new Office has been operating at the Ministry of Education and Culture (MoEC) of Cyprus, namely, the European and International Affairs Office (EIAO). EIAO's mission is to contribute to a successful and creative participation of the MoEC in the European and International scene in close cooperation with all responsible Departments and Services of the MoEC as well as its cooperating organisations.

2.1.1 MISSION - ACTIONS

In particular, the actions undertaken by the EIAO include, among others, the following:

- Developing of policy positions on issues discussed at European and International bodies.
- Communicating and cooperating with the Permanent Representation of the Cyprus Republic in the European Union, the Delegation of the Republic to the Council of Europe, other governmental agencies and departments, semi-government organizations and civil society organizations, embassies of Cyprus abroad and foreign diplomatic missions in Cyprus.
- Participating/ representing the MoEC in European and International organizations and bodies.
- Promoting and monitoring of bilateral relations in the field of the competence of the MoEC with a view to consolidating cooperation and implementing of agreements and Memorandums of Cooperation at European and International level.
- Drafting of reports and documents, which are presented by the Minister of Education and Culture the EU Council of Ministers and other European and International fora.
- Implementing cooperation programs and activities.
- Informing stakeholders, individuals and departments in matters relating to European and international affairs, and preparing national reports regarding issues related to the responsibilities of the MoEC (education, training, human rights) and reporting/presenting them to the competent bodies (European Union, United Nations, Council of Europe)

2.1.2 CYPRUS PRESIDENCY OF THE COUNCIL OF THE EUROPEAN UNION (SECOND SEMESTER 2012)

The successful assumption of the Presidency of the Council of the European Union (EU) in the areas of the responsibility of the Ministry of Education and Culture was the biggest challenge of the mission of the European and International Affairs Office (EIAO) since the beginning of its operation and mainly during the second semester of 2012.

The assumption of the Presidency of the Council was for EIAO a multidisciplinary effort, which was implemented in close collaboration with the Permanent Representation of the Cyprus Republic in the European Union, the Secretariat of the Cyprus Presidency, the Departments, Services and Organizations of the MoEC and as well as its cooperating organisations. The high level of responsibility that was indicated by all stakeholders was commendable and confirmed the common belief that the Cyprus Presidency was a successful one.

The cooperation of all the involved stakeholders contributed among others to the development of:

- the 18 month programme for the Trio Presidency,
- the MoEC's priorities for the 6-month program of the Cyprus Presidency in relation to the inherited agenda of the EU in the fields of Education, Youth, Culture, Audiovisual and Sports,
- the official Calendar of Events of the Cyprus Presidency of the Council of the EU, in the areas to the competence of the MoEC in Cyprus, as well as the contribution to the organization of meetings and conferences in the Europe and elsewhere.

For the successful implementation of the aforementioned issues, the EIAO took, among others, the following actions:

- Ongoing consultation with representatives of the Directorate General for Education and Culture of the European Commission, the Office of the Commissioner for Education, Culture, Multilingualism and Youth, and the Secretariat of the EU Council.
- Regular updates of the Contact Points of the MoEC on issues related to the Cyprus Presidency. The contact points that represent all Directorates/Departments of MoEC, Youth Board Organization, Cyprus Sports Organization, Department of Antiquities, Ministry of Interior and the Anti-Doping Authority and constitute the link between the EIAO and their Directorates/Departments.
- Education and training of the officers involved in the Presidency, both within the programme designed by the Cyprus Academy of Public Administration and the suggestions of the MoEC.
- Provision of education opportunities to teachers in collaboration with the Office of the European Parliament in Cyprus and the Representation of the European Commission in Cyprus.
- Coordination of the Interdepartmental Committee for the presidency cultural accompanying events aiming to promote the participation of schools in the entire organization of the Presidency and emergence of their multi-dimensional activities.
- Informing Member States officials, representatives of media and other stakeholders regarding the state of the Cyprus Presidency and its developments.
- Development of the EIAO's web site.

2.1.3 PRIORITIES OF THE MINISTRY OF EDUCATION DURING THE CYPRUS PRESIDENCY OF THE COUNCIL OF THE EU

The Cyprus Presidency has worked towards a better Europe. A Europe that means more to its people and more to the world, a more effective Europe, contributing to growth and job creation. A European Union that will work on the basis of the fundamental principle of solidarity, promising a better future by promoting social cohesion and providing hope to its citizens. A European Union with a greater role on the international scene. All efforts will aim at engaging a better Europe for younger generations. (Cyprus Presidency Priorities)

The major objective of the Ministry of Education and Culture during the Cyprus Presidency was to emphasize the social dimension of the policy areas of education, culture, youth, audiovisual and sports.

Cyprus has assumed the Presidency of the EU Council, in particularly difficult circumstances for Europe and its citizens. These circumstances have highlighted the need for further effectiveness of policies and measures of the Union focusing mainly on its people. In the field of education these priorities are reflected in the following Council actions such as the Conclusions on Literacy, the Conclusions for the ever-increasing Role of Education in the Economic Recovery, Growth and Employment in the context of the “Europe 2020” strategy, the Recommendations for the Validation of Non-formal and Informal Learning, and last but not least the Ministerial Discussion underlining the role of educators and teachers.

With one in five 15 year olds in Europe lacking the required reading and writing skills for actively engaging in everyday activities of the modern life and meeting the needs of the labor market, the Presidency has promoted the issue of Literacy as one of its main priorities. After the Presidency Conference «Literacy for all», which was held in Cyprus in September 2012, the Council adopted Conclusions calling all Member States to improve literacy levels, in the context of a broader strategy for improving skills by utilizing the existing Lifelong Learning as well as the future European programmes.

The Council also adopted conclusions regarding the «Europe 2020» strategy stressing that investment in education at times of crisis, can result in a long-term positive impact, as it can contribute to the reduction of the effects of the economic crisis, alleviating its long-term impact on development, achieving a more strong growth thereafter. The Council concluded that improving the quality of education should be the main objective of the Member States, as these areas constitute a very important factor in ensuring economic and social cohesion, particularly in this very difficult economic period.

The Council reached a political agreement on the Recommendation for the Validation of Non-formal and Informal learning. With this agreement, the Council invites the Member States to introduce mechanisms to validate these types of learning by 2018, in accordance with national conditions and characteristics, and define the principles and the elements that should be taken into account for an effective validation process. This agreement is of particular importance in the light of the current conditions of rising unemployment, which particularly affects young people, and the lack of economic growth. The exploitation of new learning opportunities and the full utilization of skills and competences acquired outside the formal education system could play an important role in enhancing employability and mobility, as well as providing more incentives for lifelong learning, especially for the weaker socio-economic groups and the groups with few qualifications.

During the Council meeting, the Presidency has organized a Ministerial Debate, on strengthening the quality and status of teachers in an era of limited financial resources. Most participants recognized that teachers are at the heart of all education and training systems that are a key factor in educational success. Improving the quality and the status of teachers is a key objective for all Member States, even in a period such as the present, with very limited financial resources.

As regards to Culture and Audiovisual issues the Cypriot Presidency successfully promoted a Decision of the European Parliament and of the Council for establishing a Community action for the European capitals of culture for the years 2020 and 2033, amending the current proposal, with a view to improve the selection process, while maintaining the structure of the current system and simultaneously informed the Council on the progress that had been achieved. Additionally, the Presidency succeeded in reaching Council Conclusions on cultural governance as an instrument which can help Member States to implement comprehensive cultural policies, in order to place culture at the heart of the public policy agenda.

The Council also adopted conclusions on a Better Internet for Children. The Conclusions are considered as the Council’s response to the trumpeted European Commission’s Strategy for a better Internet for kids, which will replace the Safer Internet Program by 2013. The strategy

proposes a series of actions to be carried by the Commission, the Member States and the sector of Information and Communication Technologies in the areas of enhancing the high quality content for children and young people, enhancing awareness and empowerment of children, parents and teachers, the creation of a safe online environment for children as well as combating child sexual abuse images traffic.

The negotiations for the Creative Europe, for strengthening the cultural and creative sector were equally successful. The Cypriot Presidency achieved a new partial General Approach on the program, which includes the new Financial Loan Guarantee Mechanism. The agreement strengthens the position and consistency of the Council for negotiating the program in the European Parliament.

As regards to the Youth Sector during the Presidency the following were approved: Council resolution on an 18-month review cycle of the structured dialogue with young people on the participation of young people in democratic life in Europe, a Joint Report on the implementation of the renewed framework for European Cooperation in the Youth Field (2010-2018), and Council Conclusions on the participation and inclusion of young people with emphasis on young people with migrant backgrounds.

The Resolution marked the completion of the second cycle of the structured dialogue. The aim of the dialogue is to act as a forum for joint reflection on priorities, implementation and monitoring of European cooperation in the youth field. The Resolution promotes broad participation of young people and youth organizations in the consultations that take place in the Member States, European Youth Conferences and during the European Youth Week. This decision incorporates key messages from the common recommendations and sets priorities for the next cycle, which is a recognized achievement.

The EU Youth Report on 2012, which was adopted by the Council, outlines the new statistical data on how the situation of young people in the European Union has been affected by the economic crisis. It also supports the implementation of a cross-sectoral approach at all levels with regards to the implementation of the renewed framework of Youth Policy.

The Council Conclusions on the participation and inclusion of young people, with emphasis on those with migrant background, proposed actions to address this issue. The conclusions stressed that non-formal and informal learning plays a key role as an instrument of social and economic inclusion of young people with fewer opportunities, especially for young people with migrant backgrounds. Therefore, the work of people who organize activities for young people and youth organizations in terms of young migrants is of particular importance.

In the field of Sport the Council adopted Conclusions on strengthening the evidence based on sport policy making aiming at acknowledging the fact that sport is also a major economic sector and highlighted Sport's ability in contributing to the "Europe 2020" strategy, particularly through growth and employment, Presidency Conclusions on establishing a strategy to combat manipulation of results of sports meetings, Council Conclusions on the promotion of physical activity to improve health, the three EU representatives in WADA's Founding Council were selected and the Annual European Week of Sport was established.

The Council adopted conclusions on strengthening the evidence based on sport policy-making, aiming at acknowledging the fact that sport is also a major economic sector. The conclusions demonstrated the economic importance of sport as well as its contribution to the achievement of the objectives of the Europe 2020 strategy, as a major motivating force for growth and employment. It also illustrated the contribution of sport to ensure social cohesion, skills development and well-being. With the Conclusions the Cypriot Presidency aimed towards the enhancement of the role of satellite accounts for sport, which were introduced in 2006 and represent a valuable tool for retrieving data for the purpose of sport policy development and implementation.

In the Presidency Conclusions on the establishment of a strategy to combat manipulation of results of sports meetings the principles of good governance were noted, including sound financial management, transparency, and risk management strategies at the level of associations, unions and federations, as key components in fraud prevention, particularly of fixing and safeguarding the integrity of the sport. Member States are invited to support national initiatives intended to raise awareness and the education of people, law enforcement agencies, gaming regulators, betting agencies and the general public about the dangers posed by «match-fixing».

The Council also adopted Conclusions that promote physical activity to improve health, which was another priority of the Presidency in the field of sport. The conclusions call upon Member States to support initiatives aiming at promoting physical activity such as specific directives for improving physical activity opportunities in local sports clubs and the establishment of specific programmes by sport organizations within the sport. In this context, the Presidency proposed the creation of a European Week for sports, aiming to motivate children and young people to become more physically active through sport. The proposal was accepted by all the stakeholders and Member States, which discussed the conditions for the success of the institution.

2.1.4 PROGRAMME OF THE MEETINGS OF THE MINISTRY OF EDUCATION AND CULTURE IN CYPRUS DURING THE PRESIDENCY OF THE COUNCIL OF THE EU

S/N	MEETING	DATE	PLACE
1	High Level Group Meeting on Education and Training Policies	7-8/06/2012	Filoxenia Conference Center, Nicosia
2	Meeting of the Bologna Follow-Up Group	28-29/08/2012	Filoxenia Conference Center, Nicosia
3	Meeting of Senior Officials on Culture	28-29/08/2012	Filoxenia Conference Center, Nicosia
4	Presidency Conference on Literacy	5-6/09/2012	Filoxenia Conference Center, Nicosia
5	Meeting of Directors General for Youth	11-13/09/2012	Filoxenia Conference Center, Nicosia
6	EU Youth Conference	11-13/09/2012	Filoxenia Conference Center, Nicosia
7	EU SPORT FORUM	19-20/09/2012	Filoxenia Conference Center, Nicosia
8	Informal Meeting of EU Sport Ministers	20-21/9/2012	Filoxenia Conference Center, Nicosia
9	Informal Meeting of Education Ministers	4-5/10/2012	Filoxenia Conference Center, Nicosia
10	Meeting of Directors General for Higher Education	22-23/10/2012	Filoxenia Conference Center, Nicosia
11	Meeting of Directors General for Vocational Education and Training	22-23/10/2012	Filoxenia Conference Center, Nicosia
12	Presidency Conference on Lifelong Guidance (ELGPN)	24/10/2012	Palm Beach Hotel Larnaca
13	11 th Plenary Meeting of the European Lifelong Guidance and Policy Network (ELGPN)	25-26/10/2012	Palm Beach Hotel Larnaca
14	Vocational Education and Training:” Policy and Practice in the field of Special Education	12-13/11/2012	Filoxenia Conference Center, Nicosia
15	Conference “Improving Skills: Evidence from secondary analysis of international surveys”	15-16/11/2012	Le Meridien Hotel, Limassol

16	Meeting of EU Sport Directors	29-30/11/2012	Filoxenia Conference Center, Nicosia
17	Meeting of the Education Committee	3-4/12/2012	Filoxenia Conference Center, Nicosia
18	Ministerial Conference “Opening up education through technologies: Towards a more systemic use for a smart, social and sustainable growth in Europe”	9-11/12/2012	Oslo, Norway

The European and International Affairs Office in cooperation with several Departments and Services of the Ministry had the general coordination for the following meetings.

Some of the most significant meetings are mentioned below:

- **Meeting of the Senior Officials on culture, 28-29 August 2012**

Participants conducted a broad evaluation of the current situation in the field of cultural governance, with particular focus on the global contribution and promotion of cultural diversity and intercultural dialogue as a catalyst for achieving sustainable and inclusive growth. They also had the opportunity to discuss a series of issues related to the promotion of cultural research as a catalyst for the design and development of cultural policies.

- **Presidency Conference on “Literacy for All”, 5-6 September 2012**

The effective combating of illiteracy and improving literacy levels in the European Union could have positive consequences for people, their societies and economies. According to the report of the High Level Committee presented and discussed during the two-day conference «Literacy for All», good literacy skills are essential for improving the lives of people and the advancement of knowledge, innovation and development.

- **European Youth Conference, 11-13 September 2012**

The thematic priority of the conference was «Youth Participation and Social Inclusion». During the conference, representatives from various youth organisations and government officials from EU member states, candidate countries and others discussed how youth participation leads to the social inclusion of young people, with emphasis on young people with a migrant background. The importance of the participation of young people and youth organizations especially in decision making, as an important factor for the creation of inclusive, democratic and prosperous societies was highlighted. A set of Joint Recommendations on the subject were adopted at the end of the Conference.

- **Informal Meeting of EU Sport Ministers, 20-21 September 2012**

Active ageing and the role of sport in creating a more active and healthy society was the focus at the meeting of EU Sports Ministers. On the second day of the Informal Meeting held at the ‘Filoxenia’ Conference Center the ministers also discussed the issue of representation of the European Union at the Council of the World Anti-Doping Agency (WADA).

- **Informal Meeting of Ministers of Education, 4-5 October 2012**

The education and training policies of the European Union and the relationship they may have with economic development, as well as the growing problem of illiteracy, were the most important issues discussed during the meeting of EU Education Ministers. The meeting was chaired by the Minister of Education and Culture of Cyprus Mr. George Demosthenous and was attended by the European Commissioner for Education, Culture, Multilingualism and Youth, Mrs Androulla Vassiliou. The Cypriot Nobel Prize winning economist, Mr. Christophoros Pissarides, and expert of the High Level Group on Literacy, Mr. George Tsiakalos, were the keynote speakers of the meeting, presenting their views, experiences and findings on the two main themes on the agenda.

- **Meeting of Directors General for Higher Education, Meeting of Directors General for Vocational Education and Training 22-23 October 2012**

The Meeting of Directors General for Higher Education successfully provided the opportunity for Directors General, the European Commission, stakeholder representatives and experts to exchange views and to share experiences and best practices on the Modernisation of Higher Education and the Bologna Process, as these were set on the EU agenda and were identified by the Member States.

The main focus of the Meeting of Directors General for Vocational Education and Training was the discussion and promotion of the objectives set out in the Bruges Communiqué, with special emphasis on vocational excellence and how it can support competitiveness, work-based learning, and permeability between the systems of VET and Higher Education.

On October 23 a Joint Meeting with the Directors General for Higher Education and of the Directors General for Vocational Education and Training was held. The Meeting provided the opportunity for both DG for HE and DG for VET to discuss about “Expanding opportunities and raising skills: Opening pathways between Vocational Education and Training and Higher Education”. Through the presentations and the relevant discussions, participants set the foundations and took a first step towards breaking down the barriers between HE and VET and opening up pathways between the two educational systems.

It was concluded that, within the context of Europe 2020 strategy, HE must become more receptive to VET students and VET must cater for the needs of students who have completed their higher education studies in order to succeed in a continuously changing labour market.

Further to the meetings organized in Cyprus and in an attempt to promote the priorities of the Cyprus Presidency, the European and International Affairs Office was actively participating while representing the Ministry of Education and Culture in several Presidency High Level Meetings held outside Cyprus. Indicative are the following meetings:

- **Ministerial Conference aiming to promote dialogue between the EU and the southern Mediterranean on the policies for Higher Education, Brussels, 2 July 2012**

The conference was organized by the European Commission and had an emphasis on Higher Education. The participants included Ministers, representatives of organizations and experts from EU Member States, the European Commission and under-accession countries. The intention of all the parties involved to develop closer cooperation in the Euro-Mediterranean area in an effort to further modernize the higher education systems and to open up possibilities for mobility of students and academics was confirmed.

- **Pilot Peer learning seminar, Brussels, 17 September 2012**

The cooperation between Education and the social partners, such as the Industry and the Employers, is a necessary prerequisite for the modernization of apprenticeship systems and their adaptation to the long term needs of the market. The seminar presented successful apprenticeship models that have adapted to the need to provide learners alternatives and multiple options. The need to reduce high levels of unemployment among graduates of higher education, particularly among young people, by adapting the curricula of higher education in order to better connect with the labour market needs and offering quality lifelong career guidance, was highlighted.

- **Informing the High Level Forum on Youth Employment and Effectiveness of Public Policies: The major challenges for the Arab-Mediterranean Leaders, Jordan September 25, 2012**

The Forum was attended by Ministers, representatives of organizations and experts from EU Member States, the European Commission and from 9 countries in the Mediterranean

region (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Occupied Palestinian Territories, Tunisia). The aim of all parties involved in the dialogue process was to develop closer cooperation in the Mediterranean area which will allow the further modernization of the policies pursued in Arab Mediterranean countries and solve contemporary problems of mutual concern, especially issues related to youth employment.

- **European Forum for Education, Training and Youth on «Monitoring of the European Semester, and Preparation of the future Erasmus for All-Action of the Cyprus Presidency, Brussels, 18-19 October 2012**

The conclusions of the Forum stressed the important position held by the Education and Training Strategy «Europe 2020», since these two areas can significantly contribute to smart, sustainable and inclusive growth. It also called for strengthening cooperation between Member States and the streamlined allocation and use of European funds and programs. Both of these parameters are considered very important in EU efforts to end the crisis.

- **Ministerial Conference «Opening up education through technologies: Towards a more systemic use for a smart, social and sustainable growth in Europe», Oslo 9-11 December 2012**

The Ministerial Conference «Opening-up education through technology: Towards a more systemic use for a smart, sustainable and social development in Europe», was an activity of the Cyprus Presidency of the Council of the European Union which took place in Oslo and it was hosted by the Government of Norway, in collaboration with European Commission. During the Conference, the use of new technologies to support the realization of the objectives of education and training was stressed. Such objectives are the promotion of critical thinking, the enhancement of skills and talents and the acquisition of knowledge from all range of disciplines. The digital revolution should not stop in the classroom. Nowadays, the internet, social networks and online open educational resources offer huge potential and contribute to the modernization of teaching and learning. These are areas where European collaboration has an added value and delivers positive results. These ideas will be further investigated in the context of the new strategy of the European Commission's «Opening up Education».

2.1.5 SETTING UP AN INTERDEPARTMENTAL COMMITTEE FOR THE PROMOTION OF THE AIM «CYPRUS IN EUROPE» FOR THE SCHOOL YEAR 2011-12 AND «PARTICIPATING IN THE CYPRUS PRESIDENCY - CONTRIBUTING TO THE SUCCESS OF CYPRUS» FOR THE SCHOOL YEAR 2012-2013

The EIAO set up and coordinated the Interdepartmental Committee within the MoEC, aiming at planning and monitoring the implementation of school activities that are related to the Cyprus Presidency. The Committee consisted of officers from the three Directorates of the Ministry and it was responsible for the activities that teachers and students implemented at schools during the above period.

Through the multifaceted work of the Interdepartmental Committee the work of the MoEC was emerged at all levels giving the opportunity to highlight major activities carried out today in schools within the framework of the Education Reform, such as new curricula, and programs aimed at reducing early school leaving, the fight against social exclusion and illiteracy and youth participation in social dialogue. The actions that were implemented at the school, local or national level, included among others, student conferences, seminars, performances, information days and visits of high officials to schools. Through the active involvement of students it became clear that European policies can be reformed with our input and contribution and that we can have a saying in the formation of the general European scene.

Last but not least, through the work of the schools and the other stakeholders and organizations, Cyprus had a wonderful opportunity to highlight its culture and civilization at European level.

2.1.6 CYPRUS PRESIDENCY - A SUCCESSFUL PRESIDENCY

Coordinated efforts, proper planning, hard work, enthusiasm, team spirit, collective action and wholehearted dedication from everyone involved in the assumption of the Cyprus Presidency, were the main factors that resulted to a successful presidency.

The main aim of Cyprus for a decent and successful presidency has been achieved in the best way possible, maintaining the good impression that our country gave since the beginning of the Presidency. At the same time it confirmed the assumptions of foreign officials that there are no small or big Presidencies but successful and less successful ones - and that the Cyprus Presidency was a successful one, focusing on a better Europe.

The expertise and knowledge gained from the involved officers give the chance to the Ministry of Education and Culture and the other organizations involved, to participate more effectively in the shaping of the European policies and the European scene in general.

2.2 PRIMARY EDUCATION

2.2.1 IMPLEMENTATION OF NEW CURRICULA AND TIMETABLES IN PRIMARY SCHOOLS

The school year 2011-2012 has been the year of the gradual implementation of new curricula and the full introduction of new timetables in Primary Education. The design and the implementation of the new curricula and timetables were required in order to help form a democratic and humane school. In such a school, all children, regardless of any differences, can be suitably prepared for their common future and gain all the skills that characterize an educated person, without being deprived of the right and the opportunity to experience childhood as the most creative and happy period of their lives.

The mission and the purpose of Cyprus education, according to the new curricula, is to help shape people who will possess an adequate and coherent body of knowledge from all disciplines, have the attitudes and behaviours that characterize the modern democratic citizen and the highest level of key attributes, abilities and competences required by the 21st century society.

The new curricula for all primary school subjects have been developed over the previous years based on the above objectives. To ensure their smooth introduction in schools it is important that all stakeholders are familiarised with the new curricula. Moreover, a decision was made for their progressive and gradual implementation starting from specific grades and subjects in September 2011 and continuing based on a time plan which aims for full implementation in all grades and all subjects within the next 3-6 years.

At the same time, during the school year 2011-2012, a series of training activities aimed at further training and familiarization of teachers with the new curricula continued, in collaboration with the Cyprus Pedagogical Institute. Support groups for the implementation of the new curricula, which had already been set up from the previous school year, continued to support the process through the production of printed and digital teaching materials, the preparation of teachers' guides for each subject and through visits to schools for support and guidance of the teaching staff. Apart from the printed materials that were sent to schools, a rich variety of digital materials (presentations, articles, teaching units, teachers' guides, etc.) were uploaded

on the websites of the Department of Primary Education and the Cyprus Pedagogical Institute. Along with the changes to the curricula, it was also necessary to modernize the timetables for primary schools. Within this framework, the following significant changes have been implemented, as of September 2011:

- Introduction of “*Consolidation Time*”, in order to promote core knowledge acquisition from all pupils and to eliminate any obligation of parents to take on a ‘teacher’s’ role at home so as to cover gaps in the knowledge acquisition of their children.
- Increasing the second break from ten to fifteen minutes and reducing the seventh and last instructional period from forty to thirty-five minutes.
- Introduction of “*Getting to know my World*” (includes “Getting to know my Country”, Geography and Gardening) as a subject starting from the 1st grade.
- Introduction of “*Natural Sciences and Technology*” as a subject in grades 1 to 4. This school subject includes Science and Design and Technology.
- Introduction of “*English*” as a subject taught from the 1st grade, thus streamlining the educational system to European guidelines and promoting foreign language learning from an early age, so as to offer children the opportunity to acquire the necessary skills and competences that will enable them to communicate effectively in a language other than their mother tongue, broaden their cultural experiences and develop positive attitudes and behaviours towards otherness.
- Introduction of “*Life Education*” in grades 1 to 4, so as to encourage teachers’ and pupils’ involvement in projects relating to Health Education, Environmental Education, Consumer Education, Road Safety Education and Intercultural Education.
- Introduction of the two major aspects of “*Life Education*” (Health Education and Environmental Education) in grades 5 and 6, as separate subjects, so that beyond the interdisciplinary approach towards these subjects, teachers and pupils can be able to address more specific issues which are referred to in the curricula of both subjects.
- Emphasis on the promotion of pupil’s language abilities through all school subjects.

2.2.1.1 Modern Greek Language Teaching

In order to reform the existing educational reality, as recommended by the new curriculum, the language lesson is upgraded and is expected to play a multidimensional role. The active participation/involvement of pupils, as citizens of the 21st century, in the improvement of the sociocultural developments and, our constantly changing world, requires their familiarisation with new textual practices (reading and writing); something that is targeted by the promotion of critical literacy pedagogy.

Therefore, the primary goal of the Greek language subject is that pupils should be able to view and use language not only as a communication tool but also as social practice that is to say as a tool for constructing meanings. For this reason, the structure of language is not taught in fragments or in a decontextualized fashion but under co-constructing themes relevant to the pupils’ interests. In other words, the emphasis is placed on the functions of grammatical phenomena as indicators of social practice.

To sum up, the teaching of Modern Greek focuses on the critical exploration of texts, so that pupils can understand the way that writers are placed through their linguistic choices towards social issues, by displaying or intentionally omitting perspectives and opinions of various textual communities. Thus, the pupils are involved in a dynamic process, which is based on the flexibility of the contemporary, professional educator, who is able to invest in shaping critically literate individuals.

2.2.1.2 Getting to know my World (Geography)

Within the framework of the Educational Reform and the subsequent development of the New Curricula, the subject “Getting to know my World” (Geography), is allocated two weekly teaching periods in all primary school grades, while prior to the Educational Reform, the subject was allocated two weekly teaching periods only for grades 3, 4, 5 and 6.

In 2011-2012, the subject was implemented fully in the 1st and 2nd grades of primary education. The teaching materials for these grades have been revised after a questionnaire survey which was completed by teachers from almost all primary schools which used the initial materials in the previous school year.

The upgrade and update of the subject in the new curriculum, includes, in addition to the development of new teaching materials, the changing of the teaching approach, so that it is congruent with recent developments in Geography and Geography Education.

The process of upgrading and modernizing the content and the teaching approach is materialized through:

- a) the formulation of success indicators for every grade
- b) the development of a Programme of Study for every grade so that it takes into account thematic geography, places and regional geography, mapping tools and processes, geographic concepts and corresponding analytical geographical (spatial) skills
- c) the development of educational materials for pupils and teachers
- d) the training of teachers.

Contemporary Geography in Primary Education aims at improving the quality of life, by giving emphasis to:

- a) knowledge for
 - critical reasoning of the world and
 - creative and efficient planning of vital space so that future citizens may live in harmony in the world
- b) skills for analyzing space in conjunction with the appropriate tools and knowledge in every level, so as to promote rational and well-informed decision making
- c) attitudes that manifest acceptance and respect to the diversity of people and environments, in order to achieve rational and sustainable resource management at the local and global scale.

A number of the developments in the contemporary approach to School Geography are based on scientific evidence that the human brain undertakes specific mental tasks for processing spatial data. These processes are the basis for the design of learning activities in Geography and all other subjects of the Curriculum that use spatial information.

The need to develop spatial thinking is of great importance in contemporary societies since contemporary living dictates the use of knowledge in order to support judgments and decision making for spatial decisions. The democratization of geographic information (be it through the internet or digital globes) and the challenges of modern life have elevated the importance of spatial thinking and skills. They are today a must for organising, analyzing and evaluating decisions that involve space and place and a prerequisite for successful people and societies.

2.2.1.3 Health Education

The Health Education Office at the Ministry of Education and Culture, during the school year 2011-2012, forwarded the implementation of the New Health Education Curriculum, supported

and trained school teachers, structured and disseminated activities to all the schools. At the same time, a main objective has been to enable and support the schools in order for each school to develop and implement plan of action for health education and prevention of delinquency, which is accepted by the students and staff of the school and meets the needs and characteristics of the school, but also exploits opportunities for collaboration with parents, the community and other stakeholders.

2.2.I.4 Environmental Education - Education for Sustainable Development (E.E.-E.S.D)

The school year 2011-2012 was the year during which the curriculum of Environmental Education was finalized and the design of its implementation completed and initiated in the context of the School Sustainable Environmental Policy, which is developed by each school based on its needs and particularities.

In September 2011 everything was ready for implementation of the policy in primary schools. The implementation was successful and the results deemed positive. During the year in-service teacher training was offered both centrally as well as at the school level.

The E.E.-E.S.D. sets sustainable development at the heart of education. Sustainability is one of the main educational objectives, and serves as a key concept for the reorientation of education and learning. Through E.E.-E.S.D. the educational system aims at shaping a sustainable school which operates as an agent for change in education and society. The school becomes a model-organism that promotes sustainability and adopts it in school life through the entire remodelling of the three main levels of operation:

- a) the pedagogical (teaching and learning process);
- b) the social/organisational (culture, social environment, education policy) and
- c) the technical/economic (infrastructure, equipment, management practices).

The aim is to make our pupils, and tomorrow's citizens, able to create conditions of sustainability and adopt sustainable lifestyles. We aim at shaping autonomous and active citizens (men and women) who are environmentally aware, possess relevant knowledge, realize the seriousness of the issues and have the skills, as well as the will, to become agents of change in the direction of problem solving. Citizens who do not respond passively and do not conform to choices of various power centres, but explore instead and think critically, take responsibility, participate in the decision making processes, are engaged dynamically and democratically in societal developments with an aim to make the changes needed to create conditions of sustainable development.

In addition to the developments in the new curricula, various environmental education programmes continue to be 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 global programme. Schools of primary and secondary education are involved in the programme, which aims to develop sensitive, responsible, critical and 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 Argroupolis 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 Heritage*» with the cooperation of both the Greek and Cypriot Ministries 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 environmental action.

Furthermore, the Environmental Education Centres are being fully utilized and give pupils the opportunity for substantial environmental education. Environmental Education is also part of the educational programme of the educational and summer camps of the Ministry of Education and Culture. Camping in nature, gives the pupils the opportunity to achieve empirical experiences and to develop correct attitudes towards the environment.

Within these new developments, we are now convinced that the future generation of citizens, through the development of critical environmental literacy and the undertaking of effective action, will be enabled to help preserve the environment and work effectively towards sustainable development.

2.2.1.5 English

As of the school year 2011-2012, English is taught from the 1st grade of Primary Education. The methodology adopted for the teaching of English in the first years of Primary Education is mainly centred on the use of songs, games and storytelling.

Within the new timetable implemented in 2011-2012, the teaching of English in grades 4, 5 and 6 of Primary continues - as previously - with 2 periods a week. English in the first grades of Primary (grades 1, 2 and 3) is introduced in the following way:

Grade 1 - one period per week

Grade 2 - one period per week

Grade 3 - two periods per week.

It is, however, important for young children to have systematic and ample contact with the foreign language. It is for this reason that the introduction of English in the first years of Primary School follows an approach in which English becomes part of the children's school day. This is implemented by including English at various stages of the school day such as starting the day with a song or having a short break in-between lessons with a simple game or action song.

Strengthening the presence of the foreign language in all grades of Primary Education is also enhanced through the introduction of CLIL (Content and Language Integrated Learning) which involves dual-focused teaching, where a school subject is taught through a foreign language (in this case, English). The implementation of CLIL in Primary Education will take place gradually and is currently implemented in a specific number of schools.

Finally, it should be noted that English has also been introduced in Pre-primary Education in a number of pilot Pre-primary schools.

2.2.1.6 Physical Education

The revision of the document of the New Physical Education Curriculum and its partial implementation in the early grades of primary school were the main areas of action as regards Physical Education during the school year 2011-2012. In addition, the Ministry emphasised in-service and especially school-based teacher training and support which contributed

to improving teachers' practices for better implementation of the New Physical Education Curriculum.

The revised document of the New Physical Education Curriculum is straightforward and comprehensive. Specific goals, clear success indicators and a wide range of subjects, for each age, guide teachers in planning their practice effectively. The revision of the document has been done based on the weaknesses identified by teachers' feedback during the previous school year.

The new curriculum was partially implemented in the first and second grades of primary schools. Inspectors and counsellors of Physical Education visited schools and provided support to teachers. At the same time, supportive material was produced and made available to teachers through the website of the Ministry of Education and Culture.

Collaborative Learning Communities were set up at the end of school year 2011-2012. Teachers broadened their knowledge and enriched their practice especially in the area of dance. In addition, they exchanged ideas on good practices.

Educational policy aims at fostering a healthy, active citizen who will develop self-control, critical and creative thinking and initiative. Physical education practice applies various teaching methods for activating pupils and meeting the above policy objectives. A variety of teaching methods (reproductive or creative) can help pupils to develop responsibility for decision making.

2.2.2 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.

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

Since then – and upon the request of many schools – the institution of All-Day Voluntary Primary and Special Schools was extended and implemented as follows:

School Year	Number of All-Day Voluntary Primary and Special Schools
1999-2000	9
2000-2001	25
2001-2002	70
2002-2003	84
2003-2004	110
2004-2005	125
2005-2006	144
2006-2007	150
2007-2008	119
2008-2009	115
2009-2010	121
2010-2011	118
2011-2012	113

During the school year 2011-2012, 113 schools functioned as All-Day Schools, of which 24 operated as All-Day Schools on a voluntary basis for all grades (1st - 6th grade) and 89 as All-Day Schools on a voluntary basis for grades 4th, 5th and 6th. However, these 89 schools had permission to accept pupils from lower grades too (1st - 3rd).

The All-Day Voluntary Primary and Special Schools function from October to May for four days a week (every day - except on Wednesdays) – based on two time zones – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon teaching periods.

No changes have been made concerning either the curriculum or the timetable of the morning programme of the schools. On the contrary, they continue to operate according to the existing school regulations. The afternoon programme includes lunch at school, four teaching periods per week for carrying out assigned homework/consolidation, and eight teaching periods for the following elective subjects: English, Information Technology, Music, Physical Education, Art, Design and Technology, Drama.

The number of pupils per class ranges from 8 to 25, according to the subject and needs of each school unit. The formation of classes and groups is done according to the pupils' interests and the teachers' talents and specialised subjects..

The Ministry of Education and Culture provides all schools which function as All-Day Schools, with the necessary equipment.

Pupils take their lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision/preparation of the meals are undertaken by the parents. The type of food and the specific menu followed are consistent with a menu agreed and arranged by parents in collaboration with the Ministry of Education and Culture. The Ministry of Education and Culture finances part of the cost by funding the meals for a number of needy pupils.

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 ten classes of nine rural Pre-primary Schools.

During the school year 2006-2007 the institution was extended to 16 classes of 14 rural and urban Pre-primary Schools all over Cyprus.

Since then the institution of All-Day Voluntary Pre-primary Schools was extended – upon the request of many schools – and implemented as follows:

School Year	Number of All-Day Voluntary Pre-primary Schools
2005-2006	9
2006-2007	14
2007-2008	19
2008-2009	28
2009-2010	39
2010-2011	43
2011-2012	48

These Pre-primary Schools operate as All-Day Schools on a voluntary basis. They function from October to May for four days a week (every day - except on Wednesdays) – based on two time zones – until 3:05 p.m. or until 4:00 p.m. That is, they have three or four additional afternoon periods.

No changes have been made concerning either the curriculum or the timetable of the morning programme of the schools. On the contrary, they continue to operate according to the existing school regulations.

The afternoon programme includes lunch at school, four teaching periods per week for sleeping or resting and eight teaching periods for creative activities on the following subjects: Language, Maths, Information Technology, Drama, Music, Dance, Art, Physical Education and Group Games.

The maximum number of pupils per class is 25.

The Ministry of Education and Culture provides all schools already operating as All-Day Schools, with the necessary equipment.

Pupils take their lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision/preparation of the meals are undertaken by the parents. The type of food and the specific menu are consistent with the menu agreed and arranged by parents in collaboration with the Ministry of Education and Culture. The Ministry of Education and Culture finances part of the cost by funding meals for a number of needy pupils.

2.2.2.3 All-Day Compulsory Schools in Primary Education

The rapid changes in Cyprus society created the need to reform the Cyprus Educational System. This reform entails innovations in terms of improved conditions of school life, modern ways of learning, new school subjects, upgraded infrastructure and a revised Curriculum and School Timetable. Therefore, the Ministry of Education, introduced the All-Day Compulsory School in Primary Education, on a pilot basis in the school year 2006-2007 in nine Primary Schools throughout Cyprus.

In 2007-2008, the number of schools increased to 15 and all of them continued to operate as All-Day Compulsory Schools until the school year 2009-2010.

The first phase of the pilot programme had a duration of three years and was completed in the school year 2008-2009. It was evaluated by an Independent Evaluation Committee. In June 2009 the Council of Ministers approved a new framework of All-Day Compulsory 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.

At the end of the school year 2009-2010, the four-year pilot programme was completed. A Special Committee examined the final framework, studied ways of expanding the institution and prepared a proposal which was forwarded to the Council of Ministers and was approved. The Special Committee included 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' Associations and the external advisor for All-Day Compulsory Schools.

The final framework of the All-Day Compulsory Schools was implemented during the school year 2010-2011. As of that year the institution of All-Day Compulsory Schools continues to operate at 14 Primary Schools.

After the completion of the pilot programme of the institution of All-Day Compulsory Schools and its formal establishment that was approved by the Council of Ministers on 16th of February 2011, the All-Day Compulsory School is officially considered to be a type of Public School.

The educational content and the way the All-Day Compulsory Schools function are very different from the existing All-Day Voluntary Schools. The All-Day Compulsory Schools operate with a unified curriculum, unified school management and staff and also with an upgraded educational content.

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

Friday) from 7:45 a.m. to 3:15 pm or 4:00 p.m. and one day a week (Wednesday) from 7:45 a.m. to 1:05 p.m. They have a total of 47 teaching periods that is 12 teaching periods more than the regular (non-All-Day) 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 and elective subjects, which the pupils choose based on their interests (e.g. dancing, swimming, drama, etc.).

For the teaching of English, Information Technology and the elective subjects there is a special arrangement for the hiring of specialized teaching staff (i.e. dance teachers, drama teachers, etc.). Another special arrangement, concerning the operation of the All-Day Compulsory Schools, is the appointment of an Advisory Committee for each school. Each school has its own Advisory Committee which comprises of local teachers, parents and representatives from the School Board.

During the four days that these schools operate in the afternoon, lunch is provided to pupils. The school menu is designed by nutritionists and the food is prepared and supplied by catering services, except in the cases where the school unit has decided otherwise. Meals are offered in a specially arranged area, which functions as a dining room. During lunch, additional auxiliary staff helps with serving meals and cleaning up whereas pupils are supervised by their teachers. The cost of meals is covered by the parents. However, the Ministry of Education and Culture finances part of the cost of meals. The financial support offered is €470 per pupil and covers 20% of the registered pupils, except in the cases of schools in mountainous areas, where the Ministry of Education finances, with the same amount, all the pupils. This additional support is within the wider framework of support towards the residents of these areas.

2.2.3 EDUCATIONAL PROGRAMMES IN PRIMARY EDUCATION

2.2.3.1 Health Promotion

Many health promotion programmes, actions and interventions carried out in 2011-2012 have been supported by funds provided by the Coordinating Committee of Health Education and Citizenship. Some of the actions and programmes that are related to Health Promotion are presented below.

2.2.3.1.1 Funding school actions and interventions

Schools can apply for financial support in order to carry out their own school interventions in relation to Health Promotion. For the school year 2011-2012, 410 applications were approved and financial support granted to those schools. Many schools focused on developing their pupils' personal and social skills, promoted self-esteem, and in general promoted health as a holistic process, supported families' efficiency and children's creativity (e.g. through film and art workshops, learning IT together, drama workshops and music workshops), provided summer school activities in key target areas of social and economic deprivation and so forth.

2.2.3.1.2 Task Force on School Violence

Under the framework of supporting Primary and Secondary School units in regard to school violence/aggression and juvenile delinquency, the Ministry of Education and Culture has formed the "Task Force on School Violence" composed of educators, counsellors and psychologists with a background on school violence, remedial programmes and policy formulation.

The purpose of the Task Force is the development, promotion and follow-up of an action plan pertinent to each school, 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 become involved in this process. The Task Force has the authority to accelerate processes, provide economic subsidies where needed and provide support for the implementation of the action plan. Finally, the Task Force promotes prevention programmes, with the objective of minimizing juvenile delinquency in schools. During the school year 2011-2012, the Task Force responded to 131 requests: 61 from Primary Schools and 70 from Secondary Schools.

2.2.3.1.3 Observatory for Violence in Schools

The Observatory for Violence in Schools was established during the school year 2009-2010. The Observatory records, codes, analyzes and evaluates data regarding the extent and the forms of violence in schools. Also, it collects quantitative and qualitative data concerning good practices for the prevention of violence in schools, national and international research on school environment, on school violence and juvenile delinquency.

As part of its activities the Observatory carried out a national survey concerning Victimization and the School Climate in 2011. The survey targeted pupils and teachers of both primary and secondary education. The findings identified the types of bullying existing in schools (homophobic, race-related, gender-based, faith-based, disability-based, etc.).

2.2.3.1.4 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 Centres, 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 emotional development of children and deal with issues which are relevant to the specific age group they address: Looking after our body (1st grade), Nutrition (2nd grade), Feelings (3rd grade), Personality (4th grade), Uniqueness (5th grade), Health – Friends – Drugs (6th grade).

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

The classroom with appropriate lighting and sound, projector and DVD player, chairs and cushions placed in a circle, is transformed into a pleasant environment for experiential learning. Through drama games and group activities with the participation of all children and the teacher of the class, the impact of the experience is felt on the dynamics of the entire class and is, therefore, maximized.

Workshops for parents of 5th and 6th grade pupils were also offered throughout the school year, during afternoon sessions.

2.2.3.2 Multicultural Education

The composition of the school population in Cyprus Primary and Pre-primary Schools for the school year 2011-2012, is shown in the following table:

	Primary Schools (%)	Pre-primary Schools (%)
Greek-Cypriots	84,59	84,22
Turkish-Cypriots	0,18	0,24

Maronites	0,24	0,23
Armenians	0,10	0,13
Latins	0,01	0,00
Foreigners	14,88	15,18
TOTAL	100,00	100,00

The five countries where most foreign pupils in primary schools come from are: Georgia, Romania, Bulgaria, Greece and the United Kingdom. In Pre-primary education the five countries where most foreign pupils come from are: Georgia, Greece, Romania, Bulgaria and Syria.

The following table shows the percentage of foreign pupils during the past five years in primary schools:

School year	Number of foreign pupils	Percentage
2007-2008	4040	7,7
2008-2009	4605	9,0
2009-2010	5916	10,5
2010-2011	6047	12,0
2011-2012	6670	13,2

The Ministry of Education and Culture with its educational policy regarding the education of foreign pupils aims at their smooth integration to the Cyprus educational system. In response to the demands of the contemporary society 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 help groups with different cultural identities to integrate themselves in a creative environment, regardless of background. The Department of Primary Education makes provisions so that foreign pupils are distributed evenly in the various districts, schools and even classrooms, so that teachers can support their linguistic and cultural needs in a more effective way.

Multicultural education is currently being practised in Cyprus in the form of various support measures. These measures can be categorized 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 foreign pupils participate in classes along with the native Greek-speaking pupils. There is also a flexible system of intervention within the regular school timetable. This involves placing foreign pupils in a separate class for a specific number of hours per week. These separate classes focus on intensive learning of Greek and specialized assistance according to the pupils' specific needs. The Adult Education Centres offer afternoon classes in Greek as a second language to the children of repatriated ethnic Greeks, but also to all other foreign pupils interested in this subject.

The Department of Primary Education has implemented several measures to promote multicultural education. 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 realizes the need to provide teachers with the opportunity to further develop their learning and teaching approaches. Within this context, it organises in-service training seminars and conferences for teachers who teach foreign pupils.

Furthermore, developing intercultural awareness is very important for all schools. This is achieved through a number of ways which provide information to pupils about the way of life, way of thinking and attitudes of other people and attempt to help pupils understand these differences and communicate with people from other cultural backgrounds.

Furthermore, the Council of Ministers approved the "*Policy Report of the Ministry of Education*"

for Multicultural Education". According to the relevant suggestions of the Educational Reform Committee and within the framework of the development of a democratic school that will incorporate and include all pupils, the following measures, that aim towards the rapid and smooth induction of foreign pupils to the school system and the Cypriot society, are being implemented:

- Parallel classes for fast acquisition of the Greek language through intensive instruction.
- In-service training seminars 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 language level by the Centre for Educational Research and Evaluation.
- Preparation on an induction guide for new foreign pupils and their families. The guide is translated in eight languages, with basic information for the pupils and their parents regarding the educational system of Cyprus. The languages are: English, Turkish, Russian, Georgian, Bulgarian, Romanian, 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 to the structure and the content of education.
- Production and development of appropriate educational and pedagogical material, as well as the use of material that has been produced in Greece.

2.2.3.3 Museum Education Programmes

The programmes for Museum Education are implemented under the auspices of the Ministry of Education and Culture, in cooperation with the Laiki Bank Cultural Centre, the Cyprus Department of Antiquities, the Leventis Municipal Museum of Lefkosia, the Pieridis Museum Laiki Bank and the "THALASSA" Agia Napa Municipal Museum. The educational programmes which have been running since 1996 in the museums of the non-occupied areas of Cyprus are intended for all primary education pupils.

The implementation of all the programmes is based on experiential active learning and employs a cross-curriculum/interdisciplinary approach. In order to further improve the programmes, digital presentations, interactive maps and drama games were incorporated. The pupils explore the museums, observe the exhibits, search for information, engage in role-play, activate their creative and expressive abilities and work in teams through pleasant and well-organised activities. Therefore, the pupils acquire useful experiences and develop positive attitudes towards culture. During the school year 2011-2012, 5094 pupils and 293 teachers participated in the nine museum education programmes. All participants expressed the wish to visit the museums again, since they all enjoyed the exploration activities, the drama games and most of all, learning!

The Museum Education Programmes were presented in the 19th International Education Fair organised by the Ministry of Education and Culture in February 2012. On the occasion of the World Museum Day (18 May), the Ministry of Education and Culture organised for the second time a "A Week of Museum Education" (14-20 May 2012).

During the school year 2011-2012, nine educational programmes were implemented as follows:

MUSEUM EDUCATION PROGRAMMES		
Town	Museum Education Programme	Museum
LEFKOSIA	“ <i>Talanto</i> ” for pupils of grades 3 and 4	Cyprus Museum
	1. “ <i>The world of medieval Nicosia</i> ” for pupils of grade 5 2. “ <i>The country’s Bazaar</i> ” for pupils of grade 6	Leventio Municipal Museum of Lefkosia
LEMESOS	“ <i>Kyprida Venus</i> ” for pupils of grade 4	District Archaeological Museum of Lemesos
	“ <i>Behind the embrasures</i> ” for pupils of grade 5	Medieval Castle of Lemesos
LARNAKA	“ <i>Animals, Birds and Monsters</i> ” for pupils of grade 3	Pierides Museum - Cultural Centre Laiki Bank
	“ <i>Sea, sea ... Invitation to an ancient symposium</i> ” for pupils of grade 4	District Archaeological Museum of Larnaka
AMMOCHOSTOS	“ <i>In Ayia Napa which is surrounded by the sea ... Ship of Kyrenia open sails</i> ” for pupils of grade 4	Municipal Museum of Ayia Napa “THALASSA”
PAFOS	“ <i>Traveling with the Lady of Lemba</i> ” for pupils of grades 3 and 4	District Archaeological Museum of Pafos

2.2.3.4 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 programmes of Art Education in galleries and museums of Lefkosia and Lemesos, addressed to all primary education pupils. These programmes aim at the opening of the school towards culture and are providing an aesthetic development and cultural education to children, through an experiential approach. During the school year 2011-2012, three art education programmes were implemented as follows:

a. *Art Education Programme “Motherhood” at the National Gallery of Contemporary Cypriot Art, Lefkosia:*

Pupils learn important details about the life and work of major Cypriot artists, experience original artworks, communicate with them and explore the ideas, the concerns and the messages of the artists. They also examine the different representations of the same theme “Motherhood” through the artwork of artists of different styles and media. Through a pleasant and fun way of learning, pupils are engaged in playful activities and role-play. They also discuss and analyze aesthetically works of art, thus developing their critical thinking.

b. *Art Education Programme “Journey in Byzantine Art” at the Byzantine Museum of the Archbishop Makarios III Foundation, Lefkosia:*

During the school year 2011-2012, for the first time, an art exhibition was organised with works of art of pupils who participated at the educational programme at the Byzantine Museum of the Archbishop Makarios III Foundation. Pupils were inspired by the programme and created two and three dimensional artworks using a variety of materials. The exhibition also included pupils’ paintings from the primary education art archive with similar religious content. At the opening of the exhibition which was held at the Art Gallery of the Archbishop Makarios III Foundation on the 18 May 2012 (International Museum Day), visitors had the chance to listen to Byzantine hymns and watch an art event by pupils inspired by the tradition around Saint

George and the dragon. Also, for the first time the schools of Larnaka and Ammochostos had the opportunity to attend the programme and to create works of art presented at the Kallinikeio Municipal Museum of Athienou on February 23, 2012. The opening of the exhibition was enriched with a) hymns and songs by the students of the Tremithus Bishopic School of Byzantine Music and b) an artistic performance presented by 6th grade pupils of Athienou Primary School. During the exhibition, the public had the opportunity to create mosaics and be guided in the creation of mosaics from specialist iconographers and hagiographers. The educational programme is being successfully implemented and aspires to more art events.

c. Art Education Programme “Our Island through the artists’ pallet” at the Municipal Art Gallery, Lemesos:

Changes have been made to the content and structure of the educational programme at the Lemesos Municipal Art Gallery during the school year 2011-2012 so that it would be consistent with the new curriculum for Art Education. The programme entitled “Our Island through the artists’ pallet” aims to introduce the Gallery to the children and help them understand and appreciate the cultural and artistic heritage of Cyprus. The experiential method of the programme gives pupils the opportunity to meet the work of recent and older Cypriot artists and also gives them inspiration for their own artistic expression and creation.

2.2.3.5 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’s main aim is the development of spiritual and cultural bonds among Greek, Cypriot and Greek migrant pupils.

“IKADE” exploits the possibilities offered by modern technology in order to bring closer Greeks from around the world. The Greek website (www.oikade.gr), enables pupils to gain knowledge through games, virtual tours, cultural events and many other activities. Pupils interact with each other and learn interesting things about their culture, civilization, customs, everyday life and share thoughts about school subjects and issues that concern them.

The “IKADE” website also hosts a global electronic network of schools, where selected primary schools from Greece, Cyprus and Greek communities abroad (200 schools around the world) operate in groups of three or four, and share live online meetings (teleconferences). The electronic network of schools, for the school year 2011-2012, involved 67 primary schools from Cyprus. Those schools shared live online meetings with eleven primary schools from Greece and with the Greek Primary School of Bucharest. The themes of the live online meetings were: children’s school routines, our land, our common ancestry, our language, our own manners and customs, our natural wealth, the future of our country, as it is in our dreams, our academic future as well as the theme “Cyprus as a full member of the European Union”.

During the “minicabs”, particular emphasis was given to pupils’ interaction, in order to maximize the achievement of cognitive and emotional objectives. Emphasis was also given on active learning and on the development of learning skills, such as critical thinking, taking responsibility and group work and action.

Another activity of “IKADE” was the publication of two newspapers that were distributed to pupils in Cyprus’ primary schools. The newspapers included activities that were prepared and developed by the pupils themselves. Also, a school calendar was published and distributed to all 6th grade pupils of Cyprus’ primary schools.

2.2.3.6 Physical Education Educational Programmes

The following programmes that strengthen the implementation of the New Physical Education Curriculum and encourage children to get involved in sports after school time were implemented during the school year 2011-2012:

- *Olympic Programme - Sports Days/Events of Summer and Winter Sports*: The Department of Primary Education of the Ministry of Education and Culture in cooperation with the Cyprus Sport Organisation, the Cyprus Olympic Committee and the Sport Federations has established the Olympic Programme “Sports Days/Events of Summer and Winter Sports”. The aim of this programme is the participation of children in as many sports as possible aiming at positive consequences to their lives and for them to adopt exercise as a lifetime habit. The programme started in 2004 with the participation of more than 15000 10-12 year-old pupils yearly and almost all the Sport Federations.
- *Olympic Education Programme*: This programme is under the auspices of the Ministry of Education and Culture and the Cyprus Olympic Committee. It has been running since 2006 with the participation of 2000 - 3000 children yearly (6-18 year-olds). The purpose of the programme is the promotion of the Olympic values and ideas.
- *Physical Education in All-Day Compulsory Schools*: In this type of school great emphasis is given to the Olympic values and ideas with increased teaching time in the timetable allocated to Physical Education (one period for 1st to 4th grades, two periods for 5th and 6th grades), compared to the two periods in the timetable of regular schools.
- *Physical Education in All-Day Voluntary Schools*: Pupils have the option of choosing two periods of Physical Education (games/dancing) among other elective subjects. Most children, about 70%, choose Physical Education.
- *Active School Breaks*: Pilot programmes run in schools encouraging pupils to take part in a variety of physical activities during break time. Physical activities, especially non-competitive, are organised for all pupils, young and older, based on their abilities. “Active School Breaks” have led to a reduction of school delinquency and bullying.

2.3 DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)

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 2011-2012, the MoEC proceeded with the following actions:

A) Technology Infrastructure and Equipment

During the school year of 2011-2012, due to the reduced available financial resources, there has not been any large supply of computer related equipment, but at the same time an ongoing effort has begun for taking the most out of the existing computer equipment at schools. Within this framework a research has started on the technology of dummy terminals with the use of old computers and open source software, so that a solution can be offered, without the need of buying extra equipment or software (open source software can be used for educational purposes without any financial cost). Such a solution has been deployed in pilot mode in a Lyceum, with the installation of a computer-terminal in each classroom for the operation of the electronic attendance system, offered by school net ΔΙΑ.Σ. (Cyprus School Net). Towards the direction of taking the most out of the existing computer equipment, the project for

expanding the life span of older computers by the means of upgrading their operating system and applications, has proceeded by upgrading the system memory of 4153 computers and supplying motherboards for another 300. Within the same framework, the benefit of upgrading the operating system and installing an office suite has been taken advantage of, as offered by the contract, providing licenses for using Microsoft software on all computers of Public Education.

Recovery Images for all major computer supplies have been created, so that the administrators of these computers are in position to install the new software. All Recovery Images are created with dual boot operating system: Windows and Linux distribution (mainly Edubuntu). Furthermore, they include alternative open source office suite (Libre Office) and other educational open source software. Also, at the Ministry of Education and Culture Data Center, an infrastructure has been created, using existing equipment and at no financial cost, for the creation, management and deployment of Recovery Images.

In the framework also of the contract providing licenses for using Microsoft software, a system has been developed with the use of which all educational staff can enjoy the benefits of Work At Home scheme provided for certain software (operating system upgrade and office suite) and by which they can install and activate the software mentioned on their personal computers at no extra cost.

Structured Cabling

During the school year of 2011-2012 the implementation and acceptance of the Third Phase (C) of Structured Cabling Project has been completed for another 24 Upper Secondary General and Technical and Vocational schools mainly in the districts of Limassol and Paphos. Up to now, 69 schools in total have been equipped with fiber optics backbone network and have the capability to connect to the Internet from every room in the school (administration offices, classrooms and labs). The fiber optics backbone network offers high speed networking and enables fast transfer of large volume of data. Besides the implementation of the wired network in each school, provision has been made for wireless access.

In addition to the successful implementation of the First, Second and Third Phases (A, B and C) of the Structured Cabling Project, a Fourth and last phase is scheduled that will implement the structure cabling for the remaining of the schools which do not have the required structure yet.

B) ΔΙΑ.Σ project

The ΔΙΑ.Σ project (Cyprus School Net) has been running since 2008. The ΔΙΑ.Σ project is a Digital Educational Environment which aims to promote communication beyond the traditional classroom-based setting between teachers, students and parents. ΔΙΑ.Σ provides access to information regarding the educational processes, as well as multimedia-rich digital educational content.

ΔΙΑ.Σ continues to operate at the Data Centre to enable access from all computers at the seven schools involved in the program. Access accounts were created for all teachers of the seven schools, and for Information and Communication Technology (ICT) officers at the Ministry of Education and Culture. Through the access given to ΔΙΑ.Σ, each user has access to certain services such as email services, personal and school website and access to an educational and communications platform. Through the ΔΙΑ.Σ platform and the capabilities offered, it was possible to conduct a number of research and information gathering on issues relating to the ICT use in classroom such as collecting feedback from teachers of all schools for the Digital Educational Content (DEC).

Actions during the year 2011-2012:

- Maintenance of the Educational Platform and promotion of its use amongst teachers and students in the seven schools participating in the ΔΙΑ.Σ program.
- Development of an application on the ΔΙΑ.Σ platform for recording the student absences for administrative purposes. The application was used in a Lyceum during the year 2011-2012 and the aim is to extend its use to other schools participating in the ΔΙΑ.Σ program.

Creation and update of user accounts of full access for a number of users such as:

- The Physical Education New Curricula team in order to use the services offered on the ΔΙΑ.Σ platform.
- The teachers of the Pefkios Georgiades Primary school in order to use the services offered on the ΔΙΑ.Σ platform including school administration services.
- The Inspectors of Secondary General and Secondary Technical and Vocational Education in order to learn about the services available on the platform and encourage the teachers to use it.
- The ICT consultants of the Secondary Education in order to use the services and applications offered on the platform.
- Creation and update of user accounts of partial access for all teachers of Secondary Education in order to be able to use the DEC.
- Regular trainings of the website administrators of the ΔΙΑ.Σ schools.

C) Curricula and Educational Software

During the school year 2011 - 2012 and as part of the effort for the effective integration of Information and Communication Technologies in the educational system, visits took place at all Lyceums and Technical and Vocational schools. The purpose of the visits was to inform and train teachers in the use and integration of Digital Educational Content (DEC) in the teaching and learning process. The DEC was developed for 17 lessons of General Secondary and Secondary Technical and Vocational Education.

For the Primary Education Directorate, the Ministry established a Support Team for the Integration of the ICT in the New Curricula. This team consists of Primary Education Inspectors, ICT Project Officers, and ICT Consultants. More specifically, during the school year 2011-12, the following actions took place:

- Tracking and listing of the educational software and content that has been acquired by the Ministry so far and it is available in our primary schools, for presentation and professional development purposes of the New Curricula Teams (NCT).
- Preparation of relevant professional development material (presentation, documents, etc):
 - Theoretical framework of the ICT integration in the New Curricula
 - Issues related to the educational software (categorization, evaluation criteria, etc) and what has been acquired for public primary schools
 - Examples of best practices for ICT utilization and integration.
- Training – Informative meetings with a) ICT Consultants and b) all the New Curricula Teams (16) for Primary Education, in order to inform all teams about the above issues.
- Individual meetings between the ICT Support Team and each of the 16 New Curricula Teams, which sought to:
 - inform them about the philosophy and pedagogical principles in relation to the use of

ICT in the learning process,

- inform them about the existing digital educational software acquired by the Ministry (including those from the Pedagogical Institute of Greece),
- highlight and enhance the activities already developed by the NCT with the use of ICT,
- cooperate and support them towards the:
 - evaluation of digital material and resources, which they might have identified and intend to use in the New Curricula,
 - production of supportive and supplementary materials and activities that will serve as examples of good practice in the integration of ICT in the New Curricula
 - hierarchy of needs for acquiring new digital material or software for the New Curricula, based on Ministry's priorities and available resources.

D) School Management Systems (SMS)

The School Management Systems have three tasks:

- Application development based on the needs of the Ministry of Education and Culture.
- Technical support of its applications.
- Upgrading its existing applications in order to meet the demands of the users as well as of the Ministry.

Applications developed

- *On-line registration system for teachers' leaves of absence*
A central system for registering the leaves of absence of teachers is being developed. It will be updated by the school secretaries and it is currently in a testing stage.

Applications in operation and upgrading the system

- *Hardware Database System*
A web-based database system has been developed, which is updated by the schools concerning the status of their hardware and peripheral equipment (computers, laptops, printers, scanners, etc).
- *Database for Teachers' Schedule*
A database was created for teachers to update their schedules on-line. This database provides immediate information to help Inspectors plan and organize their school visits.
- *Database for Primary and Secondary School Teachers (2011 Law for the Inspection and Evaluation of Educators)*
Two web-based systems have been developed and are currently in use for registering the addresses of teachers of all educational levels. The systems allow for teachers to receive at the addresses they had submitted, copies of their assessments by the Inspectors and their principals.
- *Program for printing out student identification cards*
In the beginning of the 2010 – 2011 school year, an application was created which allows school secretaries to print out student identification cards. The program is supported by Abakio and Excel for the insertion of students' names, and its use is intended for both public and private schools.

Technical support is available to users via telephone or electronic mail the latest 24 hours after requesting it.

E) Web Services Department

The Web Services Department is responsible for the organisation and presentation of all information related to directorates, departments, services, and programmes of the Ministry of Education and Culture. It maintains the 5 sites of the Ministry of Education and Culture (www.moec.gov.cy, www.schools.ac.cy, www.highereducation.ac.cy, www.paideia.org.cy, www.kypria.org.cy) and the sites of three independent services (CEEAA, ECPU, KYSATS). It also provides training and technical support to teachers who are responsible for creating and updating the public schools' websites.

During the school year 2011-2012 the following projects were completed:

- Transfer of the websites of MoEC to new servers at CYTANET.
- Creation of English pages for all directorates, services and departments of the MoEC.
- Redesign and rebuild of the educational materials website www.schools.ac.cy in collaboration with the consultants and inspectors of the curriculum subjects for the evaluation of the material.
- Support of Content Management System - CMS (Joomla, GetSimple) for school websites.
- Design, development and maintenance of the ECPU (Evaluation Committee of Private Universities) site.
- Design, development and maintenance of new sites for services and programmes of the MoEC (Cultural Services, Development-Improvement of Schools, Cyprus in Europe).
- Creation of MoEC channel on YouTube and post of videos of various services, programmes and curriculum subjects.
- Upgrade of Web applications for filling in forms, submitting applications, distributing circulars.
 - Electronic application form for participants of the Adult Education Centres
 - Electronic application form for trainers of the Adult Education Centres
 - Electronic application form for instructors of Compulsory All-day Schools
 - Electronic application form for instructors of Voluntary All-day Schools
 - Electronic platform for uploading and distributing Circulars of the Ministry of Education and Culture
 - Electronic Platform for uploading and distributing Internal Circulars of the Ministry of Education and Culture
 - Electronic Platform for uploading and distributing Music Files

2.4 SECONDARY GENERAL EDUCATION

2.4.1 INNOVATIONS IN THE SUBJECT OF HOME ECONOMICS –HEALTH EDUCATION (AT GYMNASIUM LEVEL) AND FAMILY PLANNING (AT LYCEUM LEVEL)

The concept of a health promoting school approach has been introduced during this past year, through the use of a new health education curriculum for the teaching of the subject of Home Economics-Health Education, at Gymnasium level. This specific subject is thus taught in such a way as to put emphasis on changing childrens' attitudes and behaviours towards health, strengthening their ability to contribute to the creation of a healthy community and a healthy everyday lifestyle, always taking into account the physical, social and cultural environment in which children live and develop.

To help the secondary school educators in applying the philosophy of this new curriculum, a Teacher's Guide Book was WRITTEN with examples of lessons and activities that could be used, as well as a separate manual with student activities.

In addition to the above, a number of new educational tools have been developed both for the Gymnasium and the Lyceum level, such as the «Social skills bingo for teens», the «Smoking prevention bingo» and the «The dice game for teens».

Health promoting activities that took place:

- Using recycling material, a number of clothing items and accessories were created giving the students the chance to cooperate, create and apply new ideas, in a group working environment. Through this work, a number of ecological statements were promoted in the school environment and in the community.
- Preparation of food, snacks and drinks using local agricultural products.
- Investigating the Cyprus' folk art and tradition and promoting this concept through a number of exhibitions carried out in schools and the community.
- Promoting the healthy message "5,2,1,0" at school (5-meaning five portions of fruit and vegetables per day, 2- meaning no more than two hours screen watching per day, 1-meaning one hour of physical activity per day and 0- meaning no consumption of drinks rich in sugars).
- Contribution in health promoting education programmes such as the «ΕΔΣΠΥ» and «ΕΥ ΖΗΝ» programmes.

2.4.2 ROAD SAFETY EDUCATION

Road Safety Education is a component of the Health Education Curriculum. The main goal of the program is to enable the students to acquire the necessary skills and develop traffic awareness and appropriate behavior with the goal of decreasing the number of road accidents. The subject of the Road Safety Education was taught through a cross-curricula approach by teachers in different academic disciplines, who were provided training in seminars specifically designed to address this subject, enriched by various lectures, visits, activities, and competitions that were organized by the Ministry of Education and Culture, schools and other stakeholders. As of the current school year the Road Safety Education component has been integrated in the New Curriculum, through the subject of Home Economics.

Representatives of the Ministry of Education and Culture and the Police were provided training in England. Furthermore, representatives from both institutions in addition TO representatives

from the Ministry of Communication and Works, participated in meetings as part of the ICARUS project (Inter-Cultural Approaches for Road Users Safety). The primary deliverables of the ICARUS project were a survey documenting and evaluating the behaviors of young drivers and identifying the main factors jeopardizing road safety, a handbook outlining certain training guidelines on road safety awareness and education for young drivers, and a movie.

In addition to this, the National Road Safety Strategic Plan for the next decade is under development with significant contribution from all stakeholders, including the Ministry of Education and Culture. At the same time the European Union has reset the goal to decrease the deaths caused by accidents to 50% for the next decade and thus the Ministry of Education and Culture is in close collaboration with the Police to ensure the attainment of this goal.

2.4.3 HEALTH EDUCATION

The Health Education Program 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, interests and the situation existing.

During the school year 2011 - 2012 the pilot program of Sex Education was implemented in six Gymnasia and it will continue 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 programs 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 program aiming at developing attitudes of self-esteem and self-respect and promoting resistance skills to the temptations of modern society
5. «Well Being»: a program implemented on the basis of an agreement between the governments of Greece and Cyprus

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

1. «The Gold and Green Leaf» (Chrysoprasino Fyllo) (Cyprus and Greece)
2. «Eco-Schools» (European program for pupils of all levels of education)
3. «Young Reporters for the Environment» (European program for Gymnasia, Lycea and Technical schools)
4. «SEMPEP» (South Eastern Mediterranean Environmental Project)
5. «GLOBE» (Global Learning and Observations to Benefit the Environment)

2.4.5 COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

During the past few years, the syllabi of all IT 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 levels aims to engage students in meaningful learning using the computer as a problem-solving tool.

In all Lyceums, 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 Gymnasiums, 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 2012 the eLearning course offered by CISCO Networking Academy was continued in fourteen Lyceums in Cyprus. Several computer science teachers were trained ahead in order to facilitate the course.

In all Gymnasiums, IT 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 IT 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 IT course is taught for four periods per week and the special interest course is taught for two periods per week in each grade.

Actions for the School Year 2011-2012

The following actions were held during the 2011-2012 school year:

- 3rd Cyprus Computer Science Competition for Gymnasium students
- 24th Cyprus Olympiad in Informatics. At the end of this process four students were selected to represent Cyprus at the Balkan Olympiad in Informatics competition, which took place in Serbia, and at the International Olympiad in Informatics competition, which took place in Italy.
- 3rd One day seminar for Lyceum and Technical schools students.
- 1st Game Creation Contest (Game Design – Kodu), under the eSkills Week 2012.
- Competition “Tech A Story”, run by CYTA, under World Telecommunication Day.

2.4.6 MUSIC EDUCATION

2.4.6.1 MUSIC SCHOOLS

The establishment of two Music Schools is an innovation that was introduced in order to broaden the outlook on music and enhance the teaching of Traditional and Byzantine music. The Music School aims at preparing and training youths 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. Lessons are offered on chamber music, choir, orchestra, Byzantine Music, Traditional Music, Lute playing, Music Technology, Theory, Harmony and History of Music. Both Music Schools function in five afternoons schedule and they have the form of a whole-day school.

During the academic year 2011 - 2012 the students of the Music Schools had the opportunity to attend seminars and educational concerts, specially organized 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. In addition, two talented students traveled 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 Center for Chamber Music».

For the academic year 2012-13, with a Cabinet decision, three more Music Schools were established in Larnaka, Pafos and Ammochostos satisfying the general demand for provision of equal opportunities in education for talented students in music living in other provinces. For the academic year 2012-13, the three new Music Schools are attended by students of the A' Grade of Lyceum.

2.4.6.2 LYCEA REGIONAL CHOIRS/ ORCHESTRAS

The establishment 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 Cabinet Ministers (December 2002). Music teachers who are specialized in choral singing and orchestra conducting have been appointed as conductors and house the participating children 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 classical to Cypriot and Greek, as well as students' compositions. Every year, the Nicosia regional Orchestra of Lycea organises a great number of activities such as the Music Camp, at the Environmental Centre in Pafos, and many outreaching concerts all over the island.

2.4.6.3 ARTISTS IN SCHOOLS

Since November 2002, by decision of the Council of Cabinet Ministers, another innovation was put into practice. Distinguished artist musicians of classical, popular and traditional 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 traditional or orchestral instruments, offer creative music games, perform short works, improvise and create music together with the students. Thus, both children and musicians share intense, vivid, musical experiences. The class work of the music teachers is supported by this programme. Primal target of the programme «Artists in Schools» is to present musical diversity. Thus, in the school year 2011 - 12 there were two music technology specialists, a percussionist offering the «Samba Project», a group offering the «African Rhythms» and a specialized in Cypriot traditional music presenting it in an alternative approach.

2.4.6.4 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 the students themselves with opportunities to develop 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 CYSO musicians contribute to the programme by visiting 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. 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. During 2011 -2012, five different educational concerts were presented in the cities of Nicosia, Larnaka, Lemesos and Pafos
- Concert general rehearsals, attended by students, in the morning, during school time. During 2011 -2012, students attended four different general rehearsals, in Nicosia.
- Family concerts for students of all ages and parents which usually take place on Saturday afternoons. The musical works are presented by a specialized music educator with musical interaction among children, parents and the Orchestra. During 2011 -2012, four different family concerts were presented in the cities of Nicosia and Larnaka.

2.4.6.5 COLLABORATION WITH THE PHAROS ART 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 2011 - 2012, three 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 thoroughly explored. In 2011 - 2012, three 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 with the collaboration of 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 Foundations educational concerts. In 2011 - 2012, students from seven Lycea took part on the annual Pharos Music Knowledge Competition.

2.4.6.6 «MUSIC GAMES», AN ENSEMBLE PERFORMANCE CONTEST

Since 2006, the Ministry of Education and Culture is organizing 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 annual events, as they are very popular among students and teachers. In 2010-2011, 26 schools participated in the competition. The OPAP (Cyprus) is the sponsor of the competition prizes.

2.4.6.7 MARIOS TOKAS SONG WRITING 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 chance to student composers in the Lyceums 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 2011 -2012, 20 schools participated in the competition. The «Fotos Fotiades Cultural and Scientific Foundation» is the sponsor of the Music Song Composition Competition prizes.

Under the umbrella of the «Marios Tokas Song Writing Competition», the following two more competitions took place:

- **THE SONG WRITING COMPETITION ON POETRY OF KOSTAS MONTIS**

The Kostas Montis annual song composition competition was inaugurated in the academic year of 2009 -10. The competition offers the chance to student composers to get acquainted with the poetry of the famous Cypriot poet Kostas Montis as they compose on his poetic work. The students from the Lyceums of Cyprus, who take part in the competition, submit their work to a panel of well known Cypriot composers and perform their compositions, live, in front of an audience. In 2011 -2012, eight schools participated in the competition. The «Fotos Fotiades Cultural and Scientific Foundation» is the sponsor of the Music Song Composition Competition prizes.

- **«FOR EUROPE» SONG WRITING COMPETITION**

The Song Writing Competition «For Europe», was initiated in 2011 and had as central theme the idea of ideals of Europe itself. Students from the Lyceums of Cyprus who took part in the competition submitted their work to a panel of well known Cypriot composers and performed their compositions, live, in front of an audience. In 2011 -2012, eight schools participated in the competition.

2.4.6.8 MUSIC TEACHERS' IN-SERVICE TRAINING PROGRAMME

I. Workshops

Between 8 - 12.3.12 the well known percussion soloist, Nikos Touliatos, was invited to Cyprus and offered a five - day intensive percussion workshop. The seminar took place in Limassol and it was a great success, as a large number of music teachers, Lyceum students and Music School students participated. On the last day of the workshop, all the participants presented an exciting concert to the public.

Also, between 26-30.4.12, the famous bouzouki soloist and composer Thanasis Polikandriotis, was invited to Cyprus and offered a five - day intensive bouzouki and folk instruments workshop for Music teachers of Secondary Education and Lyceum students from the Nicosia school district. On the last day of the workshop, all the participants presented an extraordinary concert to the public with the participation of all students and teachers who took part in the workshops.

II. Music Inspection Seminars

These are seminars which are organized twice annually in all districts of Cyprus by the Inspector of Music. As a main target they have the guidance on pedagogical principles, organizing and implementing teaching for the subject through the New Music Curriculum and organizing the learning environment.

III. «Educators' days»

The «Educators' days» were initiated in 2011, in the need for further empowerment of the Secondary Teachers. It consists of a two – day training on specific areas of the subject. This year the emphasis was on Music Bands and students' assessment and took place on 23 and 24.1.12.

IV. Seminars on the implementation of the New Music Curriculum

The beginning of the 2011 coincides with the initiation of the gradual implementation of the New Curriculum. The development and implementation of the New Curriculum in schools units aims, first of all, at satisfying a longstanding need for establishing a democratic and a humane school environment. In the New Curriculum and as a result of the New Music Curriculum, the following issues are clearly defined:

- The mission and aims of the education provided to children include the acquired knowledge upon graduation, the appropriate attitudes towards life and the competences developed for success at university and career.
- The philosophy, the fundamental pedagogical principles and the principles for organizing and implementing teaching for the subject of Music.

In order to accomplish the above, an ambitious training programme of all secondary Music teachers, has already begun and will continue over the next year, in all the districts of Cyprus: Nicosia, Larnaka, Limassol, Paralimni and Pafos.

2.4.7 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 thoughts. 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 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 at in service seminars is compulsory whilst attendance at local seminars is encouraged. Attendance at courses of continuing professional development is considered in determining teachers' performance during teacher appraisal. A series of pedagogical discussions-meetings are being held in order to help the classroom teachers, the counselors and the liaison officers in each school to deal with students with special needs in the best possible way.

Educational psychologists, university teachers and other specialists are called by the Secondary Education Directory to carry out these professional meetings.

2.4.8 SPECIAL EDUCATION PROGRAMMES

The following programs are running in Secondary Education:

- a. Learning difficulties program: pupils are offered support, individually or in groups of no more than five children, in Modern Greek, History, Mathematics and Physics. Support is also offered in other subjects according to the pupils' needs.
- b. Special Units program in Gymnasium: special education and help is offered to pupils within an everyday school. Pupils attend 26 periods per week in their everyday class - at the Special Unit - and 11 periods they attend lessons in their common class. Special staff is hired to offer help in the Unit.
- c. Special Units program in Lyceum: special education and training is offered to pupils within an everyday school for three days per week. The other two days per week they visit specific work places for social and other experience. Pupils attend 17 periods in their everyday class – at the Special Unit - and four periods they attend lessons in their common class. Special staff is hired to offer help in the Unit.
- d. Hearing program: It takes place either in an everyday class without support or if it is necessary with educational or other 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.
- e. Sight program: It is running in cooperation with the School for Blinds in a similar way as the hearing program above.

2.4.9 LITERACY PROGRAMME AT GYMNASIUM LEVEL

Literacy program: is running under the auspices of the Educational Psychology Service (scientific responsibility) and the Secondary Education Directory (administrative responsibility). It aims at offering equal educational opportunities, preventing social exclusion by fostering basic skills, reinforcing self-esteem and offering emotional support.

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. Marginalization, delinquency, self-destructive behavior, 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 program 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.

2.5.I0 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 as 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.II 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 realization 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 deposit of relevant educational material.

2.4.I2 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2011 - 2012

A research competition for the Science of Meteorology.

The Ministry of Education and Culture in collaboration with the Cyprus Meteorological Association announced a writing research paper competition on a voluntary basis in memory of Poyiadji Maria (daughter of Mr. Andreas Poyiadjis, former member of the Cyprus Meteorological Association and Mrs Anthi Poyiadjis, a chemistry teacher), who lost her life in the tragic plane crash in August 2005.

The special theme of the competition for the school year 2011-2012 was:

«Temperature Measurements. Taking temperature measurements, production and explanation of the thermometric curves based on the phenomena that affect the change of it.»

The meteorological phenomena have implications in all aspects of our lives, economy, society, agriculture and health. The contest aimed to bring together and to familiarize students attending secondary schools, in the public and private sector, with the scientific/research methods and also to promote the establishment of environmental consciousness and the development of environmental culture in collaboration with partners from the community. The aim was to sensitize students and their teachers on issues related to current environmental problems. Ultimate aim of the competition was the active participation of students on issues related to protecting and ensuring the quality of life. Through critical exploration of the problem in a spirit of cooperation and mutual assistance, the students thoroughly understood the meteorological parameters and meteorological phenomena.

Meanwhile, students were involved in all the stages of the research process, the designing methodology, the formulation of hypotheses, the collection and analysis of the existing data using scientific methods to search for information, data processing, interpretation of results, conclusions, hypothesis testing, practical and theoretical applications, etc.

The competition involved working groups, composed of students and teachers. The research projects were assessed and the best three were awarded honorary diplomas and prizes. Honorary diplomas were given to all teams which participated in the competition, to the supervising teachers and to schools whose students were awarded diplomas. The awards ceremony was held on April 25, 2012 at the central hall of the Ministry of Education and Culture.

2.5 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

2.5.1 INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

2.5.1.1 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 Secondary Technical and Vocational Education 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.

2.5.1.2 Establishment of an Evening Technical School in Limassol

Taking into account the successful operation of the evening technical school in Nicosia, which was established in 1999, the Ministry of Education and Culture proceeded to establish an evening technical school in Limassol, in order to further promote participation in Secondary Technical and Vocational Education and support the integration of school dropouts in the workplace and in society in general. The evening technical school in Limassol began its operation in January 2012 with 23 pupils, who attended classes in the fields of Mechanical Engineering and Hotel and Catering.

The programmes offered at the two evening technical schools are equivalent to the secondary technical and vocational education programmes that are offered in mainstream technical schools. The material taught in each field of study and specialization is the same as the material taught in the respective field of study/specialization offered at the technical schools

that operate in the morning, adapted however to the particular characteristics and needs of the pupils who attend evening classes. The duration of studies varies from one to four years, depending on the educational level of those interested in attending evening technical schools.

Attendance at the evening technical schools is free of charge and leads to the acquisition of a leaving certificate (apolyterion), which is equivalent to that awarded by mainstream technical schools and lycea. This means that the leaving certificate awarded by the evening technical schools entitles graduates either to pursue further studies at institutions of tertiary education in Cyprus, Greece, or abroad, provided that they meet the entry requirements, or enter directly the labour market as skilled workers.

2.5.1.3 Establishment of Post Secondary Institutes of Vocational Education and Training

The Post Secondary Institutes of Vocational Education and Training began their operation in November 2012. They are public schools which offer further technical specialization to graduates of Secondary Education. By attending these institutes, students, especially those who wish to enter the labour market immediately, have the opportunity to acquire or complete their technical and vocational education, since the institutes provide opportunities to citizens, and especially young people, to acquire, improve, or upgrade their qualifications and skills in order to become better prepared for participating in the labour market.

The programmes offered at the institutes have been especially designed to be relevant to labour market needs and flexible, by meeting the changing demands of the Cyprus economy and labour market. Maintaining the curricula's flexibility and relevance to the labour market will be an ongoing process, since they will be systematically evaluated, revised and updated taking into account the views and suggestions of all the relevant social partners and stakeholders who participate in the Advisory Committee and consist of representatives of the government, the organised associations of employees and the organised associations of employers and manufacturers. In addition, instructors from the world of work and the academic community will be selected and appointed to teach at the institutes, in order to further enhance the relevance of the programmes with labour market needs and ensure that they are up-to-date with current technological advances.

2.6 THE CYPRUS PEDAGOGICAL INSTITUTE

2.6.1 DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation at the Pedagogical Institute (P.I.), in 2012, published The Pedagogical Institute of Cyprus Bulletin, Issue 14, the Proceedings of the IST' Symposium on Ancient Cypriot Literacy and the Proceedings of the Conference on "Teaching Literature in Secondary Education: Facing the New Curriculum".

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

2.6.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The needs stemming from the requirements placed on the participants in the training programmes, the implementation of the New Curricula and the growing interest shown by

educators from all levels of education for self-improvement and development have enhanced the role of the Library of the Pedagogical Institute. The Library was enriched with new volumes of books and compact discs (CD, DVD). Overall, the Library has more than 48,634 volumes of printed material while subscription is paid to 44 printed titled scientific journals related to education and educational issues. In 2012, the Library was enriched with 290 volumes of new books while more printed material is expected. The titles of the books refer to themes that include teaching methodology, educational innovations and teaching practices, educational training, educational administration and educational research. The registered users of the Library amount to 803 individuals while the total expenditure for the year 2012 amounted to 20,000 euro.

As a part of the effort to upgrade the Library of the P.I., computerization of the Library material and resources by the use of the Library Automation System of the National Documentation Centre of Greece (ABEKT 5.6) is continued. It is, also, noted that the Library of the P.I. participates in the Library Consortium of the University Libraries in Cyprus within the framework of the Programme 'Exploitation of New Technologies in the context of Lifelong Learning' and is connected to the Cyprus Network of Libraries which contains 33 Databases in Cyprus allowing users to search and access material found in the Library of the P.I. as well as in other libraries in Cyprus. Users may, now, access articles and other online sources through the website of the P.I. The process of connecting the Library of the P.I. to the libraries of all the schools in Cyprus is continued.

2.6.3 IN-SERVICE TRAINING DEPARTMENT

The Pedagogical Institute offers re-occurring courses addressed to administrative staff in all levels of education as well as series of optional seminars based on the areas of interest accentuated by the Ministry of Education and Culture (M.O.E.C.) and the targets set.

RE-OCCURRING COURSES

In-service Training Programme of Newly Appointed Headmasters of Primary Education

In June 2012, 90 Headmaster of Primary and Pre-Primary Education successfully completed the relevant programme. The sessions were held at the P.I. premises in Nicosia and at the Limassol branch. In October 2012, a new Programme was launched involving 98 Headmasters from Primary and Pre-Primary Education. It is noted that since the school year 2009 – 2010 radical changes have been introduced to the content of the programme so as to further enhance the role of Headmasters at schools through the development of leadership, managerial and organizational abilities and skills. Officers, already engaged by the P.I., as well as external partners who express their interest to participate in the Programme by responding to the P.I. invitation get enrolled in the Register of Instructors and are employed to teach.

In-Service Training Programme of Newly Appointed Headmasters of Secondary General and Secondary Technical and Professional Education

In May 2012, 27 Headmasters from Secondary General and Secondary Technical Education completed successfully the Programme. The sessions were held at the P.I. premises in Nicosia and at the Limassol branch. In October 2012, a new Programme was launched involving 14 Headmasters from Secondary General and Secondary Technical and Vocational Education. It is noted that since the school year 2009 – 2010 radical changes have been introduced to the content of the programme so as to further enhance the role of Headmasters at schools through the development of leadership, managerial and organizational abilities and skills. Officers from the P.I. and the M.O.E.C. as well as external partners who have expressed interest to participate in the programme by responding to the invitation extended by the P.I. have entered the Register of Trainers and have undertaken the training.

In-Service Training Programme of Deputy Head Teachers of Secondary General, Technical and Vocational Education

In June 2012, 200 Deputy Head Teachers successfully completed the Programme intended for the Deputy Head Teachers of Secondary General, Technical and Vocational Education. The sessions were held at the P.I. premises in Nicosia and at the Limassol branch. Officers from the P.I. and the M.O.E.C. as well as external partners who have expressed interest to participate in the programme by responding to the P.I. invitation have entered the Register of Trainers and have undertaken the training. In October 2012, a new Programme was launched involving 166 Deputy Head Teachers of General Secondary Schools and Secondary Technical and Vocational Education. It is noted that since the school year 2011 - 2012 radical changes have been introduced to the content of the programme so as to further enhance the role of Principals at schools through the development of leadership, managerial and organizational abilities and skills.

Induction Training Programme for Newly Appointed Educators and Mentors from Primary, Secondary General and Secondary Technical Education

The Induction Programme addressed to Mentors and Newly Appointed Educators in the Primary, Secondary General and Secondary Technical Education is offered by the P.I. after a decision made by the Council of Ministers (July 2008) under the Education Reform Act. The overall aim of the Programme is to introduce the institution of mentoring (the relationship between Mentors and Newly Appointed Educators) in the Cyprus Educational System targeting at the smooth integration of the New Entrants to the teaching profession. The Programme is addressed to the New Entrants in Primary, Secondary General and Secondary Technical Education and their Mentors. The content of the Programme was based on the relevant literature and practices exercised in other countries as well as the list of required competences by the New Entrants (New Institute of Teachers, 2006) which was elaborated by the working team of Officers of the P.I. For the current school year (2012 – 2013) the programme will be implemented in three phases, in all districts, for both mentors and new entrants who participate in it, as follows:

A) Training Programme offered to Newly Appointed Educators in the Primary/Secondary General and Secondary Technical Education

Phase A´

- For Newly Appointed Educators in Primary Education, October 2012: In-service training offered centrally (15 teaching periods)
- For Newly Appointed Educators in Secondary General and Secondary Technical Education, October 2012: In-service training offered centrally (15 teaching periods)

Phase B´

- October 2012 – May 2013: work done in the school unit. Application of specific practices covered in Phase A´ in collaboration with the Mentor takes place. Support provided by the supportive team from the P.I.
- In-service training offered centrally in January 2013 (5 teaching periods)

Phase C´

- In-service training offered centrally in May 2013 (5 teaching periods)

B) In-service Training Programme offered to Mentors in the Primary/Secondary General and Secondary Technical Education

Phase A´

- For Mentors in Primary Education, October 2012: In-service training offered centrally (20 teaching periods)
- For Mentors in Secondary General/ Secondary Technical Education, October 2012: In-service training offered centrally (20 teaching periods)

Phase B´

- From October 2012 – May 2013: Application of specific practices covered in Phase A´ in collaboration with the New Entrant takes place. Support provided by the supportive team from the P.I.
- In-service training run centrally offered in January 2013 (10 teaching periods)

Phase C´

- In-service training offered centrally in May 2013 (10 teaching periods)

Training of teachers who are entrusted with the support of foreign speaking pupils

The P.I. has developed a series of training courses aiming at reinforcing the teachers entrusted with the support of foreign speaking pupils. The areas covered by these training activities mainly refer to methods of teaching Greek as a second language. The P.I. has recently offered the Training Programme to the specific population of the Greek language teachers (a number of 30 teachers are appointed each year to Secondary schools located in the various districts of the island for this purpose). Specifically, the training programme which was developed for this purpose includes, apart from centrally run courses offered to the Greek language teachers appointed for the purpose, substantial support offered by the officers of the P.I. involved in this programme who visit the assigned schools and take into consideration the needs as these arise depending on the school unit referred to. This model of training, initiated actually in 2008 – 2009, is still offered to this day.

Programme of training teachers of Greek as a second language in Eastern European countries

The six-month programme offered to teachers of Greek origin from countries neighbouring the Black Sea was completed by the end of June 2012. 11 expatriates attended the programme who, apart from having crash courses in the Greek language and teaching methodology, came in touch with the modern Cyprus reality, the local cultural wealth and the culture of the place through educational tours, lectures attended and events.

Programme of training expatriates from the Greek community schools of the Greek Orthodox Archdiocese of America

As of 2012, the P.I. in cooperation with the M.O.E.C. offers the programme aiming at training expatriates from the United States of America who teach the Greek language and civilization. From the 12 to 30th of July 2012 17 expatriates attended the programme. Apart from the courses they attended, they visited archaeological sites, museums and monasteries in Cyprus

2.6.4 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

The school year 2011 – 2012 the P.I. continued to organize and run school-based seminars and seminars for parents in various schools. The seminars covered different areas of interest that correspond to a great extent to the problems faced by parents, students/pupils and

educators. Special emphasis was given on the application of the New Curricula.

Moreover, in September 2012, a booklet with relevant information on the organised school-based seminars and workshops for parents circulated in schools. This material is also posted on the website of the P.I. It is, also, noted that officers from the P.I. and the M.O.E.C. as well as external partners who have expressed interest to participate in the programmes by responding to the P.I. invitation have entered the Register of Trainers and will be undertaking the training.

2.6.5 OPTIONAL IN-SERVICE TRAINING SEMINARS

The Optional Training Seminars and Workshops for year 2011 – 2012 covering the needs of teachers in Nicosia, Limassol, Larnaca, Paphos and Famagusta were completed. These were 1,308 participations from all levels of education, from the public and private sector.

2.6.6 OTHER ACTIVITIES

Programme of training educators on the New Curricula

The P.I., in collaboration with the Directorates of the M.O.E.C., continued offering the in-service training programme aiming to the introduction and implementation of the New Curricula addressed to both the administrative staff and all the educators.

Two-day in-service training for Secondary General and Secondary Technical Education

The P.I., in collaboration with the Directorate of Secondary Education and Secondary Technical Education, organised training seminar during the “educator’s day” on 23 and 24 of January 2012. The seminars were offered centrally and at the same time the school unit had the opportunity to organize training seminars for their educators.

Two-day in-service training for Pre-primary, Primary and Special Education

The P.I., in collaboration with the Directorate of Primary Education, organised training seminars centrally and at the school units between 5 to 7 September 2012. All the educators from pre-primary, primary and special education attended the seminar.

Programme of training on the New Curricular

The P.I., in collaboration with the British Council, designed a training programme for the Inspectors of all levels and the educators working on the New Curricular on “School based professional development to support the implementation of the New National Curricula”.

2.6.7 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

Programme for Integrating Information and Communication Technologies (ICT) in the Learning Process

Within the framework of actions taken for integrating new Information and Communication Technologies (ICT), the Department of Educational Technology has implemented the following:

- **Programme providing support to a core group of teachers on issues related to the use of ICT in the school unit.**

Providing support to 100 primary and secondary teachers trained in the use of ICT in teaching by providing equipment, technical and advisory support so as to conduct sample lessons in their school unit. The ultimate goal here is to transform these teachers

into agents for change and a source of learning and support for their colleagues. This is a pilot programme to be completed by 2012. Each of the teachers in the core group presents an action plan in the beginning of the school year. This project is simultaneously implemented in Secondary Education schools since autumn 2008.

- **Competition for successful learning contributions for the integration of ICT in teaching.**

A competition was launched for submitting examples of good practices showing ICT integration in the learning process. The winning proposals were presented at a convention covering the topic of ICT in education and the first three represented Cyprus in the European competition of Microsoft in Lisbon.

- **Competition for the production of a short film on the safe use of internet “Discover the digital world together ... with safety!”**

In the competition, 70 students took part. The 10 best films were presented in the Convention on Safe Internet Use and the best three were awarded. The films can be found on <http://www.pi.ac.cy/internetsafety>

- **Completion of the pilot programme “one student one computer”**

The programme gave emphasis on the use of a personal laptop as a mean of learning from the 3rd Grade students of Apostolos Loucas primary school in Kolossi both at school and at home and the participation of the parents in the process of learning of their children through the online learning environment (<http://elearn.pi.ac.cy/Kolossi>).

- **ICT material. Enrichment and expansion of educational supportive material for incorporating new Information and Communication Technologies in the learning process which is hosted on the portal www.e-epimorfosi.ac.cy**

- **Safe Internet. Organised seminars addressed to educators, parents and pupils to be informed on safe internet use.**

- **ICT Convention**

- **Convention on Safe Internet Use**

- **Organised Fair to spread awareness on safe internet use**

- **Support offered for online learning environments**

- <http://www.e-epimorfosi.ac.cy> – a portal providing educational supportive materials for the integration of ICT in the learning process by exploring opportunities, making new learning presentations and promoting communication among teachers

- <http://www-elearn.pi.ac.cy> - online learning environments (moodle) providing support to professional learning communities with synchronous and asynchronous communication and teleconferences.

- <http://www.pi-elearning.ac.cy> – available e-learning platform providing opportunities for synchronous and asynchronous learning, allowing access to computer tools and open access to teacher-student communication promoting distance learning.

2.6.8 PRODUCTION OF AUDIO VISUAL MATERIAL

In the school year 2012, the distribution of educational material produced by the P.I. and the Educational Television of Greece to schools and other organisations continued. Parallel to that, digitization of the P.I. productions has advanced while the portal to be hosting them has been completed (<http://paragoges.pi.ac.cy>) .

The film productions in the field of Educational Technology were completed with the filming of ‘Dimotiki Mousiki’ (‘Folk Music’) and the co-production of the film ‘Seferis – Diamandis’.

2.6.9 EUROPEAN - RESEARCH PROGRAMMES

During 2012, the Cyprus Pedagogical Institute continued its participation in the existing European programmes and started new ones [see Table 1]:

ACTION	PROGRAMME	TOPIC
2008 – 2011 2011 – 2012	COMENIUS Network Wi-Mi (Wide Minds)	Topic-centred Network aiming at strengthening intercultural collaboration between European schools
2010 - 2012	CYBERETHICS GIII National Center for Safer Internet Awareness Node and Hotline	The safe use of the Internet
September 2010 -August 2012	Research Programme funded by the Research Promotion Foundation	Education for Sustainable Development as part of in-service training addressed to New Entrants: Quality Teachers for Quality Education
May 2011 –April 2013	Marine Culture – European Territorial Cooperation ‘Greece-Cyprus’	Sustainable development on mountain areas
2012	Pestalozzi Programme	Organising workshop for educators

2.6.10 PROGRAMMES ON ENVIRONMENTAL EDUCATION

Network of Environmental Education Centres

As part of the strengthening of education for the Environment and Sustainable Development available to students and educators at all levels of education and in the basis of the introduction of the National Curriculum for Environmental Education/Education for Sustainable Development, the Ministry of Education and Culture, within the framework of implementing the Educational Reform Programme for Environmental Education, created the Network of Environmental Education Centres (NEEC). The NEEC is in the seventh year of operation and currently runs four centres: the Centre for Environmental Education at Pedoulas, the Environmental Education Centre at Athalassa, the Centre of Environmental Education and Community of Akrotiri and the Centre of Environmental Education at Salamiou. The project with the CEE Network will be completed with the establishing of three more centres those at Cavo Greko and at the communities of Panayia and Kilani. The Centres are under the management of the P.I. which is the coordinating body of the Department of Education on issues concerned with Environmental Education and Sustainable Development. The establishing of the NEEC is the result of a close cooperation of the M.O.E.C. with local communities (i.e. the communities of Pedoulas, Akrotiri and Salamiou) and the Ministry of Agriculture, the Natural Resources and Environment Department, the Forestry Department. The cooperation and input received by the

latter helped to create the CEE at Athalassa. At the CEE of Athalassa one-day programmes are offered while the Pedoulas Centre, apart from offering one-day and whole-day programmes, offers two and three day programmes providing accommodation for up to forty students at a time in the hostels available. The Salamiou CEE, which is in its second year of operation, is currently running one-day environmental educational programmes but it will soon turn into a district Environmental Centre offering even more than three day programmes.

All of the CEE programmes have been set up by the team working on Environmental Education at the Pedagogical Institute and are designed in such a way as to meet the specific environmental characteristics of each area concerned while, at the same time, they are consistent with contemporary issues of Environment and Sustainable Development, as these are established by international organisations and the scientific community. The programmes are organised on the basis of central thematic units covering areas of interest such as 'Forest Biodiversity', 'Water', 'Environment and Culture', 'Territory', 'Environment and Local Community', 'Energy', 'Desertification and Climate Change' which are directly linked with school curricula. The programme is an innovation in that it is connected to the New Curricula referring to the Environmental Education and Education for Sustainable Development and is integrated in the educational process as part of the formal education offered to students and educators of our country.

The aim for establishing these centres is for them to be used as support structures in promoting Education for Environment and Sustainable Development in schools as well as become places where multilateral environmental action plans would be developed and implemented. By engaging in such activities, pupils, students, educators as well as other groups of people have the opportunity to explore various environmental issues using the experiential approach in learning environments beyond the class walls of a school and on the basis of considering the social, political and economic factors in each case.

It is noted that in year 2011-2012 around 15,153 students, 500 educators and 250 students both from Cyprus and abroad have participated in the CEE programmes.

Moreover, within the framework of the activities organised at the Pedoula CEE, two three-day cross-departmental training seminars involving 60 educators were organised as well as workshops and seminars addressed to teachers giving information on various environmental issues.

Activities and Operations led by the Group for Environmental Education

Some of the most important activities of the Group for Environmental Education for school year 2012 were:

- Training seminars offered to educators from all levels of education on issues related to Environmental Education and Education for Sustainable Development. Within the framework of this action the following seminars were organised: 'Education for Sustainable Development: Principles and Planning Sustainable Schools', 'The Role and Contribution of Centres of Environmental Education in Promoting Environmental Education in Schools', 'Art Education and Sustainability'.
- The participation of the group for Environmental Education in:
 - a) The writing of: i) the educational material for Primary Education titled 'Sustainable use of Waste: Educational Material for Primary Education Teachers', ii) Programme Implementation Guide for Environmental Education/Education for Sustainable Development for Primary Education Teachers', iii) environmental educational programmes of the Network of Environmental Education Centres
 - b) National, regional and international research programmes:

- The INDUCTION Programme, a research programme funded by the Research Promotion Foundation with the amount of 99,000 euro aiming at ‘The Education for Sustainable Development as a framework for training newly appointed Educators: Quality Teachers for Quality Education’.
 - The Marine Culture Programme, funded by the Cross-Border Cooperation between Cyprus and Greece, 2007 – 2013, with the amount of 550,000 euro.
 - The CoDEs Programme, ‘Collaboration of Schools and Communities through Sustainable Development’, involving 17 universities and higher education institutions funded by the EU by the sum of 610,467.00 euro and is part of the Lifelong Learning Programme.
- c) The International Education Fair with a special stand presenting all relevant actions of M.O.E.C. as well as participation in other voluntary activities such as: i) the environmental festival ‘Astra’, ii) the environmental event organised by the town of Dali, iii) the international day of the Environment in cooperation with Aglantzia Municipality and the non-governmental organisation Akti.
- d) Piloting the programme “Tiganokinisi” in collaboration with the Aglantzia Municipality and Akti Non-Government Organisation in the schools in the Aglantzia Municipality and The Archbishop Makarios C’ Lyceum
- e) Providing advisory support to schools and organizing school-based seminars on Environmental Education and Education for Sustainable Development.
- f) Planning and implementing environmental education programmes based on the needs of the school and of the local community.
- g) Actively participating in international networks for Environmental Education and Education for Sustainable Development such as the ‘Mediterranean Education Initiative for Environment and Sustainability’ (MEDIES), the ‘Environment and School Initiatives’ (ENSI) and represented Cyprus at conferences and committees of the European Union, such as the Committee of UNECE (United Nations Economic Commission for Europe), for the Strategy towards education for Sustainable Development

2.6.II CURRICULUM DEVELOPMENT UNIT

The work of the Curriculum Development Unit is:

- Coordination of procedures for the publication of new curricula
- The process of writing, editing and updating teaching textbooks and the production of educational material for teachers and students at all levels of education
- The purchase of teaching textbooks published by publishing organisations (Computer Technology Institute and Press “Diophantus”) in Greece and the process of transporting them from Greece to Cyprus
- The publication of stock for the purpose of:
 - a. The Ministry of Education and Culture (Calendar issued by M.O.E.C.), Annual Report of M.O.E.C., publications for the International Educational Fair, Citizen’s Charter)
 - b. The Pedagogical Institute (booklets, posters and cover art)
 - c. Publications of other M.O.E.C. services
- The responsibility of preparing documents for opening tenders and the procedure that

follows (publication, evaluation and awarding of tenders) and the supervision of publication during the process of printing.

In order to carry out this work effectively, the Curriculum Development Unit works closely with the Ministry of Education and Religion in Greece, the Lifelong Learning and Religious Affairs, the Computer Technology Institute and Press “Diophantus” (I.T.Y.E.), the Pedagogical Institute of Greece, the Departments of Education, the Tender Board of the Ministry of Education and Culture, the Government Printing Office, private printing presses, the warehouse of the Ministry of Education and Culture, the University of Cyprus, the trade unions of teachers etc.

The Curriculum Development Unit making use of the potential of technology and aiming to streamline the procedures for printing books, continued the work of transferring its publications in electronic format.

Moreover, the Curriculum Development Unit in cooperation with the Departments of Primary, Secondary and Technical Education and the Warehouse of the M.O.E.C. has created an electronic database to facilitate ordering textbook electronically. During 2012 the kindergartens were added to the system. Thus, the opportunity for better organization and timely delivery of books to schools was given while easy access to specific data from both related schools and M.O.E.C. services were kept.

2.6.II.I THE NEW CURRICULA

The Curriculum Development Unit in cooperation with the Committee and the Office for Developing the New Curricula has been actively involved in the adoption of the new curricula and the production of teaching material in the Education Reform.

2.6.II.2 BOOKS USED IN THE CYPRUS EDUCATIONAL SYSTEM

Books used in the Cyprus Educational System include publications by M.O.E.C., the Computer Technology Institute and Press “Diophantus” (I.T.Y.E.) and from other sources. The data is presented below in the form of tables and graphics.

The table below shows in detail the number of books used at each educational level:

Level of Education	Numbers by book title				
	CDU	CDU / NC	Computer Technology Institute and Press “Diophantus”	Other Sources	Total
Preprimary	17	-	-	-	17
Primary	94	47	65	-	206
Lower Secondary	24	47	36	14	121
Upper Secondary	86	-	52	37	175
Technical	146	-	59	77	282
Total	367 45,82%	94 11,73%	212 26,47%	128 15,98%	801 100%

2.6.II.3 THE BUDGET OF THE CURRICULUM DEVELOPMENT UNIT

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
- Purchased textbooks and books sent abroad and books received from abroad during 2012

	Cost (Euro)
Reprints/ Revisions/ First editions of CDU books and educational packages	€2.300.000,00
Purchased textbooks from the Computer Technology Institute and Press “Diophantus” (I.T.Y.E.) and CDU books sent abroad / I.T.Y.E. books received from abroad	€1.300.000,00
Total cost	€3.600.000,00

2.6.I2 CENTRE FOR EDUCATIONAL RESEARCH AND EVALUATION (CERE)

During 2012 and in accordance to its annual action plan, the CERE participated in a number of significant research projects on mainly two strands, namely: (a) the evaluation of the innovations and programmes of the Ministry of Education and Culture (MoEC) and (b) the participation in international research studies on pedagogical issues. In specific:

A. Evaluation of Innovations and Programmes launched by the MoEC

The CERE has completed a number of evaluation studies to provide results towards informed evidence-based decision making by policy makers:

- Evaluation of the literacy level of primary school students at the 3rd and 6th grade. The ‘Operational Illiteracy Programme’ is a longitudinal study that has been carried out by the CERE since 2005.
- Evaluation of the Programme of Implementation of the Methodological Approaches that are based on the New Curriculum in Modern Greek and Mathematics.
- Evaluation of the Project on Productivity in Education.
- Evaluation of the Programme for Identifying and Supporting Students with Learning, Emotional and Other Difficulties.
- Evaluation of Induction Programmes by the Cyprus Pedagogical Institute for teacher mentors and newly appointed teachers.

B. Participation in International Studies focused on Pedagogical Issues

The CERE has been involved in a number of international studies co-funded by the European Union and coordinated by international organisations (e.g. OECD). Specifically, the CERE represents the MoEC in the following international studies:

- Programme for the International Assessment of Adult Competencies (PIAAC 2012) – The survey focuses on the identification of adults’ (aged 16-65) language, mathematical and technological literacy. The main phase of the study, which involved more than 5000 adults from Cyprus, was completed in 2012.
- Programme for the International Student Assessment (PISA 2012) – The survey aims to define validated benchmarks on educational system outcomes (knowledge and skills in

Reading, Mathematics, Science, and Problem Solving) at the completion of compulsory education. The main phase of the study, which involved more than 5400 fifteen-year-old students, was completed in 2012.

- Teaching and Learning International Study (TALIS 2013) – The survey targets school principals and teachers at the Gymnasium level to collect data on professional development, teaching, and effects on student learning at an international level. The pilot phase of the study was completed in 2012.
- European Survey of Schools: ICT in Education (ESSIE) – The survey focuses on the identification of students' and teachers' skills, attitudes, and practices in Information and Communication Technologies. Data collection was completed in 2011, while data analysis and the preparation of the final report have been carried out in 2012.
- Professional learning through feedback and reflection (Comenius Multilateral) – The project explores the potential of an ICT-based self-assessment instrument integrated as part of Continuing Professional Development programmes for school leaders.
- School Self Evaluation - This Comenius Regio Partnership project aims at developing school self-evaluation in two settings (Cyprus –Latvia). This project anticipates reaching a consensus in terms of developing and adopting a common definition of school self-evaluation and organising improvement initiatives.

Further, through monitoring of the educational system on specific issues, the CERE maintained a large database (e.g. on literacy, induction programmes, etc.) which supports the MoEC and the European Union with valid and reliable data on the Cyprus educational system. The CERE was also responsible for the evaluation of all research proposals for school-based research, submitted by individual researchers and organizations to all Educational Directorates.

Finally, the CERE promoted action research within schools, targeting topics related to school interests and educational needs. Additionally, in collaboration with the Cyprus Research Promotion Foundation, the CERE has promoted two school-based research projects, namely: (a) Students in Research (MERA) and (b) Technology and Innovation in Education (TEKE).

2.7 THE DEVELOPMENT OF HIGHER EDUCATION

Vision

It is a well-known fact, both within Europe and internationally, that the key to a strong and viable economy, as well as to prosperity amongst citizens, lies in education. Following Aristotle's wise affirmation that "the fate of empires depends on the education of youth", governments, worldwide, further increase their resources in education and support their HE systems, because they know that this will eventually result in strong entrepreneurship skills, high caliber international students, rich investments, technological and scientific development.

In light of the above, the MOEC via the DHTE aspires for Cyprus to be established as a technological and educational centre of excellence both within Europe and beyond.

As such, and in alignment with the policies and measures followed by the European Union (i.e. the Lisbon strategy, EU2020 etc), HE of Cyprus enters the second decade of the 21st century while aiming to promote excellence in teaching, to encourage quality assurance, and, at the same time, to safeguard diversity and university autonomy. It is believed that HE should be accessible to all, encompassing both those who are already at work and those who did not have the means to pursue university education. Therefore, the MOEC aspires to further promote lifelong learning by gradually increasing the available options to the community regarding institutions of HE, programmes and methods of study.

Through the EU programme 'Youth on the Move', the DHTE intensifies its efforts to enhance mobility and thus to promote further the internalization of HE. It is believed that, abolishing boarders with regards to HE will not only benefit the lives of Cypriot and international students, but it will also enrich Cyprus' HE system, its universities, its industries, and its culture in general. Mrs Androulla Vassiliou, the Commissioner responsible for Education, Culture, Multilingualism Youth and Sports, in her speech at an EUA Conference in Palermo (2010), very wisely said that "higher education serves the common good best when it escapes uniformity". Indeed, the role of HEIs in today's globalized world and the vital need for knowledge and innovative thinking make essential the application of diversity to all aspects of education.

Realizing the goals and facing the challenges, with regards to HE, is not an easy task. However, in collaboration with all international partners and EU member states and in accordance with European policies, measures and directives, the DHTE, together with its stakeholders, aspires to prove that the Cypriot HE System can face present day challenges successfully and can provide students and society with an education that will prepare them for the future.

2.7.1 THE DEVELOPMENT

2.7.1.1 Goals and Challenges of Cyprus Higher Education

One of the main goals of HE in Cyprus is to satisfy local and international needs. During the past two decades, important developments have been noted in the area of HE, with the establishment and operation of the public and private universities, as well as the research centres and quality assurance bodies, which provide and safeguard the HE System of Cyprus.

Building a solid foundation and yet with a flexible structure, able to adjust according to local and international demands, has become the Ministry's twofold challenge. This goal has provided the incentive for the Cyprus Government and its stakeholders to make important decisions with regards to the future of HE and, at the same time, implement them, in order to create a strong HE System. Indeed, Cyprus HE is currently developing and progressing in full speed.

A brief overview of Cyprus HE System clearly shows that its goals and challenges are multidimensional. Defining and implementing HE policy, modernizing the HE System,

developing a culture of quality assurance in education, fostering excellence in teaching that will ensure the expected learning outcomes are met, and at the same time attempting to increase the link between education and the labour market, while supporting a healthy framework of autonomy, are among the most important elements which constitute Cyprus HE development.

Satisfying local needs, while at the same time envisioning and investing beyond Cypriot borders, Universities, and other institutions of HE, as well as governmental authorities are gradually intensifying their efforts to make Cyprus a regional centre of education, research and excellence.

2.7.I.2 Modernization of HE in Cyprus

Within the broader EU strategies, policies and practices, as well as the educational goals set by the member states for 2020, the MOEC has set the modernization of HE high in its agenda. Through continuous efforts, it aspires to a more transparent and socially inclusive HE, which will offer prospective students, academics and professionals the opportunity to make informed choices regarding which institution they wish to approach and why. Indeed, modernization equates with opening up to the world, building up contacts and international collaborations and making students more employable in the current competitive markets.

Despite being still in its infancy, Cyprus HE System will seek to link education to industry and ensure alignment of curricula with societal needs. Such achievements will have a positive effect on the number of graduates, as well as on the number of students pursuing their studies further. Moreover, establishing and reinforcing links between education, industry and research will also affect the quality of HE and, as such, promote striving for excellence.

Last, but certainly not least, following the Lifelong Learning paradigm, the DHTE together with all competent authorities aspires to make learning accessible to all people, regardless of age, sex, societal and financial status.

Quality assurance

As part of the European agenda for the modernization of HE, issues of quality assurance are constantly being revisited, in an attempt to ensure that institutions of HE revolve around and build a culture of quality. Within this framework, Cyprus has placed quality assurance issues very high on its political and educational agenda.

Recent educational developments on the island, including the establishment of three public and four private universities, have urged the MOEC to form a new legislation which will establish an Agency of Quality Assurance and Accreditation and Recognition of Qualifications in Higher Education, which will aim at further enhancing internal and external quality assurance procedures, as well as accreditation and recognition matters, in accordance with the European Standards and Guidelines.

Autonomy

Institutional autonomy is crucial for HEIs. The MOEC, as well as all the relevant authorities, acknowledge the need to provide an appropriate framework in which universities can fulfill their mission in the best possible way. Financial autonomy, organizational autonomy, academic autonomy and staff autonomy are different aspects of Universities' autonomy in total. The MOEC will continue to monitor the progress of these aspects since they are considered important conditions for the modernization of Universities.

Education and Industry

The link between education and the business sector is becoming one of the most important challenges for Europe. The continuous economic changes taking place in the world demand

that HE Systems take into account the industry in order to cope with the ever changing market and society. The MOEC, acknowledging the increased need for promoting cooperation between HEIs, research institutions, employers and enterprises (labor market) supports initiatives and actions that promote this link.

The Human Resource Development Authority of Cyprus (HRDA), a semi-government organization that reports to the Government through the Ministry of Labour and Social Insurance, has set as its priority the promotion of Lifelong Learning of Employees and the integration / reintegration of selected target groups to the labour market. "Paramount pursuance is the employability and adaptability of human resources in the new socio-economic environment which is created by the emerging Knowledge Society (HRDA Annual Report, 2010)". Within this framework, the training of HE graduates (including those who are unemployed), and job placements are among its actions and schemes.

Nevertheless, further and continuous steps need to be taken in order to encourage partnerships and cooperation between businesses and HE stakeholders, so that academic qualifications reflect, as extensively as possible, the needs of the labour market and society.

Excellence in Teaching and Learning Outcomes in HE

The MOEC, along with all its partners, is committed to maintaining and developing European and international standards of excellence in teaching and learning environment. HEIs are encouraged to invest in the continuous professional development of their staff, and to ensure that both their academic and research programmes are being distinguished for quality. Efforts are made in order to develop and support rewards of excellence in teaching, as well as science and research.

Furthermore, HE Systems are increasingly referring to learning outcomes when setting overall goals and challenges. Taking into consideration that learning outcomes are gaining a prominent position in planning and implementing policies, Cyprus HE attempts to successfully combine excellence in teaching with what a learner knows and is able to do at the end of a learning process. Thus, identifying learning outcomes in a careful and transparent manner has become yet another challenge that the Cypriot HE System and its stakeholders need to, successfully, face.

Funding

Public funding of HEIs is the main source of income for large parts of the higher education landscape in all EU member states. More than 70% of HEIs' funding comes from the public purse and, for the EU member states, funding is a major steering mechanism for HE.

The rough percentage of overall public funding for HEIs in Cyprus is coming from National level at 98% and from European level at 2% (reference year 2010). The public HE institutions (three universities and five non university institutions) receive funding from the national budget. As far as the public universities are concerned, the biggest amount of public funding is input-based and, according to their new infrastructure, they are allowed access to negotiate allocations and a specific amount is also given for research purposes. Public universities are also funded through the fees paid by their post-graduate students, and also through donations. In general, the use of private funds by public HEIs is included in the annual budget and therefore is monitored by the General Auditor.

Private institutions (four universities and 36 non university institutions) are profit organizations and receive most of their funding through private sources: student financial contributions (fees), donations, funding through research contracts and through the European Union.

University funding should be reformed so that high level of teaching and research excellence can be achieved. The EU target for university funding is to allocate 2% of gross domestic

product (GDP) to the modernization of the HE system. Cyprus invests 2,04% of GDP in HE. The whole effort is to turn funding into a results-oriented procedure, rather than resources-oriented. There is a shift towards more diversification of funding and soliciting of more private funding, especially for research and industrial application. Moreover, funding must be based on performance indicators in order to clearly measure the relationship between resources invested (inputs) and results obtained, both economic and social (outputs).

In this way, universities will be more responsible for their own financial viability. The issues of university autonomy and accountability are moving up the political agenda for national governments and the European Union. Autonomy is not an end to itself but a vital means for universities to act quickly in a fast-changing globalised higher education environment. Greater autonomy and accountability is crucial for universities to respond to demographic changes, to attract international talents, and to raise necessary additional funding.

The EU dimension of Higher Education

The Bologna process has paid particular attention to the European dimension of HE and specifically to the social dimension, which presents the most significant challenge to European modernization of HE. The aim is to have more countries which will link their policy on the social dimension to the Bologna commitment of raising the participation of underrepresented groups to the point where the HE population mirrors the overall societal distribution.

Countries have already set specific targets to improve the participation of under-represented groups in higher education, but only about half of the Bologna countries systematically monitor their participation. The most common national measures to widen participation are greater fairness between students (in particular those coming from disadvantaged backgrounds), the provision of targeted financial support and the development of alternative access routes or admission procedures.

Since the end of 2010 and after the decision that Bologna Process should be continued by the so called “Bologna Beyond 2010”, the countries of the Bologna group have widened their policies to include the new issues that need to be addressed. These issues set for quality HE have the following four main goals for the present decade:

- finalizing the structural reform and deepening its implementation through a consistent understanding and use of the developed tools,
- implementing quality HE, connected with research and lifelong learning and promoting employability,
- making the social dimension become a reality by ensuring that the student body entering and completing HE reflects the diverse student body of Europe’s populations, and
- ensuring that at least 20% of those graduating in the EHEA have had a study or training period abroad.

The MOEC acknowledges the fact that opportunities to HE should include as large a proportion of the population as possible and has promoted national policies for the achievement of this goal.

Ranking

Given the large institutional diversity that exists in HE in Europe, there is a need for instruments that can help improve its transparency. Ranking systems are one of these tools that, despite criticism, are here to stay. However, they should evolve in order to shape their methodologies, their frequency, the level of detail they provide to the public regarding the ranked universities.

In this framework, the European Commission funded recently two programmes in order to create its own system of academic ranking, the U-Map and U-Multirank. The objective of the

European Commission is twofold: on the one hand, to create a European system of academic ranking and, on the other, to improve the academic classification of European universities in the global context and thus the economic power of Europe.

U-Map aims to create a classification of European HEIs. This, in turn, will be a useful tool for all stakeholders involved in trying to learn the profile of a university. In this sense, the U-Map is a mapping tool for the EHEA. It provides a range of universities' dimensions where major similarities and differences between the European universities may be described and compared. Unlike the U-Map which is a classification project, the U-Multirank is a programme of academic ranking. It deals with what an institution of HE really offers. What differentiates the programme U-Multirank from other academic rankings is its multi-dimensional approach. HEIs are classified hierarchically in a multidimensional way, both by the level of their overall performance and by their level of performance for each programme of study.

Regarding Cyprus, it is difficult to create a national ranking system of academic institutions due to the fact that only seven universities operate on the island today. However, it is possible for the Cypriot universities to integrate in the European ranking system and, specifically, to join the U-Multirank and U-Map programmes of the European Union. For this reason, the DHTE is encouraging all Cypriot universities to participate in the aforementioned programmes.

The University of Cyprus participates in the U-Multirank programme and, consequently, is evaluated according to the European Standards and Guidelines (ESG).

2.7.I.3 Implementation of the Bologna Process in Cyprus

Bologna Process is the process of creation process of the EHEA. The Process started on June 19, 1999, when 29 European Ministers responsible for HE signed the Bologna Declaration in which they undertook the responsibility to create a EHEA that should be completed by 2010.

On 19 May 2001, ministers met in Prague to review the progress achieved and to set out directions and priorities for the next stages of the Process. During that meeting, Cyprus together with Croatia, Liechtenstein and Turkey joined the Bologna Process.

Since then, the DHTE is actively involved in the Bologna Process and its implementation in Cyprus. For this purpose a national working group is established, which is headed by the Director of Higher and Tertiary Education.

The members of this group include the Cyprus Bologna Experts, representatives of universities, students unions, Employers Associations, the Director of the Foundation for the Management of the Lifelong Learning Programmes and other stateholders.

During the period since Cyprus signed The Bologna Declaration, a series of measures have been promoted, targeting the quality assurance of HE, the enhancement of mobility, the promotion of the inclusion and the social dimension of HE in Cyprus.

2.7.I.4 Lifelong Learning in Cyprus Higher Education

Lifelong Learning consists one of the main goals of the government policy regarding HE in Cyprus. For this purpose, the DHTE, has developed a strategy for promoting Lifelong Learning in Cyprus HE.

The establishment of the Open University of Cyprus (www.ouc.ac.cy) constitutes the most important step of the island, towards the promotion of lifelong learning. With continuously increasing in number programmes of study and continuously widening the spectrum of covered areas, the Open University gives the opportunity to working people and adults to

study in a distance learning mode.

At the same time, all HE institutions introduced lifelong learning programmes of study. These programmes are addressed to a wide range of people groups:

- people already in the labour market that need to get a higher qualification.
- unemployed people who are willing to attend a training course in order to widen their professional status and find a job.
- unskilled manpower who wish to acquire new skills.

These programmes of study are offered in parttime, distance learning or other modes of study, to suit these groups lifelong education needs.

Some other popular lifelong learning opportunities that are offered by the HE system of Cyprus are:

- Undergraduate and postgraduate programs of study offered by private universities, in a part-time mode and in evening courses.
- Postgraduate programs of study offered by public universities, in a part-time mode and in evening courses.
- Undergraduate and diploma level courses offered by HEIs in evening courses and in part-time or in modules, in vocational subjects for working adults and unemployed people.
- Special professional subjects offered by the HEIs in areas like, banking, accounting, finance, shipping etc, designed to assist professionals to improve themselves or to cope with new professional requirements.
- Short courses mainly in professional subjects offered by private institutions and the Open University.

In addition to the above, Lifelong Learning in HE is promoted by Law and Regulations of HEI's and the government policy on funding LLL, since:

- The laws applicable to students are the same for LLL and for young students.
- A number of students older than 30 years old can be accepted by Public Universities on the basis of special criteria.
- Students from public and private universities are funded by the government regardless their age.
- Funding of LLL activities promoted by the government is based on European and on public funds.
- Incentives are given to employers who give 0,5% of their employees salary directly to the Human Resources Development Authority.

The Authority then organizes free training courses for these employees, or sends them abroad for seminars related to their professional sector.

- Public Universities offer their LLL programmes through state funding and private universities offer their LLL programmes through private funding.
- The government does fund private providers to provide LLL programmes, and more specifically computer afternoon lessons for employees are publicly funded.
- The students of LLL programmes offered by approved private universities do receive public grants.

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 the understanding of educational systems and policies.

As from 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 33 countries concerned and by producing studies on issues common to European education systems. It covers:

- 38 educational systems within the 33 countries participating in the EU Lifelong Learning Programme (27 Member States, Croatia, Iceland, Liechtenstein, Norway Switzerland and Turkey) and
- a coordinating unit based in the EU Education, Audiovisual and Culture Executive Agency in Brussels.

The Cyprus Eurydice Unit has been operating within the Ministry of Education and Culture since June 2002.

During 2012, Eurydice published the following:

- Teachers and school Heads' Salaries and Allowances in Europe 2011/12
- National Student Fee and Support Systems 2011/12
- Key Data on Languages at School in Europe
- Citizenship Education
- The European Higher Education Area in 2012: Bologna Process Implementation Report
- Entrepreneurship Education at School in Europe
- Eurypedia 2012
- Taught time in Compulsory Education
- School and Academic Calendars

3.2 IMPLEMENTING EU RESEARCH AND INNOVATION POLICY IN CYPRUS

Research, development and innovation constitute an integral part of the economic development target of Cyprus. Investing in knowledge and innovation is considered as a factor of major importance for economic development in the country.

The medium and long term strategic objectives of Cyprus for Research and Innovation are to:

- upgrade existing and develop new research infrastructure, allowing high-level research activities in cutting-edge fields to be carried out
- involve enterprises in research and innovation activities as well as to increase their contribution to the total R&D spending

- increase the number of human capital employed in research
- attract experienced researchers and scientists from abroad, as a means of utilising their research experience and know-how
- encourage the participation of Cypriot organizations in European research programmes
- promote international networking and cooperation.

Research is at the centre of the academic activities of public and private universities which aspire to become centres of excellence.

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 basic and applied research, for the betterment of the community, the country and the 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 centres and universities in Cyprus and abroad.

Research is one of the main activities of the academic staff at the 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 through the budget of the universities or by various organisations in Cyprus and abroad, and especially, by national and EU research funding programmes. Collaborations, through inter-state or inter-university agreements, with universities and research centres abroad, are promoted in order to enhance scientific research, cooperation and exchange of information. Research is also partly funded by the Research Promotion Foundation (RPF), which allocates public funds on a competitive basis.

In 2008, the University of Cyprus was awarded a project funded by the European Social Fund. The project is titled “Development and operation of Industry Liaison Offices with the Universities operating in the Republic of Cyprus” and it involves six public and private Universities. Its purpose is to develop the infrastructure and support the cooperation between the Universities and Industry. It is planned to be set in full operation by the end of 2014.

The project concerns the establishment and operation of Offices for the Liaison with Business, in each of the six universities in the Republic of Cyprus with the aim of attaining a better and stronger communication and cooperation

between Business and the Universities on subjects such as, technology transfer, promotion of applied research responding to specific industrial problems, collaboration in research programmes, placement of students in Industry and, generally, the promotion of innovation in Business and the Universities in Cyprus.

The main strategic aims of the Project are the:

- establishment of a network of model offices for liaison between the academic and business worlds,
- utilisation and exploitation of the results of University innovation by the Cypriot Business,
- enhancement of the employment potential of students and graduates resulting from their contact with Business during their studies.

The professional qualifications and the status of the staff as well as the physical arrangement and appearance of the Offices standardized to meet such quality specifications that will contribute towards establishing a recognizable identity for the Project. At the same time, an additional aim is the spread of an entrepreneurial culture that will promote cooperation with other entities supporting technologically innovative business in Cyprus. By means of a wide publicity campaign, the Project will come to the attention of the Business community as well

as the general public. In this way, the work of the Liaison Offices and the significant benefits derived from securing finance from

EU Structural Funds shall have a substantial contribution to the progress and development of our society. Apart from Universities, several Research Centres contribute to research development in a very important way.

3.2.1 Internationalization of Higher Education

Over the last 15 years, the international dimension of higher education in Cyprus has become more central on the agenda of the government, HEIs and their representative bodies, student organisations and accreditation agencies. The main policy of the Republic of Cyprus, as regards to HE, is to fulfill not only the local needs for HE, but to establish Cyprus as a regional educational and research centre and as a hub for international scholars and students.

Towards the above policy, specific measures have been taken, or are still in progress, and many others are in the agenda for future action as part of the internationalization of HE. Some of them are the following:

3.2.1.1 Cross-border collaborative arrangements

The MOEC as well as HEIs in Cyprus have been developing agreements to create channels of communication and collaboration with countries and institutions from all over the world. International co-operation among HEIs is primarily based on bilateral agreements organized by individual institutions. Universities in Cyprus have already developed cross-border collaborative agreements mainly with universities from Europe and EHEA countries, from the U.S.A and Asia.

Co-operation has also been developed within the framework of Inter-governmental Educational and Cultural Agreements. These official agreements include academic exchanges of staff and students, exchanges of administrative staff, exchange of good practices and expertise, as well as policy-based decisions on mutual recognition of degrees, development of programmes and more.

Cyprus co-operates also with Unesco. Through this cooperation, two Cyprus universities have been nominated with Unesco Chairs.

3.2.1.2 Programmes for international students and student mobility

The MOEC places great emphasis on promoting learning mobility in HE for students, teaching staff and researchers. Such mobility contributes to the enrichment of human capital and to the strengthening of employability through the acquisition and exchange of knowledge, and intercultural competences.

Considering that international cooperation programmes with third countries in the field of HE contributes to enhancing the quality and international visibility of HE and to fostering mobility and intercultural dialogue, the MOEC encourages and supports HEIs of Cyprus to actively participate in European and international cooperation programmes, such as the following:

- **Erasmus**

Since 1998/99 Cyprus joined Erasmus programme which addresses the teaching and learning needs in HE, including trans-national student placements in enterprises and training institutions. In the academic year 2009-2010, the total number of outgoing students joined the Erasmus Programme in Cyprus was 199 (see Graph 2, p.27).

- **Erasmus Mundus**

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher

education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third-Countries. In addition, it contributes to the development of human resources and the international cooperation capacity of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries.

Since the establishment of the programme, Erasmus Mundus National Structure of Cyprus has been working for the implementation of Erasmus Mundus. For this purpose, a national supporting team to the Erasmus Mundus

National Structure (EMNS) was created in order to support participation of Cyprus HEIs in consortia for Erasmus Mundus Master Courses and recently Doctoral Courses.

The EMNS of Cyprus, in order to support the participation of HEIs of Cyprus in the Erasmus Mundus Programme, has been participating in the project Erasmus Mundus Active Participation (EMAP 1 and 2) which is a common project of Erasmus Mundus National Structures which aims to enhance the participation of HEIs from countries which so far have been less well represented in the Erasmus Mundus Action 1.

In order to achieve this aim the project partners identify and select consortia of HEIs as potential applicants for new Erasmus Mundus Joint Programmes, and organize training seminars in order to help them to prepare good quality applications.

- **Tempus**

Tempus EU programme supports the modernisation of higher education in the partner countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. It aims to promote the cooperation between European Universities and Universities from third countries and focuses on the development of higher education systems in these countries through co-operation with institutions from the Member States of the European Community. In order to promote and support the participation of Cyprus HEIs to Tempus programme, Cyprus Tempus Contact Point has organized its national supporting team through which information on possible collaborations with eligible countries are disseminated to HEIs of Cyprus.

- **Marie Curie**

The Marie Curie actions under the Seventh Framework Programme for Research and Technological Development promote excellence and mobility in European research and provide broad support for the development of dynamic world-class human resources in the European research system.

The MOEC encourages and supports the participation of Cyprus HEIs in the Marie Curie programme. The level of this participation will be an important factor towards the Government's aim to develop a knowledge-based society.

In particular, the training of early career researchers through the Marie Curie Programme will contribute to shaping the development of career structures for researchers in Cyprus universities.

3.2.1.3 Regional Co-operation Programmes

Cyprus supports also participation and collaboration in the framework of Regional Co-operation Programmes such as:

- **Asia-Europe Meeting (ASEM)**

Asia - Europe Meeting (ASEM) is an informal process of dialogue and co-operation bringing together the 27 European Union Member States and the European Commission with 19 Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, with the objective of strengthening the relationship between our two regions,

in a spirit of mutual respect and equal partnership.

The MOEC, in order to establish a sound relationship between Asian and European experts, regarding Higher Education issues, organised, on the 6th and 7th of December 2010, the Conference “Quality Assurance and Recognition in Higher Education: Challenges and Prospects”. The aim of the Conference was to enhance the dialogue between Europe and Asia on issues regarding quality assurance and recognition. Moreover, the Conference gave the opportunity to Senior Officials and Experts to exchange experiences, expertise and good practices.

- **Euro-Mediterranean Partnership (Euromed)**

Euro-Mediterranean Partnership (Euromed), is a “partnership” to strengthen Europe’s relations with countries in the Mashriq and the Maghreb regions. Euromed is in fact a European Programme in which countries within the European Union and non-EU Mediterranean countries can collaborate in several areas, such as Higher Education and Research and Innovation. Cyprus is actively involved in the partnership. It participates in most of the activities as well as in the operation of the Euromediterranean University Institute (EMUNI). The Rector of the Technological University of Cyprus is a member of the committee of EMUNI.

- **The Union for the Mediterranean (UfM)**

The Union for the Mediterranean (UfM) is a multilateral partnership of 43 countries from Europe and the Mediterranean Basin: 27 member states of the European Union and 16 Mediterranean partner countries from North Africa, the Middle East and the Balkans. It was created in July 2008 as a relaunched Euro-Mediterranean Partnership (the Barcelona Process), when a plan to create an autonomous Mediterranean Union was dropped. The UfM aims to promote cooperation of non-European Mediterranean countries with European Union Countries in a wide area of subjects such as environment, energy, maritime, pollution of the Mediterranean, Education, Telecommunications etc. Cyprus is actively involved in the UfM participating in a number of projects in different areas.

3.2.1.4 Establishing programmes in English in Public Universities

The official languages of the Republic of Cyprus, as stipulated by the Constitution, are Greek and Turkish. Within this framework, according to the Public Universities’ Laws, their languages of instruction are Greek and Turkish. Considering the fact that the language of instruction is one of the main tools for attracting foreign students, there is an initiative from all the relevant bodies to establish targeted programmes of study offered by Public Universities in English. This initiative is among the efforts conducted in order to further promote the internationalization of Cyprus HE. Nevertheless, based on the same laws, the postgraduate programmes of study may be offered in another language, if they are offered in one of the official languages of instructions. The Private Institutions (Private Institutions of HE and Private Universities) offer most of their programmes in English, due to flexibility as stipulated by the Private Universities (Establishment, Operation and Control) Law and the Institutions of Tertiary Education Laws.

3.2.1.5 Attracting International Students to Study in Cyprus

Making European education systems more visible and more attractive to international students is one of the primary objectives of the Lisbon Strategy and the Bologna Process. Within this framework, Cyprus has adopted certain policies to attract international students, such as:

- Information provision: Cyprus is making information regarding its education system, and HE in particular, available to international students by:
 - a) Translating information material, regarding higher education in Cyprus, in various languages such as Arabic and Chinese.

b) Publishing information on its official website.[www.highereducation.ac.cy]

c) Marketing Cyprus as an attractive destination for excellent students, scholars and researchers as well as investors in HE, primarily through the Ministry's participation in Higher Educational Fairs abroad. Hence, the DHTE, as well as the public and private universities and other HEI, participate in international fairs in Europe (e.g. Greece, Russia), as well as in Asia (e.g. China, India) and the Middle East (e.g. Abu Dhabi, Oman). Additionally, the MOEC addresses or receives invitations from foreign countries for official visits in order to exchange information and promote the collaboration regarding the education system of Cyprus, as well as the education systems of other countries.

- Scholarships

Opportunities for international students to study in Cyprus have been broadened. EU students can spend certain time period in universities in Cyprus through the Erasmus programme. It is important to note that studying in undergraduate courses in public universities is free for all Cypriot as well as European citizens.

Cyprus offers a number of short-term and long-term scholarships to international students. Scholarships are provided through Bilateral Executive Programmes of Cultural, Scientific, and Educational Collaborations, signed with various countries including Asian Countries.

HEIs in Cyprus have also been applying their own scholarship policy on international students. At private universities, international students receive a subsidy up to 30% of their tuition and they are eligible to receive grants based on their academic performance.

- Institutional activities

The universities of Cyprus have signed international agreements for research collaboration with high ranking European universities and Erasmus agreements to equip students with the knowledge, skills and international perspective required by all professions.¹

3.2.1.6 EU Programme for Youth “Youth in Action”

“Youth in Action” programme in Cyprus was fully implemented for the first time in 2011, following its re-launching on the island. There is a remarkable progress on the level of monitoring and implementation, recognised by a Commission's report in 2011 Declaration of Assurance. An evidence of the popularity of the programme among Cypriot youth is the implementation of 77 projects with 3294 participants. The above mentioned results are the outcome of the work carried out by the representative of the National Authority for Youth In Action (YIA), Ministry of Education and Culture, and the National Agency of the programme, teamed with Cyprus Youthboard.

4. OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME – 17th SESSION 2011 - 2012

At the 17th session of the youth parliament held in Athens on 31 August – 3 September 2012, twenty “Young Members of Parliament” from Cyprus expressed their views on major issues.

The twenty youths were selected in a new way since they had sent their works electronically to the Foundation of the Greek Parliament. 1165 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 issues faced by humanity in a democratic way.

4.2 UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK

Founded in 1953, the UNESCO Associated Schools Project Network (ASPnet - www.unesco.org/new/en/education/networks/global-networks/aspnet/) aims at supporting and encouraging communication and cooperation among the student communities of the member states of the Organization, so that UNESCO's ideals can be better promoted among young people. Today ASPnet is a global network of more than 9000 educational institutions in 180 countries. ASPnet has started being active in Cyprus since 1969, under the supervision of the Ministry of Education and Culture and it currently includes 20 schools from different geographical areas in Cyprus.

The main activity of the UNESCO ASPnet Cyprus is the organization of an annual Pancyprrian Symposium which each year addresses a different thematic area of the Organization. For the school year 2011-2012, the Symposium, titled 'Intangible Cultural Heritage' was organized by the Laniteio Lyceum B' in Limassol.

4.3 OTHER ACTIVITIES OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

- Student and parent guidance, aiming to inform students and parents about Secondary Technical Vocational Education
- Co-operation with CEDEFOP
- Co-operation with social partners, including the Educational Council, the Advisory Body for STVE, the Employers and Industrialists Unions, the Advisory Committee for Post Secondary Institutes of Vocational Education and Training etc.

4.4 MODEL EUROPEAN PARLIAMENT

The Department of Secondary Education of the Ministry of Education and Culture participated in the Spring Session of Model European Parliament, which is considered one of the most important institutions at student's level within the European Union, which took place in Ljubljana from March 25th, to April 1st, 2012. The Cyprus' delegation was constituted of five Greek-Cypriot students. Attending the missions gave the opportunity to our students to meet and collaborate with students from the other 27 member states of the European Union, as well as the three candidates for integration countries. Getting prepared for the topics that would be discussed in the congress the delegation of the students learned to search, analyze, compose and draw conclusions. The participants during the conferences acquired experiences through the specific democratic procedures of the congresses.

4.5 PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 23rd Pancyprrian School Theater 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 Organization 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 familiarizing 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 enthrall 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 organize 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 constitutes 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 23rd Pancyprrian School Theatre Competition in which 56 schools took part, was held between 15 of February and 24th of March, 2012. Seven schools participated in a two days Drama Seminar in Platres, on April 2012. Students from different schools – chosen by the Ministry of Education and Culture and the Theatre Organization of Cyprus – had the chance to attend Drama workshops and exchange ideas about Drama in Secondary Education.

4.6 CYPRIOT PRESIDENCY OF THE COUNCIL OF THE EUROPEAN UNION

The Department of Tertiary and Higher Education of the Ministry of Education and Culture had the responsibility for organizing and implementing the “Meeting of the Bologna Follow – Up Group”, on 28th and 29th of August 2012, and the “Meeting of the Directors General for Higher Education”, on 22-23 October 2012. Both Meetings were held at the International Conference Centre in Nicosia, within the framework of the program of the Cypriot Presidency of the Council of the European Union.

4.7 BOLOGNA FOLLOW-UP GROUP MEETING, 28 – 29 AUGUST 2012, NICOSIA

During the BFUG Nicosia meeting, the Work Plan, which was originally proposed at the BFUG Board meeting in Sarajevo - Bosnia on 31 May 2012, was thoroughly discussed. As a result of the suggestions and proposals of the member states or organizations representatives and the efforts of the Cyprus Presidency, the BFUG Nicosia meeting finalized the Work Plan 2012 – 2015.

The 86 participants of the BFUG Nicosia meeting were representing the member states of the European Higher Education Area (E.H.E.A), the Secretariat of the Bologna Process, the European Commission and several other European organizations (ESU, EURASHE, ENQA, EQAR, EUA). The meeting was welcomed by the honorable Minister of Education and Culture, Dr. Giorgos Demosthenous, and was attended by the Deputy Minister of Education of Armenia, Mrs. Karine Harutyunyan.

4.8 MEETING OF THE DIRECTORS GENERAL FOR HIGHER EDUCATION, 22-23 OCTOBER 2012, NICOSIA

The aim of the Meeting was to give the participants an opportunity to debate current topics on the European higher education in line with the objectives of the EU modernization agenda for Higher Education and the Bologna Process, and share best practices.

During the first day, emphasis was given to “Quality Assurance and Cross Border Higher Education” and “Excellence in Teaching in Higher Education”. On the second day, DG for Higher Education and DG for VET joined, to discuss “Expanding opportunities and raising skills: Opening pathways between Vocational Education and Training and Higher Education”.

The Meeting was attended by Directors General and other governmental officers responsible for higher education from Member States, representatives from the candidate countries, the European Commission as well as other relevant bodies and organizations (ESU, EURASHE, ENQA, EQAR, EUA).

4.9 MINISTERIAL CONFERENCE OF MEMBER STATES PARTICIPATING IN THE EUROPEAN HIGHER EDUCATION AREA (E.H.E.A.), BUCHAREST 26 – 27 APRIL 2012

The Minister of Education and Culture, Dr. Giorgos Demosthenous, attended the Ministerial Conference of member states participating in the European Higher Education Area (E.H.E.A), held in Bucharest on 26 and 27 April 2012.

The purpose of the Conference was to take stock of the progress of the implementation of the Bologna Process and, simultaneously, to define the key policy issues of the Process. The Ministers endorsed the Bucharest Ministerial Communique and committed to furthering the objectives of the Bologna Process by 2020 and, in particular, the provision of quality higher education for all, the enhancement of youth employability and the promotion of mobility as a means of learning.

Dr. Giorgos Demosthenous stressed, in his intervention, the need to ensure the effectiveness and efficiency of funding in higher education, particularly in times of economic crisis as we are now. Referring to the expected Cyprus Presidency of the Council of the European Union, the Minister noted two key priorities of the Cyprus Presidency, the need for focused dialogue on issues related to quality in teaching in higher education and for quality assurance in cross border higher education.

4.10 AGREEMENT BETWEEN THE EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH (CERN) AND THE GOVERNMENT OF THE REPUBLIC OF CYPRUS CONCERNING THE GRANTING OF THE STATUS OF ASSOCIATE MEMBERSHIP AT THE PRE-STAGE TO MEMBERSHIP AT CERN - INAUGURATION OF THE CERN'S EXHIBITION OF PHOTOGRAPHY

On Friday, October 5th 2012, the Minister of Education and Culture, Dr. Giorgos Demosthenous, signed, on behalf of the Government of the Republic of Cyprus, our country's admission to CERN, as an Associate member on the pre-stage to full Membership. The Agreement, on behalf of the European Organization for Nuclear Research was signed by the Director-General

of CERN, Professor Rolf-Dieter Heuer.

Following our Government's strategic plan with regards to the promotion of research, this agreement is considered to be the cornerstone of the efforts to support and enhance the Cypriot scientific and research community. Cyprus' collaboration with CERN will help further develop the country's research infrastructure and research potential in various areas. Cyprus' participation in CERN's fundamental Physics program and experiments will not only continue but it will undoubtedly be strengthened by its admission. With the scientific, technical and financial support of CERN, it is expected that the necessary research infrastructure will be built up and Cyprus' role and contribution to the experiments conducted will consequently be enhanced. Researchers and scientists in Cyprus will be part of CERN's significant scientific and technological achievements which will not only benefit Science as a discipline, but also society and humanity in general.

On the same day, CERN's Exhibition of Photography, titled "Accelerating Science" was inaugurated by the Minister of Education and Culture. During the event, which took place at the University of Cyprus, Professor Panos Razis spoke about Cyprus' role in CERN and Professor Rolf-Dieter Heuer gave a lecture on «CERN - Science without Boundaries».

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 2010-2011, the EPS worked with 4746 individual cases of schoolchildren.

The Programs Sector

Besides its traditional pre-occupation with individual cases of pupils presenting with 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 2010-2011 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. It offers various services to students and other young people, at schools and the Central Office, as well as the District Offices of the Ministry of Education and Culture (M.O.E.C) in Limassol, Larnaca / Famagusta and Paphos.

AIMS AND ACTIVITIES OF THE SERVICE

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

- 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 help them make effective choices.

Emphasis is given on the following areas:

- development of positive self-esteem, self-approval and self-confidence
- empowerment of self-awareness, self-actualization-use of personal capabilities and aptitudes
- proper/healthy adjustment to the school and social decision making process on personal, educational and career issues
- 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. Individual and group counseling on personal, social, educational, and career guidance issues
2. Teaching of the Career Education and Social Education course (offered in the 3rd year of the Gymnasium - Lower Secondary School)
3. Publication of instructional and informative books (i.e. Career and Social Education, Scholarships, etc.)
4. Access to information on educational and vocational guidance
5. Participation in various committees for students' benefits
6. Provision of personal and educational counselling to special needs students for their personal development through individual educational programmes.

Currently, 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), in which 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 Centers are accessible to all European citizens to provide counselling / guidance, irrespective of age, gender, religion, race, ethnicity and disability.

5.3 ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books and producing educational films related to careers guidance, the C.C.E.S. offers 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.

The following table indicates the total number of students from General and Technical Secondary Education schools that have attended at least one career and/or counseling session with a school counselor during the school year 2011-12.

Class	Gymnasium			Lyceum or Technical School			Total number of students that had at least one session with a counsellor			Total number of students			Percentage (%) that had been helped		
	A'	B'	C'	A'	B'	C'	Gymnasium	Lyceum or Tech. School	Total	Gymnasium	Lyceum or Tech. School	Total	Gymnasium	Lyceum or Tech. School	Total
Gender															
Boys	2696	2087	3427	3818	3150	4130	8210	11098	19308	12457	14094	26551	66	75	71
Girls	2691	2064	3345	3816	3211	4143	8100	11170	19270	12443	12980	25423	65	86	76
Total	5387	4151	6772	7587	6122	8050	16310	22268	38578	24900	27074	51974	66	82	74

5.4 STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education functioned under the auspices of Secondary Education all over Cyprus. However, since October 2012, they function under the auspices of the «Foundation for the Administration of Afternoon and Evening Training Programmes». 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 University in Cyprus and Greece 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
- 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

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

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 - €410 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.

5.5 SCHOOL CLERKS ADMINISTRATION UNIT

The Department of School Clerks Administration Unit, headed by the Chief School 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 the sustainable development of education.

It is responsible for planning, appointing and managing the School Clerks of 107 Secondary Education Schools, 5 Evening Schools, 13 Technical Schools, 2 Evening Technical Schools,

7 Afternoon and Night Technical School Classes, 45 School Boards, 42 State Institutes for Further Education and the Library of the Pedagogical Institute.

The Department keeps records for all the School Clerks (about 498) which among others, include Confidential Reports, Personal Records and Leave Records. It monitors and controls the posts and arranges for appointments for vacant posts. It also approves annual leaves, sickness or maternity leaves and retirement.

Moreover the Department 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 the needs and the annual budget for extra personnel.

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

During the period 2011-2012 (school year) the following activities took place:

1. Seminar with the title “Assertive Communication” for the School Clerks 1st Class of the Nicosia District (December 2011).
2. Seminar of Learning and Supporting the “Avacio” Programme for the High School Clerks of the Limassol District (May 2012).
3. Seminar of the Technical School Clerks concerning the matter of Student Absentees (December 2011).

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

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

5.6 THE STORE

The main objective of the Ministry of Education and Culture Store is the dispatching of scholastic 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 gives stationery, art material and teaching methodology 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.

5.7 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 General Director. It has an interdepartmental character provided that the personnel consist of three officers that represent all educational rungs, that is to say Primary, Secondary and Technical Education.

ACTIONS

- 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 in schools and services of the YPP 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 school's personnel, students and parents

5.8 EUROPEAN MANAGEMENT FUNDING UNIT

The European Funding Management Unit of the Ministry of Education and Culture was established 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. These projects are primarily funded by the European Social Fund (ESF).

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:

- Promotion of lifelong learning
- Human Resource Development
- Strengthening of social and economic cohesion

For the Programming period 2007 – 2013 the European Funding Management Unit manages six (6) co-funded projects with a total budget of 48, 901,819.28 Euro. These projects are financed by the European Social Fund.

The European Social Fund:

The European Social Fund (ESF), is one of the Structural Funds of the European Union which aims at promoting economic and social cohesion. The ESF is the instrument of the European Union for human resource development and the improvement of the labor market. It contributes substantially to meeting the needs for training and employment of European citizens throughout the European Area. In particular, the ESF contributes to the actions implemented under the European employment strategy and guidelines.

Programming Period 2007 - 2013:

Projects co-financed by the European Social Fund:

The European Funding Unit is currently coordinating the implementation of the following projects:

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

The implementation of the abovementioned programme was assigned to the University of Cyprus in the academic year 2007-2008. The total budget of the project amounts to 16,212,757 Euro. The budget covered, amongst others, the following:

- (a) instructors' salaries,
- (b) allowances to the prospective teachers,
- (c) payment of fees to University, and
- (d) publicity

2. Programme for Greek Language Teaching Applicable to Migrants and 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.

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

The Programme is implemented by the Adult Education Centres of the Ministry of Education and Culture, for five (5) school periods from 2010 to 2015. The training programmes take place between November and May of each school period. Greek language courses are offered free of charge during 50, 90-minute sessions which 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 measures for the support of schools that fall into areas/zones designated as Educational Priority Areas, (ie clusters of schools in disadvantaged areas) with a student population that comes from families with low socioeconomic and educational level.

At the present stage there are eight (8) Educational Priority Areas which cover the needs of over 5,000 pupils.

The project's main objectives are the following:

- reduction of early school leaving,
- reduction of school failure,
- reduction of criminal phenomena, and
- strengthening of social cohesion by reducing the risk of social marginalization and exclusion.

The total budget for the project reaches 10,775,638 Euro.

4. In-Service Training of Secondary/Vocational School Teachers

The project aims to further develop, expand and restructure the framework, structures, ongoing training and professional development of Secondary Education teachers, in a way that is inextricably linked to general education policy of the state.

Particular emphasis is placed on meeting the needs of the current Educational Reform Policy (through the implementation of training programs related to the New Curricula), both in training, and the necessary learning materials.

The project has total budget of 5,704,685 euro and is implemented by the Cyprus Pedagogical Institute.

Limassol Evening Technical and Vocational School

The co-financed project "Limassol Evening Technical and Vocational School" aims at providing a second chance to people who have not completed their studies in Secondary Education to do so. Its total budget reaches 3,875,473 Euro.

The School started its operation in the school year 2011-2012 with 63 students and it employs 20 teachers. The programmes of study have a normal duration of four years.

The Evening Technical and Vocational Schools provide their graduates the knowledge, skills and qualifications required to work in productive sectors of the economy, contributing thus to the increase of employability.

5. Post-Secondary Institutes of Vocational Education and Training

The co-financed project "Post-Secondary Institutes of Vocational Education and Training" with a total budget of 4,411,696 Euro was created to offer specialized vocational education and training at post-secondary level and equip students with the necessary qualifications, through the provision of scientific, technical and professional knowledge and skills. The programmes of study at Post-Secondary Institutes of Vocational Education and Training are characterized by flexibility and adaptability to the rapid change taking place in the market place and economy in general.

PART B'
CULTURE


I. CULTURAL SERVICES

I.1 LETTERS

The first service of the Ministry of Education and Culture exclusively responsible for culture was established in 1965 under the name Cultural Service, which in 1992, following its upgrade to a Department, was renamed Department of Cultural Services.

The Department of Cultural Services is the main exponent of the state's cultural policy in regard to contemporary culture. By being responsible for the development of the Letters and the Arts in Cyprus, informing the public about cultural events and their participation in them, and promoting the achievements of our cultural activities abroad, the Department plays a vital role in shaping the cultural image of the country.

The total budget of the Cultural Services (including the Cyprus Library and SIMAE) rose to €32,743,357 (Administrative and Development expenditure).

I.1.1 INTERNATIONAL SCIENTIFIC CONFERENCE UNDER THE TITLE “IN REMEMBRANCE OF TIME AND PLACE”: LITERARY IMPRESSIONS OF THE WORLD OF CYPRUS, 6-9 OCTOBER 2012

The Cultural Services of the Ministry of Education and Culture, in cooperation with the Department of Byzantine and Modern Greek Studies of the University of Cyprus, organized an International Scientific Conference under the title “*In remembrance of time and place: Literary impressions of the world of Cyprus,*” on 6th - 9th October 2012. The conference took place in the context of the Cyprus Presidency of the Council of the European Union with 40 scholars of Modern Greek taking part from 11 European countries and 23 universities.

The conference shed light on new aspects of issues regarding Cyprus, since the period of Leontios Machairas to the present day, in the fields of literature, history and folklore.

The President of the Republic, Demetris Christofias, opened the conference and delivered a message during a ceremony at the “Axiothea” Mansion, on Saturday, October 6. The Dean of the University of Cyprus, Professor Constantinos Christofides, also delivered a message. The President of the Scientific Committee, Professor Michalis Pieris, delivered an introductory speech. Messages were also delivered by the members of the Scientific Committee, Professor Marie-Paule Masson of the University of Montpellier, Professor David Holton of the University of Cambridge, and Professor Renata Lavagnini of the University of Palermo. There followed an opening speech by Professor D. N. Maronitis on the topic “The ‘Salamina’ of Kavafi and the ‘Salamina’ of Seferis.”

I.1.2 SUBSIDIZATION OF LITERARY EVENTS

The Cultural Services provide subsidies for literary events in Cyprus and abroad organized by various literary agencies and individuals, as well as for the participation of agencies and individuals in conferences and events abroad. In 2012, the literary events and activities thus subsidized in Cyprus and abroad numbered around one hundred.

I.1.3 STATE LITERARY PRIZES

With the aim of supporting and highlighting the literary work of Cypriot writers, the Cultural Services have established the State Prizes for Literature on an annual basis.

The categories for the State Literary Prizes entered for 2012 were the following: 1. Poetry, 2. Novel, 3. Short Story, 4. Essay/Study, 5. Chronicle/Testimony, 6. Study on the literature and civilization of Cyprus by a non-Cypriot author, 7. New Literary Writer Award, 8. Literary Work in the Cypriot Dialect, 9. Children's Literature, 10. Youth Literature, 11. Illustration of a Children's / Youth Book. All awards are accompanied by a €5000 award and an honorary diploma.

I.1.4. LITERARY PRIZES AWARD CEREMONY

The Award Ceremony for the State Literary Prizes took place at the Castelliotissa Hall on 18th December 2012. It was well attended by the public. The Minister of Education and Culture awarded the prizes. The President of the Judging Committee for the State Literary Prizes Kyriacos Charalambides read out the statement of reasons for the awards in the categories of Poetry, Novel, Essay/Study, Chronicle/Testimony and Prize for New Literary Writer. The President of the Judging Committee for State Literary Prizes in Children's and Youth Literature Giorgos Papantonakis read out the statement of reasons for the awards in the Categories of Children's and Youth Literature, while the President of the Judging Committee of State Prizes for the Illustration of a Children's / Youth book, Genethlis Genethli, read the statement of reasons for the award in the Category of Illustration. The award – winning books were exhibited to the public during the ceremony.

EUROPEAN DIGITAL LIBRARY

The cooperation of the Libraries Section with the Cyprus Library through the necessary activities regarding the formation of the requisite infrastructure for the transfer of digital material by means of transmissions to the European Digital Library (Europeana), has contributed to the promotion and projection of Cypriot cultural heritage with the corresponding benefits.

I.1.5 THE CYPRUS LIBRARY

The functioning of the Cyprus Library is governed by Law 51/87. The Library operates from four different buildings (three rented premises and one self-owned).

The Central Building (self-owned) is situated at the D'Avila Bastion, next to the Nicosia Town Hall in Eleftheria Square. The Loan Department, the Children's Library, the Magazines Section and the National Copyright Centres are housed here.

Since April 2009, the Reading Room and the IT Department, as well as the Cataloguing Department of the Cyprus Library, are to be found in the renovated building of the former Phaneromeni Library.

A Depository for books that cannot be stored in other buildings, and a maintenance workshop for books and magazines function in the Warehouse.

In the building opposite the entrance to the Panagia Phaneromeni Church are housed as from 15/09/2011 the Administration of the Library, the Ordering and Collecting Department, the Audiovisual Department and the Research Collections (Cypriot newspapers since 1883, the Official Gazette of the Republic of Cyprus from 1878 to the present day, the Collection of Government Publications, a Collection of United Nations Publications, Rare Books, Digital Library, Cyprus Bibliography, etc.).

I.2 MUSIC

I.2.1 MUSIC EVENTS IN CYPRUS – SUBSIDIZATION OF AGENCIES, FOUNDATIONS, ARTISTS AND MUSIC GROUPS

Activities in the domain of music have increased in recent years with many performances and organizing of events by various bodies, such as choirs, music groups, foundations, clubs, associations, cultural organizations, non-profit enterprises etc. taking place; the financial contribution of the Cultural Services plays a substantial role in the realization of all such activities. In the context of strengthening activity in the field of music, the Cultural Services subsidize music foundations, among others, to implement their annual activity, through which they promote important aspects of public cultural state policy.

I.2.2 MUSIC EVENTS ABROAD – SUBSIDIZATION OF ASSOCIATIONS, FOUNDATIONS, ARTISTS AND MUSIC GROUPS

The Cultural Services sponsor the participation of cultural bodies, Cypriot artists or Cypriot art groups in cultural activities or festivals abroad or the organizing by them of cultural events/festivals abroad. During 2012, choirs, music groups, musical teams, as well as persons who participated in or held festivals, seminars and other events abroad, received a subsidy.

I.2.3 SUBSIDIZATION OF THE ORGANIZATION “PAPHOS APHRODITE FESTIVAL”

On the basis of the Council of Ministers decision No. 47.222 dated 14/01/1998, the Ministry of Education and Culture for the 13th year running supported the institution of the Paphos Aphrodite Festival. This institution is one of the most successful in Cyprus and contributes to cultural decentralization, the development of local communities and the enhancement of cultural tourism. The Opera “Othello” by Giuseppe Verdi was hosted in 2012 together with the Opera of the National Theatre of Slovakia.

I.2.4 HIGHLIGHTING CYPRIOT MUSICAL CREATIVITY ABROAD

With the aim of promoting and highlighting the contemporary musical creativity of Cyprus abroad, the Cultural Services established in 2005 their participation in very important musical events abroad. As from 2005, Cyprus takes part each year in the International Music Exhibition MIDEM, always leaving very good impressions.

I.2.5 “CYPRUS SYMPHONY ORCHESTRA” FOUNDATION ESTABLISHMENT OF THE FOUNDATION

The Cyprus Symphony Orchestra was established in 1987 by decision of the Council of Ministers as the Cyprus Chamber Music Orchestra with the aim of contributing to the development of musical education. It also sought to improve the standard of music performance in the country and become the basic driving force for the musical cultivation of the Cypriot people as a whole. Established simultaneously, the Cyprus State Youth Orchestra aimed at providing the possibility for students of all grades of education and new musicians to acquire group work experience and develop their knowledge and skills. Also established was the Youth Orchestra Music Workshop in which experienced musicians, mainly members of the Symphonic

Orchestra, provide lessons on the music instruments for the Orchestra.

Since its establishment up until December 2006, the Orchestra functioned under the direction of the Cultural Services of the Ministry of Education and Culture. In October 2006, the Foundation of the Cyprus Symphony Orchestra was created by decision of the Council of Ministers, in order to undertake the operation of both orchestras. The Foundation began to function on 1st January 2007, taking over simultaneously the operation of the State Orchestra and the State Youth Orchestra, which were renamed the Cyprus Symphony Orchestra and the Cyprus Youth Symphony Orchestra respectively. By so doing, the Foundation set itself the objective of further developing and promoting the activities of both orchestras. At the same time, it undertook the operation of the Music Laboratory of the Youth Orchestra.

The Cyprus Symphony Orchestra Foundation is a private law non-profit organization. It is administered by a nine-member Governing Board, appointed by the Council of Ministers. Three members come from the Ministry of Education and Culture: the Permanent Secretary, who chairs the Board, the Director of Cultural Services and the officer in charge of music matters. The remaining six members come from the private sector.

The main sponsor of the Foundation is the State, which covers all the basic operational costs of the Foundation and of the Orchestras. At the same time, the Foundation endeavours to cooperate with various agencies for a more effective projection of its activities, the organizing of more challenging programmes, as well as the further enhancement of its relationship to society.

Since its inception, the Foundation has promoted its objectives to a large extent, making its presence felt among music lovers and the wider public, through concerts, educational programmes and programmes of social contribution organized by it.

I.2.6 MUSIC INFORMATION CENTRE

The Music Information Centre, housed at Othellos Street 25-27 (Famagusta Gate), started functioning in July 2008, following a decision by the Council of Ministers. The Centre aims at providing a plethora of services to Cypriot composers, musicians, instructors, students, and to the music-loving public of Cyprus at large. The primary concern of the Centre is the creation of a dynamic Cyprus Music Archive. Its aim is to collect and maintain the works of Cypriot composers in the form of a user-friendly data base, offering the music scores for these works together with audiovisual and biographical material, as well as research resources.

In addition, the Centre aspires to keep the Cyprus public informed about local music activity, to contribute to a wider cultural development and make known the achievements of local artists, while functioning as an additional agent of Cypriot music artists in discourses about Cultural Policy on the national level.

I.2.7 DEVELOPING MUSIC EDUCATION PROGRAMME FOR THE DEVELOPMENT OF MUSICAL TALENTS

On the basis of the Council of Ministers decision No. 67.949 dated 12/11/2008, the Cyprus Symphony Orchestra Foundation has undertaken the management and operation of the Programme for the Development of Musical Talents, which functions at a pilot stage within the context of the String Music Workshop for a small number of children (about 30 children).

In May 2012, the Contract was signed between the Ministry of Education and Culture and music teacher Matheos Kariolou for the provision of the latter's services as Art Director for the aforementioned Programme, aiming at its operation in full capacity in order to cover

the instruction requirements of around 100 children, attending lessons in violin, viola, cello, contrabass and chamber music.

I.3 VISUAL ARTS

I.3.1 PURCHASES OF WORKS OF ART

With the aim of encouraging artistic creativity and building a representative collection through which to present the course of Cypriot art from the beginning of the previous century to the present, the Cultural Services purchase important works by Cypriot artists. At the same time, these works are used in organizing exhibitions in Cyprus and abroad, as well as for the embellishment of the Presidential Palace, the buildings of the Cyprus Republic embassies abroad, and the offices of government Ministers and Permanent Secretaries.

In 2012, a total of forty five works of art were bought with the specific aim of enriching the collection of the State Gallery of Contemporary Cypriot Art.

I.3.2 STATE GALLERY OF CONTEMPORARY CYPRIOT ART

The State Gallery of Contemporary Cypriot Art houses on a permanent basis, the State Collection of Contemporary Cypriot Art. The Gallery keeps an artists' register, which includes their biographical and work details, an archive of slides and a photo archive. An art library also functions in the same venue, which is enriched every year with publications in the field of art history and theory, and also with catalogues of great international visual exhibitions, monographs by important historical and contemporary artists etc.

During 2012, the procedures were also pursued for the upgrading of security systems for the protection of the works and the Gallery building itself. At the same time, tenders were invited for the selection of the contractor who will undertake the modification of the SPEL building in the Famagusta Gate area, which is scheduled to function as the second branch of the State Gallery, housing the most modern works of the State Gallery, as well as periodical exhibitions from Cyprus and abroad.

Educational programmes for primary school children continued operating during 2012, in cooperation with the Elementary Education Department. During 2012, around four thousand people visited the Gallery.

I.3.3 13th International Architectural Exhibition at the Venice Biennale

For the fourth consecutive year, Cyprus took part in the Architectural Biennale of Venice. This year's participation, under the supervision of architects Haris Christodoulou and Spyros Th. Spyrou, was entitled "REVISIT-customizing tourism," and focused on the theme of reviewing tourism in Cyprus with the aim of recreating the common ground between the visitors and the locals, and also rehabilitating the built environment in order to upgrade the viability of our cities.

As the theme of this year's Biennale was the Common Ground, the Curators of the Cypriot Participation involved people from different fields in a process of collective cooperation for the preparation of the participation. During the summer they organized a workshop with the participation of 32 students and members of the teaching staff from the Architectural Departments of the University of Cyprus, the University of Nicosia, Frederick University and Neapolis University.

In conclusion, the Cyprus Participation in the 13th International Architectural Exhibition of the Venice Biennale made a particularly noteworthy appearance, which reflects the collective cooperation and creative synergy of a large group of people. For the implementation and processing of the Cypriot participation, the Cultural Services work together with the organized agencies of the Cypriot architects, i.e. the Cyprus Architects Association and the Civil Engineers and Architects Association

I.3.4 SUBSIDIZATION OF THE FINE ARTS CHAMBER AND OTHER VISUAL ARTS AGENCIES

The Cultural Services subsidize the Fine Arts Chamber (E.KA.TE.), as well as various other associations of self – taught and amateur artists, such as the Union of Self-Taught Painters (EN.A.Z.), which aim at promoting the visual arts. They also support on an annual basis the Etching Laboratory of EK.A.TE.

I.3.5 ARTISTIC PHOTOGRAPHY

In the context of its policy to support artistic photography, the Cultural Services subsidized during 2012 the activities of the Cyprus Photographic Society and of the “FOTODOS” Artistic Photography Club.

I.3.6 ENDOWING PUBLIC BUILDINGS WITH WORKS OF ART

Under the Minimum Obligatory Endowment of Public Buildings with Works of Art (Procedures and Obligations) Law 2009, [L. 57(I) 2009] each state agency (including Legal Entities of Public Law) is responsible for launching a public competition for the endowment of a public building, used by the agency for permanent housing or the provision of services, with a work of art.

I.3.7 MONUMENTS COMMITTEE

The Monuments Committee processed several applications for the erection of monuments in honor of those who fell in the struggles of Cyprus, including the freedom struggle of 1955-1959. This task was carried out by on the spot visits and delivering opinions to those concerned. In 2012, the Committee dealt with 30 cases. At the same time, the Committee made recommendations for the sponsorship of monuments, which satisfied the necessary requirements.

The Monuments Committee functions under the Control of the Erection and Installation of Monuments in Open Spaces Law [79(I) 2006], and its members are appointed by the Council of Ministers.

I.4 FOLK CULTURE/CULTURAL HERITAGE

The Cultural Services promoted a large number of activities in the Field of Folk Culture, which enjoys high and continuous response from agencies and individuals.

1. Subsidizing traditional music and dance groups for their participation in events of a traditional character in Cyprus and abroad.
2. Encouraging dance teachers and scholars to attend seminars abroad.

3. Subsidizing the participation of members of the Cyprus Committee of the International Council of Traditional Instruments and Arts in international conferences.
4. Subsidizing festivals in rural communities and areas with the aim of cultural decentralisation.
5. Encouraging Shadow Theatre artists.
6. Strengthening Municipal festivals and cultural activities related to traditional culture.
7. Providing equipment for cultural centres in the countryside.

I.5. THEATRE

The basic objectives of the development policy of the Cultural Services in the field of Theatre are the development of theatrical education, the upgrading of the public's interest in theatrical creativity, the promotion of Cypriot artistic potential abroad, the encouragement of experimental theatre and the involvement of young people in the creative process.

In recent years the activity in the field of Theatre is constantly on the rise and this can be seen in the staging of theatrical performances, theatrical workshops and other events by various bodies. The Cultural Services support these efforts, which are potential incubators of new talents and important artistic creativity.

In this context, the following drama companies have been sponsored, among others, for the staging of performances in various districts in the free areas of Cyprus, or for participation in events abroad, in 2012: Antidoto Theatre, Stagones Zoes Theatre, Point To Contemporary Theatre, Limassol Theatrical Development Company, Theatrical Laboratory P.A., Anemona Theatre.

I.5.1 FESTIVAL OF ANCIENT GREEK DRAMA

The Cultural Services, in cooperation with the Cyprus Centre of the International Theatre Institute organized for the 16th consecutive year the Ancient Greek Drama Festival. As in last year, the Festival took place besides the Ancient Curium Theatre in Limassol, at the Ancient Auditorium in Paphos and the Makarios III Amphitheatre in Nicosia. Presented at the 16th Festival of Ancient Drama were eight plays from Germany, Israel, England, Greece and Cyprus. They were "Electra and Orestes: The Trial," by the Cyprus Theatre Organization, "The Children of Agamemnon," by the Wiesbaden State Theatre of Germany, "Ekklesiazouses," by the New World Theatre from Greece, "Bacchae" by the "MITOS" Theatre Group from Cyprus, "Electra" by the Art Organization Morphek Ekfrasis from Greece, "Frogs" by the Magdalena Zera Theatre Group from Cyprus, "Evmenides" by the Ruth Kanner Theatre Group from Israel and the opera "Antigone" by the Skull of Yorick Productions from England.

I.5.2 SYMPOSIUM OF ANCIENT GREEK DRAMA

The Cultural Services in cooperation with the Cyprus Centre of the International Theatre Institute organized this year the 12th International Symposium of Ancient Greek Drama on 6th, 7th and 8th July. The theme of the symposium was "Pathos-Mathos? Pain, rage and their management in ancient Greek drama."

I.6 INTERNATIONAL FESTIVAL “KYPRIA 2012”

The Cultural Services organized successfully in September and October the International Festival “Kypria 2012”, in the context of which 12 artistic events were held in Nicosia and Limassol.

Analytically, the following events were included in the Festival programme:

- “Towards the Europe of Peace,” featuring the Cyprus Youth Symphony Orchestra and the World Youth Choir.
- Moliere’s “Amphitryon,” and Shakespeare’s “Pericles,” both presented by the National Theatre of Greece.
- “On the Music Tower of Othello: 4 Musical Views on Shakespearean Drama: Dvorak, Khachaturian, Rossini, Verdi,” by the Cyprus Symphony Orchestra.
- “Mediterranean Express” with Maria Farantouri and the music group “En Hordais.”
- “Love songs from Smyrna meet Cyprus Tradition,” featuring Yiannis Kotsiras, the music group ‘Estudiantina’ and Michalis Tterlikkas.
- “Rossini Cards” and “Cantata” by the Fondazione Nazionale Della Danza Aterballetto.
- “The Risk,” by the theatre group Fresh Target Theatre Ensemble.
- “Anthology: 25 years composing in Cyprus,” with Vasos Argyrides.
- “Michalis Christodoulides: Porfyromata” by the “Diastasis” Cultural Association.
- “The Age of Now,” by the music group J. Kriste Master of Disguise.
- “Iannis Xenakis: Oresteia-Aeschylus Suite,” by the Centre of Vocal Arts.

I.7 DANCE

The Ministry of Education and Culture, being aware of the role that the art of dancing can have in the formation of young people’s character and society at large, provides multiple support to the development of dancing in our country through various activities, events and programmes.

The basic aims of the development policy of the Cultural Services in the field of dancing are the following: supporting research and artistic creativity by encouraging both collective and individual initiative, 2) upgrading the public’s interest through proper education and information, 3) promoting the instruction of youth on matters of classical and modern dancing and 5) promoting exchanges, contacts and cooperation of our artists with those of other countries. These aims are implemented by strengthening agencies and individuals who are involved in dancing and develop activities in this field through sponsorships.

I.7.1 DANCE PLATFORM

In 2001 the Ministry of Education and Culture adopted the event “Dance Platform”, which this year was held for the twelfth consecutive year. This event, which is exclusively financed by the Ministry of Education and Culture, provides the opportunity for Cypriot choreographers to present in an organized framework their creative work and choreography in the field of modern dancing.

I.7.2 EUROPEAN DANCE FESTIVAL

On the initiative of the Cultural Services and with the aim of better informing the public in regard to modern dancing in Europe, the Cyprus European Dance Festival has been held since 1998 on an annual basis. The Festival is organized by the Department of Cultural Services, which is responsible for coordination and implementation, in cooperation with the Rialto Theatre and the Embassies or Cultural Centres of the participating countries.

I.7.3 COOPERATION WITH ORGANIZATIONS AND CULTURAL CENTRES OF OTHER COUNTRIES AND PARTICIPATION IN FOREIGN FESTIVALS AND EVENTS

In the context of the Sponsorship Programme, the Ministry of Education and Culture has sponsored dance groups and individual dancers/choreographers towards their participation in Dance Festivals abroad, as well as in international meetings and conferences organized by foreign agencies, such as Aerowaves, Bob Theater Festival (Athens), the Michalis Kakoyiannis Foundation, the Kalamata International Dance Festival and the International Choreographers Competition of Germany (Hanover).

I.7.4 DANCE EDUCATION

In the field of education various agencies are reinforced, such as associations, dance groups, clubs, etc., which contribute to the development of artistic dance education in Cyprus through the organizing of workshops, seminars or summer schools (intensive lessons), addressed both to students and to professional choreographers/dancers, as well as to the wider public.

I.7.5 SUBSIDIZATION OF DANCE EVENTS IN CYPRUS

During 2012, the Cultural Services supported various agencies, organizations, clubs, groups and also new choreographers, who implemented programmes and presented events aiming at the dissemination and promotion of all kinds of dancing, including classical, neo-classical, modern and other.

I.7.6 PILOT PROGRAMME

The Programme for the Strengthening of Creativity and Research in the Field of Dance was implemented on a pilot basis, aiming at the support of choreographers in making new productions and carrying out research in the field of modern dance. In the framework of the Pilot Programme, three modern dance groups were sponsored in 2012 for the production of new projects and the conduct of research. More specifically, sponsorship was provided for the following groups: .pelma.lia haraki, Insubstantial Forces, - Macchi Demetriadou Lindhal and Echo Arts-Ariana Economou.

The Pilot Programme came to a close this year and was evaluated on the basis of its results, both from the aspect of producing new choreography projects and the aspect of contributing to the process of creativity and implementation of new choreography by the choreographers and the dance group. As from 2013, the Pilot Programme will be converted into a sponsorship programme proper from which grants will be given for new choreography productions.

I.7.7 CULTURAL INFRASTRUCTURE

The Local Authorities Support Scheme for the creation of Cultural Infrastructure Projects provides a clear cultural development policy measure for local government authorities.

The object of the Scheme is to strengthen the efforts exerted by local government agencies for the creation of cultural infrastructure projects (e.g. libraries, multifunctional cultural centres, theatre halls, exhibition halls, open air theatres et al.), which operate under their responsibility and serve the direct and indirect cultural needs of the local population, thus contributing substantially to the shaping of conditions and requirements that support the general cultural development.

More specifically, the particular objectives pursued through the implementation of the Scheme are to encourage and assist the undertaking of roles and competences by the local authorities, concerning matters of cultural contribution to the local societies and the satisfaction of their cultural needs. They also include the creation and operation of cultural infrastructure projects throughout the territory of free Cyprus, so as to create the conditions for the provision of cultural services as closer to the citizens as possible, thus facilitating their access to and participation in culture.

I.8 CINEMA

The Cultural Services, being aware of the power of image in film-making and its importance in shaping and building contemporary societies, have been particularly active in the various aspects constituting the development of cinema (film production, cinema education, professional training).

During 2012, upon taking over the Presidency of the Council of the European Union by the Republic of Cyprus, the Cultural Services, in cooperation with the Permanent Delegation of Cyprus in Brussels, assumed the presidency of the Audiovisual Issues Working Team of the Council of the European Union, a task which they successfully accomplished.

I.8.1 FILM PRODUCTION-DISTINCTIONS

In 2012, the Ministerial Film Committee, following a recommendation by the Consultative Cinema Committee, approved the funding of 5 proposals for a short film production, a proposal for the writing of a short film script, two productions for developing a film on the production of a long documentary, two proposals for the writing of a low-budget feature film script, two proposals for the script-writing of a big-budget film and three proposals for developing a film on the production of a low-budget feature film.

I.8.2 CINEMA EDUCATION – EVENTS

The Cultural Services have developed multifaceted action in respect of cinema education and the theoretical training of the public. In pursue of these aims, they organize, co-organize and/or subsidize various festivals and retrospective tributes to film – makers and cinema movements. Such activities mostly take place 1) in the framework of Cultural Agreements that Cyprus signs with other countries, 2) in cooperation with Greece's Ministry of Culture, 3) in cooperation with Cinema Clubs (Cinema Friends Club, Limassol Film Club, Paphos Film Club), 4) in cooperation with the RIALTO theatre and other cultural agencies. At the same time, support is provided for various non-profit organizations, which contribute to the development of cinema knowledge and education.

I.8.3 ACTIVITIES/ FESTIVALS/ AWARDS

- 1) The festival “Cinema Days of Cyprus” is jointly organized by the Cultural Services of the Ministry of Education and Culture and the Rialto Theatre. It was held for the 10th consecutive year in 2012, from 20th to 29th April in Limassol (Rialto Theatre) and Nicosia (Zena Palace Cinema). Next to the screening of films from the contemporary international cinema production, which have been distinguished during the current festival year and are included in the section “Viewfinder – Glances at Contemporary International Cinema”, the festival introduced this year for the second time the international competition ‘Glocal Images’.
- 2) The Cyprus International Short Film Festival, organized jointly by the Ministry of Education and Culture and the Rialto Theatre, was dedicated this year to the great film makers Theodoros Angelopoulos and Dinos Katsourides. It took place at the Rialto Theatre from 13th to 20th October 2012 and in its competitive part included 61 films from 35 countries. There were also 5 parallel programmes, master classes, workshops for children and students, as well as live music and opening and closing ceremonies. This year’s jury was composed of Antonis Papadopoulos, art director of the Drama Short Film Festival, film directors Elias Demetriou and Joe Tunmer, the art director of the Rengensburg Short Film Festival Insa Wiese, and Gerald Weber. An Art Committee, composed of film directors Alexia Reuter and Ioakim Mylonas, was responsible for the selection of the screenings and the corresponding events. The Festival aims to highlight the short film as a distinct kind of cinematographic creativity and expression, providing the opportunity to the public to enjoy some of the best international and local productions. Through a fascinating parallel programme of events and cinema workshops, the 2nd Cyprus International Short Film Festival offered to the public the opportunity to make short film escapes, embark on creative quests and engage in dialogue with film directors and creators from Cyprus and abroad.
- 3) Summer Screenings Marathon – The screenings organized for the 14th year jointly by the Ministry of Education and Culture, Teatro Ena and the Cinema Friends Club between 12th July and 9th September, were a great success. Like every summer, the event was held at the oldest surviving open air cinema of Nicosia, the “Constantia”. The Summer Screenings Marathon is one of the most important institutions of the Ministry, both in the sphere of the cinema and in the effort to upgrade the social and cultural life of the country. The films are selected by following the rules of quality, cinema education and entertainment. Under the moonlight and in the nostalgic atmosphere of the old open air summer cinema, the spectator is given the opportunity to watch some of the films from the classic repertoire of good cinema, as well as more recent distributions, while the programme also features a number of films for the young cineastes. This year’s impressive gamut included directors from Michelangelo Antonioni, Jean – Luc Godard, Francois Truffaut and Howard Hawks (“The Big Sleep”) to a selection of modern movies, such as the French film “The Artist”, which swept this year’s Oscars, as well as the most mainstream children’s films “Hugo” and “Toy Story 3,” which have also won many awards and are equally enjoyed by children and adults.

I.8.4 CINEMA DEVELOPMENT IN RURAL AREAS

The Cultural Services, in the context of developing cinema in rural areas, have pursued the following activities:

- Enhancement on an annual basis of cinema theatres in the countryside.
- Screenings of Cypriot films in the countryside
- Subsidization of the Non-Profit Cultural Company “Aspects of the World”, which, in

cooperation with the Hambis Etching School, organizes the Countryside Cartoon Festival. In the context of the Festival cartoon seminars/workshops are held along with film showings. This year, the festival was upgraded to an international competition, with a judging committee composed of internationally recognized professionals in the field.

I.8.5 PROFESSIONAL TRAINING

The Cultural Services support film directors, producers and other cinema factors in their participation in various educational seminars and laboratories abroad. At the same time they co-operate with the European MEDIA programme and its office in Cyprus for the promotion of programmes related to the professional development of various aspects of film production.

In addition:

- They subsidize directors so as to enable them to present their films at international festivals and other events, thus promoting Cyprus cinema abroad.
- They support Film Clubs in their regular projections.
- They support the Cyprus Directors Union in organizing workshops and film tributes.
- They support through subsidies the organizing of various other cinema-related activities by natural persons and cultural agencies.

I.8.6 CYPRUS PRESIDENCY OF THE COUNCIL OF THE EUROPEAN UNION

Presidency of the Working Group for Audiovisual Issues of the Council of the European Union

In cooperation with the Permanent Delegation of the Republic of Cyprus in Brussels, the Cultural Services assumed the Presidency of the Working Group of Audiovisual Issues of the Council of the European Union, in the context of which an agreement was reached among the Representatives of the Member States on the text of the Council Conclusions in relation to the European Strategy for a network better adjusted to the needs of children, as well as on the text for a Guarantee Mechanism of the Creative Europe Programme (Directive Proposal). The said texts will be presented for approval by COREPER and the Council of Ministers.

I.9 PROGRAMME FOR THE CULTURAL EVENTS OF THE CYPRUS PRESIDENCY OF THE COUNCIL OF THE E.U.

The Programme for the Cultural Events of the Cyprus Presidency was the result of close cooperation between the Secretariat of the Cyprus Presidency of the Council of the EU and the Cultural Services of the Ministry of Education and Culture, the latter having the responsibility for overall coordination.

The process began with the Publication of an Announcement – Invitation to Cultural Institutions, Associations and Cultural Agencies, inviting those interested to submit proposals for events, which would receive a subsidy and basically aim at highlighting Cyprus and its Culture by the end of March 2011.

A Committee of seven members was appointed for the evaluation of the Cultural Proposals that would be included in the Cultural Programme of the Cyprus Presidency chaired by the Director of Cultural Services. Participating in the Committee were representatives of the Secretariat of the Cyprus Presidency, the Foreign Ministry, the Antiquities Department, and from the fields of music, the visual arts and dancing.

The Evaluation Committee held a total of eight meetings.

During the work of the Committee, proposals to cover the needs of the following came under consideration:

- Forty-seven (47) Diplomatic Missions,
- Fourteen (14) Municipalities and other Local Government Authorities, as submitted to the office of the Cultural Services and the Secretariat of the Cyprus Presidency,
- Approximately one hundred and thirty (130) Cultural Agencies and Organizations, as submitted to the office of the Cultural Services and the Secretariat.

I.10 COUNCIL OF EUROPE

Cyprus has been a member of the Council of Europe since 1961 with its own parliamentary representatives at the Parliamentary Assembly of the Organisation, and an active participant in the programmes and activities promoted through the coordinated interstate cooperation 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 interstate cultural cooperation among the member states of the Organization. This Convention constitutes the foundation stone for developing the activities of the Council of Europe in the field of culture, while the legal basis it provides constitutes the starting point for the drafting and adoption of other more specialized conventions of the Council of Europe on culture according to the subject matter and range of interest.

Included in the declared objectives of the European Cultural Convention are the promotion of the acknowledgment by the European citizens of their common cultural heritage, the promotion of mobility and cultural exchanges with the aim of realizing mutual understanding, the promotion of pan-European cooperation in all sectors, the establishment of a European dimension concerning creativity and the recognition of standards, policies and practices in the field of culture and so forth. Various Managing Committees are set up for the promotion of these objectives with the participation of representatives from the member states; their work is supported and coordinated by the Secretariat of the competent Directorate of the Council of Europe. Cyprus participates in two such Committees, the Steering Committee for Culture (CDCULT) and the Steering Committee for Cultural Heritage (CDPAT).

The work of these Committees focuses on promoting intercultural dialogue, harmonizing the cultural policies of the member states on the basis of commonly accepted cultural policy principles and standards (through the highlighting and adoption of best practice in the fields of cultural policy and cultural management), providing consultative services and transferring knowledge to the member states of the Council of Europe with the aim of modernizing their institutional framework in regard to culture.

I.10.1 “EUROPE FOR CITIZENS” PROGRAMME

Participation in the Programme “Europe for Citizens”: Since 2007 the Citizens’ Communication Structure operates in Cyprus, as in all other participating countries; this is the national contact point aiming at promoting the Programme locally. During 2009, following a competition launched by the Cultural Services for the selection of a sponsor to provide services for the operation of the Cypriot Citizens’ Communication Structure for the said Programme, the operation of CCS was assigned to Rtd TALOS Ltd (talos@talos-rtd.com).

The contract was signed in December 2009. The duration of the contract is until the 31st of December 2013.

This competitive programme aims at promoting the European “polity,” bringing its citizens closer and offering them the possibility to participate in its construction. The programme is addressed to local authorities and organizations, think tanks, citizens’ groups, non-governmental organizations, educational institutes, volunteer organizations and amateur sport clubs, while it receives relevant proposals-projects for co-financing.

I.I0.2 THE EUROPEAN UNION “CULTURE” PROGRAMME

The European Union provides financial encouragement for Culture by supporting cultural activities primarily through the “Culture” Programme. This is a unified, long-term competitive programme, in the context of which community measures in the field of culture are developed and implemented. The current implementation period of the Programme began in 2007 and will end in 2013.

I.I0.3 “EUROPEAN AGENDA FOR CULTURE IN A GLOBALISED WORLD”

The Agenda for Culture was followed by the Conclusions of the Council and the representatives of the member states, who met in the framework of the Council, in relation to the working programme in the cultural field 2008-2010. Functioning in the context of this Programme were four working groups of the Open Coordination Method with the following priorities: a) Priority A-Cultural Diversity, Intercultural Dialogue and Tourism with easy access without exclusions, b) Priority B- Cultural and Creative Production Enterprises, c) Priority C- Skills and Mobility of Artists, d) Priority D- Cultural Heritage, including the mobility of collections, e) Priority E- Culture in Foreign Relations.

I.II MUSEUMS

I.II.I LAW FOR THE RECOGNITION OF MUSEUMS

The orientation and objectives of Law 58 (I) 2009 – Acknowledgment of Private Museums and of Museums of the Local Government Authorities (Procedure and Requirements) Law – are clearly of a regulatory nature. The ultimate aim of the Law is to improve the conditions and functioning standards of private museums and of museums belonging to local government authorities, and to upgrade the services they provide and the work they perform. The law specifies the requirements that need to be satisfied in order for the museums belonging to the above categories, to obtain state recognition if they so wish. The Law also offers suitable incentives to the Museums to pursue their recognition, since recognized museums would be eligible for a state grant under terms and conditions specified in a special financing tool (Scheme for the Provision of State Grant to Acknowledged Museums).

In 2012, the competent Committee (Museums Committee) received applications for recognition by a total of 15 museums.

HOUSES OF LETTERS AND THE ARTS

During 2012, the Cultural Services continued to lease premises in Nicosia, Limassol, Larnaca and Paphos in order to house associations that serve the letters and the arts. The associations use the Houses of Letters and the Arts to hold assemblies, meetings, visual art exhibitions, literary events, film projections, theatre rehearsals, etc.

The Cultural Services continue to support the administration, operation and cultural activity of the Houses of Letters and the Arts in the consistent aim of transforming them into important cultural outlets for the urban centres of Cyprus.

I.12 OPERATION OF CULTURAL CENTRES/OFFICES ABROAD

I.12.1 THE HOUSE OF CYPRUS IN ATHENS

The House of Cyprus from January to October 2012 hosted twenty book presentations, three visual art exhibitions, nine musical events, of which one at the Michalis Kakoyiannis Foundation, five speech events (lectures, tributes), a dance event, and three other events. The House of Cyprus cooperated with the Philological Department of the University of Athens Philology School in organizing the 18th Seminar on Ancient Cypriot Literature.

The House of Cyprus cooperated and supported ten events about Cyprus, which were held by various bodies, such as Cypriot Organizations, Municipalities, foundations, individual artists, and student unions.

I.12.2 OFFICE OF THE CULTURAL ATTACHÉ AT THE CYPRUS HIGH COMMISSION IN LONDON

During 2012, a series of events were held in London under the responsibility of the Cultural Attachè and with the support of the Cyprus High Commission and the contribution by the Cultural Services, in the context of the Cyprus Presidency of the Council of the European Union. The events drew large audiences from various countries and nationalities, providing for them the opportunity to acquaint themselves with Cyprus, its artists and culture, as well as its political problem.

I.12.3 OFFICE OF THE CULTURAL ATTACHÉ OF THE CYPRUS EMBASSY IN BERLIN, 2012

A Cultural Attaché has been serving with the Embassy of the Republic of Cyprus since the beginning of 2005, whose main responsibility is the organizing of events aimed at promoting the culture and contemporary artistic and intellectual creativity of Cyprus in Germany. The Cultural Attaché also seeks the cooperation of German agencies and the participation of Cypriot artists in German activities. The participation of German and foreign artists in Cypriot activities is also pursued, in this way helping to create multicultural programmes that focus on Cyprus.

I.13 BILATERAL AND MULTILATERAL RELATIONS

I.13.1 CULTURAL COOPERATION AGREEMENTS AND PROGRAMMES

Cyprus has concluded many bilateral Agreements with the aim of cooperating with other countries in the fields of education, culture and the sciences. In order to implement these Agreements, the contracting parties prepare and sign Official Programmes of Educational, Cultural and Scientific Cooperation. The Agreements and the Programmes with the regulations therein provide the necessary legal framework in which the cultural and educational exchanges between Cyprus and other countries take place.

I.13.2 CULTURAL ROUTES OF THE COUNCIL OF EUROPE

As of 1st January 2011, the Ministry of Education and Culture participates in the Cultural Routes programme and in the Administrative Council of the Enlarged Partial Agreement on Cultural Routes (EPA) of the Council of Europe, which was established in April 2011.

I.14 CYPRUS NATIONAL COMMITTEE FOR UNESCO

The Cyprus National Committee for UNESCO operates under the supervision of the State as exercised by the Minister of Education and Culture through the Permanent Secretary of the Ministry. The Director of the Cultural Services is the Secretary General of the Commission. The Commission provides the vital connection between the state, civil society and the Organization, and functions as a consultative body for the State. The Ministry of Education and Culture subsidizes the organizational needs of the Commission and the promotion of its programmes.

The Commission promotes the implementation of Conventions and Programmes of UNESCO in Cyprus, in cooperation with all the Ministries and Services of the Government and also with Non-Governmental Organizations, whose activities are related to those of UNESCO, that is education, culture, social studies and the humanities, natural sciences and communications and information.

I.15 PROMOTING UNESCO CONVENTIONS

Convention for the Protection of Intangible Cultural Heritage

The Committee has a consultative role towards the Lefkara Municipality and the Larnaca Municipality in planning protection measures for the “Lefkaritika embroidery” and the “Tsiattista”, both inscribed on the UNESCO “World Inventory of Intangible Cultural Heritage” (2009 and 2011 respectively).

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-date 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 are also 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 13 academic books, 35 Annual Reviews and one CD have been published.

During 2012 the CRC published the following:

- Kalliopi Protopapa, Τα έθιμα του θανάτου στην παραδοσιακή κοινωνία της Κύπρου (Customs concerning death in Cypriot traditional society) Publications of the Cyprus Research Centre.
- Anastasios Kaplanis, Ioakeim Kyprios' Struggle, Texts and Studies in the History of Cyprus
- Jean Richard, Bullarium Cyprium, Vol. III, Texts and Studies in the History of Cyprus
- James Petre, Crusader Castles of Cyprus, Texts and Studies in the History of Cyprus
- M. Balard, W. Duba, Chr. Schabel, Actes de Famagouste du notaire genois Lamberto di Sambuceto (dec. 1299 – sept. 1300), Texts and Studies in the History of Cyprus
- Από την άυλη πολιτιστική κληρονομιά της Κύπρου (Elements of the Intangible cultural heritage of Cyprus) Published jointly with the Cypriot National Committee of UNESCO)

Archives

For the purposes of research, the conservation and the preservation of original materials on Cypriot studies archives constitute the materials which 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 establishment 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. The CRC is also engaged in collecting records regarding Cypriot art kept in the archives of Venice.

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 contains a wealth of oral material on matters of topography, history, and social, economic, spiritual and cultural life. From 1 September 2002 the CRC concentrated on research in the government-controlled areas of Cyprus (rural and urban). This research has been completed and OTA now contains data from the entire island.

The contents of FA and OTA have been digitalized and an index has been compiled. The CRC has also published a register regarding the island's Intangible Cultural Heritage.

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. The CRC has undertaken the creation of a documentary regarding Cyprus' contribution during the Second World War. The DVD has come out in Greek, English and Turkish.

Library

From the time of its foundation (1962) a library at the C.R.C. began to be established 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 19.499 titles of books and journals.

Miscellanea

The CRC has undertaken the implementation of UNESCO's convention regarding intangible cultural heritage and promotes the inclusion of samples of the island's cultural heritage in UNESCO's catalogue. In accordance with the relevant convention which Cyprus has signed with UNESCO the C.R.C. published in 2012 a volume in two languages (Greek and English) titled Elements of the Intangible cultural heritage of Cyprus, which records and describes the island's intangible cultural heritage.

3. CYPRUS THEATRE ORGANISATION

3.1 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2011 – 30.9.2012

MAIN STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	THE IMAGINARY INVALID by Moliere Translation: Errikos Mpelie Direction: Jean-Claude Berutti Period: 29.10. – 18.12.11	21	6.034
2.	DON QUIXOTE by Miguel De Cervantes Saavedra Adaptation/Direction: Stavros S. Tsakiris Period: 7.1. – 6.3.12	18	3.050
3.	THE HEALTH PLAN by Andreas Koukkides Direction: Kostas Demetriou Period: 20.03. – 07.09.12	35	10.885
4.	ROSE by Martin Sherman Translation: Antonis Solomou Period: 3.4. – 6.4.12	4	1.188
5.	ORESTIS – ELECTRA: THE TRIAL Adaptation/Direction: Hanan Snir Period: 3.7. – 14.9.12	12	4.431
	TOTAL OF MAIN STAGE	90	25.588
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	72	16.937
	COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	111	47.450

NEW STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	THE BEAUTY QUEEN OF LEENANE by Martin MacDonagh Translation: Alexandros Koen Mpelie Direction: Magdalena Zira Period: 14.10. – 17.12.12	23	2.454
2.	THE SHADOW OF MART by Stig Dagerman Translation: Margarita Melburg Direction: Christos Karchadakis Period: 6.1. – 3.3.12	22	2.536
3.	NIGHT IS MOTHER TO THE DAY by Lars Noren Translation: Anna Papafigou Direction: Yiannis Iordanides Period: 10.3. – 10.05.12	25	2.152
	TOTAL OF NEW STAGE	70	7.142
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	64	7.470
	COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	58	7.072

EXPERIMENTAL STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	MY MOTHER MEDEA by Holger Schober Translation: George Neophytou Direction: Susanna Tresilian Period: 4.10.11 – 29.2.12	82	3.322
2.	HANDMAIDS by Vasilis Andreou Direction: Vasilis Andreou Period: 26.10. – 21.12.11	20	1.488
3.	DIAVOLIADA Adaption for the theatre: Athina Kasiou, Nicolas Samson Direction: Athina Kasiou Period: 18.1. – 24.4.12	18	982
	TOTAL OF EXPERIMENTAL STAGE	120	5.792
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	194	10.399
	COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	41	3.238

CHILDREN'S STAGE

c/c	Play	No. of Performances	No. of Audiences
1.	WINTER'S TALE by William Shakespeare Apodosi – Adaption: Sissi Alata Direction: Elli Papakonstantinou Period: 16.10. – 8.1.12	55	17.300
2.	A CHILD COUNTS THE STARS By Menelaos Lountemis Direction: Nicolas Kouroumtzis Period: 6.2.-19.4.11	81	31.183
	TOTAL OF CHILDREN'S STAGE	136	49.483
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	143	54.785
	COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	106	41.707
	GRAND TOTAL	416	88.005
	COMPARATIVE FIGURES 1.10.2010 – 30.09.2011	473	89.591
	COMPARATIVE FIGURES 1.10.2009 – 30.09.2010	316	99.467

PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEAR 2011

c/c	Play	No. of Performances	No. of Audiences
1.	2011 Thanasis Georgiou, Fotis Nicolaou "TIMEFLIES"	3	425

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

1.10.11 - 30.9.12	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	5	-	90	-	25.588	-	25.588
New Stage	3	-	70	-	7.142	-	7.142
Experimental Stage	3	-	120	-	5.792	-	5.792
Children's Stage	2	-	136	-	49.483	-	49.483
TOTAL	13	0	416	0	88.005	0	88.005

1.10.10 - 30.9.11	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	-	72	-	16.937	-	16.937
New Stage	3	-	64	-	7.470	-	7.470
Experimental Stage	4	2	194	9	10.399	1.443	11.842
Children's Stage	2	-	143	-	54.785	-	54.785
TOTAL	13	2	473	9	89.591	1.443	91.034

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	-	7.072
Experimental Stage	4	1	41	4	3.238	230	3.468
Children's Stage	2	-	106	-	41.707	-	41.707
TOTAL	14	2	316	5	99.467	5.230	104.697

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

3.2 DEPARTMENT OF THEATRE DEVELOPMENT

3.2.1 SUBSIDISATION OF THEATRE CREATIVION

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

	2012 € Until 4.10.12	2011 €	2010 €
SATIRICON THEATRE	239.210	274.140	274.872
THEATRO ENA	241.710	271.320	268.114
E. TH. A. L.	231.860	273.670	256.754
THEATRO SKALA	228.220	272.030	264.470
TOTAL	941.000	1.081.160	1.064.210

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

	2012 € Until 4.10.12	2010 €	2009 €
THEATRO DIONYSOS	101.000	59.600	105.000
THEATRO ANEMONA	79.000	39.400	47.000
AMFIKTIO	45.000	32.500	-
THEATRO VERSUS	25.000	25.500	31.000
THEATRO DENTRO LTD	18.000	40.000	-
ACT THEATRE	17.000	-	-
PARAVAN PROACTIONS	12.000	10.000	12.000
THEATRE ANTIDOTE	-	19.700	40.000
PERSONA THEATRE GROUP	-	19.000	4.000
THEATRO EPIGONOI	-	5.000	22.200
TOTAL	304.000	218.700	268.700

• **Plan A (Ad Hoc subsidisation of groups)**

	2012 € Until 4.10.12	2011 €	2010 €
OLVOS THEATRE GROUP	9.000	8.000	-
OPEN ARTS	8.500	8.000	-
“KAT’OIKON”THEATRE GROUP	6.000	-	-
LEFTERIS SALOMIDES	4.000	-	-
AIMILIOS CHARALAMBIDES	4.000	-	-
FOTOS FOTIADES	3.000	5.700	5.500
“OLVIOS” THEATRE GROUP-	3.000	-	-
“SOLO GIA TRIS”THEATRE GROUP	3.000	2.000	5.000
POINT TO CONTEMPORARY THEARE	3.000	2.000	2.500
“C6H6” THEATRE GROU	2.250	-	-
KATERINA A. CHRISTOPHIDOU	2.000	-	-
“STAGONES ZOIS” THEATRE GROUP	-	2.000	9.700
ALPHA SQUARE	-	2.000	-
DELITHEATRO	-	1.000	4.700
PANAYIOTIS MICHAEL	-	7.400	-
CENTRE OF PERFORMING ARTS (MITOS)	-	2.000	12.000
“THEAMA” THEATRE GROU	-	-	4.000
“EPITHEORISIAKOS LOGOS” THEATRE GROUP	-	-	10.250
PROTOPORIAKO THEATRO “KYPSELI”	-	-	2.700
“PYTZAMA KAREKLA” THEATRE GROUP	-	-	4.000
MARIOS IOANNOU	-	-	2.000
APOSTOLOS APOSTOLIDES	-	-	2.000
ANTRI CONSTANTINOU	-	-	3.500
“AGRIO AVGO” THEATRE GROUP	-	-	2.000
“AIGEA” THEATRE GROUP	-	-	4.000
TOTAL	47.750	40.100	84.350

• **Theatres of Cypriot communities abroad**

	2012 € Until 4.10.12	2011 €	2010 €
THEATRE GROUP “H KYPROS MAS”	2.500	2.500	2.000
CENTRE OF GREEK CULTURE	1.500	-	-
LEONIDA LOIZIDE’S THEATRE GROUP	5.000		
TOTAL	9.000	2.500	2.000

**GRAND
TOTAL OF
SUBSIDISATIONS**

€ 1.301.750

€ 1.352.460

€ 1.408.760

3.2.2 INFRASTRUCTURE

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2012

	€ Until 4.10.12
THOC NEW BUILDING	99.018
NEW STAGE THOC	13.027
MAKARIOS III AMPHITHEATRE	35.341
TOTAL	147.386

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2011

	€
THOC NEW BUILDING	12.979.699
NEW STAGE THOC	14.493
MAKARIOS III AMPHITHEATRE	2.117
THEATRO AGORAS OF AGIOS ANDREAS	291
TOTAL	12.996.600

• CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2010

	€
THOC NEW BUILDING	6.980.875
MAKARIOS III AMPHITHEATRE	1.053
NEW STAGE THOC	4.048
KOURION ANCIENT AMPHITHEATRE	5.642
THEATRO AGORAS OF AGIOS ANDREAS	2.793
MUNICIPAL THEATRE OF LATSIA	2.332
TOTAL	6.996.743

• OTHER SUBSIDIES AND ACTIVITIES

Amateur Theatre 2012	€ Until 4.10.12
25 th Pancyprian Festival of Amateur Theatre	Still running
24 th Pancyprian Festival of Amateur Theatre	2.326
TOTAL	2.326

Amateur Theatre 2011	€
24 th Pancyprian Festival of Amateur Theatre	46.800
23 th Pancyprian Festival of Amateur Theatre	1.667
TOTAL	48.467

Amateur Theatre 2010	€
23 th Pancyprian Festival of Amateur Theatre	50.368
22 nd Pancyprian Festival of Amateur Theatre	2.246
TOTAL	52.614

• **SCHOOL THEATRE**

	2012 € Until 26.10.11	2011 €	2010 €
Pancyprian Student Theatre Games in Memory of Panayiotis Sergis	26.542	30.562	52.078
TOTAL	26.542	30.562	52.078

Subsidies of Organisations	€ Until 4.10.12
Annual Subsidy of the Cyprus Centre of the International Theatre Institute	60.000
Popular Theatre of Aglandjia	6.000
Cyprus Playwrights Society	7.000
Actor Union of Cyprus	2.000
SI.DI.K.E.K.	2.000
TOTAL	77.000

• **OTHER ACTIVITIES**

	2011 €
EUROPEAN THEATRE CONVENTION	5.522
YOUNG EUROPE 2	3.526
YOUNG EUROPE CONFERENCE AND GENERAL ASSEMBLY ETC - HUNGARY	1.805
PR WORKSHOP ETC - BERLIN	1.116
COPYRIGHTS TO CYPRIOT PLAYWRIGHTS	1.200
BADHERSFELD YOUTH THEATRE FORUM - GERMANY	4.785
40 YEARS THOC	3.795
PLAYWRIGHTING WORKSHOP	900
SURVEY – CYPRIOTS BEHAVIOUR TOWARDS INTERNET	351
ATHENS – MANAGEMENTS CONTACTS	1.251
CENTER OF MENTAL HEALTH	1.600
TOTAL	25.851

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 2011 the Cyprus Library held more than 100,000 volumes and provided lending and reference services to users in Cyprus and abroad. Its primary collections comprised of Cypriot books and periodicals, and United Nations documents.

The Bulletin of the Cyprus Bibliography for 2010 was published by the Library.

PART C'
SPORTS
✿

I. CYPRUS SPORTS ORGANISATION

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 further 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:

I.I SPORTS SECTOR

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

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BREAKDOWN OF THE SECTORS AND BRANCHES:

SPORTS SECTOR

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

COMPETITIVE SPORTS

The CSO has provided the Competitive Sports with financial support amounting to €12.221.050 used in the form of subsidies:

(a) CSO projects (Congresses, Insurance, Violence and Fair Play, National Sport Development Support Scheme, National Talents' Scheme, Developing High Performance Athletes Project – Training – preparing for Olympic Games, Research, Woman and Sports and Volunteerism).

(b) Discipline A' - Basis Sports (Clubs)

(c) Discipline B' - Elit Sports (Federations)

The competitive year 2012 is considered a historically important one for the Cyprus Sports Organization

The competitive year 2012 is considered historically important for the Cyprus Sports Organisation, since Cyprus, our small country, has won an Olympic medal for the first time since the proclamation of the Republic of Cyprus. The huge achievement of our silver Olympic medallist, Pavlos Kontides has been inscribed in golden letter, since it is considered the biggest distinction ever obtained by Cyprus and the Cypriot sports indeed.

Pavlos Kontides having obtained the distinction opens up new horizons for the Cypriot sports' future. Cyprus was finally classified 69th out of 85 countries after Pavlos Kontides obtaining the silver medal in sailing laser.

Further to Kontides' achievement in terms of competitive sports, our remaining athletes participated successfully indeed, producing positive results. Eight out of our thirteen athletes who took part in the Games were classified between 9th and 19th. Yet, Ioannis Kyriakou's effort in high jump has been remarkable. He has been the first athlete to have participated in a track final, while many of our athletes have been awarded a prestigious post and they got nearer achieving their personal performance, mainly in the track.

Furthermore, Cyprus participated successfully in the 2012 Paralympic Games, since our Paralympic athlete Karolina Pelendritou came up a silver medallist at the breaststroke and Antonis Aresti was classified twice fourth at the 200m and the 400m respectively.

Further to the Olympic Games, some of our athletes participated in other international events (World and Pan European ones), coming up medallists, and placed high, like our Paralympic athlete Antonis Aresti who participated in the European Track Championship, which took place in the Netherlands. Aresti came up a silver medallist at the 100m and twice gold medallist at both the 200m and the 400m, in the T46 category.

Detailed table of the most important achievements of our athletes during 2012:

SPORT	NAME OF ATHLETE	PLACE	ATHLETIC EVENT	GAMES
SAILING	PAVLOS KONTIDES	2 nd 1 st	Laser	LONDON OLYMPIC GAMES
ATHLETICS	IOANNOU KYRIAKOS	13 th FINAL	HIGH JUMP	LONDON OLYMPIC GAMES
ATHLETICS	ELENI ARTYMATA	17 th	200m	LONDON OLYMPIC GAMES
ATHLETICS	APOSTOLOS PARELLIS	13 th	DISCUS THROW	LONDON OLYMPIC GAMES
SHOOTING	ACHILLEOS GIORGOS	11 th	SKEET	LONDON OLYMPIC GAMES
SHOOTING	ANTONIS ANDREOU	22 nd	SKEET	LONDON OLYMPIC GAMES
SHOOTING	PANAYIOT ANDREOU	17 th	SKEET	LONDON OLYMPIC GAMES
SAILING	ANDREAS KARIOLOU	17 th	RSX	LONDON OLYMPIC GAMES
GYMNASTICS	CHRYSTALLENI TRIKOMITI	19 th	RHYTHMIC GYMNASTICS	LONDON OLYMPIC GAMES
SWIMMING	ANNA STYLIANOY	27 th	200m FRONT CRAWL	LONDON OLYMPIC GAMES
SWIMMING	KAROLINA PELENDRITOU	2 nd	100m BREASTSTROKE	LONDON PARALYMPIC GAMES
ATHLETICS	ANTONIS ARESTI	4 th 4 th	200m 400m	LONDON PARALYMPIC GAMES

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 2011 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 €165.000,00.

In the "CSO Projects" field, being are National Projects, the Organisation covers a wide scope of activities and gives particular attention to providing specialised preparation training to our athletes through the High Performance design aiming to ensure the best possible attendance at big international events and eventually the Olympic Games, spending the sum of €570,000.

The CSO pursues through its National Committees faithfully the international strategy with a view to carry out coordinated actions and implement effective projects in order to fight against the above-mentioned challenges.

I.2 MASS SPORTS

The Sports-For-All project has successfully been lasting for 28 consecutive years.

A. Vision

The program's vision is a large number of people in Cyprus getting involved in sports practising, profiting by the physical activity's benefits and providing all the citizens, no matter their ethnic origin, sex, age, social position, spiritual status or fitness, education, corporal integrity, financial standing and social stratum, with equal sports practising opportunities.

B. Objectives

The basic objectives of the programme are the following ones:

- The long life physical activity and physical activity as part of daily life
- Improving individual's physical and mental health
- Cultivating a person's character and personality in the context of the fair play and the "noble emulation"
- People's and mainly children's sport education aiming utmostly to do away with violence in sports
- Young people getting involved in healthy leisure activities, avoiding bad habits, limiting crime, drug abuse and other social problems.
- Social cohesion, tolerance and understanding amongst citizens through physical activity programs.

C. Sports and Child

- a. The "General Sport Practising" project addresses all the Elementary School children and aims basically at getting them involved in a sport-oriented world
- b. The Specialised Projects 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 Project, 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.

D. 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:

- Aerobic Gymnastics
- Pilates
- Zumba
- Adapted Gymnastics
- Basketball
- Volleyball
- Swimming
- Futsal

E. Programs for persons with Special Skills, Inclusion Groups, Prisoners and Tourists

The Cyprus Sports Organisation has, in the context of the Sports For All program philosophy, been driving special projects addressing Special Schools’ students, with a view to provide equal physical activity opportunities to all people no matter their gender, age, social position and mainly their mental and physical health. Furthermore, this program has been launched for people belonging to social inclusion groups, prisoners and long stay tourists visiting Cyprus.

F. Staff Training

Training seminars addressing Physical Educationists involved in the program, and sport events on a local, regional and national level are held, while pursuing constantly the program’s upgrading.

G. Members – Expenditure

Almost 17.500 people (both children and adults) participated in the program at more than 500 centres and 93 physical educationists worked for it.

The overall cost of the program is expected to reach approximately €2.000.000.

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 activity programs being set up aiming to form a modern army and a strong defensive system in these areas in terms of fitness get improved and are adapted to the treaties signed from time to time, while considering the needs as required by the National Guard and the Security Bodies.

Twenty-eight (28) physical educationists are employed in the program. Two physical educationists have been appointed to monitor better the project in their capacity as coordinators and a female physical educationist is appointed as Public Relations Officer. One out of the two coordinators is in charge of Larnaca, Famagusta and Nicosia regions and the second one of Limassol and Paphos regions. The Public Relations Officer are at the Headquarters.

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 objective is:

- Physical education - entertainment
- Developing leadership skills
- Self discipline
- Creating team spirit
- Promoting fair play

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

- Selecting and valorizing the National Forces Team' soldiers with special sport skills,
- Associating physical activity and recreation time for the soldiers, while getting involved in plays and games,
- Keeping the soldiers involved in physical activity,
- Promoting fair play, which cultivates morality and correct, fair behaviour,
- Eventually, 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 activity 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 annually

The program being introduced since September 2009 in the security bodies, the police, the fire brigade and the special unit coping with disasters, has been the new element added to it.

Introducing the physical activity program in the Security Bodies aims at consolidating and improving their staff's fitness, enhancing their body building, reducing daily stress, enhancing flexibility, combining physical activity and leisure time for the participants through play and sports.

The sport disciplines are:

- Martial Arts
- Swimming
- Futsal
- Basket-ball

- Gymnastics with weight lifting
- Running – Walking
- Aerobic gymnastics
- Therapeutic gymnastics
- The overall program cost is expected to be approximately €700.000.

I.3 SPORTING GROUNDS & TECHNICAL SERVICES SECTOR

Sporting grounds and technical services sector deals with two basic issues:

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

I.3.1 HAVING CONSTRUCTED PRIVATE-OWNED SPORT FACILITIES AND SUBSIDIZING NON PRIVATELY-OWNED SPORT FACILITIES.

About €5.000.000 are expected to be spent in 2012 to develop the sport infrastructure projects. The Sport Infrastructure on the island related to the big sport programs has been completed and the funds granted are gradually reduced. Yet, the Organization readjusts its developing projects considering the austerity measures affecting currently the budgets. In case a need comes up for big Sport Projects occur, the funding is ensured by lending.

The Council's priority policy is the Mass and Social Sports development. This policy enhances the creation of a sport infrastructure everywhere in the Republic of Cyprus aiming at raising awareness and attracting the citizen's interest in sport-practising.

All the Municipalities, Communities, organised non-profit making groups, church or other child camping, School Boards and other institutions are invited to participate and collaborate in the context of such policy, aiming at creating and developing Sport Facilities.

I.3.2 PROJECTS, WHICH HAVE BEEN COMPLETED OR ARE UNDER CONSTRUCTION IN 2012.

- Completion of the Larnaca International Shooting Ground construction works has been reported. It has been equipped adequately and has already been delivered for use.
- The installation of the CCTV in the Ethnicos Ahnas and in Fammagusta stadia was completed,
- The maintenance of CCTV in both privately and non-privately owned stadia (Pafiako, GSZ, Paralimni stadium) is pursued.
- The Larnaca Community Centre upgrading study has been completed and a planning permit is expected to be issued by the Board of Deviations.
- New wooden sport floors have been installed in the "Spyros Kyprianou" sport centre in Limassol, "Kition" in Larnaca and "Lefkotheo" in Nicosia.
- Transforming Pafiako in an all-seater stadium.

I.3.3 MAINTENANCE WORKS

The Organization undertakes preventive, repairing and operational maintenance works (construction, electro engineering) in all the privately owned sport facilities on priority.

I.3.4 MAINTENANCE OF THE FOOTBALL GROUNDS GRASS TURF

The maintenance works in the Makarios Stadium, the auxiliary stadia and the Pafiako and the Pafiako Stadium's grass turf maintenance works are pursued. These works are part of a four-year maintenance contract, which is awarded by the CSO following a tender launched.

I.3.5 MASS / SOCIAL SPORTS PROJECTS

The CSO has subsidized various Mass / Social Sports projects in Municipalities, Communities, Church Camping and other Institutions. The Organization hopes that by setting up these facilities the citizen's interest in physical activity will be raised.

I.3.6 SMALL DEVELOPMENT PROJECTS

Small projects to improve the state of the Clubs', Municipalities' and Communities' Sport Facilities are pursued.

I.3.7 INSPECTION OF THE PRIVATE GYMNASTICS SCHOOLS

The CSO pursues inspections of the Private Gymnastics Schools, aiming at ensuring their functioning is carried out properly and in compliance with the law. Some legislative amendments are going, in order to bridge some gaps and cause the private schools' inspection to improve.

I.3.8 LENDING-FINANCED PROJECTS

Ten (10) projects have been included in the 2012 budget under a special table, which will be lending financed. These projects stand for the CSO's development policy over the coming five years and they are stated here below:

- Nicosia Swimming Pool upgrading
- Larnaca Community Centre upgrading
- AEL-ARI Stadium
- Apollon Stadium
- Livadion Senior High School Sport Centre; a track and field infrastructure was set up for the GSE needs
- Having the Famagusta Stadium south tiers constructed
- Paralimni Municipality Sport Room
- Famagusta Free Area Swimming Pool
- Doxa Katokopias Football Ground
- Social Sports Projects and Grass Turf Football Grounds

I.4 MANAGEMENT OF SPORT FACILITIES

In 2012 the CSO as utilized its sport facilities, aiming mainly at enhancing Sports in our country in terms of quality and quantity including a wide spectrum of sport disciplines. Sport facilities have also been utilized to boost Sports Tourism (in Cyprus & abroad), contributing significantly to promote Cyprus as a Sports Tourism destination.

The most important fact in Sports Tourism is that the CSO creates more and more "Loyal Clients" as time drags on, which shows in practice that the Organisation meets to a great extent the expectations and needs of the Sports Tourism "clients" (both in Cyprus & abroad). Organising international sport events in our island is determiningly important, because it

becomes one of the main tools to promote our sport facilities but also Cyprus on an international level, establishing its image as a sport destination. It also contributes significantly to ensure inland sports' development, as well as our island's economic growth.

Yet, the CSO's social contribution, by assigning its sport facilities as a venue of social and cultural events is considered remarkable.

Typical reference to the use of such sport facilities during 2012 is made here below:

NICOSIA

The "Evaggelos Florakis" multi-training centre has been turned to advantage even more in 2012 and has met our Clubs' and Federations' needs. Sport disciplines, always facing "facilities" problems, like Badminton, Table Tennis, Gymnastics, Fencing take actually 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 doing so regularly, in order that the Elementary Education program may be implemented, with a view to the children getting familiar with the various sport disciplines.

The Nicosia Olympic Swimming Pool is used mostly to enhance Competitive Sports in the context of the Nautical Clubs and Mass Sports, within the framework of the CSO's national programs.

The "Tassos Papadopoulos-Eleftheria" indoor gymnasium is offering services to the competitive sports sector, the team sports like basketball, volleyball, handball & futsal and the individual sports like squash, wrestling, judo, taekwondo and table tennis. Yet, the CSO's national mass sports programs take place there.

The "Makarios" Sporting Centre auxiliary grounds have served a good many local teams in 2012, as well as the national football teams.

Important international events like the Pan European Archery Grand Prix, the UEFA Futsal Cup International Tournament Games, the Cyprus International Badminton Tournament, the Basketball National Teams Tournament, the National Basketball Team Games – Eurobasket, etc have been held in 2012 in the CSO's sport facilities, in the context of Sports Tourism.

LIMASSOL

The "Spyros Kyprianou" Sporting Centre becoming operational in 2006 meets the needs occurred in weightlifting, gymnastics, wrestling, squash and volleyball. Furthermore, the Sporting Centre becomes the venue of mass sports programs.

Yet, international sport events like the Cyprus – Morocco Davis Cup World Cup, the "Aphrodite Cup" International Fencing Games and the Fudokan Karate- Do Mediterranean Games have been held there in the context of the Sports Tourism.

The Limassol Olympic Swimming Pool became operational again in 2009, after being reconstructed; it is currently used to enhance local Competitive Sports through our Nautical Clubs and the relevant Federations.

Furthermore, the Limassol Olympic Swimming Pool becomes the most important Sports Tourism destination, available currently by the Organisation, since swimmers from abroad consider it amongst their priority facilities for training purposes.

The Limassol Indoor Swimming Pool (25m) meets the needs occurred by the Mass and Leisure Sports Programs.

LARNACA

The Larnaca Olympic Swimming Pool, becoming operational in 2006 has been turned to advantage even more in 2012 in mainly three sectors:

Developing the Competitive Sports through the Nautical Clubs being operational in Larnaca,

Developing the Mass and the Leisure Sports through the CSO's National Programs: "Sports For All" and "Physical activity in the Security Bodies forces", as well as the Nautical Clubs' Programs,

Developing Sports Tourism with athletes from abroad getting involved;

The "KITION" Sporting Centre meets the needs of the indoor team sports, like basketball, volleyball, handball, as well as the individual sports boxing, judo and gymnastics.

PAFOS

The "Pafiako" Stadium and the "Afrodite" Room are utilized throughout time for the local Competitive Sports needs but also the Mass Sports National Programs'. Furthermore, THE "Pafiako" Stadium has in 2012, been the venue of the European Rugby Games and the UEFA Pan European Youth Championship.

The CSO gives substantial subsidies to ensure the Pafos Swimming Pool being operational, aiming at enhancing Competitive Sports through the local Nautical Club and also the Mass and Leisure Sports through the Organization's National Programs and the Nautical Club's ones.

AGROS

Utilizing the "Glaftos Clerides" Sporting Centre in Agros to give a boost to the Mass Sports Programs shows typically in practice the CSO's interest in providing equal physical activity opportunities and developing a sport "culture" in the communities of the major area (through the Mass Sports Programs) is expected to spark off soon the development of the local Competitive Sports.

Yet, the Sporting Centre is utilized by the local basketball team in the context of the local Competitive Sports.

As far as Sports Tourism is concerned (both in Cyprus and abroad), the Sporting Centre has created "loyal clients" both in Cyprus and abroad. It has been the venue of sport camping events in terms of Competitive but also in Leisure Sports.

Furthermore, the Organization assigns the "Glaftos Clerides" Sporting Centre to the Ministry of Education & Culture for the Physical Education classes, serving, therefore, the pupils of the Agros Junior School. This is where the swimming classes take place too, in a pilot context.

I.5 FINANCIAL MANAGEMENT SECTOR

The income and expenses of the CSO during the period 2011 – 2013 are stated in the following table:

ACCUMULATIVE TABLE OF INCOME – EXPENSES

	2011 Real. Appr. budget €	2012 €	2013 Appr. budget €
INCOME			
1. State subsidies	35.000.000	31.280.000	30.800.000
2. Income from private-owned and other Sport Facilities	626.588	867.579	862.470
3. Sport stamp	0	0	0
4. Other income	1.416.876	1.967.763	1.485.070
5. Lending	0	0	0
6. Sport events policing	87.296	120.000	90.000
Total income	37.130.760	34.235.342	33.237.540
1. Management expenses	8.992.118	9.527.459	10.322.400
2. Subsidies	20767.808	17.001.964	16.040.690
3. Creation & Impr. of Sport Facilities	6.445.974	4.045.889	3.333.807
4. Loans paid off & Other Obligations	760.593	2.400.020	2.530.633
5. Stadia policing	620.000	500.010	250.010
6. Non forecast expenses & Stock	0	760.000	760.000
Total expenses	37.586.493	34.235.342	33.237.540

I.6 CYPRUS SPORT RESEARCH CENTRE (CSRS)

In 2012, 554 ergometric tests have been performed in male and female athletes involved in various disciplines and categories. Yet, the last year number, being (617) is expected to be exceeded by the end of the year.

It is noted that the number of athletes taking the tests would be by far higher if many appointments were not cancelled. The reason for the cancellation was that we could not afford carrying them out due to the huge research elaboration work, which we have been entrusted with by the Organization, concerning Research on the Ministry of Education Sport Logo. Twenty six (26000) children were involved and the relevant inventory was necessarily carried out twice. They were statistically worked out and were a PowerPoint presentation was prepared.

Besides, planned appointments were postponed because of a breakdown of the Gas Analysis Apparatus, which was going for almost one month.

The number of female and male athletes having undergone the lab tests at the CSRS (Cyprus Sport Research Centre) has been in detail as follows: there have been (207) on a National Teams level, (58) on a Clubs level and (289) on Research Programs level. These programs are carried out by the Centre. The persons undergoing the test in the context of the Centre's research programs fall under the measurements of the General Population with a view to assess their fitness and the factors affecting their health. Therefore, special population segments like the State Security Units undergo such tests, to check their fitness in terms of getting involved in action. Furthermore, Inspection Groups offering their services in collecting information for research purposes (Eurofit and Inspection Groups) are concerned.

As far as the CSRS' staff is concerned, 8 people are currently employed. One out of the eight is permanent staff and 7 are either temporary staff or external collaborators fulfilling various tasks and carrying out measurements in the Centre's labs but also on competitive grounds.

Yet, research projects have been carried out, though no relevant presentations have so far been made in the context of the international scientific congresses.

Further research projects are expected to be conducted and presentations of older ones to be made during the two European Sport Medicine and Sport Science Congresses to be held in 2013.

I.7 INTERNATIONAL SPORT RELATIONS

It is noted that many sport disciplines in our country have profited by the Transnational Agreements co-signed between Cyprus and other European countries, which the most important of has been with Greece. Teams pursued preparation sessions with a view to participate in international sport competitions and established games in the signatory countries.

I.8 PROTOCOLS

The CSO has signed a sport collaboration protocol with Greece for 2012, which is still valid. Furthermore, a sport collaboration protocol is expected to be signed with Israel, which all contacts have been made with.

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 so within its budget.

In the context of these protocols athletes and teams exchange for training and preparation purposes is ensured with a view to participate in competitions taking place both in Cyprus and abroad. Eleven (11) disciplines have totally become active sports through such protocols

I.9 SERVICE 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. The CSO participates, therefore, in such events and follows up the thematic debates on violence and anti-doping in sports and sport administration, attending indeed the various informal Ministerial Conferences on Sports. Yet, the Organization participates in important European Congresses like the European Sports Congress, the European Sports General Director Meeting, the "Woman & Sports" European Congress as well as the sport meetings organised by the Council of Europe Sport Department.

During the second semester of 2012, the Organization's delegations made more service visits abroad because of the Cyprus Presidency. Such visits took place mainly in Brussels, where they participated in many working groups dealing with important sport topics and preparing the Meetings of the European Sport Ministers held in Nicosia in September 2012.

I.I0 SPORTS ACADEMY

During 2012, the CSO Sport Academy was after its objective as fixed for the three-year period 2010-2013 about improving substantially and enhancing the development of the following sectors:

1. High quality training
2. Further training of the Sport Institutions' Administrative Leaders

The Sport Academy has relied upon the Policy and Training Projects Procedures Guide in order to achieve successfully its objectives. This Guide contains detailed description of the policy and the procedures governing the collaboration between the Sports Academy and all the sport institutions related to training projects being approved, organised and subsidized.

In 2012, the CSO still subsidized the sport institutions in Cyprus to assist them in their enhancing the knowledge level of their human resources.

The overall subsidy granted to the sport institutions has amounted to approximately €60.000,00

I.II CYPRUS PRESIDENCY OF THE COUNCIL OF THE EUROPEAN UNION

Preparing for the Cyprus Presidency and carrying it is considered a successful task, which has relied upon the main axes as stated here below:


1. Thematic priorities
2. Organizational issues
3. Cultural events

The priorities of the Presidency in the sport field have been set up following consultation with the European Commission and the Secretariat of the Council. They are related with the following topics for which conclusions have been drafted:

- a. Sports and Health
- b. Setting a Sport Policy
- c. Match-fixing games

As far as the organizational part is concerned, during the Presidency, the European Sports Forum, the Informal Meeting of EU Sports Ministers, and the Meeting of EU Sports Directors were held in Cyprus. The "Declaration of Nicosia against the match-fixing games" has been issued during the Sports Forum works, which is considered a remarkable fact.

In conclusion, within the framework of the cultural sector, stress has been laid on the course of sports throughout centuries in Cyprus, as well as its contribution to enhance civilisation. In this context, a manual on the archaeological findings with sport representations has been published. Furthermore, three exhibitions have been held in London, Cyprus and Athens and coins for collection purposes have been issued.

PART D'
YOUTH BOARD


I. THE YOUTH BOARD OF CYPRUS

The Youth Board of Cyprus 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 organizations 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 Youth Board of Cyprus and the Council of Ministers. The Board's budget is covered by State subsidy. The Youth Board of Cyprus is a legal entity of public law (Semi-Governmental organization) 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 the further promotion of its objectives.

The aims of the Youth Board of Cyprus 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, four (4) Senior Youth Officers (one for each sector of the Youth Board) undertook their duties, but meanwhile the positions of: fourteen (14) Youth Officers, nine (9) Assistant Clerk Officers and one (1) Chief Accounting Officer have been fulfilled. The restructuring of the Youth Board of Cyprus into the following four (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.

I.1 BUDGET for 2012

The Youth Board's budget was approved by the House of Representatives on 26 March 2012. The budget for 2012 reached the amount of €6.569.929 decreasing its total by €189.370 compared to the amount granted in 2011. This decrease of the Budget mainly depends on a decrease of Operating Expenses of Youth Board of Cyprus.

I.2 ACTIVITIES

The programs offered to the youth by the Youth Board of Cyprus 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

I.3 PROGRAMS

International relations, in the context of the cooperation protocols for the development of cooperation among countries in the European Union and other countries including the exchange of experiences on issues concerning the youth sector through the acquaintance of programs and infrastructure that exist internationally in this field. The Youth Board of Cyprus has signed bilateral cooperation protocols with the Greek General Secretariat for Youth, the Spanish Institute for Youth, the Communist Youth of Cuba and the National Youth Council of Egypt. In 2011 exchanges of experts took place with the National Youth Institute of Spain for Presidency issues, and with the Greek General Secretariat of Youth for Youth Entrepreneurship issues.

International and European Affairs

The Youth Board of Cyprus (YBC) is active at both International and European level for the promotion of youth policy issues. Specifically, YBC participates in:

- Youth Working Party of the Council of the EU, which meets regularly, (usually 4 to 6 times per Presidency semester). In cooperation with the Member - States of the European Union, the Youth Working Party, prepares, processes and forms youth policy documents to be adopted by the Council of Ministers.
- Experts groups which deal with youth issues and collect and process data on youth in Cyprus for the preparation of the European Youth Report
- The Council of Europe's European Steering Committee for Youth (CDEJ), and the European Knowledge Centre for Youth Policy (EKCYC)

Presidency of the Council of the European Union

Cyprus undertook the Presidency of the Council of the EU in the second half of 2012, in particular from July 1 - December 31, 2012. Based on the eight (8) fields of action listed in the resolution on a renewed framework for European cooperation in the Youth field (2010 - 2018), the Youth Sector of the Trio Presidency Poland - Denmark - Cyprus, have decided to have as an overarching priority youth participation in democratic life in Europe.

The specific priority for the Cyprus Presidency was to promote youth participation and social inclusion of all young people, with emphasis on the inclusion of young people with a migrant background. Strengthening the participation of youth organisations and all young people in social and democratic life, especially in decision making, was highlighted as an important factor for the creation of inclusive, democratic and prosperous societies. The purpose was to promote the inclusion of all young people in the wider social and democratic life through their active participation.

Structured Dialogue

On November 27, 2009, the Council of Ministers of the European Union (EU) adopted the resolution on a renewed framework for European cooperation in the Youth field (2010-2018).

The guiding principle of European cooperation is safeguarding the right of young people to participate in the development of policies that affect them through a structured dialogue with young people and their organizations. In this context, each Member - State of the EU has established a National Working Group that through open and structured dialogue will seek to diagnose the major problems facing young people today and to formulate ideas and proposals for solving them. The central aim of this initiative is to achieve the largest possible participation of young people in open dialogue, or through the organizations and bodies involved or through independent contributions.

The National Working Group, which is responsible for coordinating and organizing the structured dialogue, consists of the following:

- Sophie Tsouris, Cyprus Youth Council
- Constantinos Stylianou, Youth Board of Cyprus
- Marios Epaminondas, Ministry of Education and Culture
- Stella Rousou, Youth Board of Cyprus
- Anna Lytra, National Agency of the “Youth in Action” Programme

Within the framework of the Structured Dialogue and during CY Presidency of the Council of the EU, a series of public consultations were organized in collaboration with the Cyprus Youth Council in all major cities of the Republic of Cyprus as well as in four rural areas. Also, in an effort to include Turkish Cypriots in the Structured Dialogue process, a public consultation was organized in a venue on the Buffer zone. Moreover, in order to achieve greater outreach, on line questionnaires were created and relevant publications were posted by Eurodesk on its social media. Finally, in an effort to evaluate the second cycle of the structured dialogue (its successes, setbacks and ways to further improve the involvement of youth in this process), representatives of the Youth Board of Cyprus and other experts attended a conference organized by the Cyprus Youth Council in Limassol, 04-09 October 2012, where 13 National Youth Councils participated and exchanged their views on the issues outlined above.

EU YOUTH CONFERENCE

During the Cyprus Presidency of the Council of the European Union, the EU Youth Conference was organized in Nicosia on 11 to 13 September 2012. The thematic priority of the Conference was “Youth Participation and Social Inclusion”. The focus was how youth participation leads to the social inclusion of all young people, with emphasis on the inclusion of young people with a migrant background. This specific priority highlighted the importance of the participation of young people and youth organizations, especially in decision making since it is an important factor for the creation of inclusive, democratic and prosperous societies.

A total of 151 persons participated in the Youth Conference, including Youth representatives from all Member States of the European Union, candidate and EFTA countries, the European Youth Forum, International Non Governmental Youth Organizations, Directors General for Youth, the European Commission, Council Secretariat, Eurodesk, Eryica and Youth Partnership. In addition to these, other local officials were also present at the Conference, including representatives from the Youth Board of Cyprus, the Ministry of Education and Culture, the City Council, the Cyprus National Working Group for Structured Dialogue, the Cyprus National Agency of the Youth in Action Program and the Cyprus Youth Council.

During the conference there were seven workshops. The topics of the workshops were based on the outcomes of the 3rd phase of consultations of the Structured Dialogue. At the end of the Conference, a total of 14 recommendations were adopted.

YOUTH WORKING PARTY

During the Cyprus Presidency of the Council of the EU the Youth Working Party had five meetings. The outcomes of the meetings include the following three documents to be adopted by the Council of Ministers for Youth on 27th November 2012:

- Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the overview of the structured dialogue with young people on youth participation in democratic life in Europe
- 2012 Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010 - 2018)
- Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council on the participation and social inclusion of young people with emphasis on those with a migrant background

The Youth Working Party also submitted an opinion to the Education Committee on the Proposal for a Council Recommendation on the validation of non-formal and informal learning.

‘YOUTH IN ACTION’ PROGRAMME

According to the European Parliament and Council’s decision n. 1719/2006/EU on 15th November 2006 the “Youth in Action” Programme was approved to be implemented for the period 2007-2013. This decision establishes the legal framework to support non formal education activities for young people. Through the “Youth in Action” Programme young people are given the chance to expand their horizons and enrich their knowledge and experience by participating in the implementation of various projects.

The “Youth in Action” Programme’s aim is to make young people active European citizens, endowed with the traits of solidarity and tolerance. The basic feature of the “Youth in Action” Programme is that it offers access to non formal education to all young people, regardless of their educational, cultural and social background. The Programme also promotes mobility inside and outside the EU, cultural dialogue and social inclusion of all young people.

The Youth Board of Cyprus is the National Agency of the “Youth in Action” Programme in Cyprus and is responsible for the management and promotion of the Programme to non governmental youth organizations, local and regional public bodies and informal groups of young people.

The National Agency of Cyprus set young people’s participation and social inclusion as the national priority of the Programme for 2012. This was the same priority with the one set by the Cypriot Presidency of the EU Council for the youth sector. The aim of this priority was to sensitize young people on issues of social inclusion and on the participation of young people with fewer opportunities in the various projects funded by the “Youth in Action” Programme.

Among the Programme beneficiaries for 2012 there were informal group of young people, non governmental organizations, public schools, special schools and local authorities. The majorities of the approved projects for 2012 included topics and activities which focused on issues that were of great interest to youngsters, such as: unemployment, environmental protection, young people’s participation and social inclusion of young people with fewer opportunities.

It is also worth noting that in February 2012 during the 19th Trade Fair a series of events took place under the EU’s “Youth on the Move” initiative. The staff of the National Agency of Cyprus as well as beneficiaries of the Programme participated in the three-day events by presenting their “Youth in Action” projects. The European Commissioner of Education, Culture,

Multilingualism and Youth, Mrs. Androulla Vassiliou, honored the events with her presence, underlining in this way the great importance the “Youth on the Move” initiative holds in young people’s employment perspectives.

Within the Cypriot Presidency’s framework of events during the second semester of 2012, the National Agency of Cyprus hosted the NA Directors’ Meeting in Larnaca on 5th - 8th September 2012. This meeting is hosted every semester by the country which holds the EU Presidency and it is attended by the Directors and Heads of all National Agencies of the Programme. During the meeting the new “Erasmus for All” Programme was discussed extensively and representatives of the European Commission informed the participants on the latest developments concerning the new Programme which will succeed the “Youth in Action” Programme after 2013.

Finally, during 2012 the National Agency of Cyprus organized and hosted three educational seminars in which young people from EU countries, from neighboring and Euromed countries participated. The aim of these seminars was to train participants on specific issues related to the “Youth in Action” Programme, to provide them with the chance to meet representatives of other nongovernmental organizations and to explore the possibility of future collaboration through the materialization of “Youth in Action” projects. More specifically, the National Agency of Cyprus hosted the training course entitled “Our White Sea IV” on 3rd - 7th December, which was held within the framework of the Cyprus EU Presidency. The goal of the training course was to give the chance to NGO representatives from EU and Euromediterranean countries to meet and discuss the topic of young people’s participation in and through NGOs in the Euromediterranean contact. The topic of the training course, young people’s participation, was determined based on the priority of the Cypriot EU Presidency in the youth sector.

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 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 Youth Board of Cyprus in collaboration with the Ministry of Education and Culture for all students of Evaluated and Acknowledged programs of studying, both in Cyprus and abroad.

The EYC/Student offers Free Medical Care in all Public Hospitals of Cyprus and the EU member-states.

“YOUTH INITIATIVES” PROGRAMME

The “Youth Initiatives” Programme offers young people the opportunity for mobility, volunteering work 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 2012 the Programme received 1010 applications and the total budget of the programme for 2012 was €1.426.642.

Municipality / Community Youth Council

The Municipality and Community Youth Councils are a structured institution that provides the opportunity to youth organizations, young people and other that are related to youth at local level to express their opinions and ideas for youth matters to the Municipality or the Community Council. Today 25 Municipalities and four Communities Youth Councils are established in Cyprus.

The Municipalities and the Communities Youth Councils provide the youth with structures and the young people a forum of continues dialogue with the local authorities for youth matters. It is very important that the young people have an active role in shaping their future in co-operation with the local Authorities.

I.4 INFRASTRUCTURE PROJECTS

MULTIFUNCTIONAL YOUTH CENTRES

Within the framework of the wider cooperation of the Youth Board with local authorities, Multifunctional Youth Centers are being developed in Nicosia, Limassol and Paphos. The Multifunctional Youth Centers are places of free expression and creative use of the leisure time of young people, contributing in their mobilization for participation in public affairs.

Children and young people aged 6-35 have the opportunity to pass creatively their leisure time, within these centers. Computer, music, art, theatre, dance, gymnastics and other workshops operate within the Multifunctional Youth Centers, 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 the Youth Board of Cyprus and other organizations, preferably youth organizations and young people individually.

During the 2012 summer period, the program “Summer Activities and Entertainment” operated for primary school children at very low cost. The program included several every day activities and workshops, as well as excursions and visits in educational and entertainment places twice a week.

All activities of the Multifunctional Youth Centers, apart from the Summer Schools, are free of charge. There is only the Participation Fee, which is only a charge of €20 for the whole school year regardless of the number of the workshops that someone will ask to participate.

I.5 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.

What does a toy-library offer to the children?

- The children have access to a large variety of high quality toys.
- They spend their leisure time creatively with pleasure.

- They have the opportunity to develop basic knowledge and psychomotor skills.
- Playing affects the children's' socialization.
- Children from different socioeconomic background and origin, along with children with special needs, come in contact together through playing.

Toy-Libraries operate in cooperation with local authorities in Nicosia, Kaimakli, Limassol, Larnaka, Ayios Athanasios and Paralimni.

I.6 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 Centers, through activities and by offering free access to the internet.

At the same time, in some Centres the «Proposition» program is housed which consists of counselors who provide support and advice to young people, couples and families on different issues. Advisory services on career guidance are also provided at all KEPLI, in collaboration with the Ministry of Education and Culture.

Within the operation of the KEPLI, various seminars, workshops and lectures are organized throughout the year, in regards to issues like education, environment, employment etc.

KEPLI operate in Nicosia, Larnaca, K. Polemidia, Paphos and Agros.

I.7 YOUTH FESTIVAL AREA

The Youth Board of Cyprus continued to grant the equipment of the Youth Festival Area to youth organizations and young people, in order to organize their cultural activities and festivals. This equipment may be granted both for activities organized at the specific area and elsewhere.

I.8 YOUTH HOSTEL

The Youth Hostel has begun its operation in June 2011, at a renovated building, within the Nicosia city walls, in Chrysaliniotissa area.

The Hostel has five rooms of four beds each, which can be used by adults aged 18-35. The charge is €10 per night and €5 per night for youth organizations, organizations for people with special needs and Schools of Educational Priority.

Within the Hostel, operates an info-point with free access to internet, both for the Hostel residents and young people of the nearby area. Moreover, there is also a conference and activities room, for about 30 people.

I.9 EURODESK

Eurodesk is a European programme co financed by the European Commission, as a support structure of the Youth in Action Program, and operates in 32 other countries, as well.

Its' main goal is the provision of access, to young people and youth workers, to information on European policies and opportunities.

Eurodesk connects young people with high quality information, concerning: work, studies,

mobility, volunteerism, subsidies, exchanges and non-formal education, for free. The information is direct, up to date, accurate and tailored to their needs.

I.10 SECTION OF PREVENTION AND COUNSELING SERVICES

“MIKRI ARKTOS” PREVENTION CENTRES

“Mikri Arktos” Prevention Centres apply universal (primary) prevention programmes in the districts of Limassol, Nicosia and Larnaca. These programmes are applied to a variety of social groups, including young people, parents, teachers and members of the wider community. Primary prevention concerns all measures in order to avoid harmful/offending behaviors. The sensitization, the information and the motivation of the population aim at the encouragement of positive behavior as well as at the development of a healthy personality. The main goal of the prevention programmes is the development of personal and social skills, the reinforcement of protective factors (personality, social dexterities and environmental and family factors) and the restriction of those factors that can lead to harmful or even offending behavior.

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. The activities are applied in the school/preschool environment as well as in the wider community. Concretely the activities include: Programs (5-8 weekly experiential workshops), Lectures, Meetings, Conferences, Open events. 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 duration of 90 minutes. These sessions may take part during school hours, in the afternoon, or within the framework of the all-day school. The evaluation of program is quantitative and qualitative.

I.II COMMUNICATION, SUPPORT AND COUNSELING HELPLINE 1410

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-out, 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.

I.12 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.

I.13 COUNSELING SERVICES “PROPOSITION”

The purpose of these services is to provide support and counseling for 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 Centers of Nicosia, Larnaca and Limassol as well as in the Multifunctional Center of Paphos. The programme is staffed by Counselors / Psychologists who offer their services for issues concerning relationships, violence, school problems, issues within the family, sexual orientation, decision making etc.

All the above services are offered only by appointment and free of charge.

I.14 SAFER NIGHTS

This is a new program offered during the last years. It aims to provide information and support regarding harmful behaviors caused by alcohol and other addictive substances abuse. It recruits a number of scientists working at night in night clubs, bars etc in Nicosia and during summer time in Larnaca.

ΠΑΡΑΡΤΗΜΑΤΑ



ΠΑΡΑΡΤΗΜΑ Α΄: ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2011-2012

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	Αγία Μαρίνα	2	48			27	
2	Άγιος Δημήτριος	2	42			34	
3	Άγιος Δομέτιος Γ΄	1	22			14	
4	Άγιος Κασσιανός (ΖΕΠ)	1	18			6	
5	Άγιος Ανδρέας	2	49			37	
6	Άγιος Αντώνιος	2	46			22	
7	Άγιος Δομέτιος Α΄	1	21			9	
8	Άγιος Δομέτιος Β΄	2	41			25	
9	Άγιος Σπυρίδωνας	2	47			23	
10	Αγλαντζιά Δ΄	3	69			46	
11	Αγλαντζιά Ε΄	2	50	1	25	40	0
12	Αγλαντζιά Στ΄	4	91	1	21	83	0
13	Ακρόπολη	2	49	1	20	38	0
14	Απόστολος Βαρνάβας	2	42			22	
15	Απόστολος Λουκάς	2	48	1	20	33	0
16	Αρχάγγελος Στροβόλου	2	49			37	
17	Δασούπολη	2	48	1	25	43	0
18	Έγκωμη Α΄	2	47			34	
19	Έγκωμη Β΄	1	23			10	
20	Εξόρμηση Στροβόλου	1	24	4 (2 πρωινά τμ. και 2 απογ. τμ.)	49	24	0
21	Καίμακλι *	5	24	2 (1 πρωινό τμ. και 1 σπ.)	23	68	0
22	Κοινωνική Μέριμνα Αγίων Ομολογητών Στρόβλος ΙΙΙ	1	22			8	
23	Κοινωνική Μέριμνα Αγίων Ομολογητών *	7	118			39	
24	Κωνσταντινουπόλεως	2	50			45	
25	Λαϊζίδειο Στροβόλου	3	72	1	23	48	0
26	Μακεδονίτσα Α	3	51			23	
27	Μακεδονίτσα Β	2	49	1	16	27	0
28	Μακεδονίτσα Γ - Στυλιανού Λένα	3	73			38	
29	Μάνα *	8	104			48	
30	Νοσοκομείο Μακάρειο	1				0	
31	ΠΑ.ΣΥ.ΔΥ.	1	22	2	44	18	0
32	Παιδομάνα	1	18			14	
33	Παλουριώπιστα Α΄	1	25	1	16	25	0
34	Παλουριώπιστα Β΄	1	25			17	
35	Πεύκιος Γεωργιάδης	3	71			62	
36	Σταυρός	2	50			28	
37	Φανερωμένη (ΖΕΠ)	1	20			14	
38	Χατζηγεωργάκης Κορνέσιος	1	23			18	
39	Χρυσελεύσα	2	48			40	
ΥΠΑΙΘΡΟΣ							
40	Αγία Βαρβάρα	1	21			13	
41	Αγία Μαρίνα Ξυλιάτου	1	11			1	
42	Άγιοι Τριμιθιάς	1	24	1	22	24	0
43	Άγιος Επιφάνιος	1	13			6	
44	Άγιος Μάρωνας	1	16	1	16	16	0
45	Ακάκι	3	73			33	
46	Αλάμπρα	1	25			21	

47	Ανάγεια	1	25			9	
48	Ανθούπολη	5	115	1	23	45	0
49	Αρεδιού	1	13	1	16	13	0
50	Ασίνου	2	31			13	
51	Αστρομερίτης	2	28			14	
52	Γέρι Α΄	1	25	1	25	13	0
53	Γέρι Β΄	2	50			32	
54	Δάλι Α΄ - Αντρέα Παναγίδη	3	75	1	25	52	0
55	Δάλι Β΄	2	50	1	24	26	0
56	Δάλι Γ΄ - Αγίων Κωνσταντίνου και Αγίας Ελένης	3	75	1	25	48	0
57	Δευτερά Πάνω	2	50	1 (απογευματινό)	17	29	13
58	Εργάτες	1	25			18	
59	Ευρύχου	1	25			13	
60	Κακοπεριά	1	25			15	
61	Καλό Χωριό Ορεινής	1	23			10	
62	Καμπιά	1	12			3	
63	Κάμπος	1	1			1	
64	Καπέδες	1	16			10	
65	Κλήρου	2	46			31	
66	Κοκκινοτριμιθιά	3	69	2	41	47	0
67	Κοράκου	1	21			11	
68	Λακατάμεια Α΄	4	98	2	48	85	0
69	Λακατάμεια Β΄ - Αγίου Μάμα	3	75			50	
70	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	2	50			23	
71	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	3	74	1	25	53	0
72	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	2	50			48	
73	Λασιά Α΄	3	72			36	
74	Λασιά Β΄	2	50			35	
75	Λασιά Γ΄	2	50			35	
76	Λασιά Δ΄	2	50			39	
77	Λυθροδόντας	2	50	1	25	45	0
78	Λύμπια	2	49	2 (1 πρωινό τμ. και 1 απογ.)	22	37	0
79	Μαθιάτης	1	24			3	
80	Μάμμαρη	1	24			16	
81	Μένικο	1	25			8	
82	Μπισερό - Κουρέλλιο	1	25			11	
83	Μουτουλλάς	1	8			2	
84	Ορούντα	1	10			6	
85	Παλαιομέτοχο Α΄	2	50			28	
86	Παλαιομέτοχο Β΄	1	25			16	
87	Παλαιχώρι	1	16			2	
88	Παπασαύρου Παπαγαθαγγέλου	1	22	1	14	16	0
89	Πέρα Χωριό Νήσου Α΄	2	50	1	25	24	0
90	Πέρα Χωριό Νήσου Β΄	1	24			8	
91	Περιστερώνα	2	46			30	
92	Ποταμιά	1	20			10	
93	Σια	1	22			10	
94	Ταμσός	2	43			18	
95	Τεμβριά	1	24			15	
96	Τσέρι	3	75			38	
97	Φαρμακάς	1	15			8	
98	Ψιμολόφου	1	25	1	25	17	0
98	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ	185	4036	36	700	2526	13
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
ΠΟΛΗ							
1	Λεμεσός Α΄	1	16	1	23	16	0
2	Λεμεσός Β΄	2	48	1	23	40	0
3	Λεμεσός Γ΄	2	35			14	

4	Λεμεσός Δ´ - Λτιώς Παπαχριστοφόρου (ΖΕΠ)	3	60	1	20	55	0
5	Λεμεσός Ε´ - Αγίου Ιωάννη	3	72			39	
6	Λεμεσός ΣΤ´ - Αγίου Νικολάου	3	73	1	21	61	0
7	Λεμεσός Ζ´ - Αποστόλου Ανδρέας	3	72			49	
8	Λεμεσός Η´ - Ομόνοιας	2	44	1	15	35	0
9	Λεμεσός Θ´ - Καψάλου	4	93			44	
10	Λεμεσός ΙΓ´ - Αγίου Σπυρίδωνα Α´	3	75			50	
11	Λεμεσός ΙΣΤ´ - Ζακακίου	3	75			59	
12	Λεμεσός ΙΗ´ - Αγίου Αντωνίου (ΖΕΠ)	1	18			14	
13	Λεμεσός ΙΘ´ - Αγίας Φύλαξης	3	73	1	21	47	0
14	Λεμεσός Κ´ - Αγίου Παντελεήμονα	2	50			28	
15	Λεμεσός ΚΑ´ - Κοντοβάθεια	2	50			37	
16	Λεμεσός ΚΒ´ - Αγίου Γεωργίου	2	46			28	
17	Λεμεσός ΚΓ´ - Αγίου Σπυρίδωνα Β´	2	47			27	
18	Λεμεσός ΚΕ´ - Εκάλης	3	73			59	
19	Λεμεσός ΚΣΤ´ - Παναγίας Τριχερούσας	3	75			59	
20	Λεμεσός ΚΖ´ - Τιμίου Προδρόμου	3	73			48	
21	Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	2	50	1	25	50	0
22	Καλογερόπουλος	3	61			54	
ΥΠΑΙΘΡΟΣ							
23	Άγιοι Ανάργυροι	1	25			17	
24	Άγιος Αθανάσιος	4	96	2	42	70	0
25	Άγιος Τύχων	1	25			12	
26	Αγρός	1	22			10	
27	Ακρωτήρι	1	22			11	
28	Ασγάτα	1	14			3	
29	Αυδήμου	1	17			9	
30	Γερμασόγεια	1	25			18	
31	Επισκοπή	3	74			52	
32	Ερήμη	1	25			20	
33	Ιαμαπική	1	22			9	
34	Καλό Χωριό	1	23			9	
35	Καντού	1	19			4	
36	Κιβίδες	1	25			23	
37	Κολάτσι Α´	2	49			29	
38	Κολάτσι Β´ (Συνοικισμός)	2	50			26	
39	Κυπερούντα	2	32			18	
40	Λινόπετρα	3	67	1	18	36	0
41	Μουταγιάκα	2	50			35	
42	Παλώδια	2	44			24	
43	Παρεκκλησιά	1	21	1	23	15	0
44	Πάχνα	1	20			7	
45	Πελένδρι	1	21			8	
46	Πεντάκωμο	1	17			10	
47	Πισσούρι	1	22			8	
48	Πλάτρες Κάτω	1	11			7	
49	Πολεμίδα Κάτω Α´	2	48			29	
50	Πολεμίδα Κάτω Γ´	3	66	2	37	48	0
51	Πολεμίδα Πάνω- Καρμιώπασα	4	100			47	
52	Ποταμός Γερμασόγειας Α´	1	25			23	
53	Ποταμός Γερμασόγειας Β´	2	50			50	
54	Πύργος	2	50			24	
55	Σπιτάλι - Παραμύθα	1	24			6	
56	Τραχώνι	3	66			37	
57	Τριμήκληνη	1	25			12	
58	Ύψωνας Β´	4	94			82	
59	Ύψωνας Γ´	2	50			35	
59	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	118	2715	13	268	1796	0

ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ							
ΠΟΛΗ							
1	Άγιοι Ανάργυροι	2	50			40	
2	Άγιος Γεώργιος	2	46			22	
3	Άγιος Ιωάννης	2	50			28	
4	Άγιος Λάζαρος Α΄	1	25			23	
5	Άγιος Λάζαρος Β΄	2	39			34	
6	Δροσιά	3	75			72	
7	Εθνάρχης Μακάριος Γ΄ - Κόκκινες	1	25			17	
8	Εθνάρχης Μακάριος Γ΄ - Τσιακκιλερό	1	25			17	
9	Ζήνων	2	50			32	
10	Καθαρή - Δημήτρη Λιπέρη	2	50			44	
11	Καλογεράς	2	48			26	
12	Καμάρες	2	49			38	
13	Παυλίδειο	2	48			22	
14	Πρόδρομος - Φλωρίδειο	3	72			43	
15	Σωτήρος	2	48			23	
ΥΠΑΙΘΡΟΣ							
16	Αγγλισίδες	1	25			17	
17	Άγιος Θεόδωρος	1	18			10	
18	Αθένου	3	73	2	49	46	0
19	Αλαμινός	1	15			8	
20	Αλεθρικό	1	25			10	
21	Αναφωτίδα	1	19			4	
22	Αραδίππου Α΄	4	100	2	47	64	0
23	Αραδίππου Β΄	2	50			35	
24	Αραδίππου Γ΄	2	50			37	
25	Αραδίππου Δ΄ - Αγίου Φανουρίου	3	75			54	
26	Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	2	50			36	
27	Βοράκλινη	3	75	1	25	62	0
28	Δρομολαξιά	3	75			40	
29	Ζύγι	1	25			9	
30	Καλαβασός	1	13			4	
31	Καλό Χωριό	2	34	1	12	17	0
32	Κίπη	2	50			47	
33	Κόρνος	2	45			15	
34	Κοφίνου	1	25			14	
35	Λεύκαρα Πάνω	1	14	1	11	7	0
36	Λιβάδια Α΄	3	75	1	25	64	0
37	Λιβάδια Β΄	2	50			31	
38	Μαζωτός	1	15			9	
39	Μαρώνι	1	25			11	
40	Μενεού	2	50			28	
41	Μοσφιλωτή	1	18	1	19	18	0
42	Ξυλοτύμβου Α΄	2	35			22	
43	Ξυλοτύμβου Β΄	1	23			17	
44	Ξυλοφάγου	2	48	1	25	44	0
45	Ορμίδεια Α΄	2	45			27	
46	Ορμίδεια Β΄	1	25			25	
47	Περιβόλια	2	49			22	
48	Πύλα	2	42			25	
49	Πυργά	1	25			13	
50	Τερσεφάνου	1	25			16	
51	Τόχνη	1	13			7	
52	Τρούλλοι	2	42			17	
53	Χοιροκοπία	1	20			10	
54	Ψευδάς	1	23			20	

ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ							
1	Αγία Νάπα	3	69	4 (3 πρωινά και 1 απογ. τη.)	69	57	0
2	Αυγούρου Α΄	2	39			29	
3	Αυγούρου Β΄	2	44			37	
4	Βρυσούλες	1	19	1	24	19	0
5	Δάσος Άκνας – Φώτης Πίπας	2	50			29	
6	Δερύνεια Α΄	3	66	4 (3 πρωινά και 1 απογ. τη.)	67	53	0
7	Δερύνεια Γ΄	2	25			19	
8	Λιοπέτρι	3	75	1	25	68	0
9	Παραλίμνι Α΄	2	50			50	
10	Παραλίμνι Β΄	2	49			37	
11	Παραλίμνι Γ΄	2	50			37	
12	Παραλίμνι Δ΄	2	50			37	
13	Παραλίμνι - Γιώρκειο	2	50	6 (5 πρωινά και 1 απογ.)	125	30	0
14	Σωτήρα	3	75	1	25	74	0
15	Φρέναρος	2	50	1	25	45	0
69	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ Λ/ΚΑΣ-ΑΜΜ/ΣΤΟΥ	128	2965	28	573	2064	0
ΠΟΛΗ							
1	Πάφος Α΄	4	97			48	
2	Πάφος Β΄ - Μούπαλου (ΖΕΠ)	2	40			15	
3	Πάφος Γ΄ - Αποστόλου Παύλου	4	100			58	
4	Πάφος Δ΄ - Κάτω Περβολιών (ΖΕΠ)	3	60			56	
5	Πάφος Στ΄ - Κάτω Πάφου (ΖΕΠ)	2	40			37	
6	Πάφος Η΄ - Αναβαργού	3	75	1	25	46	0
7	Πάφος Θ΄ - Πετρίδαιο	5	125			90	
8	Πάφος Ι΄ - Ευαγόρας Παλληκαρίδης	3	75			49	
9	Πάφος ΙΒ΄ - Πεύκιος Γεωργιάδης	2	50			33	
10	Πάφος ΙΓ΄	2	50			37	
ΥΠΑΙΘΡΟΣ							
11	Αγία Μαρίνα Χρυσοχούς	1	25			12	
12	Αργάκα	1	24	1	11	14	0
13	Γεροσκήπου Α΄	2	50			46	
14	Γεροσκήπου Β΄	4	100			41	
15	Γιόλου	1	22			15	
16	Δρούσεια	1	18			8	
17	Έμπα	2	50	1	25	37	0
18	Ίνεια	1	11			6	
19	Κισσόνεργα	2	49			20	
20	Κονιά	2	50			24	
21	Καύκλια	1	22			8	
22	Μανδριά	1	20			9	
23	Μεσόγη	2	49	1	25	32	0
24	Παναγιά	1	4			2	
25	Πέγεια	2	50			23	
26	Πολέμι	1	25			11	
27	Πόλη Χρυσοχούς	4	92	2	48	76	0
28	Πομός	1	10			2	
29	Πύργος Κάτω	1	20			11	
30	Σίμου	1	10			5	
31	Στρουμπί	1	22			6	
32	Τάλα	1	25			8	
33	Τίμη	2	46			24	
34	Τσάδα-Κοίλη-Ευαγόρας Παλληκαρίδης	1	22			12	
35	Χλώρακας-Λέμπα	4	90	1	19	56	1
36	Χολέτρια	1	14			5	
36	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	72	1632	7	153	982	0

	ΚΑΤΕΧΟΜΕΝΑ						
1	Ριζοκάρπασο	1	4			1	
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ							
1	Αγλανιζιά Α΄			2	38	.....	0
2	Ελένιο Τσερίου			1		.....
3	Κέντρο Σπαστικών και Αναπήρων			1	13	.....	9
4	Λάιος			4 (2 πρώινα και 2 απογ. τμ.)	44	.....	8
5	ΝΑΡΕΚ			1	13	.....	2
6	ΣΚΕ Αγίου Δομετίου			1	23	.....	18
7	«Λιτώ Παπαχριστοφόρου»			1	12		0
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ							
8	Γερμασόγεια			1	25	.....	25
9	Θεοτόκος			1	7	.....	3
9	ΣΥΝΟΛΟ ΚΟΙΝΟΤΙΚΩΝ	.....	.....	13	175	.....	65
98	ΛΕΥΚΩΣΙΑ	185	4036	36	700	2526	13
59	ΛΕΜΕΣΟΣ	118	2715	13	268	1796	0
69	ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	128	2965	28	573	2064	0
36	ΠΑΦΟΣ	72	1632	7	153	982	0
1	ΚΑΤΕΧΟΜΕΝΑ	1	4	0	0	1	0
263	ΣΥΝΟΛΟ						
9	Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια	.....	.....	13	175	.....	65
ΣΥΝΟΛΟ		504	11352	97	1869	7369	78

ΠΑΡΑΡΤΗΜΑ Β΄: ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2011-2012

	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ			
	Αγία Μαρίνα (ΚΑ)	5	103
	Αγία Μαρίνα (ΚΒ)	6	121
	Άγιοι Ομολογητές (ΚΑ)	6	129
	Άγιοι Ομολογητές (ΚΒ)	9	172
	Άγιος Ανδρέας (ΚΑ)	6	123
	Άγιος Ανδρέας (ΚΒ)	6	110
	Άγιος Αντώνιος	6	110
	Άγιος Βασίλειος (ΚΑ)	9	159
	Άγιος Βασίλειος (ΚΒ)	10	200
	Άγιος Δημήτριος	12	284
	Άγιος Δομέτιος Α΄ (ΚΑ)	3	55
	Άγιος Δομέτιος Α΄ (ΚΒ)	5	97
	Άγιος Δομέτιος Β΄ (ΚΑ)	6	101
	Άγιος Δομέτιος Β΄ (ΚΒ)	5	77
	Άγιος Δομέτιος Γ΄	6	105
	Άγιος Κασσιανός	4	59
	Άγιος Σπυριδωνας	7	120
	Αγλαντζιά Α΄ (ΚΑ)	3	61
	Αγλαντζιά Β΄ (ΚΒ)	6	95
	Αγλαντζιά Γ΄	9	165
	Αγλαντζιά Δ΄ (ΚΑ)	11	247
	Αγλαντζιά Δ΄ (ΚΒ)	11	251
	Αγλαντζιά Ε΄	11	191
	Αγλαντζιά Στ΄	13	303
	Ακρόπολη (ΚΑ)	6	127
	Ακρόπολη (ΚΒ)	6	123
	Απόστολος Βαρνάβας	11	208
	Απόστολος Λουκάς	14	278
	Αρχάγγελος	13	267
	Δασούπολη (ΚΑ)	7	153
	Δασούπολη (ΚΒ)	7	146
	Έγκωμη Α΄ (ΚΑ)	9	175
	Έγκωμη Α΄ (ΚΒ)	9	188
	Έγκωμη Β΄	6	90
	Ελένειον	5	68
	Καϊμακλί Α΄ (ΚΑ)	6	101
	Καϊμακλί Β΄ (ΚΒ)	6	93
	Καϊμακλί Γ΄ (ΚΑ)	9	197
	Καϊμακλί Γ΄ (ΚΒ)	9	187
	Κωνσταντινουπόλεως	14	327
	Λυκαβηπός (ΚΑ)	6	125
	Λυκαβηπός (ΚΒ)	7	147
	Μακεδονίτσα Α΄	14	315

Μακεδονίπσσα Β´	12	217
Μακεδονίπσσα Γ´ - Στυλιανού Λένα	13	292
Νοσοκομείο (Μακάρειο)		
Παλουριώπσσα Α´ (ΚΑ)	6	118
Παλουριώπσσα Α´ (ΚΒ)	6	129
Παλουριώπσσα Β´ (ΚΑ)	6	104
Παλουριώπσσα Β´ (ΚΒ)	5	79
Παλουριώπσσα Γ´	6	125
Περνέρα	13	258
Πεύκιος Γεωργιάδης	16	318
Σταυρός (ΚΑ)	7	128
Σταυρός (ΚΒ)	9	175
Φανερωμένη	6	89
Χατζηγεωργάκης Κορνέσιος	6	128
Χρυσελεύσα (ΚΑ)	7	143
Χρυσελεύσα (ΚΒ)	7	131
Αγία Βαρβάρα	8	132
Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος, Σαράντι)	3	37
Άγιοι Τριμιθιάς	6	105
Άγιος Επιφάνιος	2	24
Άγιος Ιωάννης Μαλούνας	2	28
Άγιος Μάρωνας	6	78
Αγροκπιιά	2	28
Ακάκι	12	192
Αλάμπρα	6	83
Ανάγεια	6	108
Αναλιόντας	2	26
Ανθούπολη (ΚΑ)	5	83
Ανθούπολη (ΚΒ)	5	94
Αρεδιού	6	95
Ασίνου (Νικητάρι, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Κουτραφάς Κάτω, Ποτάμι)	6	91
Αστρομερίτης	6	115
Γέρι Α´	11	174
Γέρι Β´	9	161
Δάλι Α´	11	206
Δάλι Β´	12	219
Δάλι Γ´	15	332
Δένεια	2	29
Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	13	247
Εργάτες	6	105
Ευρύχου (Ευρύχου, Άγιος Θεόδωρος Σολέας, Κατύδατα, Ληνού, Σκουριώπσσα, Τεμβριά, Φλάσου)	7	121
Κακοπετριά (Κακοπετριά, Κούρδαλι, Σπήλια)	6	96
Καλό Χωριό Ορεινής	4	48
Καμπιά	2	16
Κάμπος (Κάμπος, Τσακίστρα)	2	5
Καπέδες	3	39

	Κλήρου (Κλήρου, Γούρρη, Λαζανιάς, Φικάρδου)	6	123
	Κοκκινισριμιθιά Α´	6	128
	Κοκκινισριμιθιά Β´	7	129
	Κοράκου	3	46
	Λακατάμεια Α´ (ΚΑ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	127
	Λακατάμεια Α´ (ΚΒ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	143
	Λακατάμεια Β´ - Αγίου Μάμα	10	188
	Λακατάμεια Γ´ - Αγίου Γεωργίου	15	330
	Λακατάμεια Δ´ - Αγίου Νεοφύτου	14	288
	Λακατάμεια Ε´ - Αγίου Ιωάννη Χρυσσοστόμου	17	377
	Λακατάμεια Στ´ - Αγίου Στυλιανού	18	373
	Λακατάμεια Ζ´ - Αγίου Παντελεήμονα	16	351
	Λασιά Α´	12	218
	Λασιά Β´ (ΚΑ)	7	149
	Λασιά Β´ (ΚΒ)	7	147
	Λασιά Γ´	12	208
	Λασιά Δ´	13	268
	Λυθροδόνας - Μελέπιον	12	237
	Λύμπια	12	194
	Μαθιάτης	3	42
	Μαλούντα	2	16
	Μάμμαρη	7	135
	Μαραθάσα (Καλοπαναγιώτης, Άγιος Δημήτριος, Γερακιές, Καμινάρια, Λεμίθου, Μυλικούρι, Μουτουλλάς, Οίκος, Παλαιόμυλος, Πεδουλάς, Πρόδρομος, Τρεις Ελιές)	2	7
	Μένικο	4	60
	Μισερρό (Μισερρό, Αληθινού, Άλωνα, Λιβάδια Λευκωσίας, Πλατανιστάσα)	4	52
	Ορούντα	2	27
	Παλαιομέτοχο Α´	7	131
	Παλαιομέτοχο Β´	6	93
	Παλαιχώρι (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικούδι)	5	63
	Πέρα Χωριό Νήσου Α´	11	187
	Πέρα Χωριό Νήσου Β´	7	130
	Περιστερώνα (Περιστερώνα Λευκωσίας, Κάτω Μονή)	7	137
	Ποταμιά	2	15
	Σια	3	34
	Ταμασός (Πέρα Ορεινής, Επισκοπειό, Πολιτικό)	7	125
	Τσέρι Α´	11	206
	Τσέρι Β´ (Μέρος Τσερίου, Κοτσιάτης, Μαργί)	11	181
	Φαρμακάς (Φαρμακάς, Καμπί)	2	27
	Ψιμολόφου	6	100
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ		958	18096
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ			
	Λεμεσός Α´ (ΚΑ)	6	79
	Λεμεσός Α´ (ΚΒ)	4	64
	Λεμεσός Β´ (ΚΑ)	8	156
	Λεμεσός Β´ (ΚΒ)	9	184

Λεμεσός Γ´	11	184
Λεμεσός Δ´ (ΚΑ)	8	139
Λεμεσός Δ´ (ΚΒ)	9	160
Λεμεσός Ε´ (ΚΑ) - Αγίου Ιωάννη	5	89
Λεμεσός Ε´ (ΚΒ) - Αγίου Ιωάννη	6	114
Λεμεσός Στ´ (ΚΑ) - Αγίου Νικολάου	9	160
Λεμεσός Στ´ (ΚΒ) - Αγίου Νικολάου	9	172
Λεμεσός Ζ´ (ΚΑ) - Αποστόλου Ανδρέα	8	163
Λεμεσός Ζ´ (ΚΒ) - Αποστόλου Ανδρέα	9	204
Λεμεσός Η´ (ΚΑ) - Ομόνοιας	6	123
Λεμεσός Η´ (ΚΒ) - Ομόνοιας	6	113
Λεμεσός Θ´ (ΚΑ) - Καψάλου	6	89
Λεμεσός Θ´ (ΚΒ) - Καψάλου	6	111
Λεμεσός Ι´ (ΚΑ) - Χαλκούτσας	6	124
Λεμεσός Ι´ (ΚΒ) - Χαλκούτσας	6	144
Λεμεσός ΙΑ´ (ΚΑ) - Τσιρείου	9	173
Λεμεσός ΙΑ´ (ΚΒ) - Τσιρείου	9	172
Λεμεσός ΙΒ´ (ΚΑ) - Λαντιείου	7	143
Λεμεσός ΙΒ´ (ΚΒ) - Λαντιείου	7	142
Λεμεσός ΙΓ´ (ΚΑ) - Αγίου Σπυριδώνα	6	122
Λεμεσός ΙΓ´ (ΚΒ) - Αγίου Σπυριδώνα	6	134
Λεμεσός ΙΔ´ - Μέσα Γεπονιά	6	99
Λεμεσός ΙΕ´ (ΚΑ) - Αγίου Νεοφύτου	7	144
Λεμεσός ΙΕ´ (ΚΒ) - Αγίου Νεοφύτου	8	165
Λεμεσός ΙΣτ´ - Ζακακίου	16	321
Λεμεσός ΙΖ´ - Μονοβόλικου	11	209
Λεμεσός ΙΗ´ - Αγίου Αντωνίου	5	72
Λεμεσός ΙΘ´ - Αγίας Φυλάξεως	15	299
Λεμεσός Κ´ - Αγίου Παντελεήμονα	12	252
Λεμεσός ΚΑ´ - Κονταβάθεια	18	407
Λεμεσός ΚΒ´ - Αγίου Γεωργίου	12	206
Λεμεσός ΚΓ´ - Αγίου Σπυριδώνα	13	266
Λεμεσός ΚΔ´ - Αποστόλου Βαρνάβα	11	215
Λεμεσός ΚΕ´ - Εκάλης	17	358
Λεμεσός ΚΣτ´ - Παναγίας Τριχερούσας	20	453
Λεμεσός ΚΖ´ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γεπονιάς, Φασούλα Λεμεσού)	13	272
Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	15	326
Νοσοκομείο Λεμεσού		
Άγιοι Ανάργυροι (Μονή, Μοναγρούλλι)	3	52
Άγιος Αθανάσιος Α´	10	164
Άγιος Αθανάσιος Β´	19	374
Άγιος Αμβρόσιος	2	14
Άγιος Τύχων	4	54
Αγρός (Αγρός, Άγιος Θεόδωρος Λεμεσού, Άγιος Ιωάννης Λεμεσού, Μύλος Κάτω)	4	66
Ακρωτήρι	3	51
Απεισιά	3	39
Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλαπές Μεταλλεία, Σανίδα)	2	29

Ασώματος	2	23
Αυδήμου (Αυδήμου, Άγιος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πρασιό Αυδήμου)	5	64
Αψιού (Αψιού, Γεράσα, Μαθικολώνη)	3	33
Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	9	148
Επισκοπή (Επισκοπή Λεμεσού, Σωτήρα Λεμεσού)	12	214
Ερήμη	9	149
Ιαματική (Επαγώνεια, Ακαπνού, Αρακαπός, Διερώνα, Κελλάκι, Κλωνάρι, Μελίνη, Οδού, Πρασιό Κελλακίου, Προφήτης Ηλίας, Συκόπειτρα)	5	78
Καλό Χωριό (Καλό Χωριό Λεμεσού, Άγιος Κωνσταντίνος, Άγιος Παύλος, Ζωοπηγή, Λουβαράς)	4	52
Καντού (Καντού, Σωτήρα Λεμεσού)	2	14
Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Βουνί)	4	57
Κολότσι Α´	8	132
Κολότσι Β´	11	217
Κυπερούντα (Κυπερούντα, Αγγίδια, Δύμες, Χανδριά)	6	99
Λινόπειτρα	12	231
Μουπαγιάκα (Μουπαγιάκα, Αρμενοχώρι)	7	121
Όμοδος (Όμοδος, Άγιος Νικόλαος Πάφου, Κέδαρες, Κισσούσα, Μαλιά, Μούσερε, Ποταμιού, Πραιώρι, Φυλούσα Κελοκεδάρων)	2	16
Παλόδεια	7	109
Παραμύθα (Παραμύθα, Σπιτάλι)	3	37
Παρεκκλησιά	8	139
Πάχνα (Πάχνα, Άρσος Λεμεσού, Βάσα Κοιλανίου Δωρά)	3	39
Πελένδρι (Πελένδρι, Ποταμίτσα)	4	60
Πεντάκωμο	2	28
Πισσούρι	6	81
Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά Λεμεσού)	2	26
Πολεμίδια Κάτω Α´	9	158
Πολεμίδια Κάτω Β´	7	102
Πολεμίδια Πάνω - Καρμιώπιστα (Πολεμίδια Πάνω, Άλασσα, Κορφή)	15	304
Ποταμός Γερμασόγειας Α´	12	276
Ποταμός Γερμασόγειας Β´	18	395
Πύργος	8	126
Σούνι - Ζανακιά	2	20
Τραχώνι Α´	7	143
Τραχώνι Β´	6	116
Τριμήκλινη (Τριμήκλινη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμιάνας, Δωρός, Καπηλειό, Κοιλάνι, Κουκά, Λάνεια, Λιμνάτης, Μονάγρι, Μονιάτης, Πέρα Πεδί, Σαϊπάς, Σιλίκου)	6	73
Ύψωνας Α´	17	324
Ύψωνας Β´	12	240
Ύψωνας Γ´	8	143
Φοινί	2	17
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	695	12969
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ		
Άγιοι Ανάργυροι - Μιχάλης Κακογιάννης	12	211
Άγιος Γεώργιος	9	147
Άγιος Ιωάννης	10	172
Άγιος Λάζαρος Α´	11	221

Άγιος Λάζαρος Β´	10	146
Δροσιά (Κ.Α.)	12	290
Δροσιά (Κ.Β.)	12	265
Εθνάρχης Μακάριος Γ´ (ΚΑ)	6	134
Εθνάρχης Μακάριος Γ´ (ΚΒ)	6	118
Ζήνων	12	246
Καθαρή - Δημήτριη Λιπέριη	15	325
Καλογεράς (ΚΑ)	6	105
Καλογεράς (ΚΒ)	6	133
Καμάρες	13	275
Νοσοκομείο Λάρνακας		
Πρόδρομος (ΚΑ)	8	153
Πρόδρομος (ΚΒ)	9	170
Σωπήρος	13	268
Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	83
Αγία Άννα	2	20
Άγιος Θεόδωρος	3	34
Αθένου (ΚΑ)	7	144
Αθένου (ΚΒ)	9	179
Αλαμινός - Δημητράκη Γεωργίου	2	14
Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	6	118
Αναρωτίδα	3	47
Αραδίππου Α´	12	270
Αραδίππου Β´ (Μέρος Δήμου Αραδίππου, Αβδελλερά)	11	231
Αραδίππου Γ´	12	243
Αραδίππου Δ´ - Αγίου Φανουρίου	17	403
Βεργίνα - Αγίων Αυξεντίου και Ευσταθίου	16	352
Βορόκληνη	18	348
Δρομολαξιά Α´	6	103
Δρομολαξιά Β´	7	141
Ζύγι (Ζύγι, Βασιλικό, Μαρί)	4	61
Καλαβασός	3	44
Καλό Χωρίο	9	124
Κελλιά	3	31
Κίπ	13	283
Κόρνος	8	127
Κοφίνου - Μιχαλοπούλειο	5	68
Λεύκαρη Πάνω (Λεύκαρη Πάνω, Λεύκαρη Κάτω, Βαβασιινιά, Βάβλα, Κάτω Δρυς, Λάγεια, Σκαρίνου)	4	65
Λιβάδια (ΚΑ)	10	213
Λιβάδια (ΚΒ)	10	207
Μαζωπός	4	45
Μαρώνι (Μαρώνι, Ψεματισμένος)	3	51
Μενεού	9	162
Μοσφιλωτή	6	85
Ξυλοτύμβου Α´	7	122
Ξυλοτύμβου Β´	7	128
Ξυλοφάγου Α´	12	257

	Ξυλοφάγου Β´	11	194
	Ορμίδεια Α´	6	134
	Ορμίδεια Β´	8	131
	Περιβόλια	9	159
	Πύλα	7	110
	Πυργά	6	73
	Τερσεφάνου	6	79
	Τάχνη	3	34
	Τρούλλοι	7	108
	Χοιροκοπία (Χοιροκοπία, Άγιοι Βαρθολομαίου, Ορά)	4	70
	Ψευδάς	6	94
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ		497	9368
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ			
	Αγία Νάπα	14	286
	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	6	114
	Αυγούρου Α´	11	169
	Αυγούρου Β´	10	181
	Δάσος Άκνας - Φώτης Πίπας	10	157
	Δερύνεια Α´	7	127
	Δερύνεια Β´	8	133
	Δερύνεια Γ´	11	171
	Λιοπέτρι Α´	10	162
	Λιοπέτρι Β´	10	191
	Παραλίμνι Α´	15	289
	Παραλίμνι Β´	14	287
	Παραλίμνι Γ´	12	232
	Παραλίμνι Δ´	15	302
	Σωτήρα Α´	9	157
	Σωτήρα Β´	6	111
	Σωτήρα Γ´	8	133
	Φρέναρος	12	239
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ		188	3441
ΕΠΑΡΧΙΑ ΠΑΦΟΥ			
	Πάφος Α´ - Νεοφύτειο	6	142
	Πάφος Β´ - Δημήτριο	8	153
	Πάφος Γ´ (ΚΑ) - Αποστόλου Παύλου	6	109
	Πάφος Γ´ (ΚΒ) - Αποστόλου Παύλου	6	102
	Πάφος Δ´ - Κάτω Περβολιών	15	275
	Πάφος Ε´ - Μούπαλου	7	116
	Πάφος ΣΤ´ - Κάτω Πάφου	14	238
	Πάφος Ζ´ - Αγίου Κενδέα	8	123
	Πάφος Η´ - Ιορδάνειο	12	255
	Πάφος Θ´ - Κουπάειο	18	376
	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	17	320
	Πάφος ΙΑ´ - Αγίου Σπυρίδωνα	14	261

	Πάφος ΒΒ - Πεύκιος Γεωργιάδης (Μέρος Δήμου Πάφου, Άγιος Γεώργιος Πάφου, Κιδάσι, Μαμώνα, Φασούλα Πάφου)	12	224
	Πάφος ΓΓ´	8	129
	Αγία Μαρίνα Χρυσοκούς (Αγία Μαρίνα Χρυσοκούς, Γιαλιά, Νέα Δήμματα)	5	61
	Αναρίτα	3	35
	Αργάκα (Αργάκα Κάτω, Αργάκα Πάνω)	4	60
	Γεροσκήπου Α´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	16	354
	Γεροσκήπου Β´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	13	280
	Γιόλου (Γιόλου, Μηλιού)	3	54
	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	3	48
	Έμπα	12	209
	Ίνεια (Ίνεια, Αρόδες Κάτω, Αρόδες Πάνω)	3	34
	Κάθικας (Κάθικας, Θελέτρα)	2	15
	Κισσόνεργα (Κισσόνεργα, Ακουρός)	7	118
	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούνια)	10	171
	Κούκλια (Κούκλια, Αρχιμανδρίτα, Νικόκλεια)	3	44
	Μανδριά	3	47
	Μεσόγη (Μεσόγη, Μέσα Χωριό)	6	116
	Παναγιά (Παναγιά, Άγιος Φώπιος, Αμπελίτης, Ασπραγιά, Γαλαταριά, Κοιλίνα, Πενταλιά, Στατός)	2	20
	Πέγεια	10	177
	Πολέμι (Πολέμι, Άγιος Δημητριανός, Δρυνιά, Κανναβιού, Κρίτου Μαράπου, Λάσα, Λεμώνα, Λετύμβου, Μηλιά Πάφου, Χούλου, Ψάθι)	5	76
	Πόλη Χρυσοκούς (Πόλη Χρυσοκούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολίκου, Γουδί, Κυνούσα, Λατσι, Λυσός, Μακούντα, Μελάδεια, Νέο Χωριό Πάφου, Πελαθούσα, Περιστερώνια Πάφου, Προδρόμι, Σαραμά, Σκούλλη, Στενιά, Φιλούσα Χρυσοκούς, Χόλη, Χρυσοκού)	16	341
	Πομός (Πομός, Παχύαμμος)	2	21
	Πύργος Κάτω (Πύργος Κάτω, Πύργος Πάνω, Μανσούρα, Μοσφίλι, Πιγένια)	3	52
	Σίμου (Σίμου, Δρύμου, Φύπη)	2	18
	Στρουμπί	3	37
	Τάλα	6	65
	Τίμη (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέπη, Αξύλου, Ελεδιό, Νατά)	6	97
	Τρεμιθούσα	3	44
	Τσάδα-Κοίλη - Ευαγόρας Παλληκαρίδης (Τσάδα, Καλλέπεια, Κοίλη, Κούρτακα)	3	54
	Χλώρακας - Αγίου Νικολάου	11	209
	Χλώρακας - Λέμπα - Αγίου Στεφάνου (Χλώρακα, Λέμπα)	12	198
	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσσανα, Σαλαμιού, Σταυροκόνη, Τραχυπέδουλα)	2	25
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ		330	5903
ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	2	18

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	128	958	18096
2	Λεμεσός	89	695	12969
3	Λάρνακα	62	497	9368
4	Αμμόχωστος	18	188	3441
5	Πάφος	44	330	5903
6	Κατεχόμενα	1	2	18
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		342 *	2670	49795

* Στον αριθμό περιλαμβάνεται το Μακάρειο Νοσοκομείο στη Λευκωσία και τα Νοσοκομεία Λεμεσού και Λάρνακας.

ΠΑΡΑΡΤΗΜΑ Γ΄: ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2011-2012

Α/Α	ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ		
1	«Ευαγγελισμός»	49
2	Ειδικό Σχολείο Λευκωσίας	54
3	Σχολή Κωφών	19
4	Σχολή Τυφλών	2
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ		
1	«Απόστολος Λουκάς»	50
2	Παιδικό Αναρρωτήριο Ερυθρού Σταυρού	21
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ		
1	«Άγιος Σπυρίδωνας»	41
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ		
1	«Απόστολος Βαρνάβας» Λιοπετρίου	41
ΕΠΑΡΧΙΑ ΠΑΦΟΥ		
1	«Θεοσκεπάστη»	34
ΣΥΝΟΛΟ		311

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
1	Λευκωσία	4	124
2	Λεμεσός	2	71
3	Λάρνακα	1	41
4	Αμμόχωστος	1	41
5	Πάφος	1	34
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		9	311

ΠΑΡΑΡΤΗΜΑ Δ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΓΥΜΝΑΣΙΑ

ΤΕΛΙΚΟΙ ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2011/2012

ΛΕΥΚΩΣΙΑ	Α Τάξη					Β Τάξη					Γ Τάξη					ΣΥΝΟΛΟ					
	M/ΤΕΣ	M/ΤΡΕΞ	Σύνολο	Τμήμ.	M.O	M/ΤΕΣ	M/ΤΡΕΞ	Σύνολο	Τμήμ.	M.O	M/ΤΕΣ	M/ΤΡΕΞ	Σύνολο	Τμήμ.	M.O	M/ΤΕΣ	M/ΤΡΕΞ	Σύνολο	Τμήμ.	M.O	
1	Γυμν. Αηλιαντζιάς	59	62	121	5	24,2	72	48	120	5	24,0	44	50	94	4	23,5	175	160	335	14	23,9
2	Γυμν. Φανερωμένης	10	12	22	1	22,0	13	8	21	1	21,0	11	16	27	2	13,5	34	36	70	4	17,5
3	Γυμν. Παλουριώτισσας	66	78	144	6	24,0	71	70	141	6	23,5	66	73	139	6	23,2	203	221	424	18	23,6
4	Γυμν. Ακρόπολης	57	62	119	5	23,8	67	58	125	6	20,8	55	51	106	5	21,2	179	171	350	16	21,9
5	Γυμν. Έγκωμης	47	37	84	4	21,0	59	61	120	5	24,0	44	56	100	4	25,0	150	154	304	13	23,4
6	Γυμν. Μακαρίου, Πλατύ	56	74	130	6	21,7	52	76	128	6	21,3	80	68	148	6	24,7	188	218	406	18	22,6
7	Γυμν. Αγ. Δομετίου	30	28	58	3	19,3	41	42	83	4	20,8	40	32	72	3	24,0	111	102	213	10	21,3
8	Γυμν. Ανθούπολης	40	41	81	4	20,3	41	38	79	4	19,8	46	54	100	4	25,0	127	133	260	12	21,7
9	Γυμν. Αγ. Βασιλείου Στρ.	52	43	95	4	23,8	40	69	109	5	21,8	73	62	135	6	22,5	165	174	339	15	22,6
10	Γυμν. Αγ. Στυλιανού (Ασπρες)	54	56	110	5	22,0	48	45	93	4	23,3	88	79	167	7	23,9	190	180	370	16	23,1
11	Γυμν. Σταυρού Στρ.	39	48	87	4	21,8	50	48	98	4	24,5	53	62	115	5	23,0	142	158	300	13	23,1
12	Γυμν. Κωνσταντινουπόλεως	48	46	94	4	23,5	53	36	89	4	22,3	36	59	95	4	23,8	137	141	278	12	23,2
13	Γυμν. Διανέλλου και Θεοδότη	48	66	114	5	22,8	55	58	113	5	22,6	66	71	137	6	22,8	169	195	364	16	22,8
14	Γυμν. Μακεδονίτισσας	66	68	134	6	22,3	60	68	128	6	21,3	74	76	150	7	21,4	200	212	412	19	21,7
15	Γυμν. Λατσίων	91	88	179	8	22,4	71	91	162	7	23,1	73	93	166	7	23,7	235	272	507	22	23,0
16	Γυμν. Γερίου	24	32	56	3	18,7	22	33	55	3	18,3	26	40	66	3	22,0	72	105	177	9	19,7
17	Γυμν. Αρχαγγέλου	71	73	144	6	24,0	67	69	136	6	22,7	87	103	190	8	23,8	225	245	470	20	23,5
18	Γυμν. Αγ. Ιωάνν. του Χρυσοστόμου	75	70	145	6	24,2	63	62	125	6	20,8	0	0	0	0	###	138	132	270	12	22,5
19	Γυμν. Πέρα Χωρίου Νήσου	82	77	159	7	22,7	78	76	154	7	22,0	85	82	167	7	23,9	245	235	480	21	22,9
20	Γυμν. Αγ. Βαρβάρας	79	64	143	6	23,8	79	62	141	6	23,5	86	70	156	7	22,3	244	196	440	19	23,2
21	Γυμν. Κλήρου	69	77	146	6	24,3	83	73	156	7	22,3	71	58	129	6	21,5	223	208	431	19	22,7
22	Γυμν. Ακακίου	43	32	75	3	25,0	31	30	61	3	20,3	42	34	76	4	19,0	116	96	212	10	21,2
23	Γυμν. Σολέας	36	36	72	3	24,0	45	36	81	4	20,3	46	37	83	4	20,8	127	109	236	11	21,5
24	Γυμν Κοκκινατριμιτιάς	74	70	144	6	24,0	79	52	131	6	21,8	63	56	119	5	23,8	216	178	394	17	23,2
25	Γυμν. ΝΑΡΕΚ	1	1	2	1	2,0	3	3	6	1	6,0	2	1	3	1	3,0	6	5	11	3	3,7
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ	###	###	2658	117	22,7	###	###	2655	121	21,9	###	###	###	2740	121	22,6	4017	4036	8053	359	22,4

ΛΕΜΕΣΟΣ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	M/τες	M/τριες	Σύνολο	Τμήμ.	M.O	M/τες	M/τριες	Σύνολο	Τμήμ.	M.O	M/τες	M/τριες	Σύνολο	Τμήμ.	M.O	M/τες	M/τριες	Σύνολο	Τμήμ.	M.O
	26	72	59	131	6	21,8	70	65	135	6	22,5	71	67	138	6	23,0	213	191	404	18	22,4
27	49	52	101	5	20,2	51	53	104	5	20,8	69	56	125	6	20,8	169	161	330	16	20,6
28	83	57	140	6	23,3	68	72	140	6	23,3	66	80	146	7	20,9	217	209	426	19	22,4
29	46	52	98	5	19,6	61	60	121	6	20,2	68	49	117	6	19,5	175	161	336	17	19,8
30	65	64	129	6	21,5	80	100	180	8	22,5	87	77	164	7	23,4	232	241	473	21	22,5
31	67	79	146	6	24,3	70	74	144	6	24,0	76	89	165	7	23,6	213	242	455	19	23,9
32	77	51	128	6	21,3	84	68	152	7	21,7	61	72	133	6	22,2	222	191	413	19	21,7
33	29	36	65	4	16,3	40	34	74	4	18,5	27	24	51	3	17,0	96	94	190	11	17,3
34	36	48	84	4	21,0	53	41	94	4	23,5	53	37	90	4	22,5	142	126	268	12	22,3
35	89	84	173	8	21,6	66	86	152	7	21,7	100	95	195	9	21,7	255	265	520	24	21,7
36	96	83	179	8	22,4	96	90	186	8	23,3	75	86	161	7	23,0	267	259	526	23	22,9
37	49	56	105	5	21,0	54	38	92	4	23,0	58	39	97	5	19,4	161	133	294	14	21,0
38	59	80	139	6	23,2	77	67	144	7	20,6	80	89	169	7	24,1	216	236	452	20	22,6
39	56	64	120	5	24,0	62	59	121	5	24,2	55	54	109	5	21,8	173	177	350	15	23,3
40	44	64	108	5	21,6	46	38	84	4	21,0	48	59	107	5	21,4	138	161	299	14	21,4
41	47	49	96	5	19,2	46	54	100	5	20,0	46	49	95	4	23,8	139	152	291	14	20,8
42	55	59	114	5	22,8	52	49	101	5	20,2	59	49	108	5	21,6	166	157	323	15	21,5
43	13	17	30	2	15,0	33	21	54	3	18,0	27	29	56	3	18,7	73	67	140	8	17,5
44	8	1	9	1	9,0	8	7	15	1	15,0	15	10	25	2	12,5	31	18	49	4	12,3
45	70	65	135	6	22,5	57	65	122	5	24,4	65	64	129	6	21,5	192	194	386	17	22,7
46	7	10	17	1	17,0	9	10	19	1	19,0	8	4	12	1	12,0	24	24	48	3	16,0
ΣΥΝΟΛΟ Επ. ΛΕΜΕΣΟΥ	###	###	2247	105	21,4	###	###	2334	107	21,8	###	###	2392	111	21,5	3514	3459	6973	323	21,6

ΛΑΡΝΑΚΑ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο
47 Γυμν. Δροσιάς	86	85	171	7	24,4	94	86	180	8	22,5	79	77	156	7	22,3	259	248	507	22	23,0
48 Ευρυβιάδειο γυμν.	36	57	93	4	23,3	50	49	99	4	24,8	48	50	98	4	24,5	134	156	290	12	24,2
49 Γυμν. Φανερωμένης	23	42	65	4	16,3	32	27	59	3	19,7	41	28	69	4	17,3	96	97	193	11	17,5
50 Δισανέλιτο Γυμν.	76	80	156	7	22,3	55	63	118	5	23,6	47	51	98	4	24,5	178	194	372	16	23,3
51 Γυμν. Λειβαδιών	90	83	173	7	24,7	111	87	198	8	24,8	88	87	175	7	25,0	289	257	546	22	24,8
52 Γυμν. Βεργίνας	101	89	190	8	23,8	85	79	164	7	23,4	91	106	197	8	24,6	277	274	551	23	24,0
53 Γυμν. Αραδίππου	86	96	182	8	22,8	85	66	151	7	21,6	80	97	177	8	22,1	251	259	510	23	22,2
54 Γυμν. Κιτίου	73	103	176	8	22,0	84	87	171	7	24,4	90	85	175	8	21,9	247	275	522	23	22,7
55 Γυμν. Λευκάρων	32	29	61	3	20,3	25	35	60	3	20,0	25	29	54	3	18,0	82	93	175	9	19,4
56 Γυμν. Αθρναίου	26	34	60	3	20,0	23	30	53	3	17,7	28	36	64	3	21,3	77	100	177	9	19,7
57 Γυμν. Ξυλοτύμπου	69	59	128	6	21,3	58	56	114	5	22,8	84	67	151	7	21,6	211	182	393	18	21,8
58 Γυμν. Ξυλοφάγου	52	53	105	5	21,0	69	65	134	6	22,3	60	56	116	5	23,2	181	174	355	16	22,2
ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚ.	750	810	1560	70	22,3	771	730	1501	66	22,7	761	769	1530	68	22,5	2282	2309	4591	204	22,5

ΑΜΜΟΧΩΣΤΟΣ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΑΕΣ	Σύνολο	Τμήμ.	Μ.Ο
59 Γυμν. Παραλιμνίου	117	129	246	11	22,4	97	105	202	9	22,4	108	106	214	9	23,8	322	340	662	29	22,8
60 Γυμν. Κοκκινοχωριών	51	65	116	5	23,2	61	61	122	5	24,4	70	69	139	6	23,2	182	195	377	16	23,6
61 Γυμν. Δερύνας	85	73	158	7	22,6	79	64	143	6	23,8	68	78	146	7	20,9	232	215	447	20	22,4
62 Γυμν. Ριζοκαρπίσου	2	0	2	1	2,0	2	0	2	1	2,0	2	1	3	1	3,0	6	1	7	3	2,3
ΣΥΝΟΛΟ Επ. ΑΜΜΟΧ.	255	267	522	24	21,8	239	230	469	21	22,3	248	254	502	23	21,8	742	751	1493	68	22,0

ΠΑΦΟΣ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	Μ/ΤΕΣ	Μ/ΓΡΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΓΡΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΓΡΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΓΡΕΣ	Σύνολο	Τμήμ.	Μ.Ο
63	100	67	167	7	23,9	83	81	164	7	23,4	80	77	157	7	22,4	263	225	488	21	23,2
64	42	53	95	4	23,8	54	62	116	5	23,2	48	67	115	5	23,0	144	182	326	14	23,3
65	113	107	220	9	24,4	110	103	213	9	23,7	104	92	196	8	24,5	327	302	629	26	24,2
66	89	74	163	7	23,3	89	70	159	7	22,7	86	74	160	7	22,9	264	218	482	21	23,0
67	72	74	146	6	24,3	60	63	123	5	24,6	74	91	165	7	23,6	206	228	434	18	24,1
68	46	53	99	5	19,8	54	63	117	6	19,5	61	56	117	6	19,5	161	172	333	17	19,6
69	55	41	96	4	24,0	53	47	100	4	25,0	49	46	95	4	23,8	157	134	291	12	24,3
70	15	20	35	2	17,5	18	14	32	2	16,0	24	21	45	2	22,5	57	55	112	6	18,7
71	1	1	2	1	2,0	3	3	6	1	6,0	1	1	2	1	2,0	5	5	10	3	3,3
72	6	6	12	1	12,0	9	7	16	1	16,0	6	10	16	1	16,0	21	23	44	3	14,7
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	539	496	1035	46	22,5	533	513	1046	47	22,3	533	535	1068	48	22,3	1605	1544	3149	141	22,3
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ	###	###	2658	117	22,7	###	###	2655	121	21,9	###	###	2740	121	22,6	4017	4036	8053	359	22,4
ΣΥΝΟΛΟ Επ. ΛΕΜΕΣΟΥ	###	###	2247	105	21,4	###	###	2334	107	21,8	###	###	2392	111	21,5	3514	3459	6973	323	21,6
ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚ.	750	810	1560	70	22,3	771	730	1501	66	22,7	761	769	1530	68	22,5	2282	2309	4591	204	22,5
ΣΥΝΟΛΟ Επ. ΑΜΜΟΧ.	255	267	522	24	21,8	239	230	469	21	22,3	248	254	502	23	21,8	742	751	1493	68	22,0
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	539	496	1035	46	22,5	533	513	1046	47	22,3	533	535	1068	48	22,3	1605	1544	3149	141	22,3
ΓΕΝΙΚΟ ΣΥΝΟΛΟ	3978	4044	8022	362	22,2	4069	3936	8005	362	22,1	4113	4119	8232	371	22,2	12160	12099	24259	1095	22,2

ΠΑΡΑΡΤΗΜΑ Ε΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΛΥΚΕΙΑ

ΤΕΛΙΚΟΙ ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2011/2012

ΣΧΟΛΕΙΟ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	M/τεσ	M/τριες	Σύνολο	Τμήμ.	M.Ο	M/τεσ	M/τριες	Σύνολο	Τμήμ.	M.Ο	M/τεσ	M/τριες	Σύνολο	Τμήμ.	M.Ο					
1 Παγκύπριο Γυμνάσιο	99	81	190	8	23,8	84	102	186	9	20,7	75	120	195	9	21,7	258	313	571	26	22,0
2 Λύκειο Παλουριώτισσας	69	91	150	7	21,4	73	57	130	7	18,6	55	60	115	7	16,4	197	198	395	21	18,8
3 Ενιαίο Λύκειο Κύκκου Α'	54	58	112	5	22,4	70	70	140	7	20,0	69	78	147	7	21,0	193	206	399	19	21,0
4 Ενιαίο Λύκειο Κύκκου Β'	118	100	218	9	24,2	101	100	201	10	20,1	117	93	210	10	21,0	336	293	629	29	21,7
5 Ενιαίο Λύκειο Αρχαγγελίου	103	115	218	9	24,2	94	134	228	11	20,7	118	140	258	12	21,5	315	389	704	32	22,0
6 Λύκειο Ακρόπολης	67	67	134	6	22,3	59	69	128	6	21,3	50	57	107	5	21,4	176	193	369	17	21,7
7 Λύκειο Εθν. Κυπριανού	87	110	197	8	24,6	93	121	214	10	21,4	91	109	200	10	20,0	271	340	611	28	21,8
8 Λύκειο Μακαρίου Γ'	87	82	169	7	24,1	94	79	173	8	21,6	120	125	245	11	22,3	301	286	587	26	22,6
9 Λύκειο Απ. Βαρνάβα	91	113	204	9	22,7	83	140	223	11	20,3	98	132	230	11	20,9	272	385	657	31	21,2
10 Λύκειο Λατσιών	94	130	224	10	22,4	84	135	219	10	21,9	99	118	217	10	21,7	277	383	660	30	22,0
11 Λύκειο Σολέας	24	44	68	3	22,7	37	37	74	4	18,5	36	45	81	4	20,3	97	126	223	11	20,3
12 Λύκειο Παλομετόχου	98	101	199	8	24,9	76	97	173	9	19,2	99	125	224	11	20,4	273	323	596	28	21,3
13 Λύκειο Αγ. Γεωργίου Λακατ.	110	136	246	10	24,6	102	136	238	11	21,6	115	136	251	11	22,8	327	408	735	32	23,0
14 Λύκειο Ιδαίου	94	111	205	9	22,8	112	125	237	11	21,5	111	151	262	12	21,8	317	387	704	32	22,0
ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	###	###	2534	108	23,5	###	###	2564	124	20,7	###	###	2742	130	21,1	###	4230	7840	362	21,7

15 Λύκειο Παραλιμνίου	122	105	227	10	22,7	94	138	232	11	21,1	100	134	234	12	19,5	316	377	693	33	21,0
16 Λύκειο Φρενάρους	82	125	207	9	23,0	95	122	217	10	21,7	87	161	248	12	20,7	264	408	672	31	21,7
17 Λύκειο Ριζοκάρπασου	2	2	4	1	4,0	2	0	2	1	2,0	0	0	0	0	--	4	2	6	2	3,0
ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	206	232	438	20	21,9	191	260	451	22	20,5	187	295	482	24	20,1	584	787	1371	66	20,8

18 Παγκύπριο Λύκειο Λαρνακας	71	83	154	7	22,0	77	112	189	9	21,0	78	109	187	9	20,8	226	304	530	25	21,2
19 Λύκειο Αγ. Γεωργίου	80	139	219	9	24,3	87	103	190	9	21,1	81	115	196	9	21,8	248	357	605	27	22,4
20 Λύκειο Αρχ. Μακαρίου Γ'	80	118	198	9	22,0	112	117	229	10	22,9	91	171	262	12	21,8	283	406	689	31	22,2
21 Λύκειο Βεργίνας	61	92	153	7	21,9	102	105	207	10	20,7	76	116	192	9	21,3	239	313	552	26	21,2
22 Λύκειο Λιβαδίων	91	146	237	10	23,7	74	144	218	10	21,8	93	142	235	11	21,4	258	432	690	31	22,3
23 Γυμνάσιο Λευκάρων	32	30	62	3	20,7	30	29	59	3	19,7	20	22	42	2	21,0	82	81	163	8	20,4
24 Λύκειο Αραδίππου	74	102	176	7	25,1	67	89	156	8	19,5	92	136	228	11	20,7	233	327	560	26	21,5
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	489	710	1199	52	23,1	549	699	1248	59	21,2	531	811	1342	63	21,3	###	2220	3789	174	21,8

ΣΧΟΛΕΙΟ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ					
	Μ/Τρες		Τμήμ.		Μ/Τρες		Τμήμ.		Μ/Τρες		Τμήμ.		Μ/Τρες		Τμήμ.		Σύνολο	
	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ.Ο	

25	Λαγίτελο Λύκειο Α'	62	84	146	7	20,9	85	87	172	8	21,5	91	128	219	10	21,9	238	299	537	25	21,5
26	Λαγίτελο Λύκειο Β'	119	108	227	10	22,7	87	118	205	10	20,5	83	100	183	9	20,3	289	326	615	29	21,2
27	Λύκειο Ατ. Πέτρου & Παύλ	66	92	158	7	22,6	93	102	195	9	21,7	80	104	184	8	23,0	239	298	537	24	22,4
28	Λύκειο Αγ. Ιωάννη	93	112	205	9	22,8	94	107	201	10	20,1	109	103	212	10	21,2	296	322	618	29	21,3
29	Λύκειο Αγ. Νικολάου	67	86	153	7	21,9	69	111	180	8	22,5	76	79	155	7	22,1	212	276	488	22	22,2
30	Λύκειο Πολεμίδων	73	100	173	8	21,6	146	149	295	13	22,7	127	151	278	13	21,4	346	400	746	34	21,9
31	Λύκειο Αγ. Σπυριδώνα	77	110	187	8	23,4	108	147	255	11	23,2	97	155	252	11	22,9	282	412	694	30	23,1
32	Λύκειο Αγ. Αντωνίου	45	62	107	5	21,4	64	84	148	7	21,1	63	86	149	7	21,3	172	232	404	19	21,3
33	Λύκειο Λινόπετρας	111	131	242	10	24,2	104	129	233	11	21,2	116	156	272	13	20,9	331	416	747	34	22,0
34	Λύκειο Αγ. Φιλίππου	107	127	234	10	23,4	95	119	214	10	21,4	125	134	259	12	21,6	327	380	707	32	22,1
35	Λύκειο Κολοσσίου	88	122	210	9	23,3			0		--			0		--	88	122	210	9	23,3
36	Γυμνάσιο Αγρού	19	22	41	2	20,5	24	31	55	3	18,3	16	27	43	2	21,5	59	80	139	7	19,9
37	Γυμνάσιο Ομόδους	3	7	10	1	10,0	7	8	15	1	15,0	2	9	11	1	11,0	12	24	36	3	12,0
38	Λύκειο Μιχαήλ Λεμψίου	7	7	14	1	14,0	9	16	25	2	12,5	6	9	15	1	15,0	22	32	54	4	13,5

ΣΥΝΟΛΟ ΕΠ. ΛΕΜΕΣΟΥ	937	###	2107	94	22,4	985	###	2193	103	21,3	991	###	2232	104	21,5	###	3619	6532	301	21,7
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39	Λύκειο Α' Εθν. Μακαρίου	121	122	243	10	24,3	109	117	226	10	22,6	117	98	215	10	21,5	347	337	684	30	22,8
40	Λύκειο Κύκκου Πάφου	51	74	125	5	25,0	44	62	106	5	21,2	59	78	137	7	19,6	154	214	368	17	21,6
41	Λύκειο Αγ. Νεοφύτου	79	91	170	7	24,3	83	83	166	8	20,8	70	66	136	6	22,7	232	240	472	21	22,5
42	Γυμνάσιο Πολεμίου	21	18	39	2	19,5	18	22	40	2	20,0	8	19	27	2	13,5	47	59	106	6	17,7
43	Λύκειο και Τεχν. Σχ. Πόλης	19	34	53	3	17,7	32	40	72	3	24,0	31	47	78	4	19,5	82	121	203	10	20,3
44	Γυμνάσιο Κατω Πύργου	6	5	11	1	11,0	10	8	18	1	18,0	5	7	12	1	12,0	21	20	41	3	13,7
45	Λύκειο Αγ. Χαρ/μιτπου Έμπιας	68	73	141	6	23,5	59	91	150	7	21,4	62	88	150	7	21,4	189	252	441	20	22,1
46	Λύκειο Γεροσκήπτου	50	64	114	5	22,8	66	65	131	6	21,8	42	69	111	5	22,2	158	198	356	16	22,3

ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	415	481	896	39	23,0	421	488	909	42	21,6	394	472	866	42	20,6	###	1441	2671	123	21,7
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ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	###	###	2534	108	23,5	###	###	2564	124	20,7	###	###	2742	130	21,1	###	4230	7840	362	21,7
ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	206	232	438	20	21,9	191	260	451	22	20,5	187	295	482	24	20,1	584	787	1371	66	20,8
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	489	710	1199	52	23,1	549	699	1248	59	21,2	531	811	1342	63	21,3	###	2220	3789	174	21,8
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	937	###	2107	94	22,4	985	###	2193	103	21,3	991	###	2232	104	21,5	###	3619	6532	301	21,7
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	415	481	896	39	23,0	421	488	909	42	21,6	394	472	866	42	20,6	###	1441	2671	123	21,7

ΣΧΟΛΕΙΟ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ								
	Μ/Τρες		Τμήμ.		Μ/Τρες		Τμήμ.		Μ/Τρες		Τμήμ.		Μ/Τρες		Τμήμ.		Σύνολο				
	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο	Μ/Τρες	Σύνολο	Τμήμ.	Μ.Ο					
ΓΕΝΙΚΟ ΣΥΝΟΛΟ	###	###	7174	313	22,9	###	###	7365	350	21,0	###	###	7664	363	21,1	###	###	###	###	###	21,6

ΠΑΡΑΡΤΗΜΑ Ε΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ
ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ 2011 - 2012

ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
	ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
Επαρχία Λευκωσίας				
1. Α΄ Τεχνική Σχολή Λευκωσίας	30	30	38	425
2. Εσπερινή Τεχνική Σχολή Λευκωσίας	8	15	15	150
3. Β΄ Τεχνική Σχολή Λευκωσίας	9	9	10	136
4. Τεχνική Σχολή Μακάριος Γ΄	31,5	39	48	578
Σύνολο	78,5	93	111	1289
Επαρχία Λεμεσού				
1. Α΄ Τεχνική Σχολή Λεμεσού				
2. Εσπερινή Τεχνική Σχολή Λεμεσού	27	28	42	439
	4	4	4	23
3. Β΄ Τεχνική Σχολή Λεμεσού				
4. Γ΄ Τεχνική Σχολή Λεμεσού	17	22	28	281
5. Απείτειο Γυμνάσιο Αγρού	20	21	23	327
	3	3	5	21
Σύνολο	71	78	102	1091
Επαρχία Λάρνακας				
1. Τεχνική Σχολή Λάρνακας	20	33	39	507
2. Τεχνική Σχολή Αγίου Λαζάρου	26	29	39	385
Σύνολο	46	62	78	892
Επαρχία Πάφου				
1. Τεχνική Σχολή Πάφου	22	40	47	452
2. Τεχνική Σχολή Πόλης Χρυσοχούς	7	7	9	91
Σύνολο	29	47	56	543
Επαρχία Αμμοχώστου				
1. Τεχνική Σχολή Παραλιμνίου	6	6	9	120
2. Περιφερειακή Τεχνική και Γεωργική Σχολή Αυγόρου	18	27	33	326
Σύνολο	24	33	42	446

