

Annual Report

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2014

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Ministry of Education  
and Culture



Part A'

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# Education

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## ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

### 1.1 DEPARTMENT OF PRIMARY EDUCATION

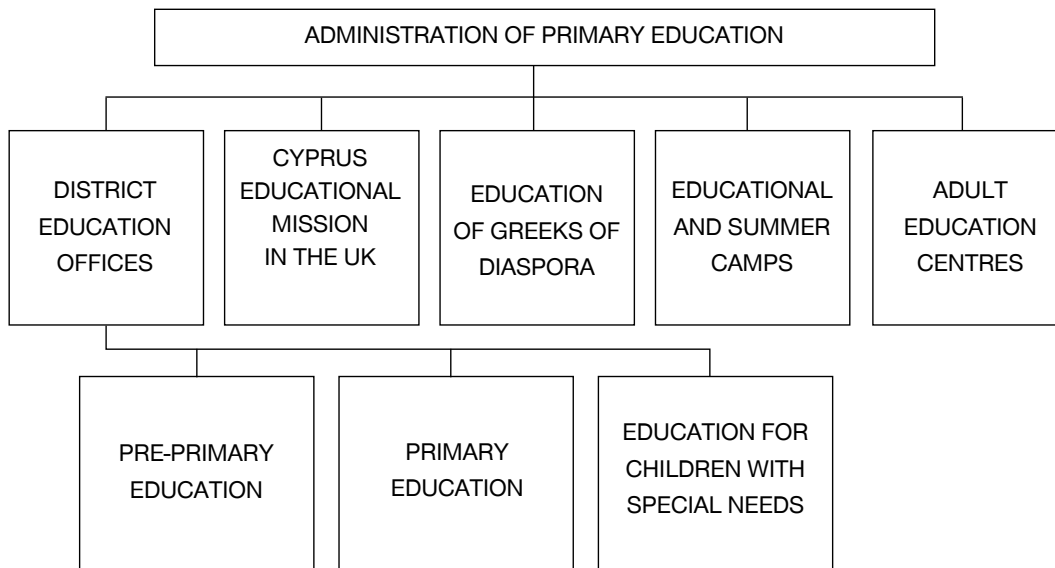
Primary Education is the first stage of education laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, it aims at modernising teaching methods and approaches, designing and implementing modern developmental programmes, improving the support programmes implemented in Special Needs Education and expanding, improving and constructing new school buildings. Overall, it aims at creating the infrastructure that will ensure high quality education.

Primary Education works towards the continuous improvement and quality upgrading of education through systematic and responsible planning, with the cooperation of all stakeholders. During the school year 2013-2014, the in-service training of teachers and the development of new teaching materials has continued. The following actions were also pursued:

- Implementation of various educational programmes (Environmental Education Programmes, Health Education, Museum Education, Visual Arts, etc.) aiming to develop creativity in and out of the classroom and for pupils to find joy in learning.
- Provision of intensive and differentiated programmes for learning Greek as a second language for foreign or repatriated children to enable their smooth integration in the public educational system.
- All-Day Compulsory Schools, in 14 different Primary Schools and All-Day Voluntary Schools in 117 Primary Schools, in 7 Special Schools as well as in 50 Public Pre-primary Schools.

The various sectors of the Department of Primary Education include the:

- District Education Offices, 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 individualised help to children with special needs attending Special Units in Primary and in Pre-primary Schools (Education for Children with Special Needs),
- Cyprus Educational Mission in the U.K.
- Education of the Greeks of Diaspora
- Educational and Summer Camps, and
- Adult Education Centres



### 1.1.1 PRE-PRIMARY EDUCATION

Pre-primary Education is essential for the quality upgrading of Primary Education. This is a belief congruent with the European educational reality and the findings of scientific educational research. Cyprus, as a member of the Council of Europe and as a full member-state of the European Union, adopts programmes which are congruent with the guidelines of the EU policies and initiatives.

Pre-primary Education allows for a methodical and supportive intervention in the areas of physical, social, emotional and cognitive development, as evidenced internationally by numerous research results. Respect of individual differences, differentiated child-centred approaches and learning processes as well as the continuous monitoring of children's individual developmental rates contribute to the acquisition of life skills and positive character traits, socially-acceptable behaviours and to the overall development of a person with generally accepted values and principles.

It is also widely acknowledged that Pre-primary education contributes significantly to the preparation of children for Primary School and reduces school failure. Bearing these facts in mind, the Ministry of Education and Culture (MOEC) has over the last few years introduced a number of innovations to upgrade Pre-primary Education. One of the most important actions is the introduction of compulsory Pre-primary Education for children aged 48/12 - 58/12 years old established in September 2004.

Pre-primary Education includes education of children aged 3 to 58/12 years old attending public, community and private pre-primary schools.. Pre-primary Education complements the family's role, provides ample support for the development of the children, fulfils their basic needs and creates supportive and constructive learning experiences. Consequently, this enables children 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 encourages 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 of individuality.

### 1.1.2 PRIMARY EDUCATION

Primary Education includes the education of children between the ages of 58/12 to 118/12 years old, who are attending public and private primary schools. The fundamental principle defining the objectives of Primary Education has always been the balanced development of the children's personality. The Curricula and Syllabi are, therefore, based on three central pillars that function together to achieve this goal. In particular, the first pillar refers to the comprehensive knowledge and skills that pupils are expected to master in each school subject. The second pillar focuses on the values, attitudes and behaviours that pupils 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 ensure the necessary learning opportunities for all children regardless of age, sex, family and social background or cognitive abilities, in order 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 the wider environment and be prepared for active and constructive participation in social, political, cultural and financial contexts,
- acquire positive attitudes towards learning,
- develop social understanding, belief in human values, respect towards cultural heritage and human rights, and
- develop an appreciation of beauty, a disposition to creativity and love for life and nature, in order to develop environmental awareness.

### 1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

In 2014, 329 Greek-Cypriots and 108 Maronites were living in occupied areas of Cyprus. Despite the Turkish occupying regime's restrictions, three primary schools had initially managed to operate in the occupied areas – one in Rizokarpaso, one in Agia Triada and one in Kormakitis. However, two of them have now closed. During the school year 1996-1997, the primary school in Agia Triada was forced 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. 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 continuous, persistent and intensive efforts of the Republic of Cyprus, the Rizokarpaso Gymnasium operated again for the first time after the Turkish invasion in 1974. By the end of the same year, on 11th April 2005, children between the ages of 3 to 5 years and 8 months old were given the opportunity to attend the newly established Pre-primary School that functioned in the building of the Rizokarpaso Primary School.

During the school year 2013-2014, six children attended the Rizokarpaso Pre-primary School and thirteen the Rizokarpaso Primary School, the only Greek-Cypriot School that has been in continuous operation since the Turkish Occupation in 1974.

A number of difficulties were faced during the school year 2013-2014, such as censorship, non-acceptance of some teachers and attempts to obstruct the work being done at the schools. 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 MOEC 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.

#### 1.1.4 EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

As of September 2001, the MOEC has put into effect the Education and Training of Children with Special Needs Laws of 1999 to 2014 and the Regulations for Education and Training of Children with Special Needs of 2001 and 2013, which support the application of the above Laws.

Children with special needs are educated in public schools equipped with suitable infrastructure, according to the Laws for Special Education. The majority of children with special educational needs are educated within the mainstream classroom (3134). Special Education is also provided in Special Units within mainstream schools. Children attending Special Units (442) are also 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, equipped with the appropriate staff (teachers for learning, intellectual, functional and adjustment difficulties, psychologists, speech therapists, nurses, physiotherapists and other specialists, as well as auxiliary staff) in order to provide high quality therapy, education and support.

The educational and other needs of children in Pre-primary Schools, in Primary Schools, in Special Units and in Special Schools are met through individualised programmes of Special Education. Five hundred and sixty eight (568) special educators encompassing a wide variety of specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf and the blind, teachers for special physical education, music therapy, occupational therapy, speech and language therapy, educational psychology, audiology and physiotherapy) work to support and meet the educational needs of children with special needs. Moreover, twenty nine (29) educators from the secondary and technical education sectors are seconded to provide education and pre-vocational training to pupils attending special schools.

The MOEC aims to reinforce the awareness and sensitivity of School Inspectors, School Head Teachers, 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 Special Education (Inspectors of Special Education, Educational Psychologists, Special Educational Needs Coordinators and teachers of Special Education).

### 1.1.5 CYPRUS EDUCATIONAL MISSION IN THE UK

Through the Cyprus Educational Mission, the MOEC supports the efforts of the Greek-Cypriot Community in the UK 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 in national and religious festivals and the familiarisation of pupils with the customs, traditions and history of Cyprus.

The educational mission is staffed by seconded teachers from Cyprus as well as part-time teachers from – or based in – the UK. The MOEC 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 gain first-hand experiences of its local traditions.

### 1.1.6 EDUCATION FOR THE GREEKS OF DIASPORA

In its efforts to offer educational help to Greeks living in other countries, the MOEC has proceeded with the following:

- Provision of books and other educational materials to all Greek schools and other Greek organisations on request.
- Educational camps for children of the Greek Diaspora. The camps offer educational programmes related to the Greek language and culture.
- Provision of educational support to repatriated Cypriots and Greeks of Diaspora through programmes offered within the schools as well as by the Adult Education Centres. These programmes offer free Greek Language courses to both children and adults.
- Teaching of the Greek language to children and teachers of the Greek Orthodox schools in Jerusalem.

### 1.1.7 EDUCATIONAL AND SUMMER CAMPS

The aim of the Educational and Summer Camping Programme is to offer children of the 5th and 6th grades of Primary Schools in Cyprus and other countries, the opportunity to get to know and love the natural environment of the countryside, to develop positive attitudes and behaviours towards the environment, to make friends with children of their own age, to learn about the culture and history of Cyprus and about the island 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 in the unoccupied part of 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 their peers and develop their self-awareness and self-respect, to 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 children's health and offers children organised entertainment activities, thus



supporting current trends in education through experiential environmental education and the organisation of social life in educational camps.

The educational programmes and overall organisation of the camps largely serves the national curriculum, 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 2013-2014, Educational Camps operated in two different periods, with three five-day sessions in October 2013, six five-day sessions in April-June 2014 and a session for children of the Maronite Community. A total of 798 children from 37 Primary Schools in Cyprus as well as twenty two children and four teachers from the Greek Orthodox School of London, St. Kyprianos, attended the programme.

Three programmes took place in the camps during summer time:

- Summer Camps in Prodromos, accommodating approximately 541 children from 123 Primary Schools in Cyprus in eight seven-day sessions and eight (8) children from the Cyprus Children's Fund.
- The Hospitality Programme for children from abroad which involved 37 children and escorts from Greece (Achaia and Kozani).
- The Children's Summer Camps Abroad, in which 140 children and escorts from Cyprus participated. Ninety two children were hosted by the municipality of Paranesti in the prefecture of Drama and 47 by the Hellenic Ministry of Education and Religious Affairs in the prefecture of Halkidiki.

### 1.1.8 ADULT EDUCATION CENTRES

The Adult Education Centres is a significant programme which offers 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 the society in general. This programme's objectives express the State's developmental policy and the wider aims of the MOEC 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 enabled to act efficiently in a united Europe.

The institution of Adult Education Centres was initially established in 1952, mainly in rural areas. In 1960, following the independence of the Republic of Cyprus, 175 centres operated, with a total of 3750 members. From 1974 onwards, they have also expanded in most urban areas, today operating 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 the teaching of 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 the children of repatriated Cypriots, political refugees and Turkish Cypriots. Moreover, Turkish language courses are offered free of charge to Greek Cypriots.

The Programme of Adult Education Centres has been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education providing a variety of quality courses. More than 26.000 citizens have attended the Adult Education Centres during the school year 2013-2014, with 70% attending courses in urban areas and 30% attending courses in rural areas. The female participants were 71% and male participants were 29%. Over 13% of the participants were over 65 years of age.

### 1.1.9 SCHOOLS-TEACHERS-PUPILS

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

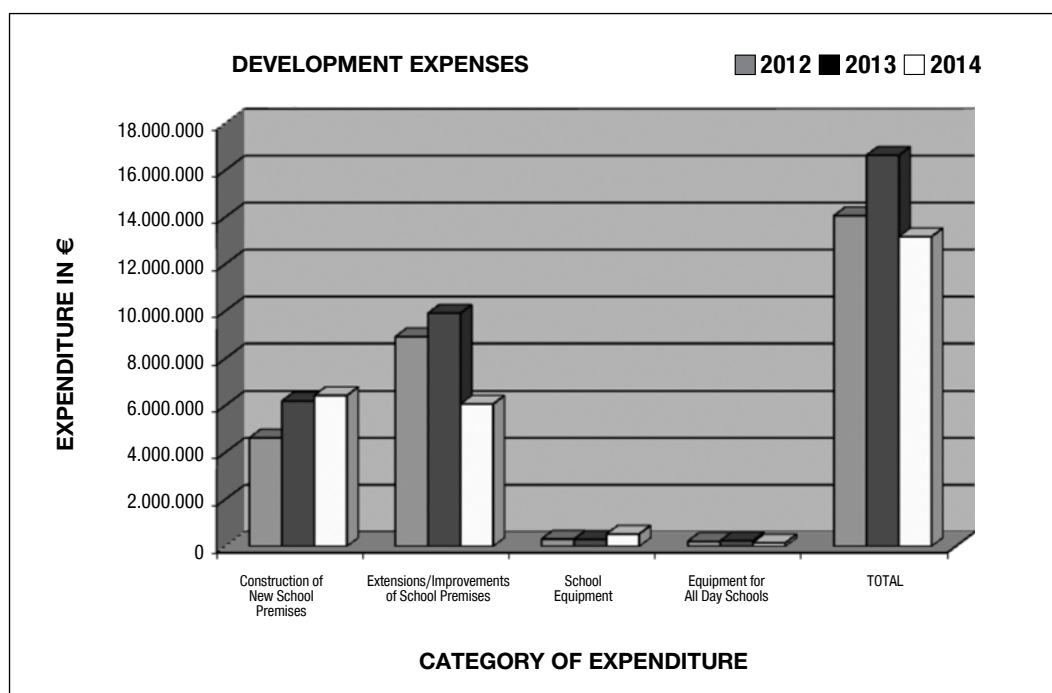
<b>SCHOOLS</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>PRE-PRIMARY SCHOOLS</b>			
Public Pre-primary Schools:			
a) Number of Schools (*)	263	264	268
b) Number of Pupils (*)	11352	11769	11920
c) Number of Teachers (*)	736	752	734
Community Pre-primary Schools:			
a) Number of Schools	69	75	81
b) Number of Pupils	1869	2113	2170
c) Number of Teachers	97	108	115
<b>PRIMARY SCHOOLS</b>			
a) Number of Schools (*)	342	340	338
b) Number of Pupils (*)	49795	49612	48645
c) Number of Teachers (*)	4154	4144	4084
<b>SPECIAL SCHOOLS</b>			
a) Number of Schools	9	9	9
b) Number of Pupils (3-21 years old)	311	343	365
c) Number of Teachers (Special Teachers)	139	148	154
<b>GREEK COMMUNITY SCHOOLS ABROAD</b>			
a) Number of Schools	74	76	62
b) Number of Pupils	6500	5300	5384
c) Number of Teachers: permanent	40	36	28
part time	155	157	169
<b>ADULT EDUCATION CENTRES</b>			
a) Number of Centres	398	421	420
b) Number of Members	30049	31500	26000
c) Number of Instructors	848	816	691

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

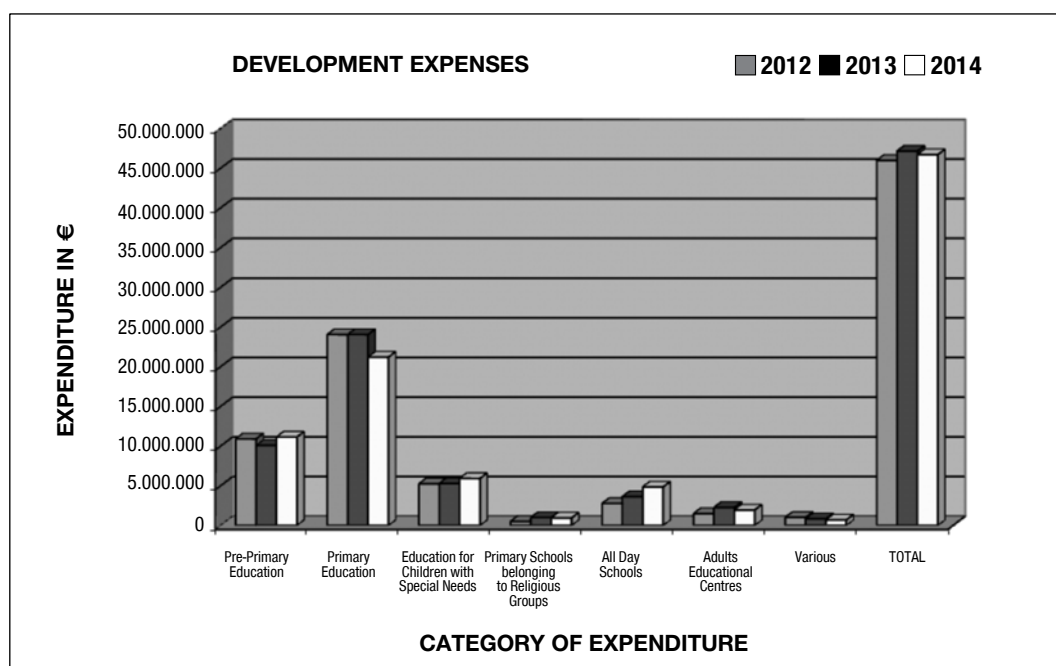
<b>SCHOOLS IN OCCUPIED AREAS</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>PRE-PRIMARY SCHOOLS</b>			
a) Number of Schools	1	1	1
b) Number of Pupils	4	5	6
c) Number of Teachers	2	1	1
<b>PRIMARY SCHOOLS</b>			
a) Number of Schools	1	1	1
b) Number of Pupils	18	17	13
c) Number of Teachers	4	4	4

### 1.1.10 FINANCIAL STATUS

The development expenditure for the financial years 2012, 2013 and 2014 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2012, 2013 and 2014 in Primary Education are shown in the graph below:



### 1.1.11 SCHOOL PREMISES

The current school building programme is expected to meet the most urgent needs throughout Cyprus. Within this framework, extension and improvement works were carried out in several Pre-Primary and Primary School premises.

## 1.2 SECONDARY GENERAL EDUCATION

Secondary General Education, Public and Private, covers a huge sector of the Cyprus Education System. Based on the socioeconomic, cultural and national needs of Cyprus, Public Secondary General Education offers equal opportunities for education and aims at promoting knowledge focusing on general education and the grading specialization.

Thus it prepares pupils for their academic or professional pursuits. It also pursues the promotion and development of healthy, mental and moral personalities, the creation of able, democratic and law abiding citizens, the strengthening of national identity, cultural values and universal ideals for freedom, justice, peace and the fostering of love and respect among people, aiming at promoting mutual understanding and cooperation among people within the framework of new multicultural conditions existing in Cyprus of the 21st century as well as 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 General 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.

### 1.2.1 THE GYMNASIUM

The Gymnasium is a complete cycle of general education focused on humanistic education and supplements the general education offered in Primary Education. It prepares pupils for the Lyceum or the Technical / Vocational Education. Attendance is compulsory for all pupils.

Within the framework of the policy of the Ministry of Education and Culture for qualitative upgrading of education new institutions have been introduced and promoted, such as the teaching of Information Technology in all classes, the 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.

### 1.2.2 THE ENIAIO LYKEIO

In the school year 2000 - 2001, the institution of the Eniaio Lykeio was introduced all over Cyprus. An institution which is promoted and developed continuously so that all those concerned 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.

### 1.2.3 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.

### 1.2.4 PRIVATE SECONDARY EDUCATION

There are thirty-seven secondary education private schools in Cyprus, which prepare pupils for enrollment in Tertiary Education in Cyprus or abroad and their integration in the labour market. Private schools are divided into three categories according to their syllabus and timetable, that is schools of the same type, of a similar type and of different type.

The Private Schools and Private Institutes Office deals with all the matters related to the establishment and operation of private schools and private institutes. Specifically, the office is responsible for the following:

- a) Monitoring the private schools and institutes operation in accordance to the law pertaining the establishment and operation of private primary and secondary education.
- b) Checking the appropriateness of the teaching staff and issuing certificates of recognition for the professional qualifications of teachers who work in private secondary schools and institutes
- c) Checking the increase in the tuition fees of the private schools.
- d) Reviewing the Law pertaining the establishment and operation of private schools and institutes.

### 1.2.5 STATE INSTITUTES FOR FURTHER EDUCATION

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

## 1.2.6 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 Lemesos, Larnaka / Ammochostos and Pafos

## 1.2.7 NUMBER OF PUPILS

During the school year 2013-2014, 23444 pupils attended the Gymnasium, 19896 pupils attended the Eniaio Lykeio (Lyceum) and 573 pupils the evening school.

## 1.2.8 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
2008-09	26361	23083	49444	686
2009-10	25424	22896	48320	698
2010-11	24566	23049	47615	659
2011-12	24265	22199	46464	697
2012-13	23833	21171	45004	651
2013-14	23.444	19.896	43.340	573

Pupils of lower secondary schools the school year 2013-14 were distributed across 1058 classrooms with an average of 22, 16 pupils per classroom and in upper secondary schools were distributed across 939 classes with an average of 21.19 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
2009-10	1170	21,73	1097	20,87
2010-11	1120	21.91	1085	21.22
2011-12	1095	22,16	1026	21,64
2012-13	1081	22,05	991	21,36
2013-14	1058	22,16	939	21,19

## NUMBER OF EDUCATIONISTS

The number of educators in Secondary Education during the school year 2013 - 2014 was 5.805.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMA-NENT	ON CON-TRACT	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATORS	C.E.O./ INSP
THEOLOGIANs	6	8	22	176	33	209	245	2
PHILOLOGISTS	52	74	214	1149	95	1244	1584	12
MATHEMATICIANS	9	21	85	460	59	519	634	4
PHYSICISTS	7	14	43	230	41	271	335	1
NATYR./BIOLO-GISTS	1	6	27	137	31	168	202	2
CHEMISTS	3	8	24	119	33	152	187	0
GEOGRAPHERS	0	0	4	10	11	21	25	0
ENGLISH	4	20	43	261	70	331	398	1
FRENCH	7	7	32	115	22	137	183	2
ITALIANS	0	0	0	22	5	27	27	0
SPANISH	0	0	0	9	15	24	24	0
GERMANS	0	1	1	3	9	12	14	0
RUSSIANS	0	0	0	3	20	23	23	0
TURKISH	0	0	0	7	1	8	8	0
ECONOMICS	0	5	22	101	49	150	177	0
PHYSICAL EDUCATION	7	6	35	283	75	358	406	2
MUSIC	1	6	25	125	16	141	173	1
ART	1	9	20	119	30	149	179	1
PHOTOGRAPHERS	0	0	0	5	6	11	11	0
HOME ECONOMICS	0	5	12	125	30	155	172	1
INFORMATION TECHNOLOG.	5	8	35	351	7	358	406	2
TECHNOLOGY	4	6	18	155	41	196	224	3
COUNCILORS	1	1	13	92	35	127	142	1
THEATRE RESEARCH	0	0	0	6	20	26	26	0
<b>TOTAL</b>	<b>108</b>	<b>205</b>	<b>675</b>	<b>4063</b>	<b>754</b>	<b>4817</b>	<b>5805</b>	<b>35</b>

## 1.2.9 SCHOOLS IN OPERATION

During the school year 2013 - 2014 the following schools operated:

Gymnasia	65
Lycea	38
Gymnasia and Lycea joined	7
Evening Schools	5
<b>Total</b>	<b>115</b>



## 1.2.10 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 2014 aimed at the:

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

During the year 2014, 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

## 1.2.11 ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

The Ministry of Education and Culture considers the qualitative upgrading of the infrastructure 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 2014, expansions and improvements of school buildings were included in order to be able to deal with problems of buildings in several schools.

## 1.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION (STVE)

### 1.3.1 STRUCTURE AND PROSPECTS OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

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 Lefkosia, three in Lemesos, two in Larnaka, two in the free area of the Ammochostos district, one in Pafos and one in Polis Chrysochou. 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 school 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	<b>MECHANICAL ENGINEERING</b>		
	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	<b>ELECTRICAL ENGINEERING</b>		
	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	<b>CIVIL ENGINEERING – ARCHITECTURE</b>		
	Civil Engineering	Theoretical	
	Architecture	Theoretical	
	Land Surveying	Theoretical	
	Building		Practical
	Laboratory Assistants		Practical
4	<b>DRAFTSMEN</b>		
	Draftsmen		Practical

5	<b>WOODCRAFT AND FURNITURE MAKING</b>		
	Furniture Design and Production	Theoretical	
	Woodcraft and Furniture Making		Practical
6	<b>APPLIED ARTS</b>		
	Graphic Design	Theoretical	Practical
	Interior Design	Theoretical	Practical
	Goldsmithing – Silversmithing		Practical
7	<b>CLOTHING</b>		
	Fashion Design	Theoretical	
	Dressmaking		Practical
8	<b>HAIRDRESSING</b>		
	Hairdressing		Practical
9	<b>AGRICULTURE</b>		
	Horticulture		Practical
10	<b>SERVICES</b>		
	Tourist Agency and Hotel Clerks	Theoretical	Practical
	Sales Personnel		Practical
	Bank and Accounting Clerks	Theoretical	
	Secretarial Studies		Practical
11	<b>HOTEL AND CATERING</b>		
	Cooks and Waiters		Practical

### 1.3.2 EVENING TECHNICAL SCHOOLS

The Department of Secondary Technical and Vocational Education also offers formal education programmes through the two evening technical schools operating in Lefkosia and Lemesos, 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 school 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.

### 1.3.3 THE APPRENTICESHIP SCHEME – NEW MODERN APPRENTICESHIP

The Apprenticeship Scheme as a two-year initial VET programme providing practical and theoretical training to young people who had not successfully completed their secondary compulsory education and wish to be trained and employed in technical occupations was terminated with the graduation of the last intake of apprentices in June 2013.

The Apprenticeship Scheme has been replaced by the New Modern Apprenticeship (NMA), which started its operation in the school year 2012-2013. In 2007, the Council of Ministers approved the proposal for the establishment of the NMA, which provides

an alternative pathway for education, training and development for young people who drop out from the formal education system and is geared towards meeting the needs of the labour market. The NMA embraces young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation is not compulsory and is free of charge.

The NMA is designed to target two distinct groups of students:

- (a) students who have not completed compulsory education (third grade of gymnasium) and can enroll at the preparatory apprenticeship level;
- (b) students who have either successfully completed compulsory education or successfully completed preparatory apprenticeship and can enroll at the core apprenticeship level. Students who complete preparatory apprenticeship may proceed to the core apprenticeship level or, if they wish and provided they succeed at a special set of exams, they may re-enter the formal education system.

**Preparatory apprenticeship** does not involve employment but constitutes an alternative form of education and training for students between the ages of 14 and 16 who have the opportunity through this one-year programme to develop their numeracy and literacy skills, become acquainted with the world of work, explore their talents and abilities through creative arts, and participate in workshops related to technical occupations. The Cyprus Productivity Centre is responsible for the operation of this level. About 60 pupils attended preparatory apprenticeship in the school year 2013-2014.

**Core apprenticeship** is of three years duration and involves both training at school and practical training in enterprises. In the first two years, apprentices follow practical training in enterprises for three days per week where they are remunerated for their work, and they receive theoretical training for two days a week at Technical Schools. In their third and final year they only attend school once a week and work the remaining four days. This level is implemented by the Cyprus Productivity Centre, in cooperation with the Ministry of Education and Culture. About 39 apprentices attended core apprenticeship in the school year 2013-2014.

The NMA project is co-funded by the European Social Fund and the Government of Cyprus and it will become fully operational by 2015.

Apprentices are trained to become car mechanics, electricians, carpenters, aluminium manufacturers, machine fitters, plumbers, hairdressers etc.

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.

### 1.3.4 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 short-

age 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 school 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 school leaving certificate are given an opportunity to obtain a second school 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.

### 1.3.5 SCHOOLS IN OPERATION

Formal upper secondary technical and vocational education programmes are offered at twelve mainstream technical schools. There are three technical schools in Lefkosia, three in Lemesos, two in Larnaka, two in the free area of the Ammochostos district, one in Pafos and one in Polis Chrysochou.

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

About 4545 pupils attended mainstream and evening technical schools during the school year 2013-2014, distributed as shown on the Table below:

School	No. of Pupils
A´ Technical School Lefkosia	441
B´ Technical School Lefkosia	181
Technical School «Makarios C» Lefkosia	558
Evening Technical School Lefkosia	126
A´ Technical School Lemesos	494
B´ Technical School Lemesos	288
C´ Technical School Lemesos	394
Evening Technical School Lemesos	90
Apeitio Gymnasium Agros	27
Larnaka Technical School	519
St. Lazaros Technical School Larnaka	347
Paralimni Technical School	114
Avgorou Technical and Agricultural School	294
Paphos Technical School	570
Polis Technical School	102
<b>TOTAL NUMBER OF PUPILS</b>	<b>4545</b>

### 1.3.6 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 2013-2014 was 511. The number of part time teachers and Instructors for the Afternoon and Evening Classes was 85.

### 1.3.7 NUMBER OF PUPILS

During the school year 2013-2014, the number of pupils studying in the various programmes offered by the Department of Secondary Technical and Vocational Education was as follows:

<b>Programme</b>	<b>No of Pupils</b>
Technical Schools	4329
Evening Technical Schools	216
New Modern Apprenticeship (core apprenticeship)	39
Special Units	56
Afternoon and Evening Classes	1139
Post Secondary Institutes of VET	331
<b>TOTAL</b>	<b>6110</b>

### 1.3.8 EXPENDITURE

During the fiscal year of 2014 the development expenditure for Secondary Technical and Vocational Education reached the amount of €409.654, while the current expenditure for the same year was €1.301.000.

### 1.3.9

#### INFRASTRUCTURE EXPENDITURE

##### **School building extensions and improvements**

The total cost of school extensions and improvements for the school year 2013-2014 added up to €159.654 and was distributed as follows:

A Technical School Lefkosia	€16.693
B Technical School Lefkosia	€321
Technical School "Makarios III" Lefkosia	€44.208
A Technical School Lemesos	€15.176
B Technical School "Gregoris Afxentiou" Lemesos	€5.151
C Technical School Lemesos	€6.402
Technical School Larnaka	€8.840
Ayios Lazaros Technical School Larnaka	€11.123
Technical School Pafos	€6.933
Technical School Polis Chrysochou	€300
Technical and Agricultural School Ammochostos/Avgorou	€36.128
Technical School Paralimni	€8.379

## 1.4 THE DEPARTMENT OF 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 cultivate 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, and so on.

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 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. 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'. Now these three universities operate under Licence of Operation (final). 'Neapolis University - Pafos' in 2010 and the University of Central Lancashire – Cyprus in 2012 received Initial Permission of Operation by the Ministry of Education and Culture.

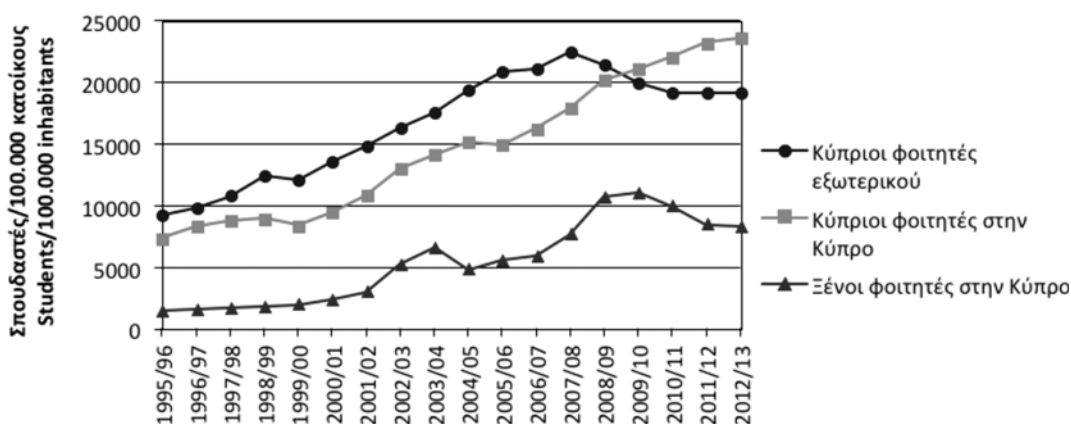
The programmes, the procedures and the buildings of all private universities were evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Private universities are to a great extent autonomous; however, new Schools and Departments, as well as new programmes, are submitted 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 cycle) 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 40 Private Institutions of HE operating on the island.

In this context, the number of students has been increasing rapidly over the last ten years. The graph below shows the number of Cypriot and foreign students in Cyprus as well as the number of Cypriot students studying abroad from 1995-96 until 2012-13. In the last three years, the number of Cypriot students studying in Cyprus has started to exceed the number of those studying abroad.

### Cypriot and Foreign Students in Cyprus and Cypriot Students Studying Abroad



In this framework, the main priority of the DHE is the provision of high quality education by the HEIs of Cyprus. For this reason, four independent bodies have been operating (1) the Council of the Educational Evaluation –Accreditation, (2) the Advisory Committee for Tertiary Education, (3) the Evaluation Committee of Private Universities, and (4) 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. The first three bodies will soon be replaced by the Agency of Quality Assurance and Accreditation in HE which will be the new competent authority for quality assurance 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 Lefkosia, the capital city, and one in Lemesos. 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 to 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 can be admitted based on GCEs, IGCSEs 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 enrolment to the respective programmes.

### **THE UNIVERSITY OF CYPRUS (UCY) ([www.ucy.ac.cy](http://www.ucy.ac.cy))**

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 7,000 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 Cypriot society.

#### **Vision**

The University of Cyprus has consistently pursued excellence, fulfilling its mission to the Cyprus society via its twofold objectives the:

1. promotion of scholarship and education through teaching and research,
2. enhancement of the cultural, social and economic development.

UCY aims to establish itself as a Pioneer Research Institution achieving International Scientific Recognition in European Higher Education, offering Competitive Programmes, and become a Centre of Excellence in the wider Euro – Mediterranean Region.

The University of Cyprus consists of eight Faculties and 23 Departments. UCY Medical School accepted its first 30 students in September 2013. The School offers a complete six-year undergraduate medical programme (MD) based at the University of Cyprus in Nicosia and at affiliated hospitals throughout Cyprus (predominantly within Lefkosia). The programme has drawn from well-regarded and long-established European medical schools, and has developed its own comprehensive as well as unique medical sciences curriculum, adapted to the needs and environment of Cyprus. The expertise and resources of the University of Cyprus will be supplemented with newly appointed international experts, who will help develop the educational, research and administrative components of the new Medical School. By offering an innovative undergraduate curriculum underpinned by the academic excellence of the University of Cyprus, the new programme will train medical doctors fully qualified to practice in today's world.

The Graduate School was formally established in January 2012. The Graduate School differs from the other Faculties of the University in that it does not comprise of departments, but of the graduate programmes of all Departments instead. As such, the Graduate School does not have its own academic staff, but an administrative staff that provides support for the development, evaluation and promotion of the graduate education throughout UCY, without intervening in the academic work of the Departments. All matters that were hitherto handled by the Senate Postgraduate Studies Committee are now under the remit of the Graduate School.

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, the competitive entrance examinations organised centrally by the Ministry of Education and Culture. Postgraduate students are admitted on the basis of other criteria which are also 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) ([www.ouc.ac.cy](http://www.ouc.ac.cy))**

### **Mission and Objectives:**

The Open University of Cyprus was established in 2002 as the second public university and the only institution of higher education in Cyprus devoted entirely to open and distance learning. OUC offers flexible, open access, quality programmes at both undergraduate and postgraduate (master and PhD) levels, enabling students to follow a broad intellectual path, irrespective of age, time, location or life circumstances. Studies at OUC reflect its unique educational philosophy, which is based on modern educational systems supported by technology and promoting lifelong learning.

In the academic year 2006-2007, OUC enrolled its first 162 students; now approximately 4750 students are enrolled in the 21 programmes offered for 2014-2015, and about 1907 people have graduated from OUC.

OUC's 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 endeavours 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 neighbouring 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.

### **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, facilitating student mobility and interlinks between conventional universities and the Open University of Cyprus. The main educational tool is OUC's e-learning platform, called eClass that facilitates online teaching and learning, allowing the establishment of virtual classrooms. eClass 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 assignments 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 enrolment to the respective programmes.

### **CYPRUS UNIVERSITY OF TECHNOLOGY (CUT) ([www.cut.ac.cy](http://www.cut.ac.cy))**

Cyprus University of Technology is a public university. It 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.

Cyprus University of Technology consists of the following Faculties:

#### **Faculty of Geotechnical Sciences and Environmental Management**

Department of Agricultural Sciences, Biotechnology and Food Science. Department of Environmental Science and Technology.

#### **Faculty of Management and Economics**

Department of Hotel and Tourism Management. Department of Commerce, Finance and Shipping.

#### **Faculty of Health Sciences**

Department of Nursing.

#### **Faculty of Communication and Media Studies**

Department of Communications and Internet Studies.

#### **Faculty of Fine and Applied Arts**

Department of Multimedia and Graphic Arts.

#### **Faculty of Engineering and Technology**

Department of Electrical Engineering, Computer Engineering and Informatics. Department of Mechanical Engineering and Materials Science and Engineering. Department of Civil Engineering and Geomatics.

#### **Language Center**

## **1.4.2 PRIVATE UNIVERSITIES**

Five private Universities operate in Cyprus. Three of them operate in the capital city, Lefkosia, one of them in Pafos and one in Larnaka. The universities 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 programme 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 ([www.frederick.ac.cy](http://www.frederick.ac.cy))**

Frederick University was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12th of September 2007 and got its Initial Permission of Operation on October 1, 2007. In 2011, the University was granted Final License. Frederick University functions from two campuses, the main campus in Lefkosia and the other in Lemesos, 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.

### **European University Cyprus (EUC) ([www.euc.ac.cy](http://www.euc.ac.cy))**

European University Cyprus, which was developed out of Cyprus College, was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12th of September 2007 and got its Initial Permission of Operation on October 1, 2007. In 2011, the University was granted Final License. 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.

### **University of Lefkosia ([www.unic.ac.cy](http://www.unic.ac.cy))**

The University of Lefkosia received its Initial Permission of Operation on October 3, 2007. In 2011, the University was granted Final License. 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 Lefkosia received approval for an Erasmus University Charter and it is an official participant in the European Credit Transfer System (ECTS).

### **Neapolis University – Pafos ([www.nup.ac.cy](http://www.nup.ac.cy))**

Neapolis University – Pafos 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 centres of excellence in the chosen academic fields.

### **University of Central Lancashire - Cyprus (UCLan-Cyprus) ([www.uclancyprus.ac.cy](http://www.uclancyprus.ac.cy))**

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 Larnaka. 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.

#### **1.4.3 PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

The Cyprus Government has the responsibility for the operation of the Public Institutions of Higher (Tertiary) Education. They operate under the supervision of various Ministries. 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 ([www.hhic.ac.cy](http://www.hhic.ac.cy))
2. The Cyprus Forestry College ([www.moa.gov.cy/fc](http://www.moa.gov.cy/fc))
3. The Mediterranean Institute of Management ([www.mlsi.gov.cy/kepa](http://www.mlsi.gov.cy/kepa))
4. The School for Tourist Guides ([www.visitcyprus.com](http://www.visitcyprus.com))

#### **1.4.4 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, offering 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)
- PhD Degree (Three to Four 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	Hotel & Tourism Administration
Engineering	Hotel & Tourism Management
Education	Secretarial Studies
Social Sciences	Culinary
Computer Science	Aesthetics
Graphic Design	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 in 2014, 150 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](http://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 through the method of franchise or validation. 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 students registered in these programmes of study are entitled to the students' state subsidy provided they meet the criteria set by the Ministry of Finance.

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

1. AIGAIA SCHOOL OF ART AND DESIGN (Lefkosia) ([www.aigaia.com.cy](http://www.aigaia.com.cy))
2. A.C. AMERICAN COLLEGE (Lefkosia) ([www.ac.ac.cy](http://www.ac.ac.cy))
3. ALEXANDER COLLEGE (Larnaka) ([www.alexander.ac.cy](http://www.alexander.ac.cy))
4. ATLANTIS COLLEGE (Ammochostos) ([www.atlantiscollege.com](http://www.atlantiscollege.com))
5. C.D.A COLLEGE (Lefkosia) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
6. C.D.A COLLEGE (Larnaka) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
7. C.D.A COLLEGE (Lemesos) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
8. C.D.A COLLEGE (Pafos) ([www.cdacollege.ac.cy](http://www.cdacollege.ac.cy))
9. CASA COLLEGE(Lefkosia) ([www.casacollege.com](http://www.casacollege.com))
10. CITY UNITY COLLEGE (Lefkosia) ([www.whitecitycollege.ac.cy](http://www.whitecitycollege.ac.cy))
11. COLLEGE OF TOURISM AND HOTEL MANAGEMENT(Lefkosia)([www.cothm.ac.cy](http://www.cothm.ac.cy))
12. CYPRUS COLLEGE (Lefkosia) ([www.cycollege.ac.cy](http://www.cycollege.ac.cy))
13. CYPRUS COLLEGE (Lemesos) ([www.cycollege.ac.cy](http://www.cycollege.ac.cy))
14. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lefkosia) ([www.ciim.ac.cy](http://www.ciim.ac.cy))
15. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lemesos) ([www.ciim.ac.cy](http://www.ciim.ac.cy))
16. CYPRUS SCHOOL OF MOLECULAR MEDICINE (Lefkosia) ([www.cing.ac.cy/csmm](http://www.cing.ac.cy/csmm))
17. VLADIMIROK KAFKARIDES SCHOOL OF DRAMA (Lefkosia) ([www.satiriko.com](http://www.satiriko.com))
18. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) ([www.fit.ac.cy](http://www.fit.ac.cy))
19. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) ([www.fit.ac.cy](http://www.fit.ac.cy))

20. GLOBAL COLLEGE (Lefkosia) ( [www.globalcollege.com.cy](http://www.globalcollege.com.cy) )
21. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka) ([www.uclancyprus.ac.cy](http://www.uclancyprus.ac.cy))
22. INTERCOLLEGE (Lefkosia) ( [www.intercollege.ac.cy](http://www.intercollege.ac.cy) )
23. INTERCOLLEGE (Larnaka) ( [www.intercollege.ac.cy](http://www.intercollege.ac.cy) )
24. INTERCOLLEGE (Lemesos) ( [www.lim.intercollege.ac.cy](http://www.lim.intercollege.ac.cy) )
25. INTERNAPA COLLEGE (Ammochostos) ( [www.internapa.ac.cy](http://www.internapa.ac.cy) )
26. KES COLLEGE (Lefkosia) ( [www.kes.ac.cy](http://www.kes.ac.cy) )
27. LARNAKA COLLEGE (Larnaka) ( [www.Larnakacollege.com](http://www.Larnakacollege.com) )
28. LEDRA COLLEGE (Lefkosia) ( [www.ledra.ac.cy](http://www.ledra.ac.cy) )
29. MESOYIOS COLLEGE (Pafos) ( [www.mesoyios.ac.cy](http://www.mesoyios.ac.cy) )
30. M.K.C. CITY COLLEGE (Larnaka) ( [www.citycollege.ac.cy](http://www.citycollege.ac.cy) )
31. MUSIC ACADEMY “ARTE” (Lefkosia) ([www.artemusic.org](http://www.artemusic.org) )
32. P.A COLLEGE ( [www.pacollege.ac.cy](http://www.pacollege.ac.cy) )
33. SUSINI COLLEGE (Lemesos) ( [www.susini.ac.cy](http://www.susini.ac.cy) )
34. SUSINI COLLEGE (Lefkosia) ( [www.susini.ac.cy](http://www.susini.ac.cy) )
35. THE C.T.L. EUROCOLLEGE (Lemesos) ([www.ctleuro.ac.cy](http://www.ctleuro.ac.cy) )
36. THE CYPRUS INSTITUTE (Lefkosia) ([www.cyi.ac.cy](http://www.cyi.ac.cy) )
37. THE CYPRUS INSTITUTE OF MARKETING (Lefkosia) ([www.cima.com.cy](http://www.cima.com.cy) )
38. THE CYPRUS INSTITUTE OF MARKETING(Lemesos) ( [www.cima.com.cy](http://www.cima.com.cy) )
39. THE LIMASSOL COLLEGE-T.L.C (Lemesos) ( [www.reacollege.ac.cy](http://www.reacollege.ac.cy) )
40. THE PHILIPS COLLEGE (Lefkosia) ( [www.philips.ac.cy](http://www.philips.ac.cy) )

## 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 number of foreign students studying in Cyprus during the academic year 2012-2013 was 8368. The following table illustrates the number of foreign students by country of citizenship for the academic year 2012-2013.

Country	Number of Students	Country	Number of Students
France	14	Slovak Republic	6
Netherlands	2	Hungary	7
Germany	15	Romania	53
Italy	9	Bulgaria	77
United Kingdom	46	Albania	20
Ireland	1	Ukraine	133

Greece	4.284	Belarus	34
Portugal	2	Moldova	27
Spain	4	Russia	293
Belgium	1	Georgia	23
Norway	1	Armenia	5
Sweden	3	Kasakhstan	15
Finland	2	Uzbekistan	7
Austria	3	Tajikistan	2
Turkey	3	Kyrgyzstan	1
Estonia	6	Slovenia	1
Latvia	16	Bosnia - Herzegovina	3
Lithuania	11	Montenegro	2
Poland	17	Serbia	32
Morocco	10	South Africa	4
Libya	8	United States of America	10
Egypt	44	Canada	7
Sudan	1	Guatemala	1
Niger	2	Belize	2
Gambia	4	Dominican Republic	1
Guinea	40	Colombia	1
Cote d'ivoire	3	Brazil	2
Ghana	19	Cyprus	14
Togo	1	Lebanon	18
Nigeria	253	Syria	77
Cameroon	71	Iraq	13
Congo	17	Iran	84
Rwanda	4	Israel	2
Ethiopia	1	West Bank/Gaza	30
Kenya	31	Jordan	6
Uganda	4	Qatar	2
Tanzania	12	Yemen	1
Zimbabwe	58	Pakistan	487
Malawi	1	India	518
Bangladesh	727	Vietnam	6
Maldives	2	Philippines	9
Sri Lanka	140	Mongolia	11
Nepal	212	China	195
Myanmar	2	Japan	4
Thailand	2	Australia	1
Not Stated	1		
<b>Σύνολο</b>	<b>8.368</b>		



#### 1.4.5. CYPRUS COUNCIL FOR THE RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS (KYSATS)

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 (KYSATS) was established.

During the period January - October 2014, KYSATS received over 600 applications for recognition of qualification and over 530 applications for written information. During the same period, the Council held eight (8) meetings. It is expected that by the end of 2014 the total number of applications for recognition and written information will be over 1000 and 800 respectively.

KYSATS participates as a member of the networks European National Information Centres and National Academic Recognition Information Centres (ENIC – NARIC) since the beginning of its operations (2000).

KYSATS was represented in the 21st Joint Meeting of the ENIC-NARIC Networks which was held in Rome, Italy on July 6-8, 2014.

#### 1.4.6 COUNCIL OF EDUCATIONAL EVALUATION AND ACCREDITATION (SEKAP)

In 2014, the Council of Educational Evaluation and Accreditation had four (4) meetings. During those meetings the Council discussed a range of issues that are related to its responsibilities. The Council evaluated and re-evaluated fifty-four (54) programmes of study that are offered by the Private Institutions of Higher Education in Cyprus.

The total number of evaluated and accredited programmes by SEKAP that are offered by the Private Institutions of Higher Education in Cyprus, up until the end of 2014, are one hundred and fifty (150). Out of these, six (6) are offered at certificate level, seventy-three (73) at diploma level, twenty-three (23) at higher diploma level, twenty-six (26) at degree level, seventeen (17) at master's level and five (5) at PhD level.

The Council's officers have and continue to have regular meetings with directors and officers of 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.

#### 1.4.7 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. The Private Universities (Establishment, Operation and Control) Law 109 (1) of 2005 provides the legal framework for the establishment and operation of private universities in Cyprus. According to Article 10 of the above Law, the Committee is formed by the Council of Ministers upon the recommendation of the Minister of Education and Culture. The Committee has seven members that serve on a five year tenure.

The members of the ECPU are:

- (a) The current President of the Council of Educational Evaluation - Accreditation (SEKAP) , who acts as President.

- (b) Two members of the Council of Educational Evaluation - Accreditation and
- (c) Four persons holding tenured professor or equivalent position in three different countries and who have extensive experience in university governance.

Until now the ECPU has licensed five Private Universities to operate in Cyprus. Three of them (Frederick University, European University and University of Lefkosia) secured “Final License” and two of them (Neapolis University and University of Central Lancashire Cyprus-UCLan Cyprus) operate under “Initial License of Operation”.

In 2014, ECPU held six meetings. ECPU continued the process of evaluating new programmes of studies offered by Private Universities. A total of 65 new programmes of studies were evaluated. For the evaluation of the programmes of studies, ECPU formed nine (9) Teams of Experts and approved a total of 12 new programmes in the process of site visit. The remaining 53 programmes were evaluated by the “Brief Procedure”. Moreover, the ECPU continues the examination of a new application for the establishment of a Private University under the name “Cosmos Open University”.

During 2014 ECPU continued the monitoring and controlling of the operation of the first three private universities operating under the “Final License of Operation”. The ECPU, on a semester basis, collects data and information from the other two private universities, operating on “Initial License” to exercise effective control. Additionally ECPU made on-site visits to Private Universities for verification of the data requested. During the on-site visits, ECPU proceeded to record the current situation in the areas of administration, teaching, research and infrastructure of each of the universities.

#### 1.4.8 AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

The Ministry of Education and Culture attaches great importance to the establishment and operation of the “Agency of Quality Assurance and Accreditation of Higher Education”. The operation of the Agency will both ensure the quality of higher education in Cyprus and identify weaknesses and drawbacks of the Cypriot higher education institutions and, consequently, will enable them to enhance their quality.

The Agency will undertake all the responsibilities of the following existing bodies:

- The Council of Educational Evaluation – Accreditation
- The Evaluation Committee of Private Universities
- The Advisory Committee for Tertiary Education

At the moment, the bill of the Agency is being discussed at the House of Representatives. The Ministry of Education and Culture expects the rapid completion of the procedures for the establishment and operation of the Agency as it is consistent with our objectives and visions in the field of higher education.

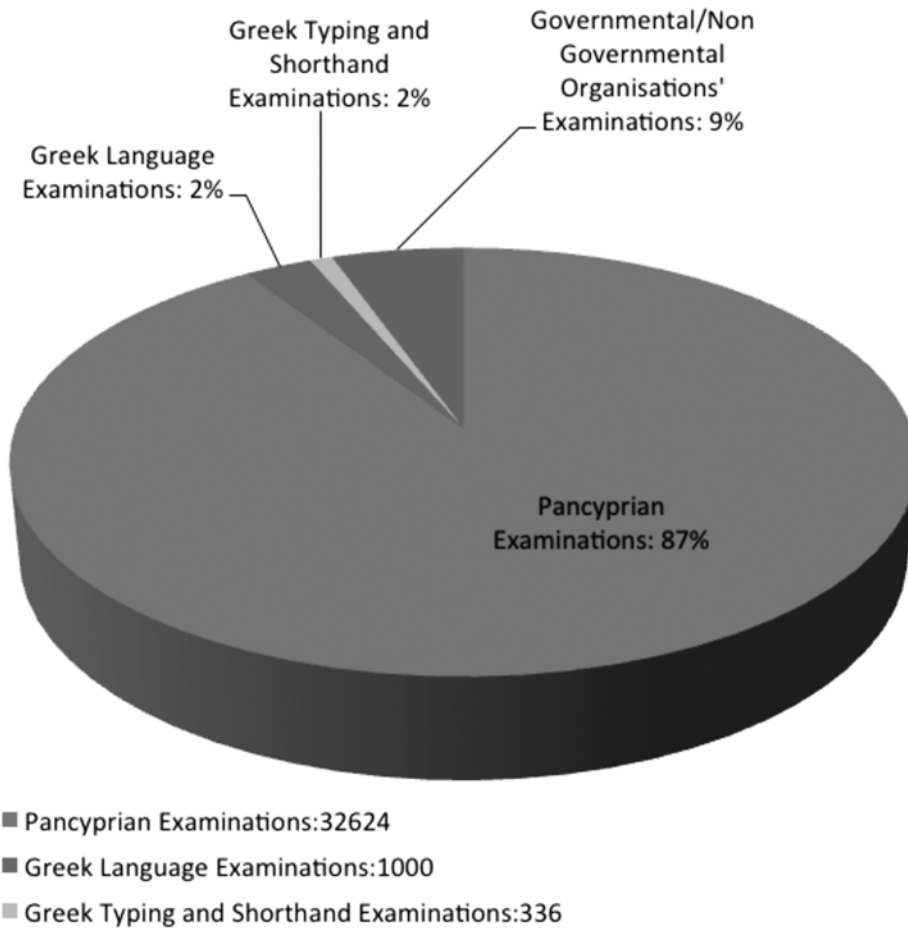
#### 1.4.9 EXAMINATIONS SERVICE OF THE DEPARTMENT OF HIGHER AND TERTIARY EDUCATION OF THE MINISTRY OF EDUCATION AND CULTURE

The Examinations Service of the Department of Higher and Tertiary Education of the Ministry of Education and Culture deals with the organization of a variety of examinations. The Examinations Service’s goal is to ensure the validity, transparency and reliability of the tests conducted.

For the period of January 2014 – October 2014, the Examinations Service organized a

significant number of examinations which served the needs of 12263 candidates and processed a total of 36053 Examination Papers, as presented in the following graph:

**NUMBER OF PAPERS PROCESSED BY THE EXAMINATIONS SERVICE DURING JANUARY 2014 - OCTOBER 2014**



### 1.5 THE CYPRUS PEDAGOGICAL INSTITUTE

The work of the Pedagogical Institute of Cyprus (P.I.C.) is, principally, developmental in character, addressing all levels of education. The mission of the P.I.C. is the continuing professional development of all teachers, in the context of the stated educational policy. The work of Pedagogical Institute covers all levels of education operating towards various directions:

- It offers in-service training to teachers of all levels through several compulsory programmes and optional seminars;
- It plans and executes education research and evaluation studies;
- It follows and adapts current trends in pedagogy;
- It promotes the use of new technologies in education;
- It undertakes the writing and publication of teaching books, the designing of the curriculum and the production of teaching materials.

## 1.6 TECHNICAL SERVICES DEPARTMENT

### SCHOOL BUILDINGS

The Technical Services Department of the Ministry of Education and Culture is located in Lefkosia. Three district offices are also based in Lemesos, Larnaka and Pafos.

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.

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## INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

### 2.1 PRIMARY EDUCATION

#### 2.1.1 IMPLEMENTATION OF NEW CURRICULUM AND TIMETABLES IN PRIMARY SCHOOLS

In the school year 2013-2014 the implementation of the new Curriculum and school timetables has continued in all Primary Schools.

During the school year the organisation of a series of in-service training actions has continued, in cooperation with the Cyprus Pedagogical Institute. The training aimed at further familiarising teachers with the New Curriculum. The support groups, which were established in the previous years, have continued to support the whole process through the development of printed and digital teaching material, preparation of teacher guides and provision of school-based support to teachers.

The Scientific Committee for the evaluation of the Curriculum completed its work and the Evaluation Report was submitted to the Minister in July 2014. Based on the recommendations that arose from the evaluation, the Coordinating Committee for the Curriculum, in cooperation with all working groups, promote the appropriate changes and improvements for the modernisation of programmes.

##### **2.1.1.1 Modern Greek Language Teaching**

Within the framework of the Ministry's continuous effort to modernise our educational system, and according to the language teaching policies applied, Modern Greek Language Teaching is now approached broadly as well as scientifically.

This framework provides the basis for Modern Language Teaching to focus on the development of an expanded repertoire of modern teaching practices and methods,

where teachers participate in mounting the whole effort. The aim is to balance and synthesise language teaching approaches that are used in classrooms, in order to achieve the best language learning outcomes.

Specifically, the purpose is to implement an intergraded/combinatorial model of language teaching, which implies the following points: a) identification and use of basic linguistic structures (such as alphabet, spelling, grammar, textual conventions), b) awareness of the functions of genres, which are related to the way genres are constructed, c) understanding and structuring at written, oral, digital and optical texts, in various socio-economic and cultural contexts and d) critical exploration and analysis of texts.

In conclusion, taking into account the requirements of the educational context of Cyprus, the needs of teachers and, above all, the needs of pupils, the main objective of language teaching is to accomplish effective language education and, more broadly, effective literacy education.

### **2.1.1.2 Mathematics**

The main focus of the Mathematics Curriculum is to ensure that pupils will acquire the necessary mathematical knowledge and competencies in ways that meet the needs of constructive, concerned and reflective citizens. Moreover, the focus of the Mathematics Curriculum is the development of pupils' positive attitudes towards Mathematics and their willingness to engage with the subject. In this respect, pupils' mathematical proficiency consists of the development of five strands: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition towards mathematics.

The Mathematics Curriculum is steered by four principles: (a) pupils are involved in mathematical investigations, enhancing their curiosity and interest, (b) emphasis is given to problem-solving, (c) ICT constitute an integral part of mathematics education and (d) pupils' experiences are enriched through pedagogically rich examples, that arise from pupils' active engagement with meaningful mathematical problems and concepts. New trends in the teaching and learning of Mathematics include pupils' active engagement in the acquisition of mathematical concepts, development of epistemological approaches regarding the new mathematical concepts and differentiated instruction. The didactical model that emerges from the Mathematics Curriculum, and reflects the new trends, refers to the stages of Exploration, Investigation, Activities and Evaluation. Specifically, exploration is an activity which creates dissonance with pupils' own ideas in order to develop pupils' motivation. Investigations are focused activities in which pupils explore ideas through hands-on experiences, formulate and test hypotheses, solve problems and give explanations for what they observe. In the stage of carrying out activities, pupils apply, clarify and extend their understanding on the new mathematical concept. In the evaluation stage, pupils review and assess what they have learned and how they have learned it. At the same time, enrichment activities can be used by pupils of various ability levels.

During the school year 2013-2014, the New Mathematics Curriculum was implemented in grades 1, 2 and 3. The review of grade 1 educational material was completed based on the feedback from teachers. The new educational material for grade 4 is currently being implemented and a review of the grade 2 educational material, based on the feedback from teachers is in progress.

With regard to teachers' acquaintance with the new curriculum and educational material, since 2011 emphasis has been given to their systematic and sustained support, targeting their knowledge on teaching mathematics.

### **2.1.1.3 Science**

According to the new school timetable, since the school year 2011-2012, formal teaching and learning in science takes place through the subjects “Science and Technology” for grades 1-4 and “Science” for grades 5-6 in two 40-minutes periods weekly. During the school year 2013-2014, the implementation of the New Science Curriculum was extended to include new units in the above subjects for all grades.

The philosophy of the Science Curriculum structure and content is based on the following axes:

- Acquiring knowledge and constructing concepts related to everyday experiences, enabling pupils to formulate interpretations of the phenomena they observe in their environment.
- Developing skills, attitudes and behaviours towards the direction of competencies, which are useful both for everyday life and lifelong learning in the conditions of the 21st century.

The development, as well as the application of the learning content, as determined by the above axes, is based on the principles of different theories and procedures, such as Constructivism, Inquiry Based Science Learning (IBSL) and Team Learning. These principles govern the adopted teaching model, which was developed to comprise the following four discriminated but interrelated phases of an investigative task: (a) initiating and planning the investigation (b) conducting the investigation and collecting data (c) processing data and drawing conclusions (d) communicating results. During the development of this model, each of the above phases is analysed in different learning activities, which foster specific targeted competencies.

The priorities of the Science Curriculum Coordinating Committee focused on reviewing the teaching materials produced in the previous school years based on data collected from teachers, producing new units and supporting teachers on school unit level. At the same time, regional seminars were organised in the district of Pafos, which included demonstration lessons and experiential workshops engaging the participants in activities related to the content and developmental principles of the New Curriculum.

### **2.1.1.4 Getting to Know my World (Geography)**

During this school year the implementation of the New Curriculum of the subject Getting to Know my World (Geography) has continued in grades 1, 2 and 3, subject to availability of educational material that is guided by contemporary learning approaches. Simultaneously, the preparation of new teaching material for the grade 4 has continued.

The teaching of contemporary school geography is organised around the process of geographic inquiry and comprises the teaching of spatial thinking skills, the acquisition of concepts associated with representations of space through a variety of geographic tools and processes of reasoning for space. In addition, learning activities are based on geographic analytical skills of the human brain.

The process of preparing new educational material continues with the:

- preparation of educational materials for students and teachers,
- cooperation with other working groups of other subjects of the Curriculum in order to create cross curriculum teaching materials
- emphasis on the use of vocabulary and language expression of the content
- the implementation of the supporting tool of Geographical Information Systems in the process of geographical inquiry.

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 with the world.
- b) Skills for analysing 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 towards 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 democratisation 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, analysing and evaluating decisions that involve space and place and a prerequisite for successful people and societies.

#### **2.1.1.5 Health Education**

During the school year 2013-2014, the MOEC supported and trained school teachers to effectively implement the Health Education Curriculum. Various structured and dissemination activities were carried out in a large number of schools as well as through in-service training, while training material for teachers was also prepared.

#### **2.1.1.6 Environmental Education-Education for Sustainable Development (E.E.-E.S.D.)**

During the school year 2013-2014, focal point of public education on the interdisciplinary subject of E.E.-E.S.D. was the implementation of the Curriculum of E.E.-E.S.D. based on the design of the Sustainable Environmental Education Policy in each school and on the needs and particularities of each school unit. The purpose of the E.E.-E.S.D. Curriculum is the formation of the sustainable school that will act as a model organisation to promote sustainability and adopt it in the school life through the total reconfiguration of the three main levels of its operation the:

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

The aim of the E.E.-E.S.D. Curriculum is to enable pupils, who are tomorrow's citizens, to form sustainable contexts and adopt sustainable lifestyles, based on their participation in decision-making, intervention and change and improve their quality of life based on the triptych environment-economy-society.



### **2.1.1.7 English**

As of the school year 2011-2012, English is taught from grade 1 of Primary Education. The methodology adopted for the teaching of English in the first years of Primary Education is play-based; 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 continues - as previously - with 2 periods per 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

However, it is 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). CLIL in Primary Education is currently implemented in a number of schools where teachers have received CLIL-related training.

Finally, it should be noted that English is now introduced in Pre-primary Education in schools where teachers have received relevant training. The Ministry's aim is to complete training of all teachers soon and introduce the foreign language in all Pre-primary Schools.

The implementation of the new approach in the teaching of English is supported through systematic in-service training for teachers and the development of appropriate educational materials. In addition, there is also a systematic effort to inform parents about the new developments and the new approach to teaching English. During the school year 2013-2014, these efforts included the organisation of a conference directed towards parents, as well as 36 parent events which took place at schools throughout Cyprus.

### **2.1.1.8 Art Education**

Art Education contributes to various developmental areas (social, cognitive, emotional) promoting the overall human development. At the same time, it cultivates respect and understanding among human beings, as well as critical reflection about the environment, society and civilisation. In this context, learning and teaching in the Visual Arts is active, experiential and based on the experiences, interests and abilities of the children. Viewing-observing and making-creating are placed in the centre of the design and delivery of Visual Arts activities.

The Visual Arts Curriculum adopts a child-centred approach. Learners' interests and experiences are utilised in real authentic contexts; their connection with issues that concern everyday life and the environment is promoted while creative expression and critical thinking is developed.

During the school year 2013-2014, the Visual Arts Curriculum was partially implemented in all grades of primary school. In order to support its implementation, the Art Education Team carried out the following actions:

- Teacher training during the two-day teacher seminars (September, 2013).
- Teacher support which was offered by the Inspectors and the Art Education Advisors both as school-based support and through electronic mail.
- Organisation of voluntary seminars through the Pedagogical Institute in Lefkosia and Lemesos.
- Preparation of a Teacher's Guide posted on the MOEC website for the implementation of the programme "Creative Partnerships with Artists", which is part of the Visual Arts Curriculum.
- Development of supporting materials to further support aspects of the Visual Arts Curriculum.
- Updating of the MOEC website with educational resources, e.g. visual arts units that were implemented in schools, supporting materials, videos with art techniques and pupils' artworks.
- Reviewing and updating of the Art Education Programmes that are organised in museums and galleries in Lefkosia, Lemesos and Pafos, so that they conform to the New National Curriculum.
- Organisation of children's art exhibitions with works inspired from the Art Education Programmes and with works from the Archive of Cyprus Children's Art.

#### **2.1.1.9 Music Education**

During the school year 2013-2014, many important activities took place concerning Music Education. The new teaching material for grades 1 and 2 was completed. The material is designed to promote general musical development of the child. Many elements from musical pedagogical systems, well known around the world, are used. The teaching material consists of teacher's book, pupil's book, audio archives produced in a professional recording studio and other teaching aids. The comments and feedback from the teachers and young children were very positive.

Seminars for teachers (mostly for those who teach in grades 1 and 2) were organised in all districts. Some of the seminars were held during teachers' working hours and some in the afternoon.

#### **2.1.1.10 Physical Education**

In-service training and development of supplementary materials were the two areas of action during the school year 2013-2014, with an aim to implement the Curriculum fully in grades 1 and 2 and partially in grades 3 and 4.

Experiential learning was a key element of all training courses. A wide range of well-planned and supervised experiential learning activities stimulated teachers' learning by promoting reflection, critical analysis and synthesis, decision making and accountability for the results. Teachers also had the opportunity to interact physically, intellectually, creatively and socially. Finally, experiential learning was organised in a way that gave suggestions on classroom management issues such as team formation, differentiation and maximum teaching time.

The content area of Games was the topic of the in-service training that was then applied to school networks. Games were chosen mainly for their significance in the Curriculum and their importance in achieving Curriculum objectives. How to approach Games in all grades was clarified, with emphasis on Games' categories, strategies and manipulative skills and on the teaching method for understanding. Resources such as Games' activity cards were given to teachers for reforming and use in the classroom.

Collaborative Learning Communities have run during the school year to further support teachers, on in issues of their interest. Teachers observed a lesson and reflected on it by exchanging ideas, giving suggestions, solving problems, focusing on good practices and expanding lesson goals and activities to other grades.

Teachers who worked at All-Day Compulsory Schools received training in Physical Education. In detail, they were trained both in good teaching practices and in the content areas of Games and Traditional Dance. Resources such as Games’ activity cards were given to teachers for reforming and use in the classroom.

Head Teachers and teachers were called in a case study school to observe how school organises and runs active school breaks. The case study school served as the basis for reflection and further discussion. Good practices for organising school breaks were given in a way that promotes exercise, cooperation and appropriate social behaviour.

Inspectors and counselors of Physical Education visited schools and provided support to teachers, either on Games or other content area of their interest. At the same time, they collected feedback from the implementation of the Curriculum.

Finally, teachers were asked to study the teacher’s guide that was developed and give their feedback for improvements. Their feedback was based on specific axes and parameters that were analysed in detail to them. So, teachers completed the data collection sheet by the end of the school year. Qualitative results show that teacher’s guide needs improvements in order to be user friendly.

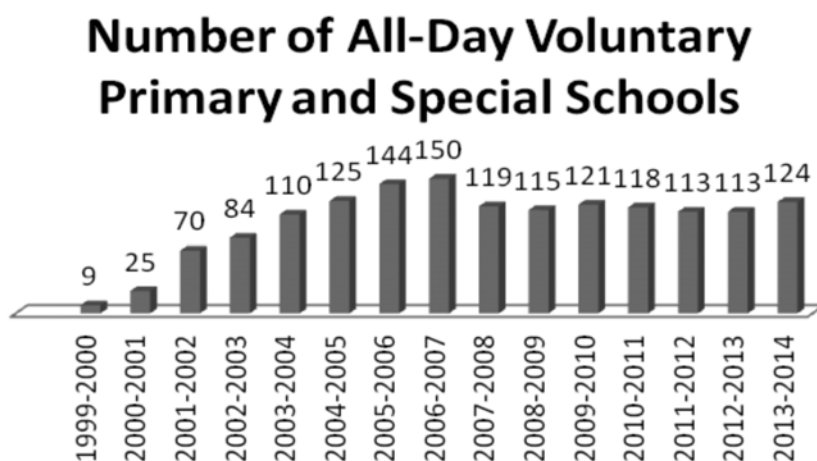
## 2.1.2 IMPLEMENTATION OF THE ALL-DAY SCHOOL

### 2.1.2.1 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 has been extended and implemented as follows:



The All-Day Voluntary Primary and Special Schools function from October to May four days a week (every day - except on Wednesdays) – based on two time schedules – 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 schools' morning programme. On the contrary, they continue to operate according to the existing school regulations. The afternoon programme includes lunch at school, four (4) teaching periods per week for carrying out assigned homework/ consolidation, and eight (8) 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 on specialised subjects.

The MOEC provides all schools which function as All-Day Schools with the necessary equipment.

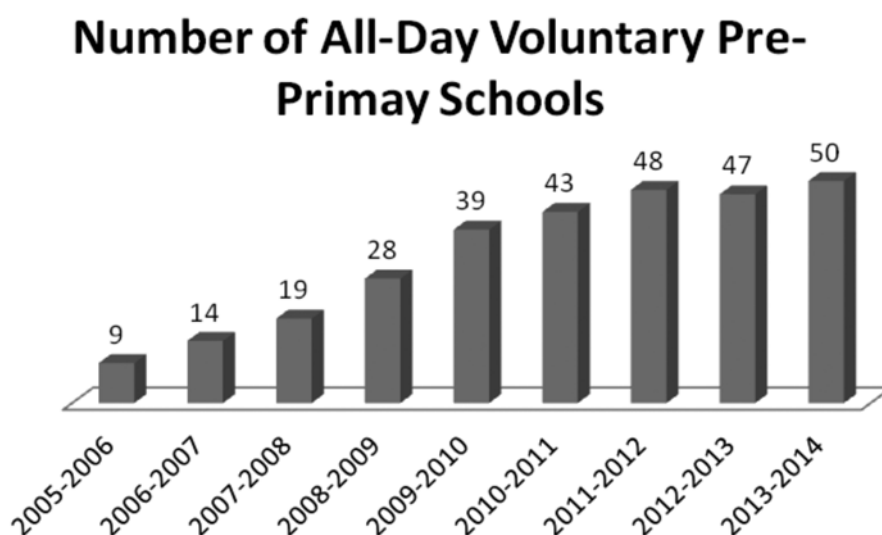
Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision/preparation of the meals are undertaken by the parents. The type of food and the specific menu is agreed and arranged by parents in collaboration with the MOEC. The MOEC finances part of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

### 2.1.2.2 All-Day Voluntary Schools in Pre-primary Education

The All-Day School 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, upon the request of many schools, the institution of All-Day Voluntary Pre-primary Schools has been extended – and implemented as follows:



These Pre-primary Schools operate as All-Day Schools on a voluntary basis. They function from October to May, four days a week (every day - except on Wednesdays) – based on two time schedules – 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 schools' morning programme. On the contrary, they continue to operate according to the existing school regulations.

The afternoon programme includes lunch at school, four (4) teaching periods per week for sleeping or resting and eight (8) 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 MOEC provided all schools already operating as All-Day Schools with the necessary equipment.

Pupils have 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 is agreed and arranged by parents in collaboration with the MOEC. The MOEC finances part of the cost by funding meals for a number of needy pupils.

### **2.1.2.3 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 MOEC introduced the All-Day Compulsory School in Primary Education, on a pilot basis in the school year 2006-2007 in nine (9) 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 (3) 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 MOEC. 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 approved by the Council of Ministers. The Special Committee included representatives from the MOEC, the Ministry of Finance, the Special Evaluation Committee, the Teachers' Union, the Pancyprian Confederation of 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 in 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.

All-Day Compulsory Schools' educational programme and mode of operation is 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 programme.

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 mainstream (non-All-Day) Primary Schools.

These 12 additional 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 specialised 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 consists 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 mostly by the parents, while the MOEC finances part of the cost. The financial support offered is €470 per pupil and covers 20% of the pupils registered, except in the cases of schools in mountainous areas, where the MOEC finances, with the same amount, all the pupils. This additional support is covered mostly within the wider framework of support towards the residents of these areas.

## 2.1.3 EDUCATIONAL PROGRAMMES AND ACTIONS IN PRIMARY EDUCATION

### 2.1.3.1 Health Promotion

A main objective has been to support the schools in developing and implementing an action plan on health education and prevention of delinquency for the pupils and school staff that meets the needs and characteristics of the school, but also exploits opportunities for collaboration with parents, the community and other stakeholders. The funding of interventions described below practically support the development and implementation of the health education and citizenship action plan of each school.

The Health Education Office participated in and promoted the Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents. During the school year 2014-2015, the Code of Conduct is expected to be implemented in Primary and Secondary schools, with the active involvement of the executive secretary.

In May 2014, Cyprus was granted €15.845 from the Council of Europe for the participation in the pilot project of the Council of Europe, Charter on Education for Democratic Citizenship and Human Rights Education. Since June 2014, Cyprus is a partner in the project "Teaching controversial issues – developing effective training for teachers and school leaders". The aim of the project is the evaluation of the way in which teaching controversial issues may support education for human rights and democratic citizenship. The partner countries will develop and implement a pilot teacher training programme for the development of the skills and self-confidence of teachers in teaching controversial issues in the classroom, based on effective principles and processes. The

pilot implementation of the teacher training programme will take place over two training seminars in each country. The evaluation results will be presented at an international training seminar in March 2015.

A number of actions and programmes that are related to Health Promotion are presented below.

- **Funding school actions and interventions**

Many health promotion programmes, actions and interventions carried out in 2013-2014 have been supported by funds provided by the Coordinating Committee of Health Education and Citizenship. Schools can apply for financial support in order to carry out their own school interventions in relation to Health Promotion.

The funded projects aim to reinforce the factors which serve the targets of Health Education: development and empowerment of the self, development of a safe and healthy lifestyle, development and improvement of social self, development of active citizen, cultivation of personal and social skills, effective management of emotions and development of communication skills, promotion of self-respect, improvement of the psycho-social climate of the school, support of family adequacy. During the school year 2013-2014, 540 projects were approved.

It is noted that this practice was presented in the recent publication of the World Health Organisation (2013), titled "Improving the lives of children and young people: case studies from Europe", Volume 3, School (pp.9-17).

At the same time, 160 extracurricular projects for the support of students from vulnerable groups of the population were funded. These projects aim to contribute to the substantial support (learning, emotional, empowerment of self and the social self, promotion and cultivation of talents, development of healthy lifestyle etc) of students belonging to vulnerable groups of the population. The project was developed within the context of implementation of the National Strategy for dealing with Addiction to Illegal Substances and the Harmful Consumption of Alcohol.

- **Task Force on School Violence**

In the framework of supporting Primary and Secondary Schools in dealing with school violence/aggression and juvenile delinquency, the MOEC formed the "Task Force on School Violence". The Task Force comprises of educators, school counsellors and psychologists with a background on school violence, prevention programmes and policy development.

The purpose of the Task Force is the development, promotion and follow-up of a holistic action plan for each school that needs intervention. The teachers, school counsellors, educational psychologists, social workers, the parents and the local community are asked to join in the process. The Task Force has the authority to accelerate processes, provide financial subsidies and support for the implementation of the action plan. During the school year 2013-2014, the Task Force responded to 185 school requests: 97 from Primary Schools and 88 from Secondary Schools.

Additionally, Task Force promotes prevention programmes, with the objective of minimising juvenile delinquency in schools. During the school year 2013-2014, the School Mediation Programme was implemented in 18 schools.

- **Observatory for Violence in Schools**

The Observatory for Violence in Schools was established during the school year 2009-2010. The Observatory records, codes, analyses and evaluates data regarding the

extent and the forms of violence in schools. It also 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.

The Observatory in collaboration with the Commissioner for the Protection of Children's Rights established the Network Against Violence in School. The creation of the Network was announced by the Minister of Education and Culture, during a press conference on March 7, 2014. The establishment of the Network aims to reinforce the effort of various social actors (governmental and NGO) in the fight against violence in school. In this framework, several actions have been implemented in order to raise awareness among Cypriot society on the issue of violence at school.

In March 2014, the Observatory organised a workshop on "Effective approaches and programmes for the prevention and intervention of violence in schools with speakers Dr. Maria Ttofi, Professor in the Institute of Criminology at the University of Cambridge and Dr Vassiliki Artinopoulou, Professor of Criminology at Panteion University of Social and Political Sciences. The workshop was delivered to school Head Teachers, and other school professionals who deal with school violence.

• **Health Education Programme "MENTOR"**

The Health Education Programme "Mentor" aims at the prevention of drug use and other addictive substances and is included in the Health Education Curriculum. During the school year 2013-2014, seminars aiming to educate against smoking, alcohol consumption etc. were offered to primary school teachers in collaboration with the Cyprus Pedagogical Institute.

**2.1.3.2 Multicultural Education**

The composition of the school population in Public Pre-Primary and Primary Schools, for the school year 2013-2014, is shown on the following table:

	<b>Primary schools (%)</b>	<b>Kindergartens (%)</b>
Greek-Cypriots	83,91	85,52
Turkish-Cypriots	0,20	0,17
Maronites	0,23	0,23
Armenians	0,09	0,07
Latins	0,00	0,00
Foreigners	15,56	14,01
TOTAL	100,00	100,00

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

<b>School year</b>	<b>Number of foreign pupils</b>	<b>Percentage</b>
2009-2010	5281	10,5
2010-2011	6047	12,0
2011-2012	6670	13,3



School year	Number of foreign pupils	Percentage
2012-2013	6672	13,4
2013-2014	6608	13,9

The MOEC's policy regarding the education of non-native speaking pupils aims at their smooth integration into the Cyprus Educational System. In response to the demands of contemporary society and the changing social environment, the Ministry is promoting the implementation of differentiated educational measures and policies to assist in the smooth and effective integration of groups with different cultural and linguistic identities. The Department of Primary Education makes provisions to distribute non-native speaking pupils evenly in the various districts, so that teachers can support their linguistic and cultural needs in a more effective way.

Multicultural education is currently being practiced in the form of various support measures. These measures can be categorised as measures for language support, which refer to the learning of Greek as a second language and measures for facilitating the smooth integration of groups with different cultural identities. The model that is currently being used is the mainstreaming programme, in which non-native speaking 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 non-native speaking pupils in a separate class for a specific number of teaching periods per week. These separate classes focus on intensive learning of Greek and offer specialised 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 non-native speaking 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 mainly communicative activities. 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 non-native speaking pupils.

Furthermore, the Council of Ministers has approved the MOEC's "*Policy Report on Multicultural Education*". The MOEC has implemented the following measures towards the rapid and smooth induction of non-native speaking pupils to the school system and the Cypriot society:

- Parallel classes for fast acquisition of the Greek language through intensive instruction.
- In-service training seminars for teachers teaching Greek as a second language organised by the Pedagogical Institute.
- Preparation on an induction guide for new non-native speaking pupils and their families. The guide has been translated in eight languages, with basic information for the pupils and their parents regarding the Cyprus Educational System. The guide is published in: English, Turkish, Russian, Georgian, Bulgarian, Romanian, Ukrainian and Arabic.
- Addition of intercultural elements to the curricula 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.

In addition to the above actions, the Department of Primary Education has sent to all schools in September 2013, a detailed circular regarding the applied policy, proposing particular suggestions for the integration of children. The circular also records the general principles' framework for the smooth integration of non-native speaking children in the school environment, proposes suggestions and strategies for the effective teaching of Greek as a second language and provides an indicative list of good practices. At the same time, a separate website has been prepared for Multicultural Education, where the available material that teachers can use has been uploaded.

### **2.1.3.3 Feeding pupils in need**

The feeding of pupils in need began in December 2012, due to the economic crisis.

The number of pupils who received breakfast from the MOEC and other organizations responsible for feeding during the school year 2012-2013 amounted to approximately 10500, i.e. 10% of the pupils population.

In addition, during the school year 2012-2013, donations were made by companies and persons to the Pupils' Welfare Fund of the MOEC for the feeding of students in need.

The feeding of pupils in need during the school year 2013-2014, began from the first working day of the school year in September 2013, while the provision of fresh, pasteurised chocolate milk started from 2 February 2014.

Through an electronic platform that worked for this purpose, the directors of the Schools stated the needs of their pupils in sandwiches and fresh, pasteurised chocolate milk. Then, depending on the organization who was responsible for feeding, the Ministry of Education and Culture was engaging in all the necessary steps so that the 13317 pupils who required help at all levels of education (Pre-primary, Primary, General Secondary and Secondary Technical and Vocational Education), i.e. 12% of the pupils population to take sandwiches and 11 085 to drink fresh, pasteurised chocolate milk daily.

The MOEC has managed, in partnership with many organizations of feeding, to cover the feeding needs of all pupils who require help at all levels of education.

### **2.1.3.4 Environmental Programmes**

Apart from the E.E.-E.S.D. curriculum, several specialised environmental programmes that involve a large number of schools continue to be implemented, with objectives aligned with and assistive towards the efforts of the entire curriculum of E.E.-E.S.D. Such programmes are:

- 'Eco Schools Program'
- "Gold-Leaf" a Cyprus- Greece cooperation
- programme "Grain, Source of Life"
- programme "Learning about Forests."

Furthermore, the Environmental Education Centers through various programmes, offer children the opportunity for meaningful environmental education and awareness. Environmental Education is also offered during the Educational and Summer Camps of the MOEC.

Today, we are convinced that, through the developing environmental literacy and effective actions, the future generation of citizens will have the opportunity, to help preserve the environment and sustainable development.

### **2.1.3.5 Museum Education Programmes**

The Museum Education Programmes implemented under the auspices of the MOEC, have been running since 1996 in the museums of the unoccupied areas of Cyprus and address to all primary education pupils. During the school year 2013-2014, the programmes were implemented in cooperation with different partners such as the Cultural Services of the MOEC, the Cyprus Department of Antiquities, the Leventis Municipal Museum of Lefkosia, the Pierides Museum of Larnaka, the Agia Napa Municipal Museum “THALASSA” and the Teachers’ Union.

The Museum Education Programmes are based on the philosophy, content and fundamental pedagogical principles of the curricula. They aim at social, emotional and cognitive development, cultivation of critical thinking and creativity, promotion of cooperation, lifelong learning and offering the joy of learning to pupils. These educational programmes also create a direct connection between the schools and the museums allowing teachers and schools to open up to the culture of Cyprus. Moreover, they give the opportunity to teachers to develop creative and educational activities through structured themes and rich supporting material.

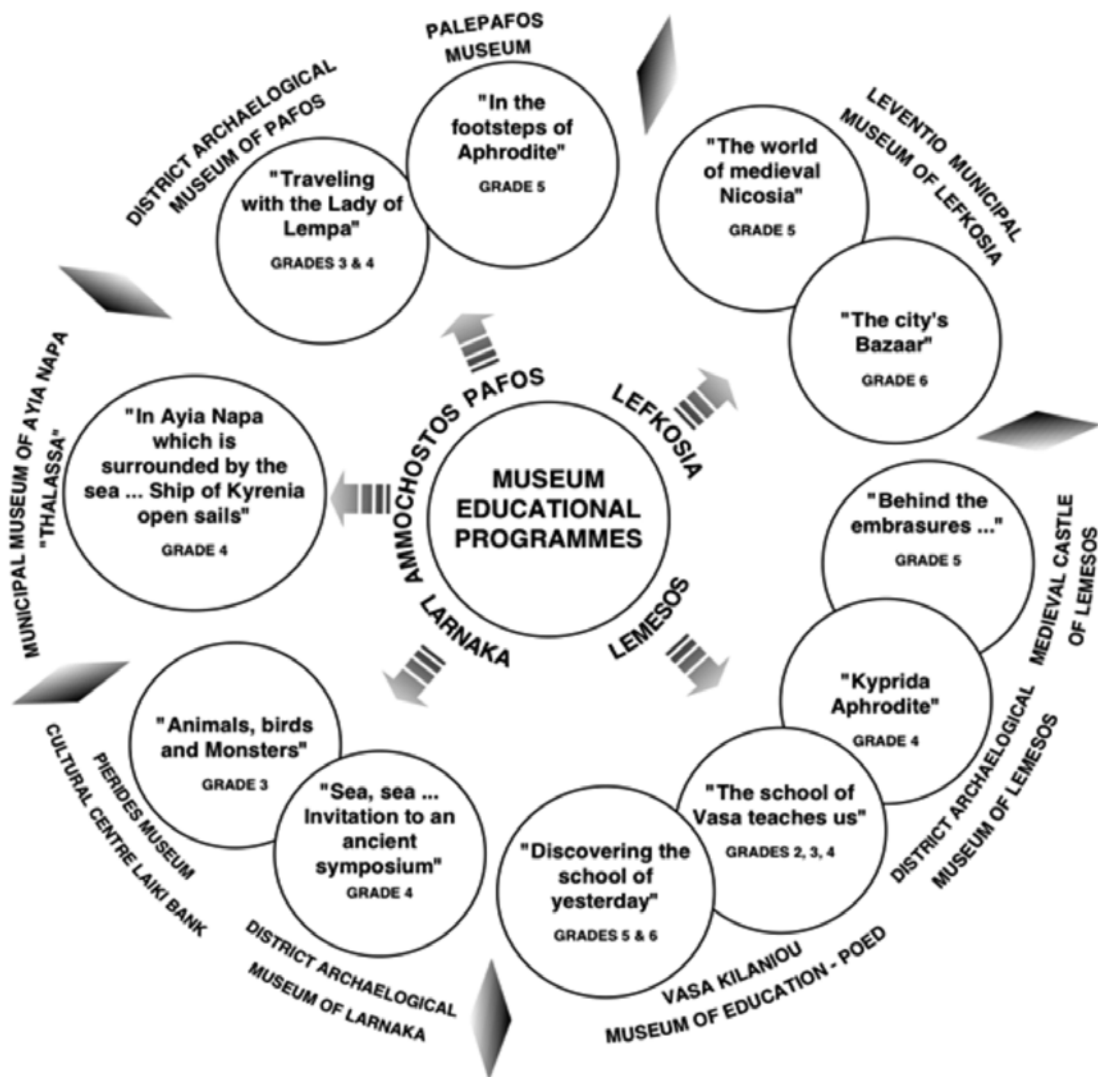
The content of the educational programmes is based on the artefacts of each museum and covers the various historical periods of Cyprus from 3900 BC to 1960 AD (Chalcolithic period, Bronze period, Geometric period, Archaic years, Classical years, Hellenistic Roman age, Byzantine era, Frankish, Venetian, Ottoman period, British rule).

This year, two new educational programmes were implemented at “The school of Vasa remembers” Museum which is hosted in the primary school building of the village of Vasa Koilaniou: a) “Learning in the school of Vasa” for grades 2,3 and 4 and b) “Discovering the school of yesterday” grades 5 and 6. Through the history of the local school, the pupils are familiarised with the history of the community as well as with the history of primary education in the Cypriot province during the Ottoman times and the times of British colonialism.

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. As a result, pupils acquire useful experiences and develop positive attitudes towards culture. During the school year 2013-2014, 6556 pupils and 418 teachers participated in the eleven programmes currently running in Cyprus. All participants expressed their intention to visit the museums again, since they all enjoyed the exploration activities, the drama games and most of all, learning.

On the occasion of the World Museum Day (May 18), the MOEC declared the week 12-18 May 2014, as “A Week of Museum Education” and schools organised various activities to promote Museum Education. The Pafos District Office, commemorating the World Museum Day, invited parents to participate with their children in the Museum Education Programme “Travelling with the Lady of Lemba” at the Archaeological Museum in Pafos. The aim was the opening of the museum to the community, the lifelong and the intergenerational learning. The same Programme was also included in the event held at the same venue on May 23 on the occasion of the World Museum Day. This event took place in the afternoon and was open to the public of all ages. Its aim was the cooperation and involvement of adults in the implementation of this Educational Programme for children.

During the school year 2013-2014, eleven educational programmes were implemented as follows:



### 2.1.3.6 Art Education Programmes

The Department of Primary Education, in collaboration with the Cultural Services of the MOEC, the Byzantine Museum of the Archbishop Makarios III Foundation, the Municipality of Lemesos and the Municipality of Pafos continued the implementation of Art Education Programmes in art galleries and museums in Lefkosia, Lemesos and Pafos addressed to all primary education pupils. These programmes aim to open up children to culture and aesthetic development, through an experiential approach. During the school year 2013-2014, five Art Education Programmes were implemented as follows:

a) Art Education Programme “Motherhood – The childish world of Gallery” at the National Gallery of Contemporary Cypriot Art, Lefkosia:

The educational programme «The childish world of Gallery», is addressed to the children of grade 4. Children following the paths of the educational programme, communicate with works of important Cypriot artists in the history of modern Cypriot art such as Adamantios Diamantis, Loukia Nicolaïdou-Vasiliou, Christoforos Savva, etc. Children, gain experience and knowledge, develop skills, ask questions, and express their feelings about the concepts of motherhood, family and companionship through various artistic activities.

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

The Byzantine Museum of the Archbishop Makarios III Foundation, hosts a rich collection of icons from the 9th to the 19th century as well as paintings from the 10th century. The programme aims are the children to learn to appreciate and respect the Byzantine art and Cypriot cultural heritage, to come into contact with the stolen treasures from the occupied churches that were obtained back by the Republic of Cyprus and they are hosted in the Museum. The programme at the Museum is followed by a visit to the maintenance workshop of the Holy Archbishopric of Cyprus. The experts show to pupils the art of maintenance and restoration of icons and manuscripts. In this way, children can approach and interpret Byzantine icons not only as devotional objects but also as works of art.

**c) Art Education Programme “Hymn to Freedom” at the Gallery of the Archbishop Makarios III Foundation, Lefkosia:**

The educational programme, “Hymn to Freedom,” is based on the works created by romantic artists of the 19th century inspired by the Greek Revolution. Through a creative and experiential artistic learning approach, children communicate with artworks of the local and global cultural heritage, with emphasis on the struggles of the Greeks for the liberation of Greece from the Turks, culminating in the Greek revolution of 1821. Universal values like peace and freedom are addressed through the artistic approach and contemporary antiwar works by Cypriot and foreign artists. They create similar projects praising freedom, a value so important for the semi-occupied island of Cyprus longing for the liberation and reunification of its land and people.

During the school year 2013-2014, an exhibition of children art works called “Journey to the children’s art” was held in the art gallery of Archbishop Makarios III Foundation for the third time. The children were inspired by the programmes and created two dimensional and three dimensional artworks, using a variety of materials. The exhibition took place on May 19, 2014 and included byzantine hymns and a visual event on the subject of freedom prepared by pupils. During the exhibition, the public had the opportunity to create mosaic, observe the creation of hagiography and communicate with mosaic artists and painters.

**d) Art Education Programme “Our Island through the artists’ pallet” at the Municipal Art Gallery, Lemesos:**

The educational programme entitled “Our Island through the artists’ pallet” aims to introduce children to the works of art of the Municipality Gallery of Lemesos and enable them to understand and appreciate the cultural and artistic heritage of Cyprus. Through the programme’s activities, pupils interact with the work of contemporary and earlier Cypriot artists and draw inspiration for their own artistic expression and creation.

Children, inspired by specific artworks of the gallery and literary texts, created their own art pieces commemorating the city of Lemesos. Additionally, another thematic area named “The Cypriots’ struggles for the freedom of their homeland” emerged from the familiarisation with the art collection of the Council of Historical Memory of EOKA 1955-1959, hosted in the underground spaces of the Municipal Gallery in Lemesos.

During the International Arts Education Week (19-25 May 2014), a children’s art exhibition was organised, for the third consequent year, at the Cultural Center “Panos

Solomonidis” in Lemesos, with art pieces by pupils that participated in the educational programme on the above thematic areas.

**e) Art Education Programme “Searching for animals in the gallery” at the Pafos Municipal Art Gallery:**

The educational programme at the Pafos Municipal Art Gallery was undertaken by the Department of Primary Education in collaboration with the Cultural Services of the MOEC and the Municipality of Pafos. The programme entitled “Searching for animals in the gallery”, aims to introduce the Gallery to the children and help them understand the cultural and artistic heritage of Cyprus. The experiential method of the programme gives children the chance to meet the work of recent and older Cypriot artists and is a source of inspiration for their own artistic work. The educational programme also aims to expand the related activities in the school environment, so that children can acquire positive attitudes towards local and cultural issues of art heritage and animals. Furthermore, it aims to cultivate children’s observation, exploration and creativity. The educational programme was designed and developed based on the specific concepts and objectives of the New Art Curriculum.

**2.1.3.7 Music Education Programmes**

During the school year 2013-20104, many schools, with their choirs and orchestras, had the opportunity to participate in formal events organised by the MOEC, such as the concert for the 100 years from the birth of Archbishop Makarios, participation in the opening of the exhibition for the tragic events of 1974, a concert with the participation of four choirs in Ammochostos district etc.

The innovative educational programme “With the Cypriot composers”, in collaboration with the Music Department of the European University of Cyprus, was applied this year. Children from three schools of Lefkosia and one of Ammochostos, with their music teachers and four Cypriot women composers participated in the programme. The outcome of this project was new musical compositions. All the participants, pupils, composers, teachers and musicians, had the opportunity to present their work in a concert.

Musical groups, vocal and instrumental, from two schools of Lemesos, one school of Larnaka and one school of Lefkosia, performed during the European Conference for Music Education which took place in May 2014, at the University of Nicosia. The comments of the European participants were very rewarding.

The educational programmes organized in collaboration with the Cyprus Symphonic Orchestra continued with great success. During the school year 2013-2014, 2000 pupils had the opportunity to participate in them.

**2.1.3.8 Physical Education Programmes**

The following programmes ran during the school year 2013-2014:

- *Olympic Programme - Sports Days/Events of Summer and Winter Sports (e.g. water sports, bowling, badminton, gymnastics, rugby, and athletics):* The Department of Primary Education 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 the positive consequences to their lives and for them to adopt exercise as a lifetime habit.

- *Olympic Education Programme:* This programme is under the auspices of the MOEC and the Cyprus Olympic Committee. The programme aims at the promotion of the Olympic values and ideas. Schools had the opportunity to take part in a competition on the Olympic values. Remarkable projects were presented. Some of them were awarded.
- *Physical Education in All-Day Compulsory Schools:* In this type of school, great emphasis is given to the Olympic values and ideas with additional teaching time in the timetable allocated to Physical Education (one period for grades 1 to 4, two periods for grades 5 and 6), compared to the two periods in on timetable of mainstream 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:* Programmes run in schools encourage pupils to take part in a variety of physical activities during break time. Their aim is to promote healthy engagement with exercise, cooperation and appropriate social behaviour. Good practices for organising school breaks were presented to teachers at the in-service training.

## 2.2 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 pupils 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 2013-2014, the MoEC proceeded with the following actions:

### **A) Technology Infrastructure and Equipment**

During the school year of 2013-2014 the ongoing effort for taking the most out of the existing computer equipment at schools, has continued. Towards this direction, many computers were repaired and upgraded. Furthermore, the equipment obtained from schools that no longer operate, was transferred to other schools. The operating system of the computers has been upgraded and office suite of programs installation is taking place to as many computers as possible. A limited number of new computer equipment has been purchased, to meet the most urgent needs.

We have created Recovery Images for all major computer supplies by the Ministry of Education and Culture. This has facilitated the computer administrators to install the new software. All Recovery Images are created with dual boot operating system: Windows and Linux distribution (mainly Edubuntu). Furthermore, these Images include alternative open source office suite (Libre Office) and other educational open source software. It is worth noting that the infrastructure created within the Data Center of the Ministry of Education and Culture, is supported using existing equipment and with no extra financial cost. The equipment facilitates the creation, management and deployment of Recovery Images.

A procedure for the withdrawal and environmental management of obsolete computer equipment that exists in public schools has also been established.

### **Structured Cabling**

Up to now, 69 schools in total (Upper Secondary General and Technical and Vocational schools) 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, teaching rooms and labs). The fiber optics backbone network offers high speed networking and enables fast transfer of large volume of data. In addition to the implementation of the wired network in each school, provision has been made for wireless access from various rooms in each school.

## **B) 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 (MoEC), as well as all the educational material for Primary and Secondary General Education. Additionally, the Department is responsible for the presentation and dissemination of information through social media (i.e. YouTube, Facebook, Twitter). It also maintains the five (5) sites of the MoEC ([www.moec.gov.cy](http://www.moec.gov.cy), [www.schools.ac.cy](http://www.schools.ac.cy), [www.highereducation.ac.cy](http://www.highereducation.ac.cy), [www.paideia.org.cy](http://www.paideia.org.cy), [www.kypria.org.cy](http://www.kypria.org.cy)) and the sites of three (3) independent services (CEEA, 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 2013-2014 the following projects were completed:

- Transfer of the websites of MoEC to new servers at CYTANET.
- Translation of the Ministry's website to English language.
- Redesign and rebuilt of the educational material's website [www.schools.ac.cy](http://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 the school websites.
- Design, development and maintenance of new sites for services and programmes of the MoEC (e.g. Citizens Information Service, Educators-Primary Education, Multicultural Education-Primary Education).
- Creation, management and update of MoEC's accounts on YouTube, Facebook and Twitter.
- Design, creation and upgrade of Web applications for filling in forms, submitting applications and distributing circulars.
  - Web application form for participants of the Adult Education Centres and integration of online payments JCC billing system.
  - Web application form for seconded posts at the Ministry of Education and Culture.
  - Web platform for uploading and distributing Circulars of the Ministry of Education and Culture (Primary, Secondary General, Secondary Technical and Vocational and Private Education).
  - Web application for uploading and distributing Internal Circulars (General archive) of the Ministry of Education and Culture.
  - Web application forms for the Examination Service (examiners and assessors).
  - Web application forms for work in the Educational and Summer Camps (nursery)



teachers, primary teachers and university students).

- Web application for attending Greek Language Courses (programme applicable to migrants and other foreign language speaking residents of Cyprus).
- Web application for trainers in the Afternoon and Evening Classes of the Secondary Technical and Vocational Education.
- Web application form for learners at the Post-Secondary Institutes of Vocational Education and Training.
- Web application forms for work in the All-Day Compulsory and All-Day Voluntary Primary Schools.
- Web application form for work in the State Institutes for Further Education.
- Web platform for the management of music files (Primary and Secondary Education).
- Web application form for participation in the Euroquiz competition (Phase 1: application, Phase 2: submit).
- Software design, development και upgrade for the support of Adult Education Centres and Accounting Department.

### **C) Educational Management System**

The purpose of the Educational Management System is to:

1. computerize the three main entities of the educational system – teachers, schools and pupils – in one centralized environment.
2. improve the procedures that deal with any educational planning between the Ministry and the schools.
3. provide the Ministry with the necessary tools to obtain statistics and give immediate answers to all kinds of queries regarding teachers, schools and pupils (e.g. number of teachers per school, number of pupils per school, etc.).

During the first phase of the system, the following were completed:

- a. Design and Implementation of the teacher and school information for the three levels of Education.
- b. Design and Implementation of the automatic registration procedure for each user for creating their own account.
- c. Design and Implementation of the electronic submission and processing of the school placement application forms that are filled by the Secondary General teachers every year.
- d. Design and Implementation of the platform required to enter the number of pupils to be supported for free breakfast and free milk.

During the school year 2013-2014, the system was extended with the implementation of the following:

- a. Design and Implementation of the electronic submission and processing of the school placement application forms that are filled by the Primary Education teachers every year.
- b. Design and Implementation of a tool that assists in the placement of teachers at each school according to their specialty and school needs.
- c. Integration of the database for Primary and Secondary schools teachers into

educational management system and development of relevant screens in the system.

- d. Modifications and improvement of already existing functionality based on the users' input.

The system is being used as follows:

1. By the vice principals and the teachers for the electronic submission of the school placement application form (Primary and Secondary General Education).

Until November 2014, 8330 teachers created an account in the system, 1150 teachers of Primary Education and 1580 teachers of Secondary General Education completed the placement application form online.

2. By the teachers (Primary and Secondary Education) for the correction of their personal data and mainly of their postal address for the purpose of receiving their appraisal report (2011 Law for the Inspection and Evaluation of Educators).
3. By the schools for the submission of statistical data as regards the number of pupils receiving breakfast.
4. By the ministry officers that are responsible for the placement of teachers in schools.
5. By the ministry in order to obtain statistics and produce reports for the entities maintained in the system.

#### **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 for its applications.
- Upgrading its existing applications in order to meet the demands of the users as well as of the Ministry.

Applications under development

- On-line Agenda System for school advisors and liaison officers.

A central system for electronic agendas is being developed, which will allow Inspectors at all levels of public education to insert information concerning their visit to schools or other meetings and obligations they may have. The system will be updated over the Internet and will include limitations depending on the user's position.

Applications developed or upgraded in 2013 - 2014

- On-line registration system for teachers' leaves of absence

A central system for registering the leaves of absence of teachers was developed, which and be updated by the school secretaries.

- Hardware Database System

A web-based database system was developed, which will be updated by the schools concerning the status of their hardware and peripheral equipment (computers, laptops, printers, scanners, etc). In 2014 an upgrade made it possible for Primary Education to join the system as well.

- 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. Currently, it is being used by teachers of Information Technology and by teachers of Home Economics. It is expected that at the beginning of 2015, it will be expanded to Secondary School teachers of other subjects as well.

- Database for Primary and Secondary School Teachers (2011 Law for the Inspection and Evaluation of Educators)

Two web-based systems were currently in use for registering the addresses of teachers of all educational levels. The systems allow teachers to receive at the addresses they had submitted, copies of their appraisals by the Inspectors and their principals. Both systems were integrated in the Educational Management System.

Technical support is available to users via telephone or electronic mail the latest 24 hours after requesting it, any day of the week.

### **E) Curricula and Educational Software**

During the school year 2013 - 2014 and as part of the effort for the effective integration of Information and Communication Technologies in the educational system, we continued to provide help and support to all the New Curricula Teams (N.C.T.), which are creating and publishing relevant educational material (see previous Annual Report). Apart from the one-to-one support meetings with the teams, we:

- organized three three-day training seminars on the use of the software ArcGIS Desktop Advanced 10.1, in cooperation with the Geography Curriculum Team (Primary Education) (May, October 2013 and April 2014)
- provided support to the All-Day Primary School teachers, through professional development district seminars, on the theme "The ICT subject in the All-Day Primary School – practical suggestions / activities".
- organized/presented informative/educational presentations as regards the ICT-integration theme:
  - at the educational conference "ICT integration into the learning process: practical applications within the Geography subject", April 2014, B' Makedonitissa Primary School, Nicosia
  - at the professional development seminar "ICT as a development tool – use and integration in the teaching-learning process", Ayios Ioannis Lyceum, Limassol (January 2014), "Teachers Two-Day Training» – Secondary Education.

In addition to the above, the Ministry participated in the Living Schools Lab (LSL) program, a project funded by the European Commission and coordinated by the European Schoolnet (the project officially ended 30/9/2014). It included 12 Ministries of Education and aimed to create:

- A sustainable, growing network of primary and secondary schools, based around regional clusters, that showcase and share best practice and ways to successfully embed the use of technology in teaching and learning (T&L) across the whole school.
- A strong community of practice, with supporting continuous professional development opportunities for teachers.

- Opportunities for schools to get involved in action-based research, creating links with outside partners including industry and other pan-European projects.

During the first phase of the project implementation, the following Cypriot Primary Schools and Gymnasiums (organized in two Regional Hubs) were participated in the LSL network:

- Cyprus Primary Schools LSL Regional Hub:
  - Geroskipou A' Primary School
  - Erimi All-Day Primary School
  - 28th Elementary School of Limassol - Archangelos Michael
- Cyprus Gymnasia LSL Regional Hub:
  - Palouriotissa Gymnasium
  - Agios Dometios Gymnasium
  - Makedonitissa Gymnasium
  - Konstantinoupoleos Gymnasium

Besides the on-site school visits, a set of Regional Hub Meetings were organized. In those meetings, the Lead Teachers from the participating schools had the chance to exchange ideas and best practices for the successful integration of ICT in the teaching-learning process.

Moreover, in mid-November 2013, the following were organized:

- the observation visits of Ms Diana Bannister (Development Director for Learning Technologies at the University of Wolverhampton), held at the two Advanced Schools, (Palouriotissa Gymnasium and Geroskipou A' Primary School)
- the National Focus Group Meeting, of all the Lead Teachers and Head Teachers of the participating schools, held at the 28th Primary School of Limassol.

During spring 2014, sixteen more Cypriot schools had joined the LSL network (14 primary schools and 2 gymnasia).

A three-day Living Schools Lab Summer School was organized on 16-18 May 2014 in Dublin. Over 130 teachers, project partners and pupils took part in the event to consolidate and reflect on the results of the project and plan for future activities. The Summer School included lessons learnt from regional hubs and pan-European themes, professional development workshops and discussion on validation services and accreditation for teachers, and of course the LSL Awards ceremony.

The seven Cypriot schools (that joined the project from its first phase) successfully presented their work at the LSL Summer School, and received great reviews and comments. The Cyprus delegation of LSL Lead Teachers was awarded the "Best Kit Award" for the "Webquest about London" kit. This was a very important event of the project, since it offered opportunities for the teachers from all the participating countries to present their work, share experiences and good practices, and take part in professional development workshops. There were announcements/press releases on this subject from the MoEC and it was posted in Cyprus national newspapers and news-portals.

More information on the LSL activities can be found on the website [http://www.schools.ac.cy/klimakio/Themata/ensomatosi\\_tpe/evropaika\\_programmata.html](http://www.schools.ac.cy/klimakio/Themata/ensomatosi_tpe/evropaika_programmata.html)

Last, at the end of September 2014, the Final National Hub Meetings were organized.

The purpose of the meetings was to bring together both the LSL schools that joined the project at the first phase and the LSL schools of the second phase (Spring 2014), in order to share their experiences, ideas and good practices for the effective ICT integration into the teaching-learning process. Besides the LSL teachers / head teachers, the two meetings (held in Lefkosia and Lemesos), were attended by the members of the MoEC's LSL Team, ICT School Inspectors, C.E.R.E. officers, ICT School Advisors and so on.

More information on the LSL project activities can be found on the website <http://isl.eun.org/>

## 2.3 SECONDARY GENERAL EDUCATION

### 2.3.1 INNOVATIONS IN THE SUBJECT OF HOME ECONOMIS–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 created 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», and the poster «Are you taking enough Calcium?».

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).
- Workshops for students regarding ways to compensate with emotional issues such that of emotions of «anger» and «stress».
- Workshops for students regarding the topics of conflict resolution, emotional health status and life values (such as the responsibility, love, respect).
- A number of activities regarding the topic of bullying.
- Implementation of a number of activities regarding the traffic education of students.
- Activities that promote the acceptance and management of diversity and multiculturalism.

- Creation of herb and vegetable gardens in a number of schools.
- Contribution in health promoting education programmes such as the «ΕΔΣΠΥ», «ΕΥ ΖΗΝ» and «Comenius» programmes.

### 2.3.2 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 of 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.

The Ministry of Education and Culture in collaboration with the Police and the non-profitable and non-governmental agency «Reaction», organized a road safety programme in secondary schools operating in areas where the number of traffic offenses recorded is considerably high. Activities that have been carried out during this programme include, the studying of different case studies, suggestions of how to avoid road accidents, creation of graffiti on the school walls and a number of other projects and activities carried out in the school premises.

In addition, 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.

### 2.3.3 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 and interests and the situation existing.

At the same time, a main objective has been the encouragement and support of schools in developing and implementing an action plan on health education and prevention of delinquency, which is accepted by the pupils 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. The funding interventions described below practically support the development and implementation of the health education and citizenship action plan of each school.

The Health Education Office participated and promoted the Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents. The Code and Guide were completed and posted on the Health Education website on 13 June 2014. On the same day, the Health Education Office organized a press release during which the Minister of Education and Culture and the Head of the Anti-discrimination Body greeted the development of an antiracist policy. During the school year 2014-15 it is expected to be implemented in Primary and Secondary schools, with the active involvement of the

executive secretary.

Next, various actions and programmes that fall within the field of Health Education are presented.

### **1. Funding school actions and interventions**

A large number of programmes, projects and interventions of Health Education have been completed during the school year 2013-14, following the funding that school units secured from the Coordinating Committee of Health Education and Citizenship. The funded projects aim to the reinforcement of factors which serve the aims of Health Education: Development and empowerment of the self, development of a safe and healthy lifestyle, development and improvement of social self, development of active citizen, cultivation of personal and social skills, effective management of emotions, development of communication skills, promotion of self-respect, improvement of the psycho-social climate of the school, support of family adequacy. The request for funding is electronically submitted to the Coordinating Committee of Health Education and Citizenship based on specific objectives and may fall into any grade level.

During the school year 2013-2014, 540 projects were approved, which focused, among others, on the following: improvement of school environment and shaping of school culture (projects for creative and participatory configuration and use of school space), creative afternoons for students (eg. music, theatre, art, handicraft workshops), summer activities in disadvantaged areas, projects and programmes for character empowerment, dealing with delinquent behaviours, development and evolvement of the self, development and improvement of the social self, promotion of whole-sided development behaviours and projects for the promotion of safety and health practices, along with the parallel development of critical thinking (eg. active citizenship, teenager debates), and, with the implementation of practical experiences of qualitative use of free time (eg. excursions to the countryside in order to come closer to nature and with social and cultural activities, visits, creative break time, anti-smoking programmes and critical awareness regarding use and abuse of substances etc.).

It is noted that this practice was presented in the recent publication of the World Health Organisation (2013), titled "Improving the lives of children and young people: case studies from Europe", Volume 3, School (pp.9-17).

At the same time, 160 extracurricular projects were funded, directed at the support of students from vulnerable groups of the population. These projects aim to contribute to the substantial support (learning, emotional, empowerment of self and the social self, promotion and cultivation of talents, development of healthy lifestyle etc) of students belonging to vulnerable groups of the population. The project was developed within the context of implementation of the National Strategy for dealing with Addiction from Illegal Substances and the Harmful Consumption of Alcohol.

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

**2. The «European School Network for the promotion of Health».**

**3. «Well Being». A program implemented on the basis of an agreement between the governments of Greece and Cyprus.**

**4. «Health Education Seminars». A program preventing drug addiction.**

### **2.3.4 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 Gymnasias, Lycea and Technical schools)
4. «SEMEP» (South Eastern Mediterranean Environmental Project)
5. «GLOBE» (Global Learning and Observations to Benefit the Environment)

### 2.3.5 COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

During the past few years, the syllabi of all IT courses taught at Secondary Education 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 Lycea, and depending on the curriculum needs, exist 130 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 2014 the eLearning course offered by CISCO Networking Academy was continued to fourteen Lycea 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 2013-2014

The following actions were held during the 2013-2014 school year, in cooperation with various organizations such as the University of Cyprus, the Technical University of Cyprus (TEPAK), the Cyprus Computer Society, the Society of Computer Science Teachers in Secondary Education, CYTA, Microsoft, etc.:

- Cyprus Olympiad in Informatics. At the end of this process four students were selected to represent Cyprus at the International Olympiad in Informatics competition, which took place in Taiwan, and in Turkey. At the Balkan Olympiad in Informatics Cyprus won one brass metal.
- One day seminar for Lyceum and Technical school students.
- Cyprus Competition in creating Educational Games (LogiPaigion) for Secondary Education students.
- One day seminar for Internet Safety



## 2.3.6 MUSIC EDUCATION

### • MUSIC SCHOOL

The idea of establishing Music Lyceums in Cyprus was initiated through the European program «Talented and gifted children». This innovation was introduced in order to broaden the outlook on music and enhance music teaching. The Music School aims at preparing and training youths, who wish to pursue a music career while attending general education.

The first Music Lyceum was established in February 2006, at the Pancyprian Gymnasium in Lefkosia, while the second Music Lyceum was established in September 2006 at the Laniteion Lyceum A' in Limassol. In 2012-13, with a Cabinet of Ministers decision, three more Music Schools were created 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. All schools have a concert hall, a library and suitable rooms well equipped for the teaching of solo instruments. Lessons are also offered on Chamber Music, Choir, Orchestra, Byzantine Music, Traditional Music, Lute playing, Music Technology, Theory, Harmony and History of Music. All Music Lycea function as whole-day schools based on a five afternoons schedule.

During the academic year 2013–2014, all students attending the five Music Lycea had the opportunity to attend seminars and educational concerts specially organised for them. They were also given the chance to present their work and perform in many social events, in groups and as individual performers in Cyprus and abroad.

### • REGIONAL ORCHESTRA

The establishment of 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 specialised 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 instrumental performance. At the same time, such activities offer young people opportunities for enhancing communication skills and creativity. The repertoire varies accordingly, from classical to contemporary and jazz, and includes Cypriot and Greek works, as well as students' own compositions.

Every year, the Lefkosia Regional Orchestra organises a great number of activities, such as the Music Camp in Pafos and many outreaching concerts all over the island.

### • ARTISTS IN SCHOOLS

Since November 2002, by a decision of the Council of Cabinet Ministers, another innovation was put into practice. Distinguished artist musicians of classical, popular and traditional music visit selected secondary schools and provide qualitative music lessons within classroom conditions. Due to budget shortcuts in the school year 2013-14, the above programme was not offered.

## • **COLLABORATION WITH THE CYPRUS STATE ORCHESTRA (CYSO)**

### **Educational Concerts**

Every year, about 6,000 students 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 concerts for secondary education include:

- Morning educational concerts which students attend at concert halls during school time. Prior to the educational concerts, small groups of CYSO musicians visit classes in selected schools during their music lesson, in order to encourage better understanding and enjoyment of the musical works to be presented. The artists introduce 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. During 2013-2014, three different educational concerts took place in Lefkosia, Larnaka and Lemesos.
- Family concerts for students of all ages and their parents which usually take place on Saturday afternoons. The musical works are presented by a specialized music educator enhancing thus musical interaction between children, parents and the Orchestra. During 2013-2014, two different family concerts took place in Lefkosia and Pafos.

## • **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 include educational concerts, master-classes and music workshops:

- Three educational concerts were organised in 2013-14, two of which included additional Master-Classes attended by music students with a high performance level. The Master-Classes offered the opportunity for an in-depth discussion of selected works and for technique issues to be more thoroughly explored.

## **MUSIC TEACHERS' IN-SERVICE TRAINING PROGRAMME**

### **I. Music Counseling Seminars**

These are seminars which are organised twice annually in all districts of Cyprus by the Inspector of Music. The main target of these seminars is a focus on pedagogical principles, including organising and implementing teaching effectively. The New Music Curriculum is also supported in a guided, organised learning environment.

### **II. «Educators' days»**

The «Educators' days» were initiated in 2011, after the need for further empowerment of the Secondary School Teachers. It is a two-day training on specific areas of the school curriculum. This year, the emphasis was on the theme of "Building bridges between cultures".

### **III. Seminars on the implementation of the New Music Curriculum**

The beginning of 2011 coincides with the initiation of the gradual implementation of the

New Music Curriculum. The development and implementation of the New Curriculum in school units aims, first of all, at satisfying a longstanding need for establishing a democratic and student-centered school environment. In the New Curriculum and as a result in 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 organising and implementing effective Music teaching.

In order to accomplish the above, an ambitious training programme of all secondary school music teachers has already begun since 2011, and has been continued during 2013-2014, in all the districts of Cyprus, for all music teachers.

#### **IV. Seminars on music education for students with special needs**

The primary purpose of the seminars, which targeted music teachers working with children with special needs, was to help the teachers actively involve every child in meaningful music experiences. In this way, children develop music concepts and skills appropriate to their individual functioning level. The music teachers, who were trained during these seminars, were members of a multidisciplinary team of professionals including school psychologists, social workers, speech therapists and other school staff members directly concerned with the development of children. All specialists involved were trained to coordinate their particular efforts in helping each child individually.

The seminar aimed at:

- Preparing music teachers to effectively teach special needs learners.
- Helping music teachers to provide equal opportunities for aesthetic education through music.

The training included not only the development of specific teaching skills, but also the enhancement of positive attitudes. The importance of the continuous communication among the professional team members, in discussing problems and progress freely, and the appreciation of each other's expertise in his or her respective field, when decisions are made concerning a child, was underlined.

The seminars took place at selected schools in all districts of Cyprus.

#### **V. Research project**

In 2013-14, an investigation took place which aimed at collecting music teachers' views regarding the implementation of teaching material from the music books currently used in Cyprus schools. This project, which was organized in the context of assessing the effectiveness of the New Music Curriculum, was conducted anonymously online, in order to ensure the validity and reliability of the results.

### **2.3.7 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 thought. The adoption of this policy has been accompanied by a change in perceptions, beliefs, and attitudes of society towards children with special needs, whether they are in the educational system or in the community.

The policy is expressed within the Special Education Law 113(1) of 1999, the Regulations for the Early Detection of Children with Special Needs 185(1)/2001, and the Regulations

for the Training and Education of Children with Special Needs 186(1)/2001. These last two regulate the implementation of the new law as from September 2001.

The whole philosophical trend in Cyprus, which led to the implementation of the Law of 1999, is that children with special needs have the right to training as any other child and should be provided with all the opportunities for an equivalent training, guidance and rehabilitation so as to improve their abilities to the maximum. The State is responsible for guarding the rights of children with special needs and is responsible to place those children in the united body of training.

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.

### 2.3.8 SPECIAL EDUCATION PROGRAMMES

The following programs are running in Secondary Education:

- A. Learning Difficulties
- B. Special Units
- C. Hearing
- D. Vision
- E. Homeschooling
- F. Literacy

#### **A. PROGRAMME FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES:**

- Children with specific learning difficulties are enrolled on this programme after the decision by the District Committee for Special Education.
- The pupils are offered educational support, individually or in groups according to their needs.
- Usually the special educational support is provided for subjects that children are examined at the end of the school year (e.g. Modern Greek, History, Physics, Mathematics).
- The pupil is exempted for the provision of educational support, from Lessons they cannot follow due to their disability (e.g. Ancient Greek or/and a Foreign Language).
- The District Committees various different accommodations to the pupils with special educational needs, depending on their needs.

#### **B. SPECIAL UNITS**

- Children with mild to moderate intellectual disabilities or other disabilities attend the Units.

- Two (2) to eight (8) pupils attend the Units after the District Committee's decision.
- The pupils of the Unit get a certificate of attendance (L.113(I)/99, article 18, par. 6)
- One (1) to four (4) care assistants are employed at each Unit to meet the needs and safety requirements for the children who attend the Unit.
- In secondary education there are two types of Units: a) In gymnasiums, b) In lycea and in the technical schools.
- Special Unit 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- Special Unit -and 11 periods attend lessons in their common class. Special staff is hired to offer help at the Unit.
- 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 19 periods in their everyday class- Special Unit - and four periods attend lessons in their common class. Special staff is hired to offer help at the Unit.

#### **C. PROGRAMME FOR THE INCLUSION OF DEAF/HARD OF HEARING (D/HH) CHILDREN:**

The following types of inclusion are in place:

- Attendance in general classroom without support,
- Attendance in general classroom and one-to-one or group sessions in a special modified room in those lessons in which the children take exams.
- Attendance at a Unit.

#### **D. PROGRAMME FOR THE INCLUSION OF CHILDREN WITH VISUAL DISABILITIES**

- It is running in cooperation with the School for Blinds.
- Modifications during the exams and special building adaptations for children with visual disabilities take place.
- The inclusion of those children is implemented in a similar way as the inclusion of children with specific learning difficulties. Special needs coordinators supervise the inclusion of those children.

#### **E. HOMESCHOOLING EDUCATION**

- It is offered to pupils with health problems, when the parent of the child or the headteacher of the school that the pupil attends considers necessary.
- The letter of demand, as well as medical documentation are submitted to the District Committee, that assesses each case and suggests each child's Individual Educational Plan (IEP).
- Homeschooling is offered during afternoons by the school teachers or in the mornings/ afternoons by teachers who have not been appointed yet at a public school.
- Homeschooling is offered abroad if is required due to the child's needs demand so (e.g. if he/she is in a hospital).

#### **F. 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.

### 2.3.9 TEACHER ADVISORS FOR LITERARY SUBJECTS

The institution of teacher advisors for literary subjects in Secondary Education was introduced in the year 2004–2005 in an effort to upgrade literary subjects. The teacher advisors cover the fields of Ancient and Modern Greek, History, Latin as well as other literary subjects. They visit schools, both public and private, and offer advisory support using new methods and approaches, often through teaching practices, while they prepare supportive material for literary subjects and samples of examination papers. The advisors also contribute to the organization of various competitions among schools, seminars, colloquia, etc. In addition, they undertake the 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 Curricula on a national basis and the creation of a deposit of relevant educational material.

### 2.3.10 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 programme of intensive teaching of the Greek language which is the language of instruction in the Greek-speaking schools. The programme has been evaluated by the Educational Research and Evaluation Centre during the school year 2009-10. On the basis of the evaluation results and the suggestions offered, the Ministry has taken measures in order to reinforce and improve its effectiveness. During the previous school year (2013-14) 777 migrant children participated in this programme.

According to regulations, foreign-speakers are placed in normal classes together 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 programme.

### 2.3.11 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2013 - 2014

#### **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 2013-2014 was:

«How the topography affects the microclimate of a region.»

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 stages of the research process, design methodology, formulation of hypothesis, collect and analyze 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 diplomas and prizes. 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 09 2014 at the central hall of the Ministry of Education and Culture.

## 2.4 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

### 2.4.1 INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

#### **Industrial Design and Innovation Programme**

The Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture, acknowledging the prospects for economic growth that lie in the area of industrial design and development of innovative products, proceeded, during the school-year 2013-2014, with the implementation of a very important educational

Programme entitled *Industrial Design and Innovation*. The Programme, aiming at the promotion of industrial design and innovation through cooperation with the private sector in order to develop partnerships for creativity and innovation, was implemented in cooperation with a well known distinguished Cypriot Architect and Industrial Designer (advisor) who lives and works in Copenhagen, Denmark. It was co-financed by the European Social Fund of the EU, within the context of the project “In-Service Training of Secondary School Teachers”.

For the implementation of the Programme, the Department of Secondary Technical and Vocational Education set up a Working Group in each of the eleven Technical Schools participating in the Programme. The Working Groups comprised of teachers of the subjects of Mechanical Engineering, Electrical Engineering, Furniture Design, Interior Design, Graphic Design and Fashion Design, and students.

The teachers’ objective was to acquire additional specialized, practical and professional knowledge, skills and competences in the subject of industrial design and innovation, in order to update and enrich their knowledge of the subject.

The students’ objective was to become acquainted with the subject of industrial design and innovation, by acquiring knowledge, skills and competences in identifying the need for a product, doing market research, developing and discussing ideas and concepts, presenting various design concepts in the form of 2D and 3D rendering and developing concrete 3D models of the designed products. The tasks mentioned above were achieved with the help of their teachers participating in the Working Groups and under the general guidance of the advisor, through a number of telephone and video conferences and also during the advisor’s two visits to Cyprus. During the Programme, the students were given the opportunity to implement the knowledge triangled (education – research – innovation).

The teachers and students participating in the Working Groups were introduced to the product development process and were guided to research about, design and develop 3D models, through 3D printing, of the following innovative industrial products:

- **Garage with Solar Panels for Charging Hybrid/Electrical Vehicles (Technical School “Makarios III” Lefkosia)**

The garage has been designed to be part of the house. For optimum energy production, it should have south orientation. The end product will provide various use and installation options to the user, in order to have increased marketability.

- **Multiform – Multipurpose Street Pavilion (A’ Technical School Lefkosia)**

It can be used, amongst other uses, as an information point, a souvenir shop and a kiosk. The end product will be energy sufficient through the installation of photovoltaic panels. It has been designed in such a way so as to be easily constructed / assembled and transported.

- **State-of-the-Art Keyring that Detects the Driver’s Consumption of Alcohol (Technical School Paralimni)**

It is a device which detects the amount of alcohol in the drivers’ blood and prevents him/her from starting the engine if the result is not within the permissible limits. In this case, the end product will send an SMS to the smart phone of a relative for help, as well as a signal indicating the position of the vehicle through GPS.



- **State-of-the-Art Key that Detects the Driver's Consumption of Alcohol (Technical and Agricultural School Ammochostos/Avgorou)**

This product is a device which informs the driver about the amount of alcohol in his/her blood. The product obliges the driver to check his/her alcohol consumption and allows him to start the engine only in case the result is within the permissible limits.

- **Walker for Senior Citizens (Technical School Larnaka – Ayios Lazaros Technical School Larnaka)**

This product has been designed to help elderly people to move about, mainly outside the premises of their house, for shopping or for a stroll. It features a rain/sun protection system, GPS with an emergency button, a seat for resting and a shopping bag. The end product will be constructed of aluminium and synthetic materials.

- **Multiform Infant Booth on Wheels (A' Technical School Lemesos)**

This product can be used as a cot, a cradle and a stroller. It is anthropocentric, as its main aim is to upgrade the quality of life of both the infant and its parents. It has been designed to cater for needs which are not met by existing products that are available in the market.

- **Multiform Booth on Wheels for the Provision of Various Services (B' Technical School "Gregoris Afxentiou" Lemesos)**

The Multiform Booth on Wheels can be used for the provision of various services to citizens. With some minor alterations, according to the intended use, it can be used as a first aid unit, a tourist information point, a fast food restaurant, or a small animal clinic/parlour.

- **Magnetic/Solar Vehicle for Transporting People with Kinetic Problems or for Guiding Tourists (C' Technical School Lemesos)**

The Magnetic/Solar Vehicle will operate autonomously thanks to its innovative magnetic navigation system, and also by using solar energy. The front wheels will move on tracks to enable the vehicle to be used in all weather conditions and, if needed, to climb steps.

- **Benches with Solar Lamps (Technical School Pafos)**

The Benches with Solar Lamps can be used at bus stations, parks and areas where a lot of people are gathered. The end product will feature USB connectivity for charging mobile phones and a self compacting waste bin.

- **Multiform Autonomous Unit for Providing Various Services to Citizens (Technical School Polis Chrysochou)**

The product has been designed to cater for the needs of the citizens or tourists of a town for information, lighting, cleanliness and advertising. The Unit will be energy sufficient thanks to the solar panels that will be installed on its roof.

Towards the end of the Programme, in April and May 2014, the designs and the 3D models of the innovative industrial products mentioned above were exhibited in all major towns of Cyprus with great success. The objective of the six exhibitions was to illustrate the significance of innovation and creativity in Cyprus, since these two areas have

the potential to generate ways of combating the existing grim economic situation and contribute towards growth and prosperity. Students of the third grade of Gymnasium visited the exhibitions with their teachers, in order to get acquainted with the work and achievements of Technical School students.

### **Operation of an Evening Technical School in Lemesos**

Taking into account the successful operation of the Evening Technical School in Lefkosa, which was established in 1999, the Ministry of Education and Culture proceeded to establish an Evening Technical School in Lemesos, 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 Lemesos began its operation in January 2012, offering classes in the fields of Mechanical Engineering and Hotel and Catering. During the school year 2013-2014, 90 students attended the programmes offered.

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 school leaving certificate (apolyterion), which is equivalent to that awarded by mainstream technical schools and lycea. This means that the school 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.

### **Operation 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 operate at existing Technical Schools, as institutions of public education, within the scope of competence and under the supervision of the Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture. They provide an alternative learning pathway to secondary education graduates and adults, thus enhancing the image of VET in Cyprus. 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.

For the establishment and smooth operation of the Institutes, the Ministry of Education and Culture cooperates with the Ministry of Labour and Social Insurance and other stakeholders relevant to the world of work. The Advisory Body for Post Secondary Institutes of VET has been set up, examining issues concerning the operation of the Institutes and advising accordingly the Ministry of Education and Culture. It consists of the Director of Secondary Technical and Vocational Education and representatives of the Ministry of Labour and Social Insurance, the Human Resource Development Authority, the organized Associations of Employees, the organized Associations of Employers and

Manufacturers, and the Association of Teachers of Post Secondary Institutes of VET.

The necessity for establishing Post-Secondary Institutes of VET emerged, amongst other reasons, from the rapid development of technology, the knowledge based society and the EU's priorities regarding the ongoing relationship of today's citizens with education and training. In addition, the needs of secondary education graduates who do not wish to follow Higher Education studies (University level) but need high level training to become better prepared and more competitive to enter the labour market were taken into account.

The objective of Post-Secondary Institutes of VET is to offer all types of vocational education and training and provide students with the necessary qualifications by imparting academic and technical knowledge, as well as professional and practical skills. Additionally, to offer students the possibility to develop those skills that will facilitate them to adapt to the changing needs of industry.

The programmes offered have been especially designed to be relevant to labour market needs. Maintaining the curricula's flexibility and relevance to the labour market is an ongoing process, since they will be systematically evaluated, revised and updated on an annual basis, taking into account the views and suggestions of all the relevant social partners and stakeholders who participate in the Advisory Body, as well as current labour market needs determined after research regarding employment prospects in Cyprus.

In addition, industry experts from the world of work and the academic community are 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.

The programmes offered during the academic year 2013-2014 were the following:

1. Management of Natural Gas Industrial and Residential Installations
2. Gas Handling Pipes Welding and Industrial Structures
3. Specialist Baker and Confectioner
4. Computer Networks and Communications
5. Electrical and Industrial Refrigeration Installations
6. Installation and Maintenance of Photovoltaic Systems and Wind Turbines
7. Industrial and Residential Automation
8. Biological Vegetable Production

Attendance at the Post-Secondary Institutes of VET is free of charge and it falls under the scope of life-long learning, since it applies to all ages. The duration of the programmes offered is two years, on a 5-day basis. The premises and facilities of Technical Schools are utilized for this purpose, covering the major provincial areas of Cyprus. Attendance includes practical training in industry and businesses/enterprises.

During the academic year 2013-2014, 331 students attended the programmes offered. A student placement system with selection criteria (favouring young unemployed individuals in particular) was applied, since the demand was very high and the number of applicants exceeded the number of the available places.

## 2.5 THE CYPRUS PEDAGOGICAL INSTITUTE (P.I.)

### **VISION OF THE CYPRUS PEDAGOGICAL INSTITUTE**

The continuous professional development of the teachers at all levels as well as the substantial contribution to the planning and implementation of educational policy, taking into consideration the literature and research and the priorities set by the Ministry of Education and Culture in order to improve the quality of the educational system.

### **MISSION OF THE CYPRUS PEDAGOGICAL INSTITUTE**

The design and implementation of continuous professional development of teachers at all levels, the setting of framework for the teacher competences and the promotion of horizontal issues of educational priority, improving the content and effectiveness of the education provided in accordance with the wider international, European and local context.

### 2.5.1 DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation, in 2014, published The Cyprus Pedagogical Institute Bulletin, Issue 16.

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

### 2.5.2 THE PEDAGOGICAL INSTITUTE LIBRARY

The needs stemming from the requirements placed on the participants in the training programmes, the implementation of the 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 49,025 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2014, the Library was enriched with 158 volumes of new books while more printed material is expected. The basic areas on which effort is put in enriching the library are the following: teaching methodology, educational innovations and teaching practices, educational training, educational administration and educational research. The registered users of the Library amount to 890 individuals.

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 Cyprus University Libraries 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 39 Databases on the island 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.

### 2.5.3 IN-SERVICE TRAINING DEPARTMENT

The Pedagogical Institute organises re-occurring courses addressed to administrative staff at 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. The priority of the CPI for the school year 2013 – 2014 was the decentralization of its actions.

#### **IN-SERVICE TRAINING PROGRAMMES TO ADMINISTRATIVE STAFF**

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

In May 2014, 62 Headmaster of Primary and Pre-Primary Education successfully completed the relevant programme. The sessions were held at the P.I. premises in Lefkosia and at the Lemesos branch. Changes were introduced to the content of the program so as to further enhance the role of Headmasters at schools, through the development of leadership, managerial and organizational abilities and skills.

##### **In-Service Training Programme of Newly Appointed Headmasters of Secondary General and Secondary Technical and Vocational Education**

In May 2014, 40 Headmasters from Secondary General and Secondary Technical and Vocational Education completed the Programme successfully. The sessions were held at the P.I. premises in Lefkosia and at the Limassol branch. In October 2014, a new Programme was launched involving 14 Headmasters from Secondary General and Secondary Technical and Vocational Education. Changes have been introduced to the content of the program 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 have undertaken the training.

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

In May 2014, 112 Deputy Head Teachers successfully completed the Programme. The sessions were held at the P.I. premises in Lefkosia and at the Lemesos branch. In October 2014, a new Program was launched involving 126 Deputy Head Teachers of General Secondary Schools and Secondary Technical and Vocational Education. Changes have been introduced to the content of the program so as to further enhance the role of Deputy Head at schools, through the development of leadership, managerial and organizational abilities and skills.

#### **2.5.4 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS**

In the school year 2013 – 2014 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. Moreover, a new approach has been promoted focusing on action research. 16 schools applied to participate in the program.

#### **2.5.5 OPTIONAL IN-SERVICE TRAINING SEMINARS**

The Optional Training Seminars and Workshops for year 2013 – 2014 covering the needs of teachers in Lefkosia, Lemesos, Larnaka, Pafos and Ammochostos were completed. There were 1668 participations from all levels of education, from both the public and private sector. For the year 2014-15, 193 new courses are offered.

## 2.5.6 PROGRAMME OF TRAINING ON THE CURRICULA

The P.I., in collaboration with the Directorate of Secondary Education and Secondary Technical Education and the Directorate of Primary Education continue the offer to all educators the Program of training on various subjects of the Curricula.

### **PROGRAMME OF TRAINING EXPATRIATES TEACHERS**

- **From Eastern European countries**

The programme offered to teachers of Greek origin from countries neighbouring the Black Sea, started in February 2014 and was completed by the end of June 2013. The expatriates who attended the program, 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 Cyprus through educational tours, lectures attended and events.

- **From the Greek Community Schools of the Greek Orthodox Archdiocese**

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. The participants, apart from the seminars they attended, they visited archaeological sites, museums and monasteries in Cyprus

### **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. The training programme which was developed for this purpose, apart from centrally run courses offered to the Greek language teachers appointed for the purpose, includes 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.

### **PROGRAMME OF TRAINING SECONDARY SCHOOL TEACHERS WHO TEACH AT THE 3RD GRADE OF LYCEUM**

From the current year, the Pedagogical Institute for the first time and following a decision by the Council of Ministers offers a training programme for the Secondary School Teachers who teach at the 3rd Grade of Lyceum the subjects Modern Greek, Mathematics and Economics with emphasis to pedagogics, teaching methodology and assessment of the pupils.

## 2.5.7 OTHER ACTIVITIES

The P.I. organized three different conferences for teachers co-funded by the European Refugee Fund for training of teachers, counsellors and school psychologists on issues related to refugees.

Besides the PI organized a series of conferences on different subjects co-funded by the European Social Fund:

- Intercultural Education at school: Current issues for managing sociocultural diversity.
- Citizenship Education: For action at the school level to participation in the society.
- The poet Costas Montis “meets” other Greek poets.
- Assessment for Learning.
- Reviewing PISA results: Steps forward for Cyprus.
- Inquiry in Teaching Science.
- Teaching Mathematics: From Theory to Practice.

The PI also organized seminars and conferences under the auspices of European Programmes and the Council of Europe:

- Cha(lle)nging attitudes and actions for a diverse society: fighting prejudices and discriminatory bullying for equality through human rights: A cross - curricular approach (Council of Europe Pestalozzi Program).
- Teaching controversial issues – developing effective training for teachers and school leaders (Pilot Project of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education).
- National Final Meeting for SIRIUS: European Policy Network on the education of children and young people with a migrant background (European Commission).

## 2.5.8 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

The Educational Technology Department implements programmes of continuing professional development in the areas of Information and Communication Technologies (ICT) research and practice, proposes new educational implementations and promotes innovations related to the use of new technologies in education. At the same time, it provides pedagogical and technical support facilitating the effective use of ICT.

## 2.5.9 PROGRAMMES FOR INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN THE LEARNING PROCESS

- Safe school for the Internet (<http://www.pi.ac.cy/InternetSafety/eSafeSchool.html>) Educational Content
- Innovative Schools and Teacher Coaches on the use of ICT in the learning process in the school unit ([www.pi.ac.cy/KainotomaSxoleia](http://www.pi.ac.cy/KainotomaSxoleia)) Schools and teachers will receive certificate of Innovative Schools in the use of ICT.
- Young coaches for the internet (<http://www.pi.ac.cy/InternetSafety/YoungCoaches.html>) Students are trained and they implement their action plan.
- European project EUfolio – EU Classroom ePortfolios project (<http://eufolio.eu>) A project on the use of eportfolios for the development and assessment of 21st century skills.
- European project PREATY – PRoposing modern E-Assessment approaches and Tools to Young and experienced in-service teachers (<http://portal.ou.nl/en/web/preaty>) A project on assessment for learning.
- European project “Open Discovery Space: A socially-powered and multilingual open learning infrastructure to boost the adoption of eLearning resources (ODS)” (<http://opendiscoveryspace.eu>, <http://portal.opendiscoveryspace.eu>)

- European project CyberEthics GIV A project for a safer internet for children.
- Competition- Learning designs for the use of ICT in the learning process  
- <http://www.pi.ac.cy/imeridaTPE2014>
- Competition- Short video production on Safe internet by students  
- [http://www.pi.ac.cy/InternetSafety/drastiriotes\\_diagonismoi.html](http://www.pi.ac.cy/InternetSafety/drastiriotes_diagonismoi.html)
- Repository with ICT learning designs [www.e-epimorfosi.ac.cy](http://www.e-epimorfosi.ac.cy)
- Conferences  
- <http://www.pi.ac.cy/imeridaEAssessment2014>  
- <http://www.pi.ac.cy/imeridaTPE2014>  
- <http://www.pi.ac.cy/InternetSafety/SID.html>  
- [http://www.pi.ac.cy/InternetSafety/ekdilosi\\_youngcoaches.html](http://www.pi.ac.cy/InternetSafety/ekdilosi_youngcoaches.html)
- Learning environments  
- <http://www.e-epimorfosi.ac.cy>  
- <http://elearn.pi.ac.cy>  
- <http://www.pi-elearning.ac.cy>

## 2.5.10 AUDIOVISUAL MATERIAL PRODUCTION

The portal <http://paragoges.pi.ac.cy> for educational documentary “The Cyprus museum”.

## 2.5.11 EUROPEAN AND RESEARCH PROJECTS

During 2014, the Cyprus Pedagogical Institute continued its participation in the existing European programmes and started new ones [see Table below]:

Period of time	Programme	Co-Funding
2014-2016	NAOS (SIRIUS CONTINUATION ERASMUS+ Professional Capacity dealing with diversity)	Erasmus+ KA2
1/5/2013-30/4/2015	EUFolio (Europortfolio): a European Network of EPortfolio Experts and Practitioners	EE, “Implementation of the European strategic objectives in Education and Training (ET 2020)”- creative classrooms call
5/4/2013-5/4/2015	Programme of non Conventional Water Resources in Cyprus Πρόγραμμα Μη Συμβατικών Υδατικών Πόρων στην Κύπρο	Coca-Cola Foundation Atlanta
1/12/2012-30/11/2014	PRoposing modern E-Assessment approaches and Tools to Young and experienced in-service teachers – PREATY	EE, Lifelong Learning Programme
1/5/2012-31/10/2014	CyberEthics GIV - Cyprus Safer Internet Center (SIC CY II)	EE, Safer Internet 2009-2013 Programme
2011-2014	Collaboration of Schools and Communities through Sustainable Development. «Codes»	EE, Comenius network



## **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 eighth year of operation and currently runs four centres: the Centre for Environmental Education (CEE) 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 Koilani. 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 fourth 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 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 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 2013-2014 around 20,000 students, 600 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 were offered 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 the school year 2013-2014 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'.
- The participation of the group for Environmental Education in:
  - a) The writing of educational material for Primary Education and for the environmental educational programmes of the Network of Environmental Education Centres
  - b) National, regional and international research programmes:
    - The Non-Conventional Water Resources Programme, in cooperation with the Mediterranean Information Office for Environment (MIO), Global Water Partnership Mediterranean (GWP-MED) and funded by the Coca-Cola Foundation Atlanta with the amount of 400.000 euro.
    - The Rethink (Reduce-Reuse-Recycle) Programme which is part of the LIFE Programme funded by the EU with the amount of 985,585 euro.
    - The CoDEs Programme, 'Collaboration of Schools and Communities through Sustainable Development', involving 17 universities and higher education institutions funded by the EU with the amount of 610,467.00 euro and is part of the Lifelong Learning Programme.
  - c) Participation in other voluntary activities such as: i) the environmental festival 'Astra', ii) an environmental event organised by Dali Municipality, iii) the international day of the Environment.
  - d) Extending to all schools the programme "Tiganokinisi" .
  - e) Providing advisory support to schools and organizing school-based seminars on Environmental Education and Education for Sustainable Development in cooperation with the Office of the Commissioner of the Environment.
  - 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 representing 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.

### **2.5.12 CURRICULUM DEVELOPMENT UNIT**

The work of the Curriculum Development Unit is:

- Coordination of procedures for issuance of 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 organisation (Computer Technology Institute and Press “Diophantus”) in Greece and the process of transporting them from Greece to Cyprus.
- The issuance of educational material (booklets, posters, cover art, flyers etc) for the purpose of:
  - a) the Ministry of Education and Culture,
  - b) the Pedagogical Institute,
  - c) the Centre of Educational Research and Evaluation (CERE), and
  - d) 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.
- Cooperation with the Departments of Primary, Secondary and Secondary Technical and Vocational Education and the Ministry of Education and Culture Store, for the creation of an electronic database to facilitate ordering textbook electronically.

To effectively carry out this work 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 Ministry of Education and Culture Store, the Universities of Cyprus, the Trade Unions of teachers and so on.

### **The Curricula**

The Curriculum Development Unit has been actively involved in the adoption of the curricula and the production of teaching material in the Education Reform.

### **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 by other sources. The table below shows in detail the number of books used at each educational level:

Level of Education	Number of book titles			
	CDU	Computer Technology Institute and Press “Diophantus”	Other Sources	Total
Primary/ Preprimary	102	45	-	147
Secondary	147	68	51	266
Technical	142	57	82	281
<b>Total</b>	<b>391</b> 56%	<b>170</b> 25%	<b>133</b> 19%	<b>694</b> 100%

## Curriculum Development Unit Budget

The following table shows the expenditure for the financial year 2014

	Cost (Euro)
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.201.130,00
Purchase of textbooks from C.T.I.P.»Diophantus», books sent abroad/ books received from abroad.	€1.365.410,00
<b>Total cost</b>	<b>€2.566.540,00</b>

### 2.5.13 CENTRE FOR EDUCATIONAL RESEARCH AND EVALUATION (CERE)

The Center of Educational Research and Evaluation (CERE) was established in August 2008, following a decision by the Council of Ministers. CERE's activities could be summarized in three strands. Firstly, the CERE assumes responsibility for the implementation of international and national research studies on pedagogical and educational issues (e.g., educational policy, national curricula, school resources, teacher training). Secondly, the CERE undertakes evaluation studies for educational innovations, interventions and programmes initiated by the Ministry of Education and Culture (MoEC) in Cyprus schools. Thirdly, the CERE enhances the establishment and development of research-oriented schools, teachers and students. During 2014 and in accordance to its annual action plan, the CERE participated in a number of significant research projects on these three strands, as follows:

#### A. Participation in Local and International Studies of Pedagogical Interest

The CERE is involved in a number of research studies, some of which are co-funded by the European Union and coordinated by international organisations (e.g., OECD, IEA). Specifically, the CERE represents the MoEC in the following international studies:

- **Programme for the International Student Assessment (PISA)** – 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 the compulsory education.
  - PISA 2012: The main phase of the study was carried out in 2012 and involved about 5400 fifteen-year-old students. In 2014, CERE ran a number of statistical analyses on the Cyprus data, and prepared the National Report for PISA 2012.
  - PISA 2015: In 2014, the Field Trial of the study took place during March - April 2014, while the Main Study will take place in 2015. More than 2300 students from 50 Secondary Education schools (Public and Private) participated in the Field Trial, while more than 6000 students from 115 schools are expected to participate in the Main Study.
- **Trends in International Mathematics and Science Study (TIMSS)** – The survey aims to assess the mathematics and science knowledge of 4th and 8th grade students at an international level. TIMSS is developed by the International Association for the Evaluation of Educational Achievement (IEA).
  - TIMSS 2015: In 2014, the Field Trial of the study took place during March-April 2014, while the Main Study will take place in 2015. More than 1200 students from 40 Primary Education schools (Public and Private) participated in the Field Trial, while more than 4500 students from 150 schools are expected to participate in the Main Study.

- **Teaching and Learning International Study (TALIS)** – 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.
  - TALIS 2013: In 2014 CERE ran a number of statistical analyses on the Cyprus data, and prepared the National Report for TALIS 2013.
- **Programme for the International Assessment of Adult Competencies (PIAAC)**
  - 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. In 2014, the CERE worked towards the dissemination of PIAAC outcomes (press release, presentation to MoEC officials, participation in a Pestalozzi programme).
- **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. A number of diagnostic tools developed for measuring various educational leadership and management aspects was developed and administered in Cyprus, among other project partners. The results, which diagnosed actual learning needs, will be used for head teachers' training and support, as well as for their professional development.

At the local level, the CERE runs the longitudinal 'Programme for Functional Literacy' on a national scale for all primary school pupils at the third and sixth primary school grade. The study aims to identify pupils 'at risk' for functional illiteracy. The results are forwarded to schools and the Directorates of Education at the MoEC, so that these pupils receive early support, while at school. In addition, during 2014, questionnaires for test administrators were developed, aiming at providing feedback to the research team on test context and administration. Furthermore, double coding was also employed to examine inter-rater consistency. To better support the coding processes, two electronic communication platforms, one for Greek and one for Mathematics test coders, were also developed.

Through monitoring of the educational system on specific issues, the CERE maintains a database, which supports the MoEC and the European Commission with valid and reliable data on the Cyprus educational system. The CERE is, also, responsible for reviewing research proposals by individuals and organizations, interested in conducting school-based research in Cyprus public schools.

## **B. Evaluation of Innovations and Programmes launched by the MoEC**

During 2014, the CERE completed the following evaluation study, which is expected to help the MoEC towards informed evidence-based decision making, as follows:

Evaluation of the Programme 'European Language Portfolio'.

## **C. Promotion of Research Culture in Cyprus Schools**

Finally, the CERE supports schools to undertake action research within schools, targeting topics related to school interests and educational needs. Within this framework, the CERE is involved in the following European research projects:

- **School Self- Evaluation** - This Comenius Regio Partnership (2012 – 2014) 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.

- **Out of the Box' Empowering School Leaders through Action Research** - This Comenius Regio Partnership (2013 – 2015) aims at offering school leaders the opportunity to consider ways of improving school performance by building on action research (AR) as a process in which they will systematically examine their own educational practices (Cyprus – UK).
- **The Development of Mathematical Reasoning through Technology and Parental Engagement** - This Comenius Regio Partnership (2013 – 2015) aims at developing pupils mathematical reasoning through a design research approach in two settings (Cyprus - Greece).

Additionally, in collaboration with the Cyprus Research Promotion Foundation, the CERE implements two school-based research programmes, namely 'Students in Research' (MERA) and 'Technology and Innovation in Education' (TEKE).

## 2.6 HIGHER AND TERTIARY EDUCATION

### 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 calibre international students, rich investments, technological and scientific development.

In the 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 and so on.), 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.

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.

#### 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.

### **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. Establishing and reinforcing links between education, industry and research will also affect the quality of HE and, as such, promote striving for excellence. Therefore, 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 five private universities, have urged the MOEC to form a new legislation which will establish an Agency of Quality Assurance and Accreditation 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 fulfil 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 (labour 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 the 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.

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 public HE institutions in Cyprus (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 negotiated 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 (five universities and 40 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 a 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.

- **Financial Support of Departments of Greek and Cypriot Studies at Universities abroad**

The Department of Higher and Tertiary Education (DHTE) examines applications for financial support of Departments of Greek and Cypriot Studies at Universities abroad based on criteria.

An Advisory committee comprised of representatives from the Department of Higher and Tertiary Education and Cultural Services of the Ministry of Education and Culture and the University of Cyprus examines and evaluates all applications submitted annually and decides how to disseminate the amount of subsidies taking in to consideration the approved amount of the state budget.

In 2014 the approved amount of the state budget was €130.000 and the Ministry of Education and Culture subsidized twenty-one (21) Greek Departments in 14 countries.

- **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 under-represented 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 a 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 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 eight 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).

### **Implementation of the Bologna Process in Cyprus**

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 has been actively involved in the Bologna Process and its implementation in Cyprus.

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

### **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 constitutes the most important step of the island, towards the promotion of lifelong learning. With continuously increasing in the number of 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 to:

- 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 and
- unskilled manpower who wish to acquire new skills.

These programmes of study are offered in part time, 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 programmes of study offered by private universities, in a part-time mode and in evening courses.
- Postgraduate programmes 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 and so on., 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 Laws 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 of 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.

### **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:

- 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 and
- 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 eight 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 are 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.

### **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 fulfil 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:

- **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.

- **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 programmes of study offered by Public Universities in English. DHTE has intensified its efforts for establishing these programmes and the Bill is currently at the Legal Service. Nevertheless, based on the same laws, postgraduate programmes of study may be offered in a language, other than the official ones, if they are offered in one of the official languages of instruction. 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.

- **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](http://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. Oman, Jordan). Additionally, the MOEC addresses or receives invitations by 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 period of time in universities in Cyprus through the Erasmus programme. It is important to note that studying 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.

# 3.

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## 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 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 36 countries concerned and by producing studies on issues common to European education systems. It covers:

- 40 educational systems within the 36 countries participating in the EU Lifelong Learning Programme (EU Member States, Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia 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.

#### **Programme of the Council of Europe 'Education for the Democratic Citizenship and the Human Rights (EDC/HR)**

The programme EDE/HR is included in the framework of activities of the Council of Europe and covers all the activities and actions that have been planned to help both the young and adults to participate actively in the democratic life, demanding (or claiming)



all their rights but also undertaking all the responsibilities in their share.

The target of the programme is to reinforce the democratic societies by adopting an intense democratic culture, by emphasizing the feeling for participation, for commitment but also acceptance of basic values for the creation of a free, tolerant and fair society at a national as well as European level.

### **EDC/HR in Cyprus Schools**

In Cyprus schools EDC is offered as a separate subject in the curriculum, Civics Education, but also in all the programme, activities or functions of our schools. It includes concepts such as 'education for peace', global education', 'intercultural education', 'democratization' and participation in public affairs. These concepts, which are closely combined with education for the democratic citizenship and the human rights, are included in the goals of the school years 2014-2015 as defined by the Ministry of Education and Culture.

- I Know, I Don't forget, I Claim
- Forstening of citizenship with an emphasis on social solidarity

More particularly, in the framework of the fulfillment of the above goals and in relation to the promotion of the EDC what is pursued through the:

- Development of the necessary attitudes and values so that children and young people will live as effective and responsible members of the local, national and global societies.
- Social acceptance, the integration and participation of individuals or groups with special characteristics (minorities, individuals with special abilities etc.)
- Intercultural education
- Promotion of new learning methods at schools at all levels of education giving the opportunity to teachers and pupils to cooperate and get involved in procedures that promote the D.C in everyday life.
- Development of qualities, abilities and skills like critical thinking, cooperation and creativity should be achieved in classes and schools which operate as learning workshops.
- In the school units there should be consideration on the teacher's part for the necessary changes so that during their lesson critical thinking, creativity and cooperation will be developed.
- Contribution to the highest possible degree so that the European Union operates as a power for progress, peace, stability and welfare in the international scene. Taking on the presidency consists a unique opportunity for Education to show its European dimension, our civilization and our hospitable spirit, and also our possibilities to contribute substantially to the European affairs
- School's and teacher's contribution with the ultimate goal the pupils to become citizens who will be distinguished by democrati, militancy, frankness and social responsibility and will be actuated by human values.
- Development of those elements that will enable each student –as a future citizen – to be socially aware and sensitive, respect all kinds of diversity and be involved in voluntary actions of social solidariry in different disciplines and levels

Priorities of the Ministry Of Education and Culture (MOEC) for the years 2014-2015:

- Improvement of learning outcomes.

- Environmental Education and Sustainable Development. Environmentally friendly schools and improvement of the quality of our lives.
- Diachronical lessons from the struggles of the Cypriots for freedom «

These methods activate all the learning possibilities and open new horizons of thought and participation in everything that happens in the school surrounding and generally that of society.

### **Activities for EDC/HR in Cyprus Schools**

The EDC/HR interests directly the educational authorities, schools, non-state organizations, local authorities, municipalities and Mass Media. A wider-scope education that emphasizes school life and extracurricular activities and that plans and fulfills relevant activities and functions, has a particular role to play for the success of this programme. These activities at a central level are defined by the Ministry of Education and Culture or they are applied through the initiative of various school units.

### **Activities that are defined at a central level**

- Promotion of Further Education Seminars for all teachers in cooperation with the Cyprus Pedagogical Institute and Pestalozzi Programme of the Council of Europe.
- Integration and Support of children with special abilities by applying special programmes in public schools targeting to secure equal opportunities in education. Special units work in a few Gymnasia, Lycea and Technical Schools.
- Application of Z.E.P (Zones of Educational Priority) in every town aiming at school success for all students and the social integration of foreign students.
- Promotion of measures for the smooth integration of foreign pupils in our schools and generally in our society.
- Organization of the Institution of the Children's Parliament aiming at the active participation of children in decision making by noting and solving their problems.

### **Activities applied through schools' initiative**

In the framework of the E.D.C/HR , schools of Secondary Education participate as all countries-members of the Council of Europe (C.E) in the project 'Learning and Living /experiencing Democracy for all 2010-2014'. Our schools inform the Programme Coordinator about all the activities and functions they are planning in relation to D.C/HR.

During the school year 2013 - 2014 the following activities took place with schools' initiative:

- Organization of students' conferences (e.g. "Common League", "Active Citizen", "Treasures of Lambousa"), competitions (e.g. "Francophonie", «Stockholm Junior Prize" for the water of the Museum, AMORA) exhibitions, projects, speeches, theatrical performances on DC/HR with the involvement of Schools, Local Authorities, Parents Association and other non-state factors.
- Participating in European programmes e.g. 'Positive Pictures', 'Innovation against discrimination', 'Euroscola', 'Comenius ' (with the theme of Intercultural Education), equal opportunities and Human Rights, 'BIRDS', CATS, E.U. Back to School, EARN).
- Creation of Internet Club in the school area for the reinforcement of distant communication with people from other countries.
- Studying institutions promoting social justice in other European countries (e.g. Les restos du Coeur) and applying them at a school level.

- Activities towards environment protection and sustainable development (conferences, recycling, tree planting) e.g. Save Energy, Green Dot, "Golden Leaf".
- Creating chances of online communication with children from other European countries.
- Participation in actions organized by local authorities related to children poverty (food collection, breakfast donation), social exclusion, prevention and dealing with violence in the community.
- Conducting of small studies-researches (e.g. participation in "Researcher's night") about subjects related to contemporary social problems and active citizenship. Practical Workshops of "ASPIS" anti-drug association, "Mikri Arktos" (drug prevention youth organization).
- Creating and activating a voluntary Association within the school.
- Film and theatrical viewing relevant to social problems and discussion about the part of citizenship on resolving them (e.g. short film "Life lessons") related to xenophobia and social exclusion (or isolation).
- Participation in European programmes e.g. Comenius, Leonardo Da Vinci, "Young Journalists", "BIRDS", "CAM-media", EDSKY (internet safety), THIMUN.
- Formation and activation of Voluntary Groups in school.
- Further education of teachers in pedagogical conferences and European seminars emphasizing education for D.C/HR. sensitization in subjects of bullying, ADHD etc.
- Our schools cooperating with equivalent schools of the E.U. School incorporation to Pasch worldwide school association.
- Twinning with other schools
- Putting in practice the institution of social work.
- Infringing students entering special programmes of artistic creativity and 'ecological' schools (or 'green') oriented schools.
- There is an attempt to develop the feeling of acceptance of others through various subjects. Practical Workshops "I respect my immigrant classmates", "Diversity and Empathy" with the participation of students with optical disability. Preparation of mosaic "Boat of hope" with the participation of foreign students.
- In the English language classes there are discussions on the existence of shops selling second hand items and clothing for charity purposes.
- Adopting children from Kenya for three years and sending of foreign language books.
- Distributing the book 'Youths in Europe'.
- Giving lectures on the topic 'Cyprus in the E.U..
- Lectures about the Holocaust
- Schools cooperation with the 'peace center' of U.N.E.S.C.O in Korea.
- Activities for the European Year of energetic old age in the year 2012.
- A conference on the Human Rights in Cyprus.
- Video making competition about "Bullying", Internet rights and obligations "Online Rights and Possibilities".
- Participation in the European stop-smoking campaign "EX – SMOKERS ARE UNSTOPABLE".
- Group of schoolgirls participating on the television programme " Economic crisis through the eyes of the young".

- Participation in European Programmes of Intercultural Education and Education for Peace e.g. Comenius “A Rainbow of cultures”, “National Wonders in Europe”, “Water europe’s treasure” «Regio 2013” “Bullying among teenagers: ways of preventing and dealing with acts of violence in Greek and Cypriot school environment” «Tasting food”, «Green European Eco Project», “Be smart, be safe” “School 4.0 the future”. Comenius RISK. «Expantion of Economic crisis, what measures do we take”, PROFILES, Young Journalists. GRUDVIG Meeting – Points of our European cultural heritage. European Parliament Road Show. Euroscola Programme (Children’s Parliament). Stockholm Junior Water Prize. Marlisko (clean seas), European Health Network.
- European Competition Euroquiz, European Schools’ Competition, Meteorological Competition, Math Europe 2014.
- Meetings “Don’t Forget – Fight- CLaim”, “Young Ambassadors for Asylum” and Student Conferences for instance “School as a medium of cultivating and developing social solidarity and European citizenship”, “Challenges and Outlets. Identity formation of the citizen of the 21st century citizen”
- Local Competitions e.g. writing of a poem or a short story on “Social solidarity as a solution or oleoresin in economic and ethical crisis” Visual arts “limits and activism”.
- International Porgramme ME.DI.MUN. (UN simulation) organised by Lefkosia English School.
- First European Delphian Games (art).
- Eufolio – Eu Classroom.
- Globe International Programme (weather conditions in our country).
- Erasmus+ Programme.
- School participation (as a Partner) in a programme examining the role of formative evaluation in Mathematic’s teaching and learning.
- SEMEP Programme (network of environmental education ), Project “Water pollution and suitability for human consumption”.
- worldwide competition: Short film with the subject “a planet for all”.
- 43rd International Letter-Writing Competition for Young People.
- Participation in the 9th International Children’s and Youth Art Exhibition « Stories for Today’».
- UNESCO (ASPnet).
- LOG IN: Laboratories on Gender Violence in New Media, DAPHNE European Programme. Research with the collaboration of the University of Cyprus, Council of Europe and Leventis Foundation” Children Protection against sexual exploitation and abuse”.
- “Cyprus knows: refugees concern us - Together with others, together with ourselves” (concerning Beneficiaries of International Protection).
- Students of Vocational Education of the Faculty for Hotel and Catering services have worked in Latvian Hotels. Collaboration with their European colleagues, first taste of European work market.
- Workshop about Bullying organized by «Hope for Children” organization.
- Participation in anti-bullying programmes e.g. ViSC.
- Anti-drug association, “Mikri Arktos” (drug prevention youth organization) workshops “ Communication, collaboration, selfesteem, addictions, violence, and prevention”.

- Charity Activities : Raise funding (eg. heart diseases, kidney diseases, disabled, Christodoula marathon, radio marathon, Makarios marathon, St George special school), blood donation, collection of food for 'social markets'. Voluntary work in Alkionides warehouse, Juice bazaar in order to help indigent students. Olive collection from a school's olive grove and support to indigent students. Voluntary work (greek lessons) for a student with greek as a foreign language.
- Voluntary work in non profit organizations of the community, in the Museum of History and Heritage. Voluntary work at school e.g establishment of a recreation room, creation of a herb garden 'Sunday Children' (accompanied elder people to the church of the community).
- School competition ' Voluntary work against financial crisis.
- National knowledge competition for European affairs.
- Collection of plastic caps in order to buy wheelchairs.
- Voluntary cleaning of the beaches.
- Financial coverage for Uganta child's baptism and care.
- Programme "Tiganokinisi" (Converting our cooking oils to fuels).
- Students from 10 different schools participating in an event about the right of political asylum for children. Under the auspice of the UN.
- Microsoft's Digi girlz day for 16-18 year girls (youth mutual understanding).
- European Union Office seminar in collaboration with the Mediteranean Institute for gender equality 'Proposal of a Bill for the improvement of the participation percentage in Public Companies'.
- Programme "En poli eu Zo' Newsletter, song composition, movie 'Offering is Contagious', TV spot Competition in order to promote blood donation.
- Accept II programme (facing delinquency, school-specialist collaboration).
- Collaboration with Adult Day Center "Access" Trainees attended school classes.
- Inclusion of Special school students at Woodwork – Furniture manufacture faculty workshops.
- Hosting of Special needs children, lunch and tour at a community's museum.
- Limassol Municipality Student's Councils" study of Lighting a park, public presentation.
- Participation of the Turkish-Cypriot students as students with Greek as a second language at a European Programme organized by the Center of Parasitimon at Paramalli.
- Radio Programme every Friday for fostering of active citizenship and social solidarity.
- Alternative activities programme for the inclusion of children with adjustment difficulties.
- Conflict resolution and mediation at school.
- MOEC 'Health Education and violence prevention' Etwinning. Collaboration with other European Schools 'Ev zen'
- Rizokarpaso students hosting (in the context of the 2nd goal).
- European (E.M.C.) and World (W.W.F.) competition participation.
- Memories of the Turkish occupied areas of Cyprus. Exhibition of student's items 1960-1980, issues of 1974, Research 'Do you remember not to forget?. Questionnaire 'How much I know, how much I don't forget and how much I fight or acclaim?

- Anti-war internet museum.

Cyprus schools and generally our society is sensitive when it comes to subject related to DC/HR. The above mentioned consist indicative steps applied aiming at a continuous enrichment and their improvement.

## 3.2. HIGER AND TERTIARY EDUCATION

### 3.2.1 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 Marie Curie, Erasmus +, UfM.

#### **ERASMUS +**

Erasmus + is the new European Programme for Education, Training, Youth and Sports. This new Programme, which began its operation on 1st January 2014, replaced the Lifelong Learning Programme, the Youth in Action and other international programmes, such as Erasmus Mundus and Tempus. Erasmus+ supports activities in all fields of Lifelong Learning (School Education, Tertiary Education, Vocational Education and Training, Adult Education) as well as Youth and Sport activities.

The aim is to foster learning mobility in Europe, institutional exchanges and cooperation between educational institutions, businesses, youth organizations, local and regional authorities and NGOs. More than four million young people will be eligible for funding to study, train, carry out volunteer work or take part in youth or sports activities in EU country other than their own during the programme's seven-year period.

Erasmus + is an integrated programme, based on Key Actions rather than on sectors of Education:

- Key Action 1: Learning Mobility of individuals
- Key Action 2: Co-operation for innovation and good practices
- Key Action 3: Support for Policy Reform

More information about Erasmus + can be found on the website of the European Commission, at the following link: [http://ec.europa.eu/education/erasmus-plus/index\\_en.htm](http://ec.europa.eu/education/erasmus-plus/index_en.htm)

#### **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.

### 3.2.2 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 European Union Member States and the European Commission with a number of Asian countries and the ASEAN Secretariat. The ASEM dialogue addresses political, economic and cultural issues, with the objective of strengthening the relationship between the two regions, in a spirit of mutual respect and equal partnership.

#### **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 countries from Europe and the Mediterranean Basin: the member states of the European Union and a number of 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, and so on. Cyprus is actively involved in the UfM participating in a number of projects in different areas.

# 4

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## OTHER ACTIVITIES

### 4.1 THE YOUTH PARLIAMENT PROGRAMME – 19th SESSION 2013 - 2014

At the 19th session of the youth parliament held in Athens on 4 July – 7 July 2014, 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. 1508 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/](http://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 currently includes 19 schools-members and 3 schools observers 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 2013-2014, the Symposium, titled “Building bridges



through arts and culture: the role of the arts in combating discrimination and social exclusion'' was organized by the Eniaio Lykeio Kykkou A' in Lefkosia.

### 4.3 PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 25th Pancyprian School Theater Competition «In memory of Panayiotis Sergis»

The institution of the Pancyprian 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 25th Pancyprian School Theatre Competition in which 41 schools took part, was held between 17th of February and 24th of March, 2014.

### 4.4 OTHER ACTIVITIES OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

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

# 5.

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## OTHER SERVICES

### 5.1 EUROPEAN AND INTERNATIONAL AFFAIRS OFFICE (EIAO)

The mission of the (EIAO) is to contribute to the successful and creative participation of the Ministry of Education and Culture in European and international fora. Through the monitoring of issues arising from international agreements of the Republic of Cyprus and its active participation in the European Union and other international organizations, the (EIAO) aims to:

- Contribute to the formation of European and International positions in relation to matters of education, culture, youth and sport
- Maximize the benefit Cyprus in the fields of education, culture, youth and sport.
- Facilitate the timely, effective and efficient action of the Ministry of Education and Culture.

To achieve its objectives, the (EIAO) cooperates with all Directorates and Departments of MOEC, the Permanent Representation of Cyprus in Brussels and with the Cyprus Sport Organisation, the Cyprus Youth Board and other government departments. The (EIAO) plays a key role in the continuous improvement of internal coordination within the MOEC, and the MOEC's coordination with other government agencies and non-governmental organizations in Cyprus and abroad.

During 2014 (EIAO), promoting its objectives worked in a collegial manner to:

- (a) Ensure internal and international policy coordination to achieve MOEC's constructive contribution in shaping EU's and other international organisations' policies in the areas of its competence and to promote their implementation in Cyprus, in a way that supports the priorities set at national level.
- (b) Coordinate the preparation of monitoring reports on matters arising from the conventional obligations of Cyprus as EU member-state, and as a member of

the United Nations, the Council of Europe, the Commonwealth, the International Organisation of Francophonie, ensuring the continued credibility of Cyprus in these international fora.

- (c) Organise international visits of the Minister and other MOEC officials abroad, to receive foreign dignitaries in Cyprus and to maintain the efficient communication of MOEC with other stakeholders on international affairs.
- (d) Coordinate the conclusion, renewal and implementation of the provisions of international agreements, executive programmes and memoranda of understanding between the MOEC and respective governmental agencies.

Implementation of programs resulting from the International / European cooperation:

- Renewed agenda for adult learning
- Euroquiz, Charlemagne Youth Prize, European Parliament, a different perspective, Getting to know Europe
- Validation of non-formal and informal learning
- Global Education
- Month of Francophonie
- Structured dialogue with young people and youth organisations

In the framework of the MOEC's new strategic plan the EIAO has worked towards The reinforcement of the MOEC officers' capacity to take advantage from European and International funding opportunities and programmes.

## 5.2 STATE INSTITUTES FOR FURTHER EDUCATION

The State Institutes for Further Education function under the auspices of Secondary Education all over Cyprus. They aim at offering equal opportunities of education to thousands of students of all ages and adults and promoting lifelong learning which is a fundamental requirement of the European Union. The State Institutes for Further Education help low income families and offer scholarships to students who excel in their Examinations. They employ experienced teachers as well as young unemployed teachers.

There are 41 State Institutes all over Cyprus with more than 15.000 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 non-native Greek speakers.
- Accounting at all levels.
- Remedial lessons for Gymnasium and Lyceum students
- ICT
- Preparatory lessons for the Pancyprian examinations (entry examinations for State Universities in Cyprus and Greece).

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.

### **Examinations**

At the end of the school year the students of the State Institutes for Further Education

take final Examinations and the students who pass the Examinations are awarded a Certificate.

If students wish, they can also take the following external examinations:

- Pancyprian examinations (entry examinations for State Universities in Cyprus and Greece)
- Young Learners (Starters, Movers, Flyers), KET, PET, F.C.E., I.G.C.S.E., I.E.L.T.S for the English language
- 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 State Institutes for Further Education are open every Monday, Tuesday, Thursday and Friday. There are classes for adults in some Institutes in the evenings. In special cases, lessons may be given on Wednesday afternoon or Saturday morning. Every lesson lasts 90 minutes and it is offered twice a week.

The fees are very low. 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 Examinations.

### 5.3 THE EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service (EPS) is an inter-departmental service accountable 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 five main areas or sectors of the activity: (1) the Individual Case Sector, (2) the Programs Sector, (3) the participation in a number of permanent and ad-hoc interdisciplinary committees for designing, implementing and monitoring policies and programmes, (4) the training of different groups-pupils, teachers and parents and (5) the supervision of Psychology Postgraduate students at the University of Cyprus.

#### **The Individual Case Sector**

Educational Psychologists (EPs) respond to requests from teachers and parents / guardians for specialised help in a wide range of difficulties that pupils may present at school, including learning, emotional and behaviour 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 2013-2014, the EPS worked with 6036 individual cases of schoolchildren.

### **The Programs Sector**

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

During the 2013-2014 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, and physical disabilities).

The EPS organised 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.

### **Representation of EPS in a number of permanent and ad-hoc interdisciplinary committees**

EPS is also represented with Ed.Psychologists in various national, ministerial and interdepartmental level committees and councils such as School Violence Intervention Team (SVI), Observatory for School Violence, Council of Anti-Crime Council of Prevention of Domestic Violence etc.

The Educational Psychologists in the above committees offer their professional guidance in designing, implementing and monitoring programmes and interventions.

### **Training of different groups-pupils, teachers and parents**

EPS organizes and participates in discussion groups, presentations in mass Media, workshops in primary and secondary schools, lectures and various training activities focusing on teachers, parents and pupils concerning issues of child development and education.

### **The supervision of Psychology Postgraduate students at the University of Cyprus.**

EPS supervises every year a number of postgraduate students studying Educational Psychology at the University of Cyprus in order for them to do their clinical practice.

## **5.4 THE COUNSELLING AND CAREERS EDUCATION SERVICE AIMS AND ACTIVITIES OF THE SERVICE (C.C.E.S.)**

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:

- healthy development of the students' personalities.
- development of problem-solving skills so as to deal effectively with their personal, educational, professional and social problems.
- help to students and other young people in order to 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, and
- 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 Lemesos, Larnaka, and Pafos, 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.

#### 5.4.1 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. 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](http://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 2013-14.

GENDER	GYMNASIUM			LYSIUM			TECHNICAL SCHOOL			EVENING SCHOOL							TOTAL OF STUDENTS THAT HAVE BEEN HELPED				TOTAL OF ALL STUDENTS OF THE SCHOOL				PERCENTAGE (%) OF ALL STUDENTS OF THE SCHOOL THAT HAD BEEN HELPED				
	A	B	Γ	A	B	Γ	A	B	Γ	A'	B'	Προμ. Εσχ.	Γ	Δ	Ε	ΣΤ	Ζ	Gymnasium	Lysium	Technical school	Evening School	Gymnasium	Lysium	Technical school	Evening School	Gymnasium	Lysium	Τεχνικές Σχολές/ΝΕΣΜ	Evening School
BOYS	2715	1913	3224	2447	1970	2672	939	516	846	0	0	35	30	75	79	56	73	7852	7089	2301	348	11881	8368	3495	558	66%	85%	78%	62%
GIRLS	2562	1750	3140	3051	2626	3423	278	153	224	0	0	8	18	37	26	50	42	7452	9100	655	181	11599	10633	871	263	64%	86%	75%	69%
TOTAL	5277	3663	6364	5498	4596	6095	1217	669	1070	0	0	43	48	112	105	106	115	15304	16189	2956	529	23480	19001	4366	821	65%	85%	77%	64%

## 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, five (5) Evening Schools, 13 Technical Schools, two (2) Evening Technical Schools, eight (8) Afternoon and Night Technical School Classes, 44 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 432) 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 the unit responsible for. The unit 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.

In their effort to improve the quality of their services, the Unit organises training seminars for both new recruits and existing staff.

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

The website is: [http://www.moec.gov.cy/monada\\_dioikisis\\_epimeliton/](http://www.moec.gov.cy/monada_dioikisis_epimeliton/)

## 5.6 THE STORE HOUSE

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 and Culture are delivered by post to school libraries.

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

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

## 5.7 THE COMPETENT CYPRUS GEOGRAPHICAL NAMES AUTHORITY FOR STANDARDISATION

The competent Cyprus geographical names authority for standardization has been functioning as a state institution since 1977. During the first years it functioned under the auspices of the council of ministers. Today it functions within the framework of law, passed by the House of Representatives. It is appointed by the Minister of Education and Culture for five years and consists the national authority and the only one internationally recognized of the government of the Cyprus Republic for the standardization of geographical names.

Its establishment is enlisted within the United States programme of universal standardization of geographical names. According to its establishment goal it represents the Republic of Cyprus at conferences (every five years), sessions (every two years) and meetings (periodically) of the United Nations towards the implementation of this programme. The authority not only standardizes the Cyprus geographical names, but it also expresses its opinion within the framework of the universal programme for standardization.

The authority's mission is the representation of the Republic of Cyprus to the United Nations, the standardization of the names in Cyprus, the editing of books, which are placed among United Nations programmes, and research. The Authority generates work, which represents the Republic of Cyprus at a national and international level, plans and sets aims and studies prospects.

The standardization of the names of the Cyprus Republic includes two axes: the national and the international standardization. The national standardization is the nomination of the type of the geographical name, which will be officially used. The types which are not nominated as the official ones belong to other levels of avocation.

The international standardization for the Greek language, which does not use the Roman alphabet, is the creation of a conversion system of the Greek alphabet into the Roman one by the national authority and its approval by the Plenum of the United Nations conference. The Roman system of conversion is created for the foreigners, who do not have access to the Greek alphabet and must correspond to certain requirements: it must ascribe letter-perfect the dictation of the Greek writing and be invertible (from the one writing to the other).

The international standardization of the geographical names of the Republic of Cyprus presupposes the national standardization, which consists a reflex replica of. The non-existence of changeless toponyms and changeless systems of conversion (and their Anglicism and Latin accordingly) abolish this kind of standardization. Within the



framework of the standardization of the geographical names their protection from any others', non-licensed, interventions and vitiations, is also placed. The United Nations with a resolution after the application of the Cyprus Republic declared that they do not acknowledge toponyms given by anyone not acknowledged by the state government, which is not acknowledged by the United Nations.

The authority's task includes work which is expected by the United Nations. Therefore the authority:

1. established the conversion system of the Greek alphabet into the Roman one, which was approved by the Plenum of the United Nations conference. The official toponyms of the Republic of Cyprus were enlocked according to this system, which like a kind of passport they can travel and be acknowledged all over the world,
2. submitted to the United Nations the Cyprus Synoptic Toponymic Dictionary, which was a presupposition for the approval of the conversion of the Greek alphabet into the Roman one,
3. submitted to the United Nations the Cyprus Synoptic Toponymic Dictionary, which was recorded in their proceedings as «The National Gazetteer of Cyprus», «splendid, excellent, perfect»,
4. submitted to the United Nations maps of Cyprus, township and touristic, and street maps of towns and cities, which were drawn up by the Land Registry and Survey Department during the standardization of the names,
5. submitted to the United Nations a list of the names of villages and capitals (2012),
6. submitted to the United Nations a draft of Guidelines for the Standardization of the geographical names in the Republic of Cyprus: «Toponymic Guidelines for Map Editors and Other Editors»,
7. submits regularly to the United Nations reports as regards the progress for the standardization of the geographical names for the Republic of Cyprus,
8. circulated in the Greek language, according to the United Nations, a brochure of the group of experts of the United Nations for the geographical names about the universal importance for the standardization of the geographical names,
9. circulated a Guide of Standardization of Names for enchorial use by the public services and public foundations and so on, and
10. standardized the street names of cities, towns and villages of Cyprus, which were delivered to it.

Among the aims under development the following ones are included:

1. Digitalisation of a Complete Toponymic Dictionary and its reedition.
2. Reedition of the Synoptic Toponymic Dictionary of Cyprus for easy international use.
3. Addition to the Synoptic Toponymic Dictionary of Cyprus of a map in order to be reproduced by international cartographic organisations and publishing companies.
4. Addition to the Synoptic Toponymic Dictionary of Cyprus of a DVD with the pronunciation of the toponyms, according to the Department of Pronunciation of the Group of Experts of the United Nations for the Geographical Names.
5. Publication of the final document with the Guidelines for the standardization of the Geographical Names of the Republic of Cyprus: «Toponymic Guidelines for Map Editors and Other Editors».
6. Formation of a webpage for the Authority including the Synoptic Dictionary of Cyprus and other information about the toponyms of the Republic of Cyprus.

Within these prospects the Authority has the recording of the toponymics in Cyprus of various periods of history, from the ancient years till today, in the morph and language, they are given, and the creation of an electronic archive. This archive will contribute towards research about the origin, the history and etymology of the toponymics and will help any kind of academic studies.

## 5.8 OFFICE OF CIVIL DEFENCE, HEALTH AND SAFETY

### MISSION

The Civil Defence, Health and Safety Officers' mission is to provide a safe and healthy environment for all the stakeholders and participants in the Cyprus Educational System, that is all involved within the educational institutions and services, as well as all the pupils who attend public schools. At the same time, they are straightforwardly involved in actions in case of an emergency at a school unit.

Their 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 (MOEC).

### PERSONNEL

The Office is an independent service connected directly to the Permanent Secretary. It has an interdepartmental character and the personnel consists of three officers that represent the three levels of education, that is Primary, Secondary and Technical/Vocational Education.

### ACTIVITIES

- First Aid Seminars to Primary Teachers.
- Risk Evaluation training for Secondary and Technical Education Headteachers.
- MOEC's First Aid and Evacuation Teams training.
- MOEC's central building evacuation drill exercise.
- Provision of automated external defibrillators (AED) in schools (Secondary and Technical Education)
- Visits/Inspections in schools and services of the MOEC for counselling on Civil Defence and Health and Safety Issues such as:
  - Preparing a Health and Safety Report,
  - Performing evacuation exercise 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, and
  - Giving lectures to school's personnel, students and parents.

## 5.9 EUROPEAN FUNDING MANAGEMENT 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 a European level, since it acts upon the implementation of the EU priorities, as well as at a national level, because through the implementation of projects undertaken, the Republic receives considerable funds, which cover the:

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

For the Programmed Period 2007 – 2013, the European Funding Management Unit managed six (6) co-funded projects with a total budget of 54,073.920.78 Euro. These projects were financed by the European Social Fund ([www.structuralfunds.org.cy](http://www.structuralfunds.org.cy)).

### **Structure of the Unit**

Head of the European Funding Management Unit of the projects co-financed by the European Social Fund is the Director of the Pedagogical Institute, Dr. Athena Michaelidou - Evripides. The Head of the Unit is responsible for preparing the proposals of the Ministry of Education and Culture for co-financing. She also undertakes responsibility for the management and completion of projects financed by the European Social Fund. Coordinator of the co-financed projects is the Chief Education Officer of the Pedagogical Institute, Dr. Elena Hadjikakou.

### **Unit Operators**

The European Social Fund Management Unit consists of a group of six officers/operators and a secretary. The group is responsible for the management of the projects the Ministry of Education undertakes for implementation. The operators cooperate closely with the institutions that implement the co-funded projects, the accounting department of the Ministry of Education and Culture and the rest of the co-financing institutions.

### **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 towards meeting the needs for training and employment of European citizens throughout the Europe. In particular, the ESF contributes to the actions implemented under the European employment strategy and guidelines.

### **Ministry of Education and Culture**

Programmed 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. In-Service Training of Secondary / Vocational School Teachers**

The project aims at further developing, expanding and restructuring the framework, the structures, and the ongoing training and professional development of Secondary Education teachers, in a way that is inextricably linked to the 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 teacher training and development of learning material.

Upon completion of the project, it is expected that the Secondary Education teachers will have enhanced their skills as a result of the training that is provided both at central and school level. These skills will allow Secondary Education teachers to continue to operate effectively in their workplace.

The project has a total budget 8.947.031 Euro and is implemented by the Cyprus Pedagogical Institute.

## **2. 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 the University, and
- (d) Publicity.

The project: "The Pre-service Training Programme for Candidate Teachers of Secondary Education" was successfully completed and co-financed for the academic years 2007-2013.

## **3. Program 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 designated as Educational Priority Zones, (i.e. 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 Zones, which cover the needs of over 6,000 pupils.

The project's main objectives are the following:

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

The achievement of the above objectives is made possible through specific and targeted actions and in particular:

- Reduction of class size and improvement of educational attainment level for students.
- Introduction of special curricula tailored to the needs of students to improve oral and written skills, at clusters of schools in disadvantaged areas with student population coming from low socioeconomic and educational background.
- Provision of afternoon classes to help disadvantaged students improve learning process and extracurricular activities,
- Enhancement of students' self-esteem and prevent delinquent behaviour and school leaving.

- Provision of psycho-social assistance to juveniles at risk of delinquency and marginalization by external experts (psychologists, psychiatrists, social workers etc).

The total budget for the project reaches €11.246.270, 50 Euro.

#### **4. Lemesos Evening Technical and Vocational School**

The co-financed project “Lemesos 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; it has reached 147 students and employs 22 teachers. The programmes of free study have a normal duration of four years and they lead to the acquisition of a school leaving certificate equivalent to that awarded to graduates of ordinary Technical and Vocational Schools.

The Evening Technical and Vocational Schools provide their graduates with 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 established 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 programs 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. The graduates of the Post-Secondary Institutes of Vocational Education and Training are capable of studying at higher education institutions, provided that they meet the admission requirements of these institutions.

#### **6. 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 abovementioned 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.

#### **Programmed Period 2014 - 2020:**

Projects co-financed by the European Social Fund:

For the Programmed Period 2014 – 2020, four proposals of the Ministry of Education

and Culture have been originally approved in order to be incorporated in the co-financed projects of the E.U.

In particular, the following projects that are in agreement with the priorities and the strategic policies of the Ministry of Education and Culture, are due to be implemented:

#### **1. School Priority Activities**

This project uses the structures and basic philosophy of the Zones of Educational Priority (ZEP) that are currently operating, improving their weaknesses and enhancing their assets. This project aims to support vulnerable groups and reduce poverty and social exclusion of students.

#### **2. Upgrading of Secondary Technical and Vocational Education (STVE):**

The project can meet the EU recommendations for improving and upgrading the STVE and aims at the modernization of the guiding services for STVE in high school, the modernization of Curricula STVE programs, the ongoing improvement of the institution of the post-secondary Institutes of Vocational Education, and so on.

#### **3. System of Support Service Systems**

It is about creating a computerized system of logistics and a way to connect schools with MOEC, in order to modernize and improve the collection of data from schools, the communication between school and family, and so on.

#### **4. Validation of non Formal and Informal Learning**

It has to do with the introduction of a mechanism for the validation of non-formal and informal learning in the EU recommendations based on the subject.

Part B'

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Culture

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## CULTURAL SERVICES

The first service of the Ministry of Education and Culture with exclusive competence in culture was established in 1965 under the name Cultural Service, which in 1992 was changed to the Department of Cultural Services, following its upgrading to a Department.

The Cultural Services are the main exponent of the cultural policy of the state as regards to contemporary culture. The Department plays a vital role in shaping the cultural image of the country by being responsible for the development of the Letters and the Arts in Cyprus, informing the public about cultural events and its participation in them, and promoting the achievements of our cultural activities abroad.

The total budget of the Cultural Services (including the Cyprus Library and SIMAE) stood at €14,819,788 (Administrative and Development Expenditure).

### 1.1. THE LETTERS

#### 1.1.1 PUBLICATION OF WORKS OF LITERARY, HISTORICAL, PHILOLOGICAL AND ARTISTIC CONTENT

In the context of the Cultural Services publications programme the following four issues of the “Cyprus Today” review were published:

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



### 1.1.2 DISPATCH OF CYPRIOT LITERARY AND CYPROLOGICAL BOOKS ABROAD

The Cultural Services sent considerable number of literary and other publications of general interest to cultural and academic institutions, libraries and embassies of the Republic of Cyprus abroad with the aim of projecting Cyprus through the works of Cypriot writers.

### 1.1.3 PERIODICAL PUBLICATIONS OF CULTURAL CONTENT

The Cultural Services, through the scheme titled “Support of Periodical Editions of Cultural Content” aims to support the publication of important journals containing articles and studies which promote aspects, people and events from the world of literary and artistic expression, historical and cultural heritage of Cyprus. Periodicals receiving financial support are journals/newspapers (including yearbooks issued by non-profit cultural institutions) issued in Cyprus or abroad by Cypriot or foreign publishers, which have already completed at least one year of circulation.

The evaluation of such periodicals is based on the following criteria:

- a) integrity of the issue (artistic editing and printing);
- b) quality of content;
- c) contribution to the development and promotion of studies in literature, arts, history and cultural heritage of Cyprus;
- d) geographic distribution of the publication;
- e) length of time for which the publication is being issued;
- f) regularity of the publication.

During 2014, 15 periodical publications were sponsored with a total amount of €46.636,50.

### 1.1.4 SCHEME FOR THE TRANSLATION OF WORKS BY CYPRIOT LITERARY WRITERS FROM GREEK INTO FOREIGN LANGUAGES

With the aim of providing incentives for the promotion and dissemination of Cypriot literature abroad and enhancing the mobility of Cypriot Literature and Cypriot writers internationally, the Cultural Services established the “Scheme for the Translation of Works of Cypriot Literary Writers from Greek into Foreign Languages”. Eligible to participate in this scheme are publishers abroad, translators having an agreement with those publishers who undertake the publication of the work to be translated, as well as publishers from Cyprus who have found associates abroad. The evaluation criteria of the application include the quality of the work, the validity of the translator and the profile of the publisher.

The scheme covers only translation expenses with a maximum of EUR 30 per page and EUR 9.000 per work. The applications are examined by a special Advisory Committee appointed by the Minister of Education and Culture. The recommendations of the Committee are presented to the competent department of the Ministry of Education and Culture for approval.

In the context of the “Subsidy Programme for the Translation of Works of Cypriot Literary Writers from Greek into Foreign Languages” the translation of 13 works was subsidized in 2014.

#### **1.1.4.1 Subsidization Programme for the Translation and Publication of Works of Turkish Cypriot Literature into Greek and Works of the Greek Literature of Cyprus into Turkish**

The Cultural Services of the Ministry of Education and Culture, aiming at a deeper mutual acquaintance of the two communities of Cyprus through their literature and Letters in general, continued in 2014 for the fifth year running, the implementation of the programme for the subsidization of the translation and publication of works by established Greek Cypriot and Turkish Cypriot literary writers from Greek into Turkish and from Turkish into Greek, as well as the publication of five works into Turkish.

In the context of the programme applications are considered for the subsidization of the translation and publication of works, which have been published in the original language (Greek or Turkish respectively). The beneficiaries are publishing houses in Cyprus or abroad, which have found acknowledged translators, or translators who have signed contracts with publishing houses. The eligibility criteria of the works are the (a) quality standard of the work, (b) work's contribution to the promotion of the cultural tradition of Cyprus and the highlighting of features for the lasting coexistence of the two communities, (c) contribution of the work to the mutual understanding of the two communities, and in parallel also the capability of the work to reflect the cultural peculiarities of the two communities, (d) universality of the messages contained in the work, (e) wider contribution of the work to the development of literature.

#### **1.1.5 CULTURAL SERVICES PUBLICATIONS**

In pursuing their publication programme, the Cultural Services published in 2014 the following book:

##### ***Proceedings of the one-day conference “Odysseas Elytis: Poetry – Theory – Reception”***

The Cultural Services, in cooperation with Ekdoseis Ypsilon publications, proceeded to the publication of the Proceedings of the one-day conference that was held on November 5th 2011, in Lefkosia with the joint participation of important academic and outstanding scholars and translators of the work of Odysseas Elytis. More specifically, the presentations of the following persons are included in the publication: Ioulita Iliopoulou, Paola Maria Minucci, Yiannis Ioannou, Nantia Stylianou, Marinos Pourgouris, Vincenzo Rotolo, Fatima Eloeva, David Connolly, Michel Volkovitch, Eratosthenis Kapsomenos. The publication editor was Marinos Pourgouris.

The presentations in the publication shed light on novel or/and unknown as yet aspects of the works of the Nobel Laureate poet, providing valuable primary material for further research.

#### **1.1.6 PURCHASE OF PUBLICATIONS FOR THE REPLENISHMENT OF CYPRIOT AND FOREIGN LIBRARIES**

The Cultural Services have implemented the Measure under the title “Purchase of Publications for the Replenishment of Cypriot and Foreign Libraries,” which aims at establishing a transparent methodology for the selection and process of buying the publications that are to be acquired by the Cultural Services. Based on this measure, a number of publications were bought in 2014, which were deemed suitable for the needs of the Cultural Services.

### 1.1.7 ORGANIZING LITERARY EVENTS IN CYPRUS

#### **Presentation of the Anthology “Short Stories by Greek Cypriots and Turkish Cypriots: A Bilingual Anthology**

On May 23rd 2014, the anthology *Short Stories by Greek Cypriots and Turkish Cypriots: A bilingual anthology* was presented at the Home for Cooperation House in the Buffer Zone. The Minister of Education and Culture Costas Kadis and the European Commissioner for Education, Culture, Multilingualism and Youth Androulla Vassiliou addressed the audience. There followed introductory speeches by the Senior Cultural Officer Nantia Stylianou, the Professor of French and Comparative Literature at the Department of French Studies and Modern Languages of the University of Cyprus Yiannis E. Ioannou and the poet and prose writer Mehmet Kansu (on the part of the Administrative Committee for the Subsidization Programme for the Translation and Publication for Works of Turkish Cypriot Literature into Greek and Works of Greek Literature of Cyprus into Turkish). The poet and writer Giorgos Moleskis and the Dean of Humanities, Professor of Turkish and Middle East Studies at the University of Cyprus Niyazi M. Kizilyurek presented the anthology. The event was bilingual (Greek-Turkish).

The general editors of the anthology were Lefteris Papaleontiou and Ibrahim Aziz, whilst translators Frango Karaoglan and Lale Alatli translated the short stories. The anthology offers a compact view of the common and separate historical destiny of the two communities of Cyprus through the prose writing of the last fifty years at least. The work is of great significance, given the fact that it is essentially the first time that work of such kind is presented to the public. Furthermore, the short stories of the publication are anthologized in both languages, Greek and Turkish. Indeed, the general editors of the work took special care to render, where possible, the idiomatic elements of the short stories in the corresponding idiomatic elements of the language into which they were translated.

#### **One-Day conference for Giorgos Filippou Pierides on the occasion of the 110th anniversary of his birth.**

On June 13th 2014, the Cultural Services and the Petrondas Institute of Modern Greek Studies of the University of Cyprus organized a one-day conference for Giorgos Filippou Pierides on the occasion of the 110th anniversary of his birth. Giorgos Filippou Pierides was honoured for his work with the state award for his general contribution to the Letters in 1982 and with the Excellence Letters Award in 1994, among other distinctions, while in 1996 he was made Honorary Professor of the Faculty of Letters of the University of Cyprus.

The Minister of Education and Culture Costas Kadis, the Rector of the University of Cyprus Constantinios Christofides, the Dean of the Faculty of Letters of the University of Cyprus Michalis Pieris and the Chairperson of the Department of Byzantine and Modern Greek Studies of the University of Cyprus Pantelis Voutouris addressed the occasion.

The following communications were presented by the academic and prominent scholars of Giorgos Filippou Pierides' work:

- Michalis Pieris, Moments with G. F. Pierides
- Maha Salem, The Egyptian Experience of G. F. Pierides
- Manolis Maragkoulis, The Greek “white boy” and the “suffering children of the earth” in *Vamvakades* by Giorgos Filippou Pierides
- Mustafa Hakim Refai, Images of Egypt in the work of G. F. Pierides

- Zorka Sljivancanin, G. F. Pierides and F.M. Dostoyevsky
- Pantelis Voutouris, *Hard Times*

### 1.1.8 SPONSORSHIP OF LITERARY EVENTS IN CYPRUS

The Cultural Services sponsor entities and individuals in organizing literary events in Cyprus and abroad, as well as their participation in conferences and events overseas. A total of thirty eight requests for the sponsorship of literary events and activities in Cyprus and abroad were approved in 2014.

### 1.1.9 STATE PRIZES FOR LITERATURE

The Cultural Services are the implementing authority for the State Prizes for Literature on an annual basis, aiming at the support and highlight of the literary work of Cypriot writers. In 2014 the Short Story category was broadened to include novellas as well, thus becoming Short Story/Novella. In the same year the category for Young Literary Writer Award was introduced with the aim of encouraging creativity among young authors up to the age of 35 in the genres of poetry, short story/novella and novel.

In 2014 the competition included the following Categories: 1. Poetry, 2. Novel, 3. Short Story/Novella, 4. Essay/Study, 5. Young Literary Writer, 6. Literature for Young Children, 7. Literature for Older Children and Teenagers and 8. Illustration of Literary Book for Children and Teenagers. All Prizes are accompanied by a monetary prize of €3000 and an honorary diploma.

#### **State Prizes for Literature Award Ceremony**

The ceremony for the award of the State Prizes for Literature took place on December 2nd 2014 at the Pallas Theater. The Minister of Education and Culture Mr. Costas Kadis presented the awards. The President of the State Prizes for Literature Judging Committee Ms. Frangiski Ambatzopoulou read out the rationale for awarding or not awarding the prizes in the categories of Poetry, Novel, Short Story/Novella and Essay/Study. The President of the State Prizes Judging Committee for Children and Teenagers, Ms. Anastasia Katsiki-Givalou, read out the rationale for awarding the prizes in the categories of Literature for Young Children and Literature for Older Children and Teenagers, while the President of the State Prizes Judging Committee for the Illustration of Literary book for Children and Teenagers Mr. Genethlis Genethliou, read out the rationale for the award in the category of Illustration of Literary book for Children and Teenagers. During the ceremony the books were exhibited to the public.

The following prizes were awarded for editions of 2013:

#### **POETRY**

Eleni Kefala, *Chronorrafia (Time Stitching)* (Nefeli Publications)

#### **NOVEL**

Andreas Karayian, *Skoteines Istories (Dark Stories)* (Estia Bookstore Publications)

#### **SHORT STORY/NOVELLA**

Lefkios Zafeiriou, *M'evlaveia kai lypi (In Piety and Sorrow)* Gavrielides Publications)

#### **YOYNG LITERARY WRITER PRIZE**

Alexandros Adamides, *E Plerotita kai e aftarkeia (Plenitude and self-sufficiency)* Afi Publications

#### **LITERATURE FOR YOUNG CHILDREN**

Phanis Hadjianastasiou, *To deltio kairou tis Violettas (Violetta's weather forecast)* (A Bookworm Publication)

## **ILLUSTRATION OF LITERARY BOOK FOR CHILDREN AND TEENAGERS**

Giorgos Gavriel, *O arlekinos tis Fengaropolis (The Mooncity Harlequin)* (En typis Publications)

### **1.1.10 COSTAS MONTIS YEAR OF REMEMBRANCE**

On the completion of 100 years since the birth and 10 years since the death of the literary writer Costas Montis, and taking into consideration his paramount contribution to the literature and culture - at large - of Cyprus, the Council of Ministers decided to declare 2014 as "Year of Remembrance for Costas Montis." In the context of the Remembrance Year, the Cultural Services and the Costas Montis Foundation jointly organized a series of events in Lefkosia and Lemesos. Moreover, the Cultural Services subsidized, in the framework of the "Subsidization Scheme for the Translation of Works by Cypriot Literary Writers from Greek into Foreign Languages, the translation of works by Montis into the Italian and Bulgarian languages, since this was among the objectives of the Ministry to promote the work of the poet on the occasion of the "Costas Montis Year."

The 11th International Book Exhibition of Thessaloniki organized an honorary event dedicated to the poet Costas Montis on the occasion of the centenary of his birth. In the context of the event (10/5), writer Alexis Zeras, Assistant Philology Professor Demetris Kokoris, Lecturer in Modern Greek Literature Maria Athanasopoulou and Doctor of Philology Olga Ntella spoke of his work. In parallel, the Theatrical Workshop of the University of Cyprus (TH.E.PA.K.) under the direction of Michalis Pieris, staged an inspired and innovative adaptation of Aristophanes *Lysistrata* by Costas Montis, in the context of the International Festival of Ancient Greek Drama, as an additional event for the "Costas Montis Remembrance Year." Finally, in the context of the KYPRIA International Festival the performance *Tradition Re-loaded*, a traditional music composition with narrative accompaniment of select poetry by Costas Montis, was presented by TAT-TNABAR under the direction of Apostolos Apostolides.

### **1.1.11 LIBRARIES BRANCH (STATE, MUNICIPAL, COMMUNAL AND SCHOOL LIBRARIES)**

A total of thirty-two libraries belonging to state Services/Government Departments continue the cataloguing work of their collections through the upgraded scientific librarian system ABEKT 5.6.

The ABEKT 5.5 and 5.6 system was established in thirty-four municipal and community libraries, provided with technical and librarian support. This year, as before, financial support has been given to the Municipal Libraries, as well as financial assistance to the Community Libraries through the method of equal subsidization.

The latest ABEKT 5.5 and 5.6 version was developed on client/server design, completely in Windows 98/NT/2000 XP/2003 environment. The user interface of ABEKT is available in the Greek and English languages.

In 2013 upgraded technical support was extended to the libraries of Primary and Secondary Education. To date, the ABEKT system was installed in 144 school libraries. The school library employees undergo continuous training and receive technical support by the support team of ABEKT.

The Cyprus Library Network, which has been developed and is evolving under the Ministry of Education and Culture in cooperation with the National Documentation Centre (EKT) and is available at the electronic address <http://www.cln.com.cy/>, provides access to the Catalogues of Public, Municipal, School and other Libraries.

The Elpinikeios Library which started to function in April 2001, continues to serve the

local public, while its automation is in progress with the ABEKT 5.6 system.

The libraries support team provides support to the website of the Cultural Services ([http://www.moec.gov.cy/politistikes\\_ypiresies/](http://www.moec.gov.cy/politistikes_ypiresies/)) as well as to the Cyprus Library through the necessary actions with respect to creating the required infrastructure for the reloading of digital material, by means of the data transferred to the Europeana Digital Library. This has contributed to the promotion and projection of the cultural heritage of Cyprus with corresponding benefits.

The support team also completed the organizing of the Literary Archive. In parallel to this, it has embarked on the digitalization of the archive of literary writer Theodosios Nicolaou.

### **The Cyprus Library**

The operation of the Cyprus Library is based on legislation 51/87. The Library operates in four different buildings (three rented premises and one self-owned). The Main Building (self-owned) is situated at the D' Avila Bastion, next to the Lefkosia Town Hall in Eleftheria's Square. The Loaning Department, the Children's Library, the Magazines Section and the National Copyright Centers are located there.

Since April 2009 the Reading Room and the IT department, as well as the Cataloguing Department of the Cyprus Library are located at the renovated building of the former Phaneromeni Library.

A depository for books that cannot be stored in other buildings and a maintenance lab for books and magazines operates in the Warehouse.

From 15/09/2011 the building, opposite the entrance of the Panagia Phaneromeni Church, hosts the Library's Administration, the Acquisitions Department, the Audiovisual Department and the Research Collections (Cyprus Newspapers since 1883, the official Gazette of the Republic of Cyprus from 1878 to the present, the collection of Government Publications, a collection of United Nations Publications, Rare books, Digital Library, Cyprus Bibliography etc.).

### **Location of the new building for the housing of the Cyprus Library**

The Ministry of Education and Culture is promoting the location for the construction of the new building of the Cyprus Library on the site of the Archigrammateia (former Ministry of Economics building and an open space to the west of the above building adjoining Byron Avenue). A relevant proposal is expected to be submitted to the Council of Ministers in the current year.

### **IT Department – Phaneromeni Reading Room**

The Department contains important research material in topics that are related to Cyprus and also many reference books, such as encyclopedias, dictionaries, bibliographies etc. The Reading Room also provides internet access free of charge.

### **Periodical Press Department (Main Building)**

The Department manages over 2500 titles of Cypriot, Greek and foreign periodicals and the daily press in microfilms from 1999 to the present.

### **Copyright Centre (Main Building)**

The Centre has authority in granting ISBN numbers, ISSN and ISMN for books, periodicals and music scores that are published in Cyprus.

### **Library Cooperation Centre (Main Building)**

An interlibrary loan and bibliographic material exchange operates there. The Library is a member of the Council of Managers of European National Libraries (CENL), the International Federation of Library Associations (IFLA) and full member of the European Library Network (TEL).

### **Archive/Literature Museum**

The procedures for the operation of the Archive/Literature Museum are on the way. The Archive will be located in the Department of Research Collection: of the Cyprus Library close to the Phaneromeni Church. The separation of the thematic unities of the archive of the literary write Theodosios Nicolaou, acquired by the Cultural Services, has been completed.

### **Digital Platform**

The Cyprus Library has established a digital platform ([www.cyprusdigitallibrary.org.cy](http://www.cyprusdigitallibrary.org.cy)) presenting in digital form the collections of the periodical Cyprus Today from 1963 to date, the Cyprus Gazette from 1878 to date, the Cyprus Blue Books which is related to the expenditures of all state departments during the period 1886-1946 etc.

### **The European Digital Library “Europeana”**

The Cyprus Library is a member of the European Digital Library Europeana. Cyprus Library is a data provider in Europeana through the Cyprus Ministry of Education and Culture which is the national aggregator for transferring data to Europeana. The Cyprus Library’s digital Collection is constantly being uploaded in Europeana along with the rest providers which currently numbers more than 11000 digital objects in Europeana.

### **Book Maintenance Centre (Warehouse)**

The Centre was created with the aim to preserve old books and magazines that are currently in the possession of the Library.

### **Cyprus Bibliography**

The Cyprus Library, issued a Cyprus Bibliography Circular for 2013. The Circular, issued since 1999, covers the publication output of Cyprus for the specific year.

A retrospective bibliography covering the period 1979-1989 was also issued.

## **1.2 MUSIC**

### **1.2.1 MUSIC EVENTS IN CYPRUS – SPONSORING OF ENTITIES, FOUNDATIONS, ARTISTS AND MUSIC ENSEMBLES**

Activities in the domain of music have increased in recent years with many performances being staged and events organized by various bodies, such as choirs, music groups, foundations, clubs, associations, cultural organizations, non-profit enterprises etc.; financial contribution by the Cultural Services plays a substantial role in the realization of all such activities.

In the context of strengthening activity in the domain of music, the Cultural Services provide subsidies to music foundations, non-profit enterprises, Associations and Clubs

towards the implementation of their annual activities, through which they promote important aspects of public cultural state policy.

As in previous years, various foundations, non-profit enterprises, Associations and Clubs received subsidies in 2014 towards the organization of music programmes and the development of activities in Cyprus.

The Cultural Services in cooperation with the Cultural Organization Avantgarde organized the musical-visual installation “Play Me, I’m Yours” from 17 to 26 October 2014. Ten pianos, artistically decorated by the following distinguished Cypriot artists (alphabetically) Paschalis Anastasi, Doros Heracleous, Nicos Kouroushis, Andreas Ladommatis, Achilleas Michaelides (Paparazzi), Elena Michaelidou, Christos Michlis, Petros Papapetrou (PIN), Hambis Tsangaris/Eleni Panagidou/Stelios Stylianou, Andreas Charalambides, were placed in parks, squares and other public places in Lefkosia, so that anyone could play and enjoy them. This event took place in the context of the project “Play Me, I’m Yours,” which began in 2008 in Birmingham, UK, and has to date travelled in 44 countries of the world.

### 1.2.2 MUSIC EVENTS ABROAD – SUBSIDIZATION OF CULTURAL ENTITIES, FOUNDATIONS, ARTISTS AND MUSICAL ENSEMBLES

The Cultural Services financially support the participation of cultural associations, Cypriot artists or Cypriot art groups in cultural activities or festivals abroad, as well as their cultural events/festivals organized abroad.

During 2014, subsidies were provided for choirs, music groups, musical teams, as well as persons who participated in/or held festivals, seminars and other events abroad.

### 1.2.3 SUBSIDIZATION OF THE ORGANIZATION “PAFOS APHRODITE FESTIVAL”

On the basis of Council of Ministers decision No. 47.222 dated 14/01/1998, the Ministry of Education and Culture for the 16th year running supported the institution of the “Pafos Aphrodite Festival”. This institution is one of the most successful contributing to cultural decentralization, the development of local societies and the enhancement of cultural tourism. The Opera “Cosi Fan Tutte” by Wolfgang Amadeus Mozart was hosted in September 2014 with the Opera Futura of Verona and the participation of the Cyprus Symphony Orchestra. The particular work is a characteristic sample of opera buffa, that is the Italian comic opera which is one of the most popular and favourite of opera enthusiasts all over the world. The libretto belongs to Lorenzo da Ponte and the premiere was presented at Vienna’s Burgtheater on 26 January 1790. The opera is composed of two acts and has to do with the everlasting issues of love and infidelity, emotion and reason that coexist in a comic story where the lie is intertwined with truth and the mask coexists with the real face. The theme of the opera had been considered a particularly daring one for its time since it is a story about the swapping of love partners. Even though the work scored a great success at its opening with the audience responding with great enthusiasm, for the next half century it was absent from the opera repertoires or presented in a censored version at most.

### 1.2.4 MUSIC PUBLICATIONS

The Cultural Services, in seeking to preserve and highlight the work of important local representatives of musical creativity, have in recent years been very active in the



publication of musical works. In November 2014, the Cultural Services organized an event dedicated to Sozos Tombolis, at which the Cultural Services publication “Sozos Tombolis, My Songs” was presented.

### 1.2.5 PROMOTING CYPRIOT MUSICAL CREATIVITY ABROAD

With the aim of highlighting and promoting the contemporary musical creativity of Cyprus abroad, the Cultural Services established their participation in very important music events abroad. As from 2005, Cyprus takes part each year in the International Music Exhibition MIDEM, always leaving very good impressions. In 2014, the Cyprus Music Information Centre participated with a joint pavilion along with other overseas Centres, under the umbrella of the International Association of Music Information Centres, in the international music exhibitions Classical: Next (Austria) and WOMEX (Spain), attending meetings and providing information to professionals of the international music scene about the musical life in Cyprus.

### 1.2.6 PARTICIPATION IN EUROPEAN NETWORKS

The Cultural Services of the Ministry of Education and Culture participate in the Governing Committee of the European Union Youth Orchestra (EUYO). In the context of the Cultural Services contribution to the institution of the European Union Youth Orchestra, young Cypriot musicians are given the opportunity to take part in the concerts of the Orchestra.

### 1.2.7 CYPRUS SYMPHONY ORCHESTRA FOUNDATION

Since the time of their establishment up to December 2006, the two Orchestras (The State Orchestra and the Youth State Orchestra) functioned under the direction of the Cultural Services of the Ministry of Education and Culture. The Foundation began to function on 1st January 2007, undertaking simultaneously the operation of the State Orchestra and the Youth State Orchestra, which were renamed Cyprus Symphony Orchestra and Cyprus Youth Symphony Orchestra respectively. In taking over the two orchestras, the Foundation set as its objective the further development and promotion of their activities. In parallel to this, it assumed the functioning of the Youth Orchestra Musical Workshop.

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. The main sponsor of the Foundation is the State, which covers all the basic running costs of the Foundation and of the Orchestra. At the same time, the Foundation endeavours to cooperate with various organizations 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.

The C.S.O. Foundation plays a pivotal role in the development of musical life in Cyprus and also on the international music map. As a member of the International and European Music Council and the European Federation of National Youth Orchestras, as well as permanent associate of the European Union Youth Orchestra, F.C.S.O. cooperates with other music organizations, universities in Cyprus, choirs, the Cyprus Youth Organization, the Cyprus Broadcasting Corporation and other media, local authorities, diplomatic missions of other countries in Cyprus, the Cyprus Tourism Organization and local developers, as well as the tourism industry.

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.

## 1.2.8 CYPRUS SYMPHONY ORCHESTRA

### • **The Orchestra**

As the National Orchestra of the Republic of Cyprus, the Symphony Orchestra is not simply a cultural institution, but also a national symbol, which places Cyprus within the great family of European Cultures.

Since its establishment the Orchestra has demonstrated a continuous presence in the musical life of the country, performing concerts in all of the non-occupied towns of Cyprus, as well as at various festivals and other official occasions of the state. It has a rich repertoire with works from the baroque, classical, romantic and modern ages, as well as works of light Greek and foreign music. The Orchestra prepares 25-30 programmes each year, which it presents at 60-70 concerts in all of the non-occupied towns of Cyprus and in some cases abroad as well. At present the Orchestra numbers 41 members.

### • **Artistic Programmes 2014**

In 2014, the Cyprus Symphony Orchestra presented a total of 30 different concert programmes, more than any other year in its history. Of these, 21 were a series of evening concerts in all the major towns of free Cyprus (49 concerts in all), three (3) series of educational and family concerts six (6) educational and six (6) family, three (3) concert programmes of social contribution nine (9) concerts, two (2) of which were family matinees. Included in the programmes was a series of six (6) chamber music concerts with Orchestra musicians, three (3) opera performances and flashmob in Lefkosia and Lemesos.

#### ***Evening Concerts***

The greatest part of the Orchestra programmes is made up of evening concerts, which take place on a regular basis every one to two weeks in all the major towns of Cyprus. Their repertoire is varied and includes works from the baroque period to the modern age. They are addressed to a wide public and they have won a large and loyal audience that attends regularly. The Orchestra gave 21 series of evening concerts during 2014, making a total of 49 concerts. More specifically, 18 of those were given in Lefkosia, 12 in Lemesos, 8 in Larnaka and 11 in Pafos.

Among the most important cooperations of the Orchestra was the production “Diamantis’ World” in collaboration with the Dancecyprus Neoclassical Ballet society, in the context of the Kypria International Festival; this was the first cooperation with the particular foundation. The performances were dedicated to the Cyprus Independence Day and rendered in choreography the monumental painting of the Cypriot artist Adamantios Diamantis, using orchestral adaptations of Cypriot traditional music and other works of Cypriot composers, inspired from Cypriot tradition. The cooperation of the Orchestra with the Pafos Aphrodite Festival Corporation in a joint production of Mozart’s “Cosi Fan Tutte” with the opera Futura Verona continued for the second consecutive year, leaving excellent impressions.

A new important initiative was the joint participation of the Orchestra with members of the Cyprus Youth Symphony Orchestra in two concert series, which proved particularly successful both as regards to the artistic outcome and the value of the musical experience the young members of the CYSO derived from working with professional

musicians of an orchestra.

### ***Educational Programmes***

The Orchestra places emphasis on and invests in musical education by organizing educational and family concerts, school visits by musicians, as well as big programmes with the creative participation of pupils, performers and composers, in cooperation with the Primary and Secondary Education departments of the Ministry of Education and Culture. The organizing of educational programmes on a fixed basis began in 1999 with three to seven such programmes being offered each year. These are addressed to students aged five to eighteen, that is at all levels of education. The Orchestra visits all towns so as to provide all schools with equal opportunities in every district. The artistic programme is specially adapted so as to respond to the needs of every age and usually the educational and family concerts include a narration or presentation and screening of images.

### ***Social Contribution Concerts***

One of the Orchestra's objectives is to promote orchestral music across Cyprus. This is to a large extent achieved through the programmes of social contribution and decentralization. These are addressed to the wider public, which is not often given the opportunity to attend the evening concerts of the Orchestra or has never had the chance to see or hear classical music or orchestral music. In this context, the Orchestra visits the villages and communities in all districts of Cyprus, performing works of popular classical music and light orchestral music while providing a brief introduction in order to make them even more accessible and familiar to the public. The concerts are addressed to various social groups, such as country communities, soldiers, inmates of various institutions, tourists etc., and are offered free of charge in cooperation with municipalities, local councils, school authorities and various other institutions.

### ***Chamber Music Concerts***

The Orchestra musicians are organized in musical chamber ensembles on a voluntary basis and each propose to the Art Director the programme which they would like to present of about an hour's duration. The chamber music concerts are given roughly once every month, on Saturday afternoon in Lefkosia. They are addressed to persons who would like to enjoy an experience of live classical music during their weekend, and to persons who do not have the possibility to attend evening concerts by the orchestra regularly.

In 2014, a total of seven (7) chamber music concerts were given, one of which was of an educational character addressed to children. Of these, six (6) were presented in Lefkosia and one (1) in Pafos, including a brass ensemble, piano-flute, oboe quartet, violin quartet and clarinet quintet.

## **1.2.9 CYPRUS YOUTH SYMPHONY ORCHESTRA**

The Cyprus Youth Symphony Orchestra demonstrated multifaceted and innovative activity during 2014 since its members participated in two (2) series of evening concerts by the Cyprus Symphony Orchestra, performed a very successful flashmob and a tour in Rome, besides preparing two large symphony concert programmes in Cyprus.

The first appearance of the Youth Orchestra in 2014 took place in February at the Conference Centre for the presentation of the European Programme Erasmus+ at the Conference Centre in Lefkosia and was particularly impressive. In April, the Orchestra took part in the concert series "Music without Frontiers", performing "Te Deum" by Dvorak. The concerts were given in Lefkosia and Lemesos in cooperation with the

Lemesos Music Lyceum (Secondary Education Administration, Ministry of Education and Culture) and the South Prague Music Schools (Czech Republic) and Bielsko Biala, Poland. A particularly demanding programme with Dvorak's Symphony "From the New World", the introduction from the opera "The Barber of Seville" by Rossini, the "Cyprus Suite" of Alkis Baltas and Ravel's "Tzigane" with the outstanding Andreas Zenonos of the C.Y.S.O. as soloist, was prepared for the concert "For a new world", which was presented at the Strovolos Municipal Theatre at the end of September. This orchestral feast was also presented in Rome at the beginning of October upon an invitation by the Cypriots' Association of Italy "Nema" in the context of events that take place each year with a theme taken from the history and civilization of Cyprus. The performance thrilled the public in Rome. Participating in the concerts were two members from the Israel National Youth Orchestra as a contribution by the Israeli Embassy in Cyprus.

In May, the Youth Orchestra in cooperation with the European Affairs Bureau and the Choirs of the Lefkosia Music Lyceum, organized a flashmob in Phaneromeni Square. The flashmob was dedicated to the Day of Europe, featuring also the "Ode to Joy" from the 4th movement of Beethoven's 9th Symphony, which has been adopted as the hymn for the European Union.

### 1.2.10 MUSIC INFORMATION CENTRE

The Music Information Centre was established in July 2008 on a decision by the Council of Ministers, with the aim of providing a plethora of services to Cypriot composers, musicians, instructors, students, and to the music-loving public of Cyprus. The primary concern of the Centre is the creation of a Cyprus Music Archive. Its object is to collect and maintain the works of Cypriot composers in the form of a user-friendly data base, offering the music scores of 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 activities, contribute to a wider cultural development and make known the achievements of local artists, while functioning as an additional strong voice of music artists in Cyprus through discourses about cultural policy on the national level.

The Centre is an official member of the International Union of Music Information Centres (IAMIC) since 2010 and participates in the annual conferences as well as in all its activities.

Since 2012, the Centre takes part in the three-year European Programme 'MINSTREL' (Music Network Supporting Trans-national Exchange and Dissemination of Music Resources at European Level), which is subsidized by the European Union and takes place in cooperation with 10 other overseas Music Information Centres (Greece, Belgium, Slovakia, Austria, Poland, Croatia, Czech Republic, Portugal, Latvia and Slovenia).

#### **Activities of the Music Information Centre in 2014:**

- Lefkosia Loop Festival 2014
- "Avaton" Contemporary Music Festival
- "Fengaros" Music Village
- Cyprus Jazz & World Music Showcase

The Ministry of Education and Culture in cooperation with the Music Information Centre and the Rialto Theatre, recognizing the presence of jazz and music from around the world in Cyprus and their influences on contemporary Cypriot music creation in recent years, held in October 2014 the 1st Cyprus Jazz & World Music Showcase in which they

presented important works, composers and virtuoso musicians of an international level. The event aimed at showcasing, supporting and promoting composers and musicians who live and work in Cyprus, as well as, at developing cooperations in Cyprus and abroad.

Invited to this first event were important personalities from the international music scene, in this way promoting the contemporary creators of Cyprus and enhancing links and cooperation with entities overseas.

#### **Publication of a guide for the music life of Cyprus:**

The Music Information Centre, in its effort to achieve the greatest possible promotion of Cypriot musical creation abroad, proceeded to publish a printed guide for the musical life of Cyprus in the English language; the guide seeks to map out the professional music field of Cyprus, by providing information on the most important events and organizations that are active in the music field of Cyprus.

### **1.2.11 DEVELOPMENT OF MUSIC CULTURE**

#### **Musical Talent Development Programme**

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 Musical Talent Development Programme, which until 2012 functioned on a pilot basis in the context of the String Music Workshop for a small number of children (about 30 children). In May 2012, a Contract was signed between the Ministry of Education and Culture and music Professor Matheos Kariolou for the provision of the latter's services as Artistic Director for the said Programme, aiming at its operation at full capacity in order to cover the needs of around 100 children. Besides the violin, the children would be attending lessons for viola, cello, double bass and chamber music. Auditions were held during 2014 resulting in the selection of assistant teachers for the classes for violin, viola and double bass. Following more auditions, new students joined the Programme for the violin and double bass classes. In January 2014, the annual concert of the Programme took place in the memory of Pefkios Georgiades with great success. The said concert was under the auspices of the H.E. the President of the Republic of Cyprus Mr. Nicos Anastasiades with all revenue going to the Council for the Patients Welfare of Archbishop Makarios III Hospital for children with serious long-term illnesses.

### **1.3 VISUAL ARTS**

#### **1.3.1 PURCHASE OF WORKS OF ART**

The Cultural Services purchase important works by Cypriot artists 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. In parallel to this, 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. The purchase of works of art is based on recommendations by the Selection Committee for the Purchase of Works of Art, which is composed of independent experts in the field of the visual arts.

In 2014, on the basis of the available budget which has been reduced to €50,000, twenty five works of art were purchased with the aim of enriching the collection of the State

Gallery of Contemporary Cypriot Art. Also in 2014, the practice of publishing catalogues of the acquisitions for the State Collection continued with the issue of catalogues for the purchases of the period 2008-2012.

### 1.3.2 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 enhanced every year with publications in the field of art history and theory, and also with catalogues of great international visual exhibitions, monographs of important historical and contemporary artists and so on.

In 2014 the procedures were also moved forward for the upgrading of the safety features of the Gallery building, following the upgrading of the illumination systems. In parallel to this, the process of rehousing the Warehouse Works of Art of the State Collection from the SPEL building to new premises was completed, making it possible for the redesigning work of the said building to begin unimpeded within the current year. SPEL, in the Ammochostos Gate Area, is set to function as a branch of the State Gallery hosting the most contemporary works of the state Collection, as well as periodical exhibitions from Cyprus and abroad.

Educational programmes for primary school children continued operating during 2014, in cooperation with the Primary Education Department. The number of visitors to the Gallery in 2014 rose approximately to four thousand.

### 1.3.3 PROMOTING CONTEMPORARY CYPRIOT ART ABROAD

#### **14th International Architectural Exhibition of the Venice Biennale**

Cyprus has been taking part in the International Architectural Exhibition of the Venice Biennale ("Architectural Biennale") since 2006. In implementing the Cypriot participation, the Ministry of Education and Culture works together with the organized bodies of the Cypriot architects (Cyprus Association of Civil Engineers and Architects), who undertake the procedural part of the participation.

The 14th Architectural Biennale was held from 7 June to 23 November 2014 under the art direction of the world famous Dutch architect Rem Koolhaas, having as its thematic thrust the title "Fundamentals. Absorbing Modernity 1914-2014."

Cyprus was represented by a project under the title "Anatomy of the Wallpaper," developed by architects Michalis Hadjistryllis and Stephanos Roimbas. In the form of an interactive spatial installation, "Anatomy of the Wallpaper" was composed of a palimpsest of stories having as common reference point the city of Lefkosia.

### 1.3.4 JOINT EXHIBITIONS WITH OTHER ENTITIES

With the aim of further developing the visual arts, the Cultural Services cooperate with various entities in organizing events.

During 2014, the Cultural Services provided financial assistance for the staging of the following exhibitions:

- "The Magic of Writing" at the Evagoras and Kathleen Lanitis Foundation in Lemesos, which dealt with nine ancient forms of writing in the Mediterranean from an archaeological, historical and visual aspect, highlighting their crucial contribution to

the formation of human civilization.

- “Anasystasi” (“Reconstitution”), in cooperation with E.KA.TE. in the multi-purpose space of “En Typis” publications in Lefkosia, in which (were presented) the works of new Cypriot artists who studied at the Fine Arts Schools of Greece.

(Both these exhibitions were set in the context of events for the Greek presidency of the Council of the European Union during the first half of 2014).

- “In Memory of Stelios Votsis. An Itinerary in his Artistic Course,” in cooperation with the family of the unforgettable creator, held in the premises of the Hellenic Bank in Lefkosia.

During the period between 26 September – 8 November 2014, the Cultural Services and the Lefkosia Municipal Arts Centre – Cooperation: Pierides Foundation jointly with AHDR (Historic Dialogue and Research Club) and SIDESTREETS initiative – co-organized a large exhibition under the title “Treasure Island.” The exhibition presented a wide range of participants from Cyprus and abroad (artists, stage directors, academics, writers, activists, et.al.), incorporating various forms of expression such as visual works, performance, theoretical discourses, screenings, presentations, literature/poetry events, public interventions and educational programmes. The main objective of the exhibition was to contribute to the broadening of critical dialogue on the past and future of Cyprus, offering opportunities for reassessment and reflection, while underlining the affinity of modern local artistic practices with the wider scope of sociopolitical scientific research for Cyprus.

### 1.3.5 MONUMENTS COMMITTEE

In 2014, the Monuments Committee dealt with over 30 requests for the construction of monuments in honor of persons who fell or went missing during the Greek Cypriot liberation or resistance struggles, as well as personalities of the letters, the arts and the history of Cyprus. On the basis of an opinion by the Monuments Committee, the Cultural Services may provide subsidies for the construction of monuments that satisfy the necessary requirements.

The Monuments Committee functions under the Law providing for the Control of the Erection and Installation of Monuments in Open Spaces [79(I) 2006] in a consultative capacity, carrying out site inspections and providing expert opinion to the entities and groups concerned. Its members are appointed by the Council of Ministers for a three-year term.

## 1.4 POPULAR CULTURE/CULTURAL HERITAGE

The Cultural Services promoted a large number of activities in the Domain of Popular Culture, which meets with significant and continuous response from entities and individuals.

1. Subsidization of traditional music and dance groups with respect to their participation in events of traditional character in Cyprus and abroad.
2. Encouragement of dance teachers and students to attend seminars in Cyprus and abroad.
3. Subsidization of members of the Cypriot Committee of the International Council of Traditional Festivals and Crafts to participate in international conferences.
4. Subsidization of festivals by communities and regions of the countryside with cultural decentralization as an objective.
5. Encouragement of Shadow Theatre artists.

Included in the entities that received a subsidy this year were the following: The Cultural Workshop of Agioi Omologites, the “Vasiltzia” Cultural Club, the Panethnic Armenian Cultural and Educational Association of Cyprus, the Xylotymvou Sports Association “KIMON”, the Cultural Folkloric Club “Dionysos” and the Association of Cypriots in Italy “NIMA.”

## 1.5 THEATRE

The main objectives of the development policy of the Cultural Services in the domain of the theatre is the growth of theatre education, the upgrading of the public’s interest in theatrical creativity, the projection of the Cypriot artistic potential abroad, the encouragement of the experimental theatre and involvement of youth in the creative process.

A continuous activity in the domain of the theatre is evident in recent years through the staging of drama performances, theatrical workshops and other events held by various entities. The Cultural Services support such endeavours, considering them to be potential nurseries for new talents and important artistic creativity.

### 1.5.1 18TH FESTIVAL OF ANCIENT GREEK DRAMA

The 18th International Festival of Ancient Greek Drama attracted thousands of spectators again this year both from Cyprus and abroad, offering unique moments of quality acting to all who converged on the Pafos Ancient Odeon, the Ancient Theatre of Curium and the Makarios III Amphitheatre to enjoy the high standard performances presented in the context of the Festival.

In spite of the difficult economic situation not only in Cyprus but also internationally, the Festival, which is organized by the Cultural Services of the Ministry of Education and Culture, the Cyprus Centre of the International Theatre Institute and the Cyprus Tourism Organization, this year presented a varied programme of performances to the theatre – loving public and the friends of the International Festival of Ancient Greek Drama at reduced prices.

The significant increase in ticket sales, which rose to 58.61% compared to the 17th International Festival of Ancient Greek Drama, as well as the increase in the number of spectators by 36.94%, testify to the successful course of the Festival and its expansion and establishment as one of the most important cultural institutions of Cyprus.

Again this year, the International Festival of Ancient Greek Drama embraced innovation through the everlasting and modernity through the ancient while succeeding to broaden its audience both with local and foreign spectators; by making use of subtitles in the Greek, English and sometimes in the Russian language in its performances, it brought artistic creativity closer to society reaching out to its wider sections. Furthermore, it provided a platform for Cypriot creativity while opening constructive dialogue with other countries.

The 18th International Festival of Ancient Greek Drama, held from 4 to 28 July 2014, hosted separate performances from theatrical companies inside and outside Cyprus, all of high standard and each with a distinctive artistic hallmark. In all, the Festival hosted six theatrical productions in 14 performances from Croatia/Slovenia, Belgium, Italy, Greece and Cyprus.

The International Festival of Ancient Greek Drama opened with Euripides’ “Medea” by the National Theatre of Croatia, Zagreb, Pandur Theatres from Slovenia and the Dubrovnik Summer Festival of Croatia, with the world-renowned stage director Tomaz



Pandur. There followed the performances: Sophocles' "Philoctetes" by E.TH.A.L. (Lemesos Theatrical Development Company), directed by its Art Director Minas Tingilis, Aristophanes's "Lysistrata" by Highway Productions and LYKOFOS MAKE of the producer Giorgos Lykiardopoulos, co-produced with DH.PE.THE. of Agrinio, Greece, and directed by Cesaris Crauzinis. Also "Oresteia, Choeforoi, Evmenides" by the National Institute of Ancient Drama (La Fondazione Istituto Nazionale Del Dramma Antico – INDA) of Italy, directed by Daniele Salvo under the auspices of the Italian Embassy in Cyprus and the Italian Presidency of the Council of the European Union, the dance-theatre performance "Oedipus" by Olivier Cemeint in a production of the Compagnie Jose Besprosvany/IDEA asbl, a coproduction of Theatre Royal du Parc, Brussels and Theatre d'Ivry Antoine Vitez, Paris, directed and choreographed by Jose Besprosvany, and Euripides' tragedy "Alcestis", in a production by the Amfiktio Theatre, directed by Nicos Charalambous.

### 1.5.2 INTERNATIONAL SYMPOSIUM OF ANCIENT GREEK DRAMA

The Cultural Services in cooperation with the Cyprus Centre of the International Theatre Institute have also organized this year the 13th International Symposium of Ancient Greek Drama. The Symposium took place on 7 and 8 July 2014 at the Holiday Inn hotel in Lefkosia. This year's Symposium was under the auspices of Mrs. Androula Vasiliou, Member of the European Commission.

The main subject of the Symposium was "Dramatic and scenic space in ancient Greek drama." Prominent academics and stage directors from France, Italy, Germany, Britain, Greece and Cyprus presented works and theoretical approaches examining the modifications of space in ancient Greek drama, both as regards to the texts themselves (dramatic space) and their scenic representations in ancient and modern times (scenic space).

The list of participants included Adel Hakim (stage director), Luigi Battezzato (professor of Greek Literature at the Università degli Studi del Piemonte Orientale, Italy), Antonis Petrides (Assistant Professor of Classical Philology at the Cyprus Open University), Vasiliki Koumbourelis (Lecturer-Academic, Member of Consultative Committee, Greek Open University), Levki Papachrysostomou (stage director, professor of Dramaturgy at the Serge Martin School), Kaiti Diamantakou-Agathou (Permanent Assistant Professor at the Theatre Studies Department of the Athens University), Aspasia Skouroumouni Stavrinou (Expert Scientist of Ancient Greek Philology, Department of Classical Studies and Philosophy, University of Cyprus), Stathis Llvathinos (stage director), Giannis Metsikov (stage designer/dress designer), Heinz Uwe Haus (Stage Director and theatre scholar specializing in Cultural Studies, regular Professor of Acting Methodology, Dramaturgy and Theatre Theory at the Theatre Studies Department of the Delaware University, USA), Michael Walton (theatre historian and Honorary Lecturer of Theatre Studies at Hull University in East Yorkshire) and Leandros Taliotis (stage director).

### 1.6 "KYPRIA 2014" INTERNATIONAL FESTIVAL

The Cultural Services of the Ministry of Education and Culture in the context of their efforts for a substantive upgrading of the International Festival KYPRIA have decided that as from 2013 an Art Director should be appointed who will have the general responsibility of (a) preparing the rationale of the Festival, (b) processing and selecting the material that will be submitted for his consideration in the form of proposals/ideas by individuals or entities upon an invitation, (c) conducting and executing the organizational part of the Festival and (d) planning, coordinating, promoting and implementing the

Festival events in cooperation with the Cultural Services. The rationale of the Festival for 2014 was the following: “I is someone else”, from Rimbaud’s famous phrase; defining the knowledge of the self as a journey “in the alienness of the other” and of our alienated self, using as a compass “the morality of respect for the non-conforming.” In the maelstrom of international financial developments, the phenomena of immigration and political refugees, the transformation of national societies into multicultural ones, the value crisis in Europe, Cyprus and the world as a whole, in parallel with the crisis in human relations on the personal and social level, we believe that there is an even greater need to redefine the principles on which contemporary society must rely, in contrast to unbridled consumerism, social and individual egocentrism and introversion and the rejection of the “other.” With the situation particularly prevailing in present day Cyprus, a reappraisal of our attitude as individuals and as a society towards diversity and “otherness”, combined with human relations on the interpersonal and social level, is more than imperative.” On the basis of the above, the International Festival “Kypria 2014” was successfully held in September and October with 11 artistic events being presented in Lefkosia, Lemesos, Larnaka and non-occupied Ammochostos.

The Festival concluded with a total number of 18,487 spectators (compared to 15,296 for last year) and an income of 118,370.00 euros (compared to last year’s 91,430 euros). The takings were collected on behalf of the producers and rendered to them, recording a substantial increase in income and attendance. There was a total of 20.85% increase in attendance and 26.70% in ticket sales while the takings were increased by 29.50%.

More specifically, the following events formed part of the Festival:

*Asterismoi (Constellations)* by Nick Payne of THOC, directed by Vangelis Theodoropoulos.

*I is someone else*, with the Rosamund Trio in works by Shostakovich, Fribbins and Dvorak and with Martinos Tirimos at the piano.

*Homer’s Iliad*, directed by Stathis Livathinos

*The Murderesses of Papadimantis* by Alexandros Rigas and Demetris Apostolou, directed by Alexandros Riga.

*Tradition Re-Loaded* with Tat-Tnabar, directed by Apostolos Apostolides

*Giselle*, with the St Petersburg Theatre, Russian Ballet

*A season in Hell*, a musical performance by Giorgos Christianaki on Rimbaud’s poetry

*Prometheus Bound* of Aeschylus, directed by Andreas Pantzis

*The Princess and the Witches*, Cyprus Folk Fairy Tale, directed by Giolanta Christodoulou

*The World of Diamantis*, with the Dancecyprus and the Cyprus Symphony Orchestra

*Unravelling-I am and I am not*, by Fotis Nicolaou and choreography by the same.

## 1.7 DANCE

The Ministry of Education and Culture provides multiple support to the development of dance in our country through various activities, events and programmes.

The basic aims of the development policy of the Cultural Services in the domain of dance are the following: supporting research and artistic creativity by encouraging both collective and individual initiative, 2) upgrading the public’s interest in dancing through proper education and information, 3) promoting the education of youth in the domain of

classic and modern dance and 5) promoting exchanges, contacts and cooperation of our artists with those in other countries. These aims are fulfilled by strengthening and supporting the agencies and individuals in the dance community and by developing activities in this field through subsidies.

### 1.7.1 CONTEMPORARY DANCE PLATFORM

Since 2001 the Ministry of Education and Culture has been organizing the “Dance Platform”, which this year was held for the thirteenth consecutive year. This event, exclusively financed by the Ministry of Education and Culture, provides the opportunity for Cypriot choreographers to present to the public and to experts invited from abroad their creative work and choreography in the field of modern dance in an organized framework.

More specifically, this year’s Platform was seen by Mr. Jean-Paul Montanari, Artistic Director of the International Dance Festival at Montpellier (France), Mr. Sebastian Garcia Ferro, Director of the International Dance Exchanges Centre of Barcelona (Spain) and Mrs. Stella Angeletou, Head of Dance Productions at the Michalis Cacoyannis Foundation, Athens.

The 14th Contemporary Dance Platform, is organized in cooperation with the Rialto Theatre that provides the venue and all technical infrastructures, took place on 7, 8 and 9 March 2014. The following groups and choreographers took part with new dance projects: Harry Koushos, Antonis Antoniou, Aelion-Fotini Perdikaki, Fouli Stylianidou, Fotis Nicolaou, Elena Antoniou, Noema Dance Works Alexandra Waierstall, Alexandros Michael, Julia Anna Brendle, Asomates Dynameis Machi Demetriadou Lindhal, .pelma. Lia Haraki, Hamilton Monteiro, Omada PENTE Chloe Melidou, Milena Koulas, Nothing to Declare Alexis Vasiliou.

In parallel to the 14th Contemporary Dance Platform, the Dance House Lemesos organized a debate with the participation of dancers, choreographers and dance teachers under the coordination of Artistic Director Roberto Casarotto and the Dutch dance expert Peggy Ollislaeger. In the context of the events parallel to the Platform, 15 minutes presentations by Cypriot choreographers on their work were also presented. The parallel events took place in the House premises next to the Rialto Theatre and the Old Xydadiko.

### 1.7.2 EUROPEAN CONTEMPORARY DANCE FESTIVAL

As an initiative of the Cultural Services and aiming at updating the audience about contemporary dance in Europe, the European Dance Festival has been held since 1998 on an annual basis. The Festival is organized by the Cultural Services, who are responsible for financing, coordination and implementation, in cooperation with the Rialto Theatre and the Embassies or cultural centres of the participating countries.

This year’s 17th European Contemporary Dance Festival took place at the Rialto Theatre in Lemesos from the beginning to the end of June. Representatives of contemporary dance groups from the following countries participated: Greece, Israel, Austria, Finland, Switzerland, Spain, Slovakia, France and United Kingdom, the latter after an absence of many years from the Festival. Cyprus was represented by Fotis Nicolaou with his work “Unravelling - I am and I am not” and Milena Koulas with the work “Lost”.

Part of the European Contemporary Dance Festival was also presented to the public of the capital at the Pallas Theatre in Lefkosia. In this part the dance performances of

the two Cypriot groups and those of Israel, Austria, Spain and United Kingdom were included.

### 1.7.3 SUMMER DANCE FESTIVAL

The Summer Dance Festival of New Movement of Dance Groups, Dancers and Choreographers of Cyprus sponsored by the Ministry of Education and Culture, took place for the 11th consecutive year from 18 to 27 July 2014 in Lemesos and for the first time in Lefkosia. The Festival is held in various venues within the town of Lemesos and the old town of Lefkosia. In this year's event in Lemesos the following groups and choreographers participated: .pelma. Lia Haraki, aRttitude Evi Panayiotou, Chorotheatro Omada PENTE Chloe Melidou, Aelion Alexia and Fotini Perdikaki and Elena Antoniou. In the first presentation of the Festival in Lefkosia the participating groups were Incorporeal Forces Machi Demetriadou Lindhal, Amfidromo Chorotheatro Elena Christodoulidou, and Marina Poyiatzi.

### 1.7.4 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 subsidized dance groups and individual dancers/choreographers for their participation in Dance Festivals abroad, as well as in international meetings and conferences organized by foreign centers, such as the Michalis Cacoyannis Foundation in Greece, the Lucky Trimmer Festival in Germany, and the Basano Dance Festival in Italy amongst other.

### 1.7.5 DANCE EDUCATION

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

### 1.7.6 SUBSIDIZATION OF DANCE EVENTS IN CYPRUS

During 2014, the Cultural Services supported various foundations, organizations, groups and also new choreographers, who implemented programmes and presented their work aiming at the dissemination and promotion of all kinds of dance, including classical and contemporary.

### 1.7.7 THE TERPSICHORI PROGRAMME

The Terpsichori Programme for the Reinforcement of Creativity and Research in the Domain of Dance aims at the support of choreographers in making new productions and conducting research in the field of contemporary dance. In the framework of the Terpsichori Programme, three modern dance groups and one individual choreographer were sponsored in 2014 for the production of new projects and the conduct of research. More specifically, sponsorship was provided for the following groups: AMFIDROMO Elena Christodoulidou, Chorotheatro Omada PENTE Chloe Melidou, En Drasei Evi Demetriou and the choreographer Demetra Papathansopoulou.

## 1.8 CINEMA

The Cultural Services, being aware of the power of film and its importance in shaping and building contemporary societies, have been particularly active in the various aspects constituting the development of the cinema.

For this reason they have developed a multifaceted policy for the strengthening of cinematographic art and education. This is pursued on the one hand by subsidizing Cypriot creators and producers to make and promote their films in cinema festivals abroad as well as in Cyprus, and on the other by reinforcing Cinema Clubs, Festivals and other entities in order to bring the Cypriot public into contact with films that give it the opportunity to acquaint itself with various cinema schools, cultivate its esthetic criterion and develop critical thought.

### 1.8.1 FILM PRODUCTION-DISTINCTIONS

#### **Participation in Festivals/Awards**

For yet another year, noteworthy films sponsored by the state represented Cyprus in various important cinema festivals all over the world, projecting Cyprus in the international film production in the best way. The most recent example of this success is the presence of Cyprus at the Drama International Short Film Festival(2014), where most of the films by Cypriot Directors received very positive reviews and awards.

More specifically, the film by Marios Piperidis “The Immortalizer” (a co-production of the Ministry of Education and Culture and the Cinema Advisory Committee) won the Tonia Marketaki Prize for the best Social Critique Film, the Award of the Panhellenic Union of Film Critics, as well as Honorary Distinction to dress designer Liza Tsouloupa. The other Cypriot productions screened at this particular festival winning very good reviews were the following: “5 Ways to Die” by Diana Papadaki (Co-produced with the Ministry of Education and Culture and the Cinema Advisory Committee), “Lullaby of the Butterfly” by Tonia Mishiali (Independent Production), and “Omikron Positive” (A co-production of the Ministry of Education and Culture and the Cinema Advisory Committee).

These films toured the world, won distinctions in many festivals and stood out in the international film activity.

### 1.8.2 INCENTIVES FOR ATTRACTING FOREIGN PRODUCTIONS

The Cultural Services aim at promoting Cyprus as an ideal location for shooting films, as well as at projecting Cypriot films both domestically and overseas. Towards this end they maintain a pavilion at the Drama International Short Film Festival, the Thessaloniki International Film Festival and the Cannes International Film Festival.

The Cultural Services of the Ministry of Education and Culture, through continuous study and the introduction of incentives, aim methodically at the broadening of the cinema industry, the attraction of foreign film producers to Cyprus and the rekindling of interest by private enterprises and investors, both foreign and local, in investing in the audiovisual sector.

### 1.8.3 INTERNATIONAL AND OTHER FILM FESTIVALS IN CYPRUS

#### **1. International Festival “Cyprus Film Days”**

The International Festival “Cyprus Film Days” was jointly organized by the Cultural Services of the Ministry of Education and Culture and the Rialto Theatre. In 2014 it was held for the twelfth consecutive year from 4 to 13 April in Lemesos (Rialto Theatre) and

Lefkosia (Zena Palace Cinema). The two basic programmes of the festival are Glocal Images (International Competitive Section) and Viewfinder (Glancing at the Modern International Cinema). All films of the sections Glocal Images and Viewfinder are screened for the first time in Cyprus.

A three-member Artistic Committee, composed of Adonis Florides (Director), Dr Costas Constantinides (Academic) and Constantinos Sarkas (Journalist) was responsible for the selection of the films, the drawing up of the screening programme and parallel events.

The non-competitive Viewfinder section of the programme includes films that won a distinction during the festival year, having as common characteristic the creative expression and the promotion of critical thinking.

The three-member judging committee, composed of Martin Schweighofer, Executive Manager of the Austrian Film Commission, Despoina Mouzaki, producer-director, and Maria Akbari, actress-director, presented the following awards:

Best Film Award to the film "The Small Fish" by Cypriot director Giannis Economides.

Special Award of the Judging Committee to the film "Funeral at Noon," by Adam Sanderson from Israel.

The Glocal Images award went to the film "To sit and Stare" by Giorgos Servetas.

The Polish film "Life Feels Good" by Maciej Pieprzyca, won the public's award, sponsored by Stella Artois. The same film was awarded the Student Prize by the students' committee of Mediazone, University of Lefkosia.

## **2. The International Short Film Festival of Cyprus**

The International Short Film Festival of Cyprus, which is the official competitive festival of Cyprus for short films, took place at the Rialto Theatre from 11 to 17 October 2014 with a fantastic opening with 3D mapping on the façade of the Rialto Theatre co-organized with the Ministry of Education and Culture and the Rialto Theatre. The Festival programme included 63 films in its International Competition Section and seven (7) films in the National Competition Section, three (3) parallel programmes and one (1) masterclass. The five-member judging committee was composed of important personalities from the area of international cinema, namely: Jacques Cutril (Committee President), one of the directors of the famous Short Film Festival Clermont-Ferrand, Dan Muggia, leading personality of the rebirth of the Israeli short film screen, art director of the Pitigliani film festival, Italy, artist, critic, professor and curator (until 2004 he served as head of the Cinema Service of Israel), Dana Dimitriu-Chelba, Director of the Bucharest International Film Festival and member of the committee for the selection of films for the competitive part of the Romania Independent Producers International Festival (IPIFF), Enrico Vannucci, short film advisor at the Venice Film Festival, director of the Ozu Film Festival and member of the organizing committee of the documentary festival ViaEmili@DocFest, and Spyros Charalambous, Awarded Cypriot Director.

The Artistic Committee, composed of stage directors Alexia Reuters and Ioakim Mylonas, were responsible for the selection of films for the international competitive section, the drafting of the screenings programme and parallel events.

### **Awards 2014**

#### **International Competition Section**

- The 1st Best Short Film award went to the film "Tau Seru" by Rodd Rathjern.
- The Best Stage Direction Award went to the film "Claudiu and the Fish" by Andrei Tanase.
- The 2nd Best Short Film Award went to the film "The Chicken" by Lina Gunjak.

- Best Documentary Award went to the film “Notes on Blindness” by Peter Middleton and James Spinney.
- Special Mentions
- The first special mention went to the film “A Single Body”, directed by Soteris Danoukou.
- The second special mention went to the film “As he Lay Falling”, directed by Ian Waugh. The judging committee stressed in particular the excellent interpretation of its leading actor, Christopher Greco.
- The third special mention went to the film “Supervenus” by Frederic Doazan

### **National Competition Section**

The First Cypriot Best Short Film Award went to the “Nanourisma tis Petalloudas” (Lullaby of the Butterfly) by Tonia Mishiali for the precision of her script and her courage in directing such a complicated, upsetting and moving film.

The Second Cypriot Best Short Film Award went to the film “Afterthoughts” by Ivan Charalambous for his ability in outlining the anxiety of a romantic scriptwriter, who comes face to face with the harsh triviality of his existence.

### **Awards for Services**

- The *Best Director Award*, offered by Green Olive Films for post-production services, went to Myrsine Aristeidou for her film “Not Now.”
- *Best Photography Award*, also offered by Green Olive Films for colour-grading services, went to the film “Lullaby of the Butterfly” by Tonia Mishiali, Photography Director: Giorgos Rachmatoulin.
- *Best Editing Award*, offered by Sklavis Film Lab for post-production services, colour correction and DCP in HD, went to the film “Letters to Cyprus” by Sholeh Zachraei and Kamil Saldun.
- The Students’ Judging Committee of the Cyprus Technical University awarded a “Student Prize” for the best music video of the programme ‘Amaze me!’ to the film ‘Drag Me: An Urban Music Tale,’ by Nicos Kellis.

### **3. “The Drama Festival Travels to Cyprus”:**

Three-day tribute to the Greek short film: The screening in Cyprus of award-winning Greek short films in the context of the Drama Short Film Festival has been taking place in the last sixteen years. The event is staged in cooperation with the Organizing Authority of the Drama Festival, the Ministry of Culture of Greece, the Rialto Theatre, the Lefkosia Cinema Friends Society and the Lemesos Cinema Club.

### **4. Awards of the European Film Academy**

This is a three-day European Short Film Festival (24-26/09/2014 Lefkosia) in cooperation with the European Film Academy and the ARTos Foundation.

### **5. “Images and Views of Alternative Cinema” Film Festival**

An initiative of the Ministry of Education and Culture and Teatro Ena, in cooperation with the Cultural Organizations Brave New Culture and Point Centre, the Festival “Images and Views of Alternative Cinema” presented in 2014 an exceptionally revolutionary, pluralist and alternative programme of screenings.

## **6. Developing the Cinema in Rural Areas**

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

- Enhancing the cinema theatres in rural areas on an annual basis.
- Showing of Cypriot films in rural areas through the sponsorship of the Pelathousa Film Library and regional municipalities/communities.
- Subsidizing the non-profit cultural enterprise “International Countryside Animafest Cyprus”, which, in cooperation with the Hambis Etching School-Museum, organized at the archaeological site of Palaipafos, Kouklia, in the Medieval Courtyard of the Country Estate, the 13th “International Countryside Animafest Cyprus”. In the framework of the festival, besides screenings and cartoon exhibitions, various seminars and workshops took place. During the last three years the Festival succeeded to become an international competition with a judging panel composed of internationally established professionals. The Art Director of the Festival, Mr. Giorgos Tsangaris has also succeeded in recent years the promotion of the festival internationally, achieving the cooperation of important foreign animation festivals. Recently, the Festival has joined the international Animation organization of UNESCO ASIFA. Throughout the years the Festival succeeded in bringing together its public of all ages.

## **1.9 REGIONAL CULTURAL DEVELOPMENT**

In 2014, the Cultural Services processed a large number of applications from Municipalities and Communities for the sponsorship of cultural activities of a diverse character. The Municipal and Community Boards show preference to events involving music and dance with thematic affiliation to popular culture; however there have also been requests concerning festivals, theatrical performances, participation in cultural activities abroad, book presentations and lectures, events on side issues that have to do with gastronomy and so forth. The Cultural Services also proceeded to organize their own events aiming to involve Municipalities and Communities on high standard cultural and intellectual occasions.

### **1.9.1 ANNUAL SUBSIDIZATION OF COMMUNITIES**

Community Councils were given the opportunity to submit their annual budget for cultural events within 2014 in the context of the relevant programme that allows each Community to submit one application. Considerable number of applications submitted by a corresponding number of communities came under consideration. Emphasis was placed on requests by clusters of communities and on events that constitute an established convention, such as the Koumandaria Festival or the Amathousia.

The themes of the events-activities have mainly to do with the promotion of our popular culture (representations of Cypriot wedding, grape harvest and other activities). Local tradition through dances and songs constituted the basic thematology of the proposals submitted for consideration. The objective was to provide substantive support to big events of a pure and genuine cultural nature that would contribute significantly to the enrichment of our cultural evolution.

### **1.9.2 ANNUAL SUBSIDIZATION OF MUNICIPALITIES**

The support programme for the cultural activities of Municipalities was based on a similar rationale. Big, tested and innovative events received significant subsidy for the



purpose of preserving the most valuable product of the Municipalities' cultural activity. Characteristic examples that could be cited are those of the Medieval Festival of Agia Napa Municipality, the Musical of the Larnaca Municipality, the Festival of Polis tis Chrysochou under the title "Cultural Days: Marion-Arsinoe", the 3rd Traditional Festival of the Sotira Municipality in Ammochostos District, the thematic Festival of Lefkara Municipality etc.

## 1.10 "EUROPE FOR CITIZENS" PROGRAMME

The competitive programme "Europe for Citizens" aims at promoting European "citizenship": bringing Europe closer to its citizens 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, trade union organizations, educational institutions, volunteer organizations, and amateur sport clubs while it receives relevant proposals-projects for co-financing.

## 1.11 THE EUROPEAN UNION "CREATIVE EUROPE" PROGRAMME

The new Programme "Creative Europe" has replaced the Programme "Culture 2007-2013," the "MEDIA" Programme and the "MEDIA MUNDUS PROGRAMME." The new Programme supports artists, professionals of the cultural sector and cultural organizations in fields such as the performing arts, fine arts, publications, cinema/ audiovisual, television, music, multispectral forms of art, cultural heritage and electronic games, so as to enable them to become active in other countries and develop the skills that are necessary in the digital age. The increased projection of European cultural works in other countries also helps to promote cultural and linguistic diversity.

Desks of the Programme "Creative Europe" (Culture Desk and MEDIA Desk) operate in Cyprus with the general aim of providing assistance to cultural and creative entities in relation to the said Programme. The overall responsibility for the functioning of the Desks has been assigned to a Co-ordination Body following a tenders procedure. The co-ordinating body of the Programme in Cyprus is RTD TALOS.

## 1.12 OPERATION OF CULTURAL CENTRES/OFFICES ABROAD

### 1.12.1 HOUSE OF CYPRUS IN ATHENS

In 2014, the House of Cyprus hosted a number of events, including 35 book presentations, four (4) visual art exhibitions, two (2) photographic exhibitions, one (1) exhibition of front page news, one (1) seminar, two (2) day-events, six (6) literary events (lectures, discussions, dedications), 2 press conferences, 11 theatrical events of which four (4) were held at the Michalis Cacoyannis Foundation, and 1 dancing event also at the Michalis Cacoyannis Foundation. Finally, it organized a two-day event on the Cypriot Cinema in cooperation with the Argo Theatre and supported events of the Cypriot Organizations of Athens, EFEK and Missing Persons Committee.

Furthermore, the House of Cyprus organized miscellaneous events in cooperation with various entities: eight (8) events with the Cypriot Organizations, three (3) events with the European Union National Institutes for Culture (EUNIC), one (1) event with Entities of the Liberation Struggle 1955-59, one (1) event with the Cultural Department of the Japanese

Embassy, one (1) event with the National Kapodistrian University of Athens, one (1) event with the Contemporary Greek Art Institute – iset, one (1) event with the Pancyprian and Panhellenic Organization of Parents and Relatives of the Undeclared Prisoners and Missing of the Cypriot Tragedy, one (1) event with the Cypriot Centre of the International Theatre Institute, and one (1) event with the Argo Theatre.

In addition, the House of Cyprus participated in six (6) day-events, one (1) conference and one (1) scientific seminar.

The House of Cyprus also took part as representative in events abroad concerning Cyprus: 75 representations on behalf of the House of Cyprus, and 10 representations on behalf of the Ambassador of the Republic of Cyprus.

### 1.12.2 OFFICE OF THE CULTURAL ATTACHÉ AT THE CYPRUS HIGH COMMISSION IN LONDON

The Educational and Cultural Section of the Cyprus High Commission in London from 1st September 2014 (date of appointment of the new Cultural Attaché Dr Achilleas Hadjikyriacou) until October 2014, undertook several activities with the aim of promoting Cypriot Culture in the United Kingdom.

More specifically, the visual art exhibition entitled “4 Artists 4 Techniques,” which was opened on 13/10/2014 by the First Lady Mrs. Antri Anastassiades. A large crowd attended the event, including high-ranking diplomats and prominent artists based in London. The event as a whole was implemented with great success, received media coverage and remained open until the end of November 2014. Apart from the implemented exhibition, the organizing of three (3) cultural events was under way until the close of 2014 while the necessary planning for the 2015 events is nearing completion. To this end, in an initiative and under the responsibility of the Cultural Attaché (a) the way has been paved for the procedure of expression and evaluation of interest for organizing events of cultural/educational character through specific publications, (b) a cooperation agreement has been achieved with the Greek Centre in London for organizing events within 2014 and 2015, (c) specific infrastructure works have been completed in the High Commission building, so as to make possible the hosting of visual art exhibitions and cultural events and (d) tens of meetings have taken place with persons from the wider area of culture and training towards the holding events in London. In parallel to this, the Cultural Attaché actively participated in representing the High Commission in a plethora of events of cultural/educational nature among the Cypriot expatriates, English Academic Institutions, international organizations and foreign embassies. With the aim of maximizing the international networking of Cyprus on a Pan-European level, the Cultural Attaché represents the High Commission in meetings with the European Union National Institutes for Culture (EUNIC) and sees to the participation of Cypriots in international competitions, e.g. the European Literary Evening 2015 (ELN 2015). Finally, the Educational and Cultural Section decisively assists in the handling of various problems of Cypriot students in the universities of the UK and contributes in a variety of ways to the extrovert promotion of Cypriot culture.

### 1.12.3 OFFICE OF THE CULTURAL ATTACHÉ OF THE CYPRUS EMBASSY IN BERLIN

A Cultural Attaché has been serving with the Embassy of the Republic of Cyprus since the beginning of 2005, whose main responsibility is the organization of events aimed at promoting the culture and contemporary artistic and intellectual creativity of Cyprus in

Germany. The Cultural Attaché seeks the cooperation of German entities among others 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.

Another important objective of the office, which has begun to yield results, is the promotion of the works by Cypriot composers to musicians and music groups in Germany.

Three cultural institutions have already prevailed in Germany (series of cultural events in Berlin, Munich and Coln/Bonne), established by the cultural office.

During 2014, events have been organized on the responsibility of the Cultural Attaché and the support of the Cultural Services in various cities of Germany, such as Berlin, Munich, Braunschweig, Recklinghausen, Olpe, Coln, Bonne, which have enabled the German public to become acquainted with Cyprus, its artists and culture.

In all, the Berlin Cultural Attaché in 2014 organized and curated three (3) new photography exhibitions (PhOETRY, Divided Paradise, MOMENTS on FACES) and a new Video Installation (with poetry by Giorgos Christodoulides), which has already started a tour in Germany that will continue into 2015. She organized and curated the three (3) cultural institutions (Cyprus Miniatures, Berlin-Cyprus Spring, Munich – Cyprus Moments, Coln and Bonne), which include three (3) to four (4) events each (Music Programmes, Theatre, Modern Dance) together with one of the above exhibitions. The Berlin Cultural Attaché cooperated with two (2) projects of the European cultural offices in Berlin and organized isolated events in the cities of Olpe and Braunschweig among other things.

### 1.13 COUNCIL OF THE CULTURE MINISTERS

Cyprus takes active part in the preparatory meetings of the Council of Ministers of Culture of the European Union. In 2013, during the Irish and the Lithuanian Presidencies, a large number of issues were handled within the competent sector of the European Union both for the promotion of the new Programmes for Culture and other issues.

### 1.14 CULTURAL COOPERATION AGREEMENTS AND PROGRAMMES

Cyprus has made 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 Executive 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. The Cultural Services are responsible for drafting and implementing that part of the Programme provisions that govern the cultural cooperation and cultural exchanges of Cyprus with the contracting country for the time being (excluding the provisions concerning the cooperation on issues of cultural heritage). In the context of the said competence, the Cultural Services under take the organization of events abroad with the aim of promoting contemporary Cypriot culture, as well as the organization of events in Cyprus by other countries. In the context of the Programmes, exchanges of experts also take place with the aim of mutual briefing on cooperation in the cultural sector.

## 1.15 CULTURAL ROUTES PROGRAMME OF THE COUNCIL OF EUROPE

As of 1st January 2011, the Ministry of Education and Culture participates in the Cultural Routes programme of the Council of Europe and the Enlarged Partial Agreement on Cultural Routes (EPA) of the Council of Europe. The Cultural Routes Programme considers that cultural routes are very important tools for the development of intercultural dialogue, the rapprochement of civilizations, sustainable development, the promotion of cultural tourism and the European integration. The cultural routes that have been declared as “European Cultural Routes,” receive the badge of the Council of Europe. The programme aims at promoting ethical and responsible tourism that respects local societies and their cultural identity and distinctiveness.

## 1.16 EUROPEAN CAPITAL OF CULTURE 2017

In 2017 Cyprus and Denmark will host the institution of the European Capital OF Culture. Pafos has been declared as the city of Cyprus that will bear the title of European Capital of Culture 2017. Aarhus is the city of Denmark that will share the title with Pafos in 2017. The management committee of the competition for the European Capital of Culture in Cyprus is the Ministry of Education and Culture of the Republic of Cyprus. The European Capital of Culture is one of the most important initiatives of the European Union in the sphere of culture, through which intercultural dialogue is enhanced while promoting cultural cooperation. Each year, the cities that are awarded the title of the European Capital of Culture bring to the fore the richness and cultural diversity of European cultures. They constitute a living testimony to the potential of a city to be creative, unique, particular and have a European dimension at the same time.

This award was the initiative of Melina Mercouri when she was Minister of Culture of Greece. Athens is the first city that won the title in 1985. This initiative has achieved an increased cultural, social and economic effect due to the large number of visitors to the European Capital of Culture. The Council of Ministers officially declared Pafos as a European Capital of Culture for 2017 at its meeting in May 2013.

The Cultural Services are in close contact with the Organization “Pafos 2017” for the successful implementation of the decision.

The Council of Ministers with decision E77.2003 (dated 09/07/2014) approved the setting up of a Tripartite Committee composed of representatives of the Ministries of Finance, Interior and Education and Culture for the monitoring of the state-financed activities as regards the smooth financial administration and supervision of the European Capital of Culture. By the same decision it also approved the participation of the Directors of the Cultural Services and the Antiquities Department as observers to the implementation of the Cultural Programme of “Pafos 2017.”

The above committees took part at a meeting held on 06/11/2014 in Pafos between the Minister of Education and Culture and the Administrative Board of the Organization “Pafos 2017.”

Furthermore, the Council of Ministers by decision E77.204 (dated 09/07/2014) approved a change in the use of the State Grant, as well as the drawing up of new time schedules for awarding the State Grant.

## 1.17 MUSEUMS

### 1.17.1 LEGISLATION FOR THE RECOGNITION OF MUSEUMS

The orientation and objectives of Law 58 (I) 2009 - *Recognition 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 falling into 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 Recognised Museums*).

In 2014, the Museums Committee awarded recognition to the Cyprus Theatre Museum and to the A.G. Leventeios Gallery.

### 1.17.2 HOUSES OF THE LETTERS AND THE ARTS

During 2014, the Cultural Services continued to lease premises in Lefkosia, Lemesos, Larnaca and Pafos in order to house associations that serve the letters and the arts. The associations use the Houses of the 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.

### 1.17.3 STRUGGLE MUSEUM

The Struggle Museum operates in new premises inaugurated on 30 April, 2001. In 2014 (January-September) it received roughly twenty thousand visitors, most of whom were pupils of Primary and Secondary education, as well as foreign tourists.

The Struggle Museum is a living organism the personnel of which is its very soul, involved among other things in collecting relics, documents, pamphlets, orders, instructions, photographs or anything else related to the Liberation Struggle of EOKA 1955-59. Its regular activities include guided tours, projections of educational films about the Liberation Struggle, recording of the Cyprus press as regards the Cyprus problem and also the supply of related information and facts to various researchers. At the same time efforts are made for upgrading certain of its functions.

## 1.18 CYPRUS NATIONAL COMMISSION FOR UNESCO

The Cyprus National Commission 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 for the time being is the Secretary General of the Commission. The Commission provides the vital connection between the state, the civil society and the Organization, and functions as a consultative

body vis-a-vis 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, i.e. education, culture, social sciences and the humanities, natural sciences, communications and information.

The Commission functions as an information point for the public for the purposes and programmes of UNESCO, disseminating brochures, books, posters and digital material concerning the Organization. Furthermore, it maintains and promotes cooperation with other National Commissions of member-states of UNESCO, with the aim of exchanging views and strengthening links between them for the achievement of common objectives.

### 1.18.1 PROMOTING UNESCO CONVENTIONS

The Commission actively promotes the implementation of the cultural conventions of UNESCO ratified by Cyprus, especially those that concern the protection of World Cultural and Natural Heritage (1972), Intangible Cultural Heritage (2003) and the Diversity of Cultural Expressions (2005) in cooperation with the Department of Antiquities, the Cultural Services of the M.E.C. and other entities the objects of which are in accord with the principles of the Conventions.

In recent years, the Commission has been participating actively in the protection of Intangible Cultural Heritage, both by attending regional and international meetings of UNESCO and implementing targeted actions on a national level, particularly for the promotion of the three elements that Cyprus has inscribed on the Representative List of Intangible Cultural Heritage: the Lefkara embroidery (2009), the tsiattista poetic duelling (2011) and the Mediterranean Diet (2013).

### 1.18.2 PROMOTING UNESCO PROGRAMMES

The Commission works with the competent departments of the Ministry of Education and Culture for the promotion of the Organizations objectives through educational programmes and mainly the activities of school networks and UNITWIN networks operating under the auspices of UNESCO.

ASPnet (UNESCO Associated Schools Project).

The Commission takes part in cooperation with Ministry of the Education and Culture in the planning of the annual activities of the UNESCO Associated Schools, such as the event for the International Day of Human Rights and the annual two-day Symposium of UNESCO Associated Schools, which was held on 3-4 April at the Eniaio Kykko Lyceum A with the participation of pupils from a total of 25 schools, of which 4 from Greece. The network activities focused on the thematic axis “Building bridges through the arts and culture: the role of the arts in combating discrimination and social exclusion.”

### 1.18.3 SEMEP

The programme South Eastern Mediterranean Environment Project (SEMEP) coordinated by UNESCO, aims at the study of technological, economic, historical, social and cultural issues and the promotion of scientific study and research on environmental issues. Under the general responsibility of the Review of Natural History/Biology/Geography of the Education and Culture Ministry and in cooperation with the Pedagogical Institute

and the Cyprus National Commission for Unesco, the pupil congress of the programme SEMEP in Cyprus was organized for the 5th year running with the theme: “Cooperation for the management of water resources through culture and science for sustainable development.” The congress was attended by teachers and four pupils from each school involved in the project; they presented the research they had undertaken during the year. The congress took place at the Salamiou Environmental Education Centre on 26 March, 2014 (for the schools of Pafos district) and at the Lefkosia Water Board – Water Museum on 27 March, 2014 (for the schools of Lemesos, Lefkosia, Larnaka and Ammochostos districts).

#### **1.18.4 OTHER ACTIVITIES**

##### **Publications**

The Commission published and made available the book “World Heritage Sites in Cyprus” (Lefkosia 2012). It also cooperated with the Cyprus Research Centre the publication of the Register for the Intangible Cultural Heritage of Cyprus under the title “Elements of the Intangible Cultural Heritage of Cyprus”. Both publications are bilingual (Greek-English) and were funded by the A.G. Leventis Foundation.

Briefing Newsletter of the Cyprus National Commission for UNESCO: in 2014, three quarterly issues were published in electronic form presenting the actions of the Commission and its associates in Cyprus and abroad.

Issue No. 172 – February 2014

Issue No. 173 - July 2014

Issue No. 174 – December 2014

The public may find all issues of the Newsletter in the “Resources” posted on the Commission website.

A library of UNESCO publications was also been created at the offices housing the Commission, which is open to the public wishing to consult it.

#### **1.18.5 INTERNET**

The Commission maintains its own website ([www.unesco.org.cy](http://www.unesco.org.cy)) aiming at the direct and effective information of the public on issues that concern the programmes of the Commission and UNESCO in Cyprus.

#### **1.18.6 INTERNATIONAL RELATIONS**

The Commission, working closely with the departments of the UNESCO Secretariats, has undertaken the organization of two regional Meetings of UNESCO through which it achieved the strengthening of relations with states of the region and also with the Regional Bureau of UNESCO for Sciences and Culture in Europe, based in Venice.

#### **1.18.7 18TH ANNUAL MEETING OF THE SOUTH EAST EUROPEAN EXPERTS NETWORK ON INTANGIBLE CULTURAL HERITAGE**

The 8th Annual Meeting of the South East European Experts Network on Intangible Cultural Heritage took place on 15-16 May in Lemesos. It was organized by the Cyprus National Commission for UNESCO in collaboration with the Ministry of Education and Culture and the Regional Bureau of UNESCO for the Sciences and Culture in Europe

(based in Venice). Representatives of the following countries attended the meeting: (Albania, Bulgaria, Bosnia, Croatia, Cyprus Greece, Herzegovina, Italy, Montenegro, Moldova, Hungary, Former Yugoslav Republic of Macedonia, Romania, Serbia and Slovenia). The meetings of experts have been taking place since 2007 with the aim of strengthening cooperation between the states of the region for the implementation of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. The special theme of the meeting was “Intangible Cultural Heritage and Education: experiences, good practices, lessons learned.”

Apart from the above events, the Commission represented Cyprus at international meetings and conferences organized by UNESCO and other National Commissions abroad, namely the following:

**Annual General Assembly of member states to the Regional Centre for the Safeguarding of Intangible Cultural Heritage in SE Europe (based in Sofia)**

Cyprus was represented at the Assembly for the first time as a member of the Centre by an Officer of the Cyprus National Commission for UNESCO. The object of the meeting that took place on 1st April 2014 in Sofia, Bulgaria, was the review of the activities of the Centre in 2013 and the approval of its programme for 2014.

**1st Inter-regional Meeting of UNESCO National Commissions**

The Commission was represented at the above meeting that took place at Astana, Kazakhstan, on 22-24 July 2014, by one of its Officers. Taking part at the meeting were representatives from 139 National UNESCO Commissions, who discussed issues such as the strengthening of relations among them, the promotion of best practices, ways of better cooperation with youth and civil society and the enhancement of UNESCO projection in the member states of the Organization.

Finally, the Commission maintains close cooperation with the Permanent Delegation of Cyprus at UNESCO for the organization of events concerning the promotion of traditional and contemporary culture of Cyprus and the dissemination of material related to the cultural heritage of Cyprus.



# 2.

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## CYPRUS RESEARCH CENTRE

### **Objectives and means for realizing them**

The C.R.C. was founded in 1964 with the aim of enabling Cypriot and overseas scholars to research the history and civilisation of Cyprus and to have the conclusions of the relevant research published on a systematic basis. Research programmes relevant to the fundamental disciplines of the culture of Cyprus, namely its history, folklore, language, literature, ethnography and social sciences are initiated and implemented at the C.R.C. as well as those concerning related disciplines, according to the country's requirements at any given time and within a broader regional context.

For realising the above aims the C.R.C. employs a permanent research staff as well as outside collaborators on a contractual basis, both within Cyprus and abroad. It promotes co-operation in the field of scholarship with universities, research centres and other academic institutions both within and outside Cyprus, and members of its permanent research staff take part in academic conferences related to their field of specialisation, as well as undertaking research missions overseas. The C.R.C. also organises conferences and seminars in Cyprus and abroad in co-operation with other academic institutions.

### **Library and Archives**

The C.R.C. has a specialised library for the furtherance of its various research programmes, containing over 20,000 volumes, chiefly specialised encyclopaedias, academic journals, monographs, publications of archival material and other reference works, covering the history and civilisation not only of Cyprus but also that of Greece, Europe and the Middle East in general. The classification on computer of the volumes in this library is presently at an advanced stage. The C.R.C. also houses important archival collections of primary source material, consisting of manuscripts, photocopies and photographic copies (offsets) of historical source material and documents, microfilms and cassettes. These have been placed in various archives, such as the Historical Archive, the War

Veterans' Archive, the Folklore Archive and the Oral Tradition Archive. The planning of a Unitary Data Base for the last three archival collections was accomplished by the Cyprus Research centre in co-operation with the Library of the University of Cyprus. The conversion of the archival materials to an electronic, digital and virtual library for the Oral Tradition Archive and the Folklore Archive was completed.

### **Publications**

From 1965 until present the C.R.C. has published important works covering a broad range of academic subjects, including scholarly monographs, editions of documents and historical source materials, translations of historical sources, reprints, conference proceedings and an annual academic journal. At present these publications number over 140 scholarly works, 36 Annual reviews and a digital CD containing traditional Cypriot music. The above publications consist of works undertaken by the permanent research staff and the outside collaborators of the C.R.C. in Greek and in the major European languages (English, French, German, Italian and Spanish).

These works are placed in the following series:

- i) Texts and Studies in the History of Cyprus
- ii) Publications of the C.R.C.
- iii) Epeteris (Annual Journal) of the C.R.C.
- iv) Conference Proceedings of the C.R.C.

These publications are available for sale from the C.R.C. offices as well as from booksellers in Cyprus and overseas.

### **Activities for 2014**

The Cyprus Research Centre in co-operation with the House of Cyprus in Athens and the Educational Foundation of the National Bank of Greece organized a presentation of its publications for the year 2013 in Athens on 8 October 2014. This was followed by a presentation organized in Salonica on 10 October 2014, on this occasion in co-operation with the Educational Foundation of the National Bank of Greece and the General Consulate of the Republic of Cyprus. A subsequent presentation of the books published in 2013 by the Cyprus Research Centre, this time organized in co-operation with the Hellenic Institute of Byzantine and Post-Byzantine Studies of Venice and the Archivio di Stato of Venice took place on 20 November 2014 in Venice in the Conference Hall of the Archivio di Stato.

The research programme 'Cypriot Folk Tales from the Folklore Archive of the Cyprus Research Centre', which began in October 2012 has reached an advanced stage. It is expected that the first volume will be published in 2015.

Furthermore, within the context of publication and promotion of the conclusions of the research on Cyprus conducted at the Cyprus Research Centre the following four books have been published:

1. Michael Metcalf, *Byzantine Lead Seals from Cyprus*, vol. 2
2. Anna Neophytou, *Λαϊκή Λατρεία στην παραδοσιακή κοινωνία της Κύπρου. Οι γιορτές του Δωδεκαήμερου* [= Popular Worship in Traditional Cypriot Society: The Festivals of Christmas, New Year and Epiphany]
3. *Identity/Identities in Late Medieval Cyprus* (Proceedings of the International Conference organized by the Cyprus Research Centre in collaboration with the Centre of Hellenic Studies, King's College London in London between 13-14 June 2011)

4. *Medieval Cypriot Ceramics in their Wider Context* (Proceedings of the International Conference organized by the Cyprus Research Centre in collaboration with the Leventis Municipal Museum of Lefkosia in Lefkosia between 10-12 May 2013)

The Cyprus Research Centre, moreover, has assigned the implementation of two new research projects to university professors, on the following subjects:

- a) Pagans, Christians and Jews in Late Roman Cyprus
- b) The Lives of the Saints of Cyprus

For additional information please visit the C.R.C. website: [www.moec.gov.cy/kee](http://www.moec.gov.cy/kee)

# 3.

## CYPRUS THEATRE ORGANISATION

### 3.1 ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

#### ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2013 – 30.9.2014

##### MAIN STAGE

	Play	No. of Performances	No. of Audiences
1.	“THREE PENNY OPERA” by Bertolt Brecht, Translation: Pavlos Matesis Direction: Stefanos Kotsikos Period: 1.11.2013 – 15.12. 2013	26	3.870
2.	“ONE LIFE, THAT’S ALL WE HAVE” by George Tsavellas, Theatrical Adaptation: Eri Kirgia Direction: Constantinos Rigos Period: 11.1.2014 – 17.5.2014	25	7.113
3.	“AN ENEMY OF THE PEOPLE” by Henrik Ibsen, Translation: Margarita Melberg Direction: Nikita Milivojevic Period: 15.3.2014 – 10.5.2014	20	2.996
4.	“THE BIRDS” by Aristophanes, Translation: K.H. Myris Direction: Varnavas Kyriazis Period: 1.7.2014 – 12.9.2014	14	5.371
	<b>TOTAL OF MAIN STAGE</b>	<b>85</b>	<b>19.710</b>
	<b>COMPARATIVE FIGURES 1.10.2012 – 30.09.2013</b>	<b>106</b>	<b>23.513</b>
	<b>COMPARATIVE FIGURES 1.10.2011 – 30.09.2012</b>	<b>90</b>	<b>25.588</b>

## NEW STAGE

	Play	No. of Performances	No. of Audiences
1.	“INCOGNITO ON STAGE!” Research/ Text Editing: Stela Firogeni Period: 2.10.2013 – 10.10.2013	4	334
2.	“ROMEO AND JULLIET FOR 2” Adapted from the work of William Shakespeare Translation: Dionisis Kapsalis Direction: Costas Gakis Period: 3.10.2013 – 5.4.2014	39	3.821
3.	“HARLEY JACKET (Just as well...)” by Vasilis Katsikonouris Direction: Giorgos Mouaimis Period: 27.11.2013 – 9.7.2014	17	1.227
4.	“THE STONE” by Marius Von Mayenburg Translation: Giorgos Neofytou Direction: Athena Xenidou Period: 21.12.2013 – 6.2.2014	27	2.830
5.	“TONIGHT I WILL THROW YOUR ASH AWAY!” by Costas Mannouris Direction: Magdalena Zira Period: 19.2.2014 – 17.5.2014	20	1.814
6.	“THE LIES THAT ALWAYS TELL THE TRUTH” Cyprus Poetry of the 20 <sup>th</sup> and 21 <sup>st</sup> century Dramaturgical Editing/Direction: Adonis Florides Period: 28.3.2014 – 10.5.2014	17	1.548
7.	“CONSTELLATIONS” by Nick Payne Translation: Dimitris Kiouisis Direction: Vangelis Theodoropoulos Period: 3.9.2014 – 30.9.2014	11	1.077
	<b>TOTAL OF NEW STAGE</b>	<b>135</b>	<b>12.651</b>
	<b>COMPARATIVE FIGURES 1.10.2012 – 30.09.2013</b>	<b>170</b>	<b>15.246</b>
	<b>COMPARATIVE FIGURES 1.10.2011 – 30.09.2012</b>	<b>70</b>	<b>7.142</b>

## STAGE 018

	Play	No. of Performances	No. of Audiences
2.	KALI – KANTZAR & CO!... Concept-Text-Verses of songs: L. Maleni, Ch. Constantinou, V. Kokkinos Direction – Final Dramaturgy: Lea Maleni Period: 18.12.2013 – 14.2.2014	17	2.156
3.	“ROMEO AND JULLIET FOR 2” Adapted from the work of William Shakespeare Translation: Dionisis Kapsalis Direction: Costas Gakis Period: 5.11.2013 – 11.4.2014	63	7.463
4.	“THE BLUE STORIES OF THE RED HEART ” by Loukas Prastitis Direction: Egli Spyridaki Period: 6.9.2014 – 30.9.2014	5	762
	<b>TOTAL OF STAGE 018</b>	191	44.884
	<b>COMPARATIVE FIGURES 1.10.2012 – 30.09.2013</b>	213	42.001
	<b>COMPARATIVE FIGURES 1.10.2011 – 30.09.2012</b>	256	55.275
	<b>GRAND TOTAL</b>	411	77.245
	<b>COMPARATIVE FIGURES 1.10.2012 – 30.09.2013</b>	489	80.760
	<b>COMPARATIVE FIGURES 1.10.2011 – 30.09.2012</b>	416	88.005

## PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2013, 2011

	Play	No. of Performances	No. of Audiences
2013	Menandrou “SAMIA”	2	8.558
2011	Thanasis Georgiou, Fotis Nicolaou “ TIME FLIES”	3	425

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

1.10.13 – 30.9.14	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	-	85	-	19.710	-	19.710
New Stage	7	-	135	-	12.651	-	12.651
Stage 018	4	-	191	-	44.884	-	44.884
<b>TOTAL</b>	<b>15</b>	<b>0</b>	<b>411</b>	<b>0</b>	<b>77.245</b>	<b>0</b>	<b>77.245</b>

1.10.13 – 30.9.14	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	106	2	25.513	8.558	32.071
New Stage	6	-	170	-	15.246	-	15.246
Stage	4	1	213	2	42.001	220	42.221
<b>TOTAL</b>	<b>14</b>	<b>2</b>	<b>489</b>	<b>4</b>	<b>80.760</b>	<b>8.778</b>	<b>89.538</b>

1.10.13 – 30.9.14	No. of Plays		No. of Performances		No. of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	-	85	-	19.710	-	19.710
New Stage	7	-	135	-	12.651	-	12.651
Stage 018	4	-	191	-	44.884	-	44.884
<b>TOTAL</b>	<b>15</b>	<b>0</b>	<b>411</b>	<b>0</b>	<b>77.245</b>	<b>0</b>	<b>77.245</b>

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
<b>TOTAL</b>	<b>13</b>	<b>0</b>	<b>416</b>	<b>0</b>	<b>88.005</b>	<b>0</b>	<b>88.005</b>

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

## 3.2 DEPARTMENT OF THEATRE DEVELOPMENT

### 3.2.1 A. SUBSIDISATION OF THEATRE CREATIVITY

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

	2014 € Until 25.9.14	2013 €	2012 €
SATIRICON THEATRE	217.600	227.744	241.810
THEATRO ENA	205.700	245.451	245.710
E.TH.A.L.	224.000	247.944	245.260
THEATRE SKALA	217.000	243.861	236.220
<b>TOTAL</b>	<b>864.300</b>	<b>965.000</b>	<b>969.000</b>

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

	2014 € Until 25.9.14	2013 €	2012 €
THEATRE DIONYSOS	47.000	56.400	103.800
THEATRE ANEMONA	17.600	27.500	79.000
THEATRE VERSUS	13.000	24.000	48.000
THEATRE DENTRO LTD	7.000	26.000	25.000
ACT THEATRE	-	14.000	17.000
PARAVAN PROACTIONS	10.000	15.000	12.000
THEATRO TAMASSOS	12.800	14.000	-
A.P. ATLANTIS PRODUCTIONS LTD	3.600	11.000	-
THEATRE ANTIDOTE	-	-	-
PERSONA THEATRE GROUP	-	-	-
THEATRE EPIGONOI	-	-	-
AMFIKTIO	17.000	-	45.000
THEATRE GROUP QUINTA	7.900		
AIPOLIS	3.000		
TEAM A VENDRE	2.000		
<b>TOTAL</b>	<b>140.900</b>	<b>187.900</b>	<b>329.800</b>

**Plan A ( Ad Hoc subsidisation of groups)**

	2014 € Until 25.9.14	2013 €	2012 €
OPEN ARTS	16.500	-	8.500
FOTOS FOTIADES	13.4000	7.000	3.000
IMAGINARY THEATRE	12.000	-	-
MARINA FRAGKESKIDOU	10.200	-	-
“OLVOS” THEATRE GROUP	8.500	4.000	9.000
THEATRICAL TEAM “POINT 2”	8.500	6.000	3.000
ANTONIS GEORGIOU	7.500	-	-
ALPHA SQUARE	7.000	-	-
MARIA KIRIAKOU	5.000	2.000	-
“SOLO GIA TRIS” THEATRE GROUP	8.000	-	3.000
PARAPLEVROS PRODUCTIONS	4.000	-	-
ALEXIS SOPHOKLEOUS	4.000	-	-
“NIPETHE” THEATRE GROUP	3.000	-	-
“KRAMA” THEATRE GROUP	3.000	-	-
“DROPS OF LIFE” THEATRE	-	3.000	-
GIORGOS KLEANTHOUS	-	6.000	-
TEAM PRODUCTIONS D-TALE	-	12.000	-
KIRIAKI KONTAKSAKI	-	2.000	-
NAGIA ANASTASIADOU	-	2.000	-
PANG. ORGAN. SIGGEN. ADIL. AIXMAL.	-	2.000	-
LEDRA MUSIC SOLOISTS	-	8.000	-
PLAYHOUSE	-	3.000	-
CHARIS ARISTIDOU	-	2.000	-
MARINA ARGIRIDOU	-	5.000	-
KRISTIANA GEORGIOU	-	2.000	-
ANTHI ANTONIADOU	-	4.000	-
MARIOS METTIS	-	5.000	-
PANAGIOTIS LARKOU	-	6.000	-
ATHINA XENIDOU	-	6.000	-
“KAT IKON” THEATRE GROUP	-	-	6.000
LEFTERIS SALOMIDIS	-	-	4.000
EMILIOS CHARALAMPIDES	-	-	4.000
“OLVIOS” THEATRE GROUP			3.000
“C6H6” THEATRE GROUP			2.250
KATERINA A. CHRISTOPHIDOU			2.000
FRESH TARGET THEATRE			10.000
SOTOS STAVRAKIS			6.000
<b>TOTAL</b>	<b>110.600</b>	<b>87.000</b>	<b>63.750</b>



### Theatres of Cypriot communities abroad

	2014 € Until 25.9.14	2013 €	2012 €
THEATRE GROUP "H KYPROS MAS"	-	-	2.500
CENTRE OF GREEK CULTURE	-	-	1.500
LEONIDAS LOIZIDE'S THEATRE GROUP	-	-	5.000
<b>TOTAL</b>	-	-	<b>9.000</b>
<b>GRAND TOTAL OF SUBSIDISATIONS</b>	<b>1.115.800</b>	<b>1.233.901</b>	<b>1.371.550</b>

### 3.2.2 INFRASTRUCTURE CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2014

	€ Until 25.9.14
THOC NEW BUILDING	57.162
NEW STAGE THOC	5.200
MAKARIOS III AMPHITHEATRE	8.113
<b>TOTAL</b>	<b>70.475</b>

### CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2013

	€
THOC NEW BUILDING	164.518
MAKARIOS III AMPHITHEATRE	1.844
<b>TOTAL</b>	<b>166.362</b>

### CONSTRUCTION / RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS 2012

	€
THOC NEW BUILDING	99.018
NEW STAGE THOC	13.027
MAKARIOS III AMPHITHEATRE	35.341
<b>TOTAL</b>	<b>147.386</b>

## OTHER SUBSIDIES AND ACTIVITIES

<b>Amateur Theatre 2014</b>	<b>€ Until 25.9.14</b>
26th Pancyprian Festival of Amateur Theatre	3.164
<b>TOTAL</b>	<b>3.164</b>
<b>Amateur Theatre 2013</b>	
25th Pancyprian Festival of Amateur Theatre	46.535
<b>TOTAL</b>	<b>46.535</b>
<b>Amateur Theatre 2012</b>	
25th Pancyprian Festival of Amateur Theatre	49.723
24th Pancyprian Festival of Amateur Theatre	2.326
<b>TOTAL</b>	<b>52.049</b>

<b>School Theatre</b>	<b>2014 € Until 25.9.14</b>	<b>2013 €</b>	<b>2012 €</b>
Pancyprian Student Theatre Games in Memory of Panayiotis Sergis	27.276	44.012	25.595
<b>TOTAL</b>	<b>27.276</b>	<b>44.012</b>	<b>25.595</b>

<b>Subsidies of Organisations</b>	<b>2014 Until 25.9.14</b>
Annual Subsidy of the Cyprus Centre of the International Theatre Institute	50.000
International Company Playwrights Cyprus	4.000
Actor Union of Cyprus	2.000
SI.DI.K.E.K.	2.000
<b>TOTAL</b>	<b>58.000</b>

### Other Activities

	<b>2014 Until 25.9.14</b>
Subsidy to Cypriot Playwrights whose plays were staged by subsidised Theatres	9.600
EUROPEAN THEATRE CONVENTION	6.863
THEATRICAL WRITING WORKSHOP – PLAY	4.512
COOPERATION STATE THEATRE OF ISRAEL - THOC	1.420
PRAQUE QUADRENNAL	910
THEATRICAL SHELTER	712
THEATRE AND GREEK CINEMA CONFERENCE	305
<b>TOTAL</b>	<b>24.322</b>

Part C'

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# Sports

# 1.

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## CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organization is the Supreme Sport Authority in Cyprus and operational in accordance with the 1969-1996 Law on the Cyprus Sports Organization.

It is structured operationally as follows: Sports Sector, Sport Facilities and Technical Services Sector, Financial Management Sector, Human Resources Sector.

Each sector's 2014 operations and the CSO's activity for the same year are reported concisely here below.

### 1.1 SPORTS SECTOR

#### 1.1.1 COMPETITIVE SPORTS SECTION

The Competitive Sports Section under the Sports Sector's subsidy amounts to €9.252.765, ensuring the Organization's programs being financed:

• **The CSO's programs include:**

- The National Development Sports Support Scheme – “ESYAA” aims at providing with support the grassroots sports and mostly the young athletes at a growing age who are backed by their clubs and their associations. The Scheme meets two sectors' needs: a) The development program addressing children under 16 and b) 16-18-year old adolescents. The budget financing the “ESYAA” amounts to €1.200.000,
- The Developmental Scheme for Gifted Athletes involved in individual Olympic Sports aims at backing young champions by providing them with any possible scientific, technical, psychological and financial assistance. According to the Scheme, three 3 athletes' groups are defined, that is: A, B, C; specific monthly allocations are, therefore, given to them.
- High Performance Planning aiming at backing the elite/high performance male and female athletes who were involved in big international events during 2014. They were also backed for their training in view of their participating in the Rio 2016 Olympiad. An ad hoc Committee under the SCO become operational to this end. A €390.000 budget is given for the Scheme's needs.

- Athletes' Insurance Scheme: more than 700 male and female athletes under National Teams benefited from it.
- Violence and Fair Play Scheme: meetings, debates and events were co-organized with sport institutions and organized groups to act proactively and prevent violence in sports stadia. The CSO's competent officer participated in the annual meetings of the Council of Europe's Sports Department held in Strasbourg. Recommendations were, therefore, made by the Council of Europe regarding the grounds' supervision; the CSO's involvement is considered in relation to the training, the equipment to be provided, the register to be kept and run pursuant to the regulations approved by the Parliament.
- Congresses, surveys etc.

- **Subsidies:**

- A Division: the CSO undertook the planning and met the needs of the club sports; i.e. training, athletes being involved in international events, financial aid to deportees, individual and team sports' being subsidized, STOK clubs etc. and
- B Division: plans were set up under this division to meet the federations' needs; i.e. logistics, international games taking place in Cyprus, medical care, athletes' special training, developmental programs, federations' coaches, incentives to athletes etc.

A €276.000 subsidy was given for the social sports' needs. Therefore, sport institutions were subsidized, backing in their turn sports in Cyprus, people with paraplegia, persons with special needs, those who had undergone transplant surgery, further organized groups but also targeted groups in the population. Furthermore, plans on how to cope with the issue of addictive substances, sport institutions' events etc. were implemented.

### 1.1.2 MASS SPORTS DEPARTMENT

A €1.800.00 subsidy was given for the needs of the relevant program, which meets the needs of big urban areas and rural centres; Approximately 16,000 persons are involved in more than 500 such Centres keeping busy 88 qualified Physical Education teachers. Programs on general sports practising are operational under this Scheme, special programs addressing people with special needs, prisoners, tourists, re-integration groups etc.

Additionally, the Physical Education Program is run in the army (National Guard) and the Security Bodies. The cost amounts approximately to €550.000 and 28 qualified physical education teachers are employed. The aim is to upgrade the Physical Education in the army (National Guard) and the Security Bodies.

## 1.2 TECHNICAL SERVICES AND INSPECTION OF THE PRIVATE GYM SCHOOLS SECTOR

**This sector comprises of two sections:**

### 1.2.1 ESTABLISHING PRIVATE-OWNED SPORT FACILITIES AND SUBSIDIZING NON PRIVATE-OWNED ONES

This section deals with projects completed or in progress (i.e. Ayios Dometios Room, Larnaca Kalo Chorio Regional Ground, Paralimni Club Tennis Ground etc.), used for Mass/Social Sports (where municipalities, communities and other institutions are subsidized) and projects that will be financed in the event of finding funds. In 2014 expenses

amounting to approximately €1.550.000 were expected to incur.

## 1.2.2 INSPECTING PRIVATE-OWNED PHYSICAL EDUCATION SCHOOLS

This section aims at ensuring the Gym Centres are operating properly, by complying with the law: listing and checking the Gym Schools in Cyprus, taking legal measures whenever it is required, keeping a Physical Education teachers / educationists Register. Opinions are issued and forwarded to the competent Authorities, speculators and or applicants; lastly it undertakes the updating of the regulations.

## 1.3 SPORT FACILITIES MANAGEMENT & MAINTENANCE

It is a competent department for maintaining and running the CSO's private-owned facilities so that the organization may provide their users/clients with quality and comfortable facilities. Maintenance works were expected to take place in 2014 amounting approximately to €1.500.000. Drafting leasing documents is under way for experts' services to be hired with a view to issue Private-Owned Facilities' Energy Performance Certificates. The Cypriot Citizens' Energy Bureau was successfully involved in this process, in the context of this very European Program, focusing on a swimming pool energy inspection carried out free but also conducting a study on the economic and technical data, viable proposals inclusive, in order to save successfully energy.

The "Evangelos Florakis" multi-training centre, the "Tassos Papadopoulos-Eleftheria" Indoor Gym Centre, the "Lefkotheo" Indoor Gym Centre, the Makario Sport Centre and the Nicosia Olympic Swimming Pool are amongst the CSO's private-owned sport facilities in the Lefkosia Region.

The "Spyros Kyprianou" Sport Centre, the Lemesos Indoor Swimming Pool, the Lemesos Olympic Swimming Pool, the Lemesos Sailing Centre and the "Glafkos Clerides" Sport Centre in Agros are operational in the Lemesos Region; the "Kition" Sport Centre and the Larnaka Community Centre are operational in the Larnaka Region.

The Paphian Ground and "Aphrodite" Indoor Gym Centre are operational in the Pafos Region.

A company is assigned by the Cyprus Sports Organization the task to draft a risk assessment and a security system or risk management report in accordance with the Regulations on security management issues and health at the workplace.

Furthermore, Tourism Sports are placed under this sector and aim at enhancing and promoting abroad the CSO's sport facilities, with the Cyprus Tourism Organization through a Committee set up by the Organization's Board of Administration, to be used by individual athletes, sport teams or organized groups.

## 1.4 FINANCIAL MANAGEMENT SECTOR

The CSO's income and expenditure for the 2013–2015 period, are stated in the following table:

### ACCUMULATIVE TABLE OF INCOME – EXPENSES

	2013 Real €	2014 Appr. Budget €	2015 Appr. Budget** €
<b>INCOME</b>			
State subsidy	28,000.000	25,200.000	25,350.000
Income from private-owned & other Sport Facilities	603.377	692.000	667,600
Other income	1,362.613	1,623.060	1,737,460
Sport events Policing	67.506	90.000	
Betting National Authority	554.555	500.000	500.000
<b>TOTAL INCOME</b>	<b>30.588.051</b>	<b>28.105.060</b>	<b>28.255.060</b>
<b>EXPENSES</b>			
Management expenses	9,780.690	9,960.448	9,899.828
Subsidies	14,948.429	13,212.214	14,093.824
Developing & Impr. Sport Facilities	2,122.504	2,312.388	1,911.408
Loans paid off & Other Liabilities	2,270.200	2,400.000	2,250.000
Sport Events Policing Supervising	542.925	120.010	
Non forecast Expenses & Stock		100,000	100,000
<b>TOTAL EXPENSES</b>	<b>29,664.748</b>	<b>28,105.060</b>	<b>28,255.060</b>

\*as approved by the CSO's Board of Administration in October 2014.

Considering the Organization's budget cuts over the last years, the CSO's activities are accomplished with such limited budget achieving more than 90% of its targets, with a view to minimize to the greatest possible extent the economic crisis' impact on Sports. Moreover, the CSO is involved in a follow-up process towards the sport institutions and makes proposals focusing on improving their activities subsidized by the Organization. This follow-up is carried out in terms of finance and management, further to the sport institutions' obligation to submit annual audited financial statements analysis. Such analysis is carried out on two levels: firstly by the CSO's internal auditing department and in this case the frequency depends on the amount of the subsidy granted to the sport institution concerned and secondly a spot check is done by the audit institution assigned this task by the CSO following a tender procedure to this end.

## 1.5 HUMAN RESOURCES SECTOR

### 1.5.1 STAFF ISSUES

The CSO's staff is composed of 31 permanent employees, 159 hired on a temporary basis, 6 associates and 58 workers. The new Board of Administration intends to reach an agreement applying the procedures as per the regulations and following consultation with the competent bodies in order to create a new Organizational Structure; efforts are made to this end.

### 1.5.2 INTERNATIONAL SPORT RELATIONS AND PROTOCOLS

The Organization aims through the Translational Agreement co-signed by Cyprus and Greece and following a consultation procedure with both Greece and France at signing Sport Protocols, which according to athletes and sport teams exchanges will take place for training purposes both in Cyprus and abroad. Collaborating with these countries is due to the CSO's limited financial sources in the context of a restriction-economic policy in general.

### 1.5.3 SPORTS ACADEMY

More than 40 Sport Federations' training programs were approved in 2014, which the total amount of was €50.000, being the Sports Academy Committee's budget. The objective was to enhance significant improvement and development of Sport Institutions and the Managerial Staff getting involved in further training and education projects. Yet, subsidizing training programs to this end was approved, to be held in Cyprus and abroad for coaches, referees and judges; therefore, they will acquire new coaching and further skills and their techniques will be updated in order to foster the sport discipline they are involved in.

### 1.5.4 OFFICIAL VISITS ABROAD

The CSO's delegates collaborating with the European Affairs Division of the Ministry of Education and Culture are involved in big European Congresses, sport conferences and meetings by the Sport Department of the Council of Europe, in the Sport Ministers' Meetings, in Expert Groups dealing with sports, fair management and governance, the fight against sport gambling and the way to handle the situation in the event of big sport events etc.

### 1.5.5 CYPRUS SPORT RESEARCH CENTRE - KAEK

857 ergometric tests have so far been performed in 2014 with male and female athletes undergoing these checks: 336 persons performing as members of national teams, 332 club members and 189 people involved in research projects. The KAEK is staffed by 8 persons carrying out measurements at the Centre and on the ground. In 2015 the conclusions of research projects in progress are expected to be presented during international sport and medical sport congresses.



Part D'

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# Youth Board

# 1.

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## 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,
- enhancement of young people's active participation in the social, economic and cultural development of our country,
- promotion of a positive lifestyle through the youth's engagement in various activities and lastly, and
- provision of 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 were fulfilled the positions of: 14 (fourteen) Youth Officers, 9 (nine) Assistant Clerk Officers and 1(one) Chief Accounting Officer. The Youth Board of Cyprus is structured into the following four (4) Sectors: Prevention and Counseling Services Sector, National Agency of Cyprus for the "Erasmus+: Youth" Program and International

Relations, Infrastructure Projects and Youth Initiatives Program, and finally the Specialized Programmes and Campaigns Sector.

## 1.1 BUDGET for 2014

The Youth Board's budget was approved by the House of Representatives on 31st March 2014. The budget for 2014 reached the amount of €6.174.283 decreasing its total by €547.024 compared to the amount granted in 2013. This decrease of the Budget mainly depends to a decrease of Operating Expenses of Youth Board of Cyprus.

## 1.2 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

## 1.3 YOUTH BOARD'S REFORMING PROCESS

The Youth Board's Governing Board has decided to begin a renewal process which aims at redefining the Youth Board's vision and reforming its current structure.

In order to implement this decision, the Youth Board in cooperation with the Cyprus Academy of Public Administration, has employed the Structured Democratic Dialogue methodology aiming at redefining the YB's vision.

The Structured Democratic Dialogue Process (SDD) is an innovative process used internationally in order to deal with complex problems and in order to create strategic consent within organizations. Dr. Alecos Christakis, a Greekamerican University Professor is the creator of this process. Dr. Christakis was present during the three co-labs organized by the YB. The SDD is a process used in order to reach a consensus and to make collective decisions, proving that decisions that are reached democratically can be more widely and easily accepted. Therefore, their materialization is not met with obstacles and impediments.

In the YB's case the SDD aimed at giving the chance to all stakeholders to express their views and opinions on what the YB's vision should be and which specific actions should be taken in order to fulfill it. The participants of the three co-labs came from the Ministry of Education and Culture, the YB's Governing board, the University of Cyprus, the Cyprus Youth Council, youth NGOs, the YB's staff members, representatives of local authorities, young people, young entrepreneurs, soldiers and other YB partners.

The first co-lab, organized in May 2014 aimed at giving the participants the chance to express the elements which should compose the YB's vision. At the end of the process a "Tree of Influence" was generated which included all the major ideas expressed during the co-lab and their interrelations.

The second co-lab took place in June 2014 and the participants came from the YB's permanent staff. This second co-lab focused on the obstacles that the YB has to overcome in order to reach its vision. The third and last co-lab was materialized in July 2014 and the participants came from the YB's Governing Board, governmental departments, close YB's partners and youth NGOs. This was the most important co-lab since it resulted in composing a road map of actions which should be taken in order to fulfill the YB's newly defined vision and thus render the YB the ideal exponent of young people.

The YB considers the materialization of the above mentioned three co-labs extremely important since the collective views and opinions, including those of young people, were expressed and registered. These views focused on what the YB's redefined vision should be and which specific actions should be taken in order to fulfill this vision.

Among the efforts to reform the YB is the assignment of procurement to KPMG which was assigned with the task of evaluating the YB's current programmes and services as well as finding best practices from other governmental youth departments from abroad. The goal of this procurement is to compose a strategic plan for the YB to implement.

## 1.4 PROGRAMMES

International relations, in the context of the cooperation protocols for the development of cooperation with countries of the European Union and other countries including the exchange of experiences on issues concerning the youth sector through the acquaintance of programmes and infrastructure that exist internationally in this field.

### **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 four (4) to six (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.
- The Council of Europe's European Steering Committee for Youth (CDEJ), and the European Knowledge Centre for Youth Policy (EKCYP)
- Commonwealth youth programme, which aims to support states to reinforce their youth policies through the guidelines directed by the Heads of its member countries and their Youth Ministers.

### **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 the 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:

- 1) Panayiotis Sentonas, Youth Board of Cyprus
- 2) Nicolas Christofi, Cyprus Youth Council
- 3) Yiannis Trimithiotis, Cyprus Youth Council
- 4) Marios Epaminondas, Ministry of Education and Culture
- 5) Maria Christodoulou, National Agency of the “Erasmus+” Programme
- 6) Evangelia Mechanikou, National Agency of the “Erasmus+” Programme

Within the framework of the Structured Dialogue, the Cyprus Youth Council, in coordination with the National Working Group, organizes a series of public consultations in all major cities of the Republic of Cyprus as well as in rural areas. Also, in an effort to include Turkish Cypriots in the Structured Dialogue process, public consultations are organized in a venue on the Buffer zone. Moreover, in order to achieve greater outreach, on line questionnaires are created and relevant publications are posted in social media by Eurodesk too.

### **ERASMUS+: YOUTH PROGRAMME**

According to the European Parliament and the Council’s decision n. 1288/2014/EK the “Erasmus+” was approved to be implemented for the period 2014 - 2020. The “Erasmus+” programme aims to boost skills and employability, as well as modernizing Education, Training, and Youth Work. The seven year programme will have a budget of €14.7 billion; a 40% increase compared to current spending levels, reflecting the EU’s commitment to investing in these areas. The new programme succeeds among other the previous Life Long Learning Programmes, the “Youth in Action” Programme as well as the International Cooperation Programmes “Erasmus Mundus” and “Tempus”.

There are three basic Key Actions in “Erasmus+” which are applied in the fields of Education, Training and Youth:

- 1) Key Action 1 (KA1): Learning Mobility of Individuals
- 2) Key Action 2(KA2): Cooperation for innovation and the exchange of good practices
- 3) Key Action 3 (KA3): Support for policy reform

The Youth Board of Cyprus is the National Agency of the “Erasmus+: Youth” Programme in Cyprus and is responsible for the management and promotion of the Programme to nongovernmental youth organizations, local and regional public bodies and informal groups of young people. The Youth Chapter of the “Erasmus+” Programme funds non formal education activities which give young people the chance to expand their horizons and develop skills, acquire knowledge and experience.

The Programme aims to render young people active European citizens, endowed with the traits of solidarity and tolerance. The basic feature of the Programme is that it offers access to non formal education to all young people, regardless of their educational, cultural and social background. The Program also promotes mobility inside and outside the EU, cultural dialogue and social inclusion of all young people.

In 2014 the National Agency had paid special emphasis on promoting activities which focused on developing youth entrepreneurship and youth employment, as well as on youth participation and volunteerism. The beneficiaries of the Programme were, among others, youth NGOs, non formal groups of young people, Universities, Higher Education School and the local authorities.

The National Agency received 200 applications for 2014, quite a high number considering that this was the first year the programme was applied and thus beneficiaries were not familiar with the new procedures. The increased number of applications, as well

as the improved quality of the projects, clearly displays the fruitful results of the efforts placed by the NA in the promotion of the Program to the general public, the support given to interested parties, and the opportunities provided to Cypriots to participate in trainings abroad.

During 2014, the National Agency of Cyprus organized and hosted two (2) educational seminars for young people from EU countries. The aim of these seminars was to train participants on specific issues related to the “Erasmus+” Program, 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 “Erasmus+” projects.

Moreover, NA Cyprus implemented at national level a number of informative seminars in the districts of Lefkosia, Larnaka and Lemesos as well as in Agros. The seminars were open to young people, youth organization representatives and Program beneficiaries, and aimed at informing the public about the changes the new Programme brought along.

In addition, as regards to the European Voluntary Service, NA Cyprus organized and implemented three (3) seminars (two (2) on-arrival training seminars and one (1) mid-term evaluation) for the foreign volunteers realizing their voluntary service in Cyprus. It should be noted that in 2014 there were 22 accredited EVS organizations in Cyprus, this is the highest number ever reached.

### **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.

### **“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 2014 the Programme received over of 675 applications and the Governing Board approved the total amount of €1,129.565 to be granted to the applications approved.

### **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 23 Municipalities and six (6) Communities Youth Councils are established in Cyprus.

The Municipalities and the Communities Youth Councils provide the youth structures and the young people a forum of continuous 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.

In 2014 the YB decided to update the Memorandum of the Municipal and Community Youth Councils. For this purpose it applied the Structured Democratic Dialogue process, which is analytically described in Section VI above. The SDD process was applied in collaboration with the Cyprus Academy of Public Administration. This innovative process gave the chance to all stakeholders to express their views on how the Memorandum should be changed and on how the institution of Municipal and Community Youth Councils could be enhanced. The co-lab took place in March 2014 and among the participants there were Mayors, municipal councilors, Presidents of Municipal Youth Councils, a representative of the Union of Municipalities and young people.

Following the completion of the Structured Democratic Dialogue process, the YB's Governing Board formed a group which was assigned with the task of updating the Memorandum. The whole process is expected to be completed by the end of 2014.

### **Giving the Floor to Young Scientists**

In 2014 the YB decided to start a new project entitled "Giving the Floor to Young Scientists". The aim of this project is to give the chance to young Cypriot scientists to inform the general public about their academic research. For this purpose the YB invited young scientists (post graduate doctoral students or recently doctoral graduates) from all scientific fields to express interest. The purpose of this new endeavor is to highlight the important work that these young scientists carry out.

The YB understands the important role that young scientists have in today's age, an age tormented by a general crisis. The YB aspires that this initiative will reinforce academic research and upscale the work, and scientific discoveries of young Cypriots. These young people will be given the floor to bring their work closer to the public, explain how their work contributes to the advancement of society, economy on a national and international level. They will be given the floor in order to outline their passion for research and their dream for a better Cyprus, a better future.

At the same time, the public will have the chance to find out more about the remarkable and so far unknown work carried out by Cypriot scientists either in Cyprus or abroad.

The YB's Governing Board formed a group of experts and academics who have been assigned with the task of choosing the young scientists who will be given the chance to participate in this project. A special workshop will also be organized by the YB in order to train young scientists in presenting their work in a more comprehensive way which will be easily understood by the public.

This project is supported by all Universities in Cyprus, both public and private, as well as by the Fame Lab Contest.

The first round of lectures is expected to be carried out in 2015 and they will be open to the public.

## 1.5 INFRASTRUCTURE PROJECTS

### MULTIFUNCTIONAL YOUTH CENTRES

Within the framework of the wider cooperation of the Youth Board of Cyprus with local authorities, Multifunctional Youth Centers operate in Lefkosia, Lemesos and Pafos. The Multifunctional Youth Centers are places of free expression and creative use of 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 instructors 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 2014 summer period, the program “Summer Activities and Entertainment” operated in Lefkosia and Pafos for primary school children at a 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.

## 1.6 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 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.
- The play 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 Lefkosia, Kaimakli, Lemesos, Larnaka, Ayios Athanasios and Paralimni.

## 1.7 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 the 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.

The new service for providing legal advice to youth which started in 2013 continued in 2014. This service aims at informing young people on their rights and obligations deriving from the European or National Law and at providing legal advice on any subject they are concerned with.

Within the operation of the KEPLI, various seminars, workshops and lectures are organized throughout the year, as regards issues like education, environment, employment and so on. In 2014, several activities were organized, such as the 5th Career Camp titled “ Developing Career skills for a Future Work Career” which was co-organized with the University of Cyprus and hosted by the European University. The camp aimed at informing young people on employment opportunities, entrepreneurship, funding and career management skills.

KEPLI operate in Lefkosia, Larnaka, K. Polemidia, Pafos and Agros.

## 1.8 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.

## 1.9 YOUTH HOSTEL

The Youth Hostel beg its operation in June 2011, at a renovated building, within the Lefkosia city walls, in Chrysaliniotissa area.

The Hostel has five (5) rooms of four (4) beds each, which can be used by young people 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.

## 1.10 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 33 countries.

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.

The Eurodesk website provides information and details of opportunities across all eight themes of the EU Youth Strategy. It contains feature articles, news items and events, with information at a European level and for all 33 countries that are part of the European Union’s “Youth in Action Programme”. The site is also multi-lingual, with content available in the chosen national languages of the countries, plus English where relevant.

## 1.11 SECTION OF PREVENTION AND COUNSELING SERVICES

### “MIKRI ARKTOS” PREVENTION CENTRES”

“Mikri Arktos” Prevention Centres applies universal (primary) prevention programmes in the districts of Lemesos, Lefkosia and Larnaka. 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 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 healthy personality. The main goal of the prevention programmes is the development of personal and social skills, the reinforcement of protective factors (personality, social skills and environmental and family factors) and the restriction of those factors that can lead to the use of substances, to a dependence relation or activity and any 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, the afternoon, or within the framework of the all-day school. The evaluation of the program is quantitative and qualitative.

## 1.12 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, 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.

## 1.13 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](http://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.

## **1.14 COUNCELING SERVICES “PROTASIS”**

The purpose of these services is to support and counsel young people, couples and families who encounter difficulties in their lives. The programme has been into effect in the districts of Lefkosia, Lemesos, Larnaka and Pafos and is staffed by Counselors / Psychologists who offer their services for issues concerning relationships, violence, school problems, issues within the family and so on.

In addition, Parent Groups are contacted. The first type is Parent Group for parents who have children with special needs and disabilities and the second type is Parent Groups for parents who are concerned with their children’s (mis)behaviour. Both types of groups aim to support parents in their role, provoke communication in families, address specific problems arising due to specific situations / difficulties that are faced by family members and provide psychoeducation for parents on topics related to child development and upbringing.

## **1.15 SAFER NIGHTS**

Safer Nights is a program implemented by the Youthboard of Cyprus and is an action of the National Strategy Plan for Alcohol which is conducted by the Cyprus Anti-drugs counseling. It is a European Program which is implemented in other EU countries like Italy, France and Belgium.

It aims at young people aged 16 to 30+ and is delivered in night clubs and bars (or other places) where the target population goes for recreational purposes at nights. Other places where the program might be delivered include students’ parties, festivals, restaurants, music events and concerts.

The main purpose of the program is the reduction of potential harm due to misuse of alcohol or abuse of other psychotropic drugs. Potential harms may include road traffic accidents, risky sexual behaviour, aggressive and / or antisocial actions.

During 2014 the program was implemented in Lemesos.



Παραρτήματα

**ΠΑΡΑΡΤΗΜΑ Α΄: ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2013-2014**

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>							
<b>ΠΟΛΗ</b>							
1	Αγία Μαρίνα	2	44			31	
2	Άγιος Ανδρέας	2	49			29	
3	Άγιος Αντώνιος	2	45			18	
4	Άγιος Βασίλειος - Λοιζίδειο	3	72	1	20	44	0
5	Άγιος Δημήτριος	2	46			32	
6	Άγιος Δαμέτιος Α΄	1	21	1	21	15	0
7	Άγιος Δαμέτιος Β΄	2	45			27	
8	Άγιος Δαμέτιος Γ΄	1	21			15	
9	Άγιος Κασσιανός (Ζ.Ε.Π.)	1	13			6	
10	Άγιος Σπυρίδωνας	2	48			24	
11	Αγλαντζιά Δ΄	3	73			53	
12	Αγλαντζιά Ε΄	3	75	2	45	57	0
13	Αγλαντζιά Στ΄	4	98	1	22	81	0
14	Ακρόπολη	2	50	1	25	37	0
15	Απόστολος Βαρνάβας	2	49	1	25	40	
16	Απόστολος Λουκάς	2	49	1	25	46	0
17	Αρχάγγελος	2	49			29	
18	Δασούπολη	3	75	1	24	56	0
19	Έγκωμη Α΄	2	50			33	
20	Έγκωμη Β΄	1	25	2	32	18	
21	Ελένειον	1	25			11	
22	Εξόρμηση Στροβόλου	1	18	4 (2 πρωινά τμ. και 2 απογ. τμ.)	42	18	0
23	Καϊμακλί *	5 (4 πρωινά τμ. και 1 απογ. τμ.)	96	2 (1 πρωινό τμ. και 1 απ.)	23	65	0
24	Κοινωνική Μέριμνα Αγίων Ομολογητών Στρόβολος III	1	23			4	
25	Κοινωνική Μέριμνα Αγίων Ομολογητών *	7 (5 πρωινά τμ. και 2 απογ. τμ.)	110			47	
26	Κωνσταντινουπόλεως	2	50			43	
27	Μακεδονίτσα Α΄	3	59			37	
28	Μακεδονίτσα Β΄	2	50	1	25	34	0
29	Μακεδονίτσα Γ΄ - Στυλιανού Λένα	3	75			61	
30	Μάνα *	8 (5 πρωινά τμ. και 3 απογ. τμ.)	96			34	
31	Νοσοκομείο Μακάρειο	0				0	
32	ΠΑ.ΣΥ.ΔΥ.	1	20	2	46	12	0
33	Παιδομάνα	1	18			11	
34	Παλουριώτσα Α΄	1	25	1	13	24	0
35	Παλουριώτσα Β΄	2	40			26	
36	Περνέρα	2	48			48	
37	Πεύκιος Γεωργιάδης	2	50			39	
38	Σταυρός	2	50			35	
39	Φανερωμένη (Ζ.Ε.Π.)	1	17			7	
40	Χαϊτηγεωργάκης Κορνέσιος	1	24			24	
41	Χρυσελεύσα	2	49			49	
<b>ΥΠΑΙΘΡΟΣ</b>							
42	Αγία Βαρβάρα	1	25			17	
43	Αγία Μαρίνα Ξυλιάτου	1	12			5	
44	Άγιοι Τριμηθιάς	1	25	1	24	20	0
45	Άγιος Επιφάνιος	1	17			5	
46	Άγιος Μάρωνας	1	20	1	19	14	0
47	Ακάκι	3	73			38	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
48	Αλάμπρα	1	25			14	
49	Ανάγεια	1	24			10	
50	Ανθούπολη	5	112	1	25	57	0
51	Αρεδιού	1	21	1	17	16	0
52	Ασίνου	2	35			19	
53	Αστρομερίτης	2	31			15	
54	Γέρι Α΄	2	50	1	22	25	0
55	Γέρι Β΄	2	50			33	
56	Δάλι Α΄ - Αντρέα Παναγίδη	3	75	1	24	46	0
57	Δάλι Β΄	2	50	1	19	32	0
58	Δάλι Γ΄ - Αγίων Κωνσταντίνου και Αγίας Ελένης	4	98	1	25	63	0
59	Δευτερά Πάνω	2	48	1	23	39	0
60	Εργάτες	1	24			12	
61	Ευρύχου	1	25			16	
62	Κακοπεριά	1	25			16	
63	Καλό Χωριό Ορεινής	1	25			13	
64	Καμπιά	1	16			6	
65	Κάμπος	1	3			1	
66	Καπέδες	1	20			5	
67	Κλήρου	2	50			28	
68	Κοκκινοτριμιθιά	3	71	2	43	50	0
69	Κοράκου	1	18			7	
70	Λακατάμεια Α΄	4	97	2	49	90	0
71	Λακατάμεια Β΄ - Αγίου Μάμα	3	75			37	
72	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	2	50	1	22	33	0
73	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	3	75	1	23	59	0
74	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	2	50			44	
75	Λασιά Α΄	3	75			32	
76	Λασιά Β΄	2	50			35	
77	Λασιά Γ΄	2	50			46	
78	Λασιά Δ΄	2	50			36	
79	Λυθροδόνας	2	50	1	25	27	0
80	Λύμπια	2	50	2 (1 πρωινό τμ. και 1 απογ.)	16	38	1
81	Μαθιάτης	1	25			10	
82	Μάμμαρη	1	25			21	
83	Μένικο	1	25			12	
84	Μπισερό - Κουρέλλειο	1	25			14	
85	Μουτουλλάς	1	7			4	
86	Ορούνη	1	12			3	
87	Παλαιομέτοχο Α΄	2	50			21	
88	Παλαιομέτοχο Β΄	1	24	1	20	14	0
89	Παλαιχώρι	1	25			8	
90	Παπασταύρου Παπαγαθαγγέλου	1	23	1	23	16	0
91	Πέρα Χωριό Νήσου Α΄	2	49	2	48	45	0
92	Πέρα Χωριό Νήσου Β΄	1	23	1	21	20	
93	Περιστερώνη	2	39			18	
94	Ποταμιά	1	23			6	
95	Σια	1	20			10	
96	Ταμασός	2	50			13	
97	Τεμβριά	1	25			3	
98	Τσέρι	3	75	1	20	41	0
99	Φαρμακάς	1	14			4	
100	Ψιμολόφου	2	47	1	8	28	0
<b>100</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ</b>	<b>192</b>	<b>4286</b>	<b>42</b>	<b>904</b>	<b>2730</b>	<b>1</b>

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>							
<b>ΠΟΛΗ</b>							
1	Αγία Μαρίνα Καψάλου	4	93			34	
2	Λεμεσός Α´	1	22	1	17	18	0
3	Λεμεσός Β´	3	68	1	15	58	0
4	Λεμεσός Γ´	2	42			22	
5	Λεμεσός Δ´ - Λιτώς Παπαχριστοφόρου (Ζ.Ε.Π.)	3	59	1	22	52	0
6	Λεμεσός Ε´ - Αγίου Ιωάννη	3	75			47	
7	Λεμεσός ΣΤ´ - Αγίου Νικολάου	3	70	1	25	67	0
8	Λεμεσός Ζ´ - Αποστόλου Ανδρέας	3	68			36	
9	Λεμεσός Η´ - Ομόνοιας	2	45	1	23	26	0
10	Λεμεσός Θ´ - Καψάλου	1	25			24	
11	Λεμεσός ΙΓ´ - Αγίου Σπυρίδωνα Α´	3	72			36	
12	Λεμεσός ΙΣΤ´ - Ζακακίου	3	75			39	
13	Λεμεσός ΙΗ´ - Αγίου Αντωνίου (Ζ.Ε.Π.)	1	18			11	
14	Λεμεσός ΙΘ´ - Αγίας Φύλαξης	3	74	1	25	61	0
15	Λεμεσός Κ´ - Αγίου Παντελεήμονα	2	49			33	
16	Λεμεσός ΚΑ´ - Κονταβάθεια	3	73			66	
17	Λεμεσός ΚΒ´ - Αγίου Γεωργίου	2	50			34	
18	Λεμεσός ΚΓ´ - Αγίου Σπυρίδωνα Β´	2	49			27	
19	Λεμεσός ΚΕ´ - Εκάλης	3	72			46	
20	Λεμεσός ΚΣΤ´ - Παναγίας Τριχερούσας	4	91			83	
21	Λεμεσός ΚΖ´ - Τιμίου Προδρόμου	3	75			71	
22	Λεμεσός ΚΗ´ - Αρχαγγέλου Μιχαήλ	2	47	1	25	47	0
23	Καλογερόπουλος	3	59			39	
<b>ΥΠΑΙΘΡΟΣ</b>							
24	Άγιοι Ανάργυροι	1	18			4	
25	Άγιος Αθανάσιος	4	95	2	46	93	0
26	Άγιος Τύχων	1	23			12	
27	Αγρός	1	25			11	
28	Ακρωτήρι	1	19			5	
29	Ασγάτα	1	10			4	
30	Αυδήμου	1	21			10	
31	Γερμασόγεια	2	47			47	
32	Επισκοπή	3	74			41	
33	Ερήμη	2	48			30	
34	Ισμακική	1	22			7	
35	Καλό Χωριό	1	17			7	
36	Καντού	1	19			4	
37	Κιβίδες	1	25			16	
38	Κολότσι Α´	2	50			36	
39	Κολότσι Β´ (Συνοικισμός)	2	50			28	
40	Κυπερούντα	2	29			10	
41	Λινόπετρα	3	75	1	20	45	0
42	Μουταγιάκα	2	49			29	
43	Παλόδεια	2	50			13	
44	Παρεκκλησιά	1	25	1	25	21	0
45	Πάχνα	1	25			10	
46	Πελένδρι	1	14			9	



A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
47	Πεντάκωμο	1	22			5	
48	Πισσούρι	1	25			17	
49	Πλάτρες Κάτω	1	10			4	
50	Πολεμίδα Κάτω Α´	2	45			16	
51	Πολεμίδα Κάτω Β´	1	21	1	19	18	0
52	Πολεμίδα Κάτω Γ´	3	66	1	21	41	0
53	Πολεμίδα Πάνω- Καρμιώτισσα	4	97			50	
54	Ποταμός Γερμασόγειας Α´	2	42			32	
55	Ποταμός Γερμασόγειας Β´	2	50			50	
56	Πύργος	2	50			28	
57	Σπιτάλι - Παραμύθα	1	24			11	
58	Τραχώνι	3	75			50	
59	Τριμήκλινη	1	23			7	
60	Ύψωνας Β´	4	97			89	
61	Ύψωνας Γ´	2	50			37	
<b>61</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ</b>	<b>126</b>	<b>2898</b>	<b>13</b>	<b>283</b>	<b>1924</b>	<b>0</b>
<b>ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ</b>							
<b>ΠΟΛΗ</b>							
1	Άγιοι Ανάργυροι	2	50			42	
2	Άγιος Γεώργιος	2	47			27	
3	Άγιος Ιωάννης	2	46			25	
4	Άγιος Λάζαρος Α´	1	23			14	
5	Άγιος Λάζαρος Β´	2	39			19	
6	Δροσιά	3	70			69	
7	Εθνάρχης Μακάριος Γ´ - Κόκκινες	1	22			14	
8	Εθνάρχης Μακάριος Γ´ - Τσιακκιλερό	1	22			16	
9	Ζήνων	2	49			27	
10	Καθαρή - Δημήτρη Λιπέρη	2	50			47	
11	Καλογεράς	2	50			22	
12	Καμάρες	2	50			38	
13	Παυλίδειο	2	44			13	
14	Πρόδρομος - Φλωρίδειο	3	74			28	
15	Σωτήρας	2	47			26	
<b>ΥΠΑΙΘΡΟΣ</b>							
16	Αγγλισίδες	1	25			12	
17	Άγιος Θεόδωρος	1	19			8	
18	Αθénéου	3	75	2	50	57	0
19	Αλαμινός	1	7			1	
20	Αλεθρικό	2	50			30	
21	Αναφωτίδα	1	19			9	
22	Αραδίππου Α´	4	99	2	47	56	0
23	Αραδίππου Β´	2	49			32	
24	Αραδίππου Γ´	2	50			39	
25	Αραδίππου Δ´ - Αγίου Φαναυρίου	3	75			60	
26	Αραδίππου Ε´ - Αγίων Αυξεντίου και Ευσταθίου	3	75			50	
27	Βορόκλινη	3	75	1	25	62	0
28	Δρομολαξιά	3	75			46	
29	Ζύγι	1	25			13	
30	Καλαβασός	1	14			7	
31	Καλό Χωριό	2	38	1	20	22	0
32	Κίτι	2	50			38	
33	Κόρνος	2	50			25	
34	Κοφίνου	1	25			14	

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
35	Λεύκαρα Πάνω	1	11	1	14	11	0
36	Λιβάδια Α´	3	73	1	22	58	0
37	Λιβάδια Β´	2	50	1	25	34	
38	Μαζωτός	1	16			6	
39	Μαρώνι	1	22			7	
40	Μενεού	2	50			36	
41	Μοσφιλωτή	1	17	1	18	14	0
42	Ξυλοτύμβου Α´	2	39			17	
43	Ξυλοτύμβου Β´	1	24			17	
44	Ξυλοφάγου	2	50	1	25	43	0
45	Ορμίδεια Α´	2	48			30	
46	Ορμίδεια Β´	1	25			11	
47	Περιβόλια	2	50			34	
48	Πύλα	2	47			22	
49	Πυργά	1	25			9	
50	Τερσεφάνου	1	24			15	
51	Τόχνη	1	10			3	
52	Τρούλλοι	2	39			22	
53	Χοιροκοπία	1	25			8	
54	Ψευδός	2	40			17	
<b>ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ</b>							
1	Αγία Νάπα	3	68	4 (3 πρωινά και 1 απογ. τμ.)	65	60	0
2	Αυγούρου Α´	2	47			29	
3	Αυγούρου Β´	2	49			28	
4	Βρυσούλες	1	23	1	20	9	0
5	Δάσος Άχνας – Φώτης Πίπας	2	50			26	
6	Δερύνεια	3	54	4 (3 πρωινά και 1 απογ. τμ.)	53	40	0
7	Δερύνεια Γ´	2	37			25	
8	Λιοπέτρι	4	97	1	12	54	0
9	Παραλίμνι Α´	2	50			36	
10	Παραλίμνι Β´	2	50			39	
11	Παραλίμνι Γ´	2	50			35	
12	Παραλίμνι Δ´	2	49			33	
13	Παραλίμνι - Γιώρκειο	2	44	6 (5 πρωινά και 1 απογ.)	113	30	0
14	Σωτήρα	3	74	1	22	62	0
15	Φρέναρος	3	71	1	16	46	0
<b>69</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ Λ/ΚΑΣ-ΑΜΜ/ΣΤΟΥ</b>	<b>133</b>	<b>3076</b>	<b>29</b>	<b>547</b>	<b>1974</b>	<b>0</b>
<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>							
<b>ΠΟΛΗ</b>							
1	Πάφος Α´	4	95			67	
2	Πάφος Β´ - Μούπαλου (Ζ.Ε.Π.)	2	29			14	
3	Πάφος Γ´ - Αποστόλου Παύλου	4	100			52	
4	Πάφος Δ´ - Κάτω Περβολιών (Ζ.Ε.Π.)	3	60			40	
5	Πάφος Στ´ - Κάτω Πάφου (Ζ.Ε.Π.)	2	40			26	
6	Πάφος Η´ - Αναβαργού	3	75	1	25	56	0
7	Πάφος Θ´ - Πετρίδειο	5	125			73	
8	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	3	75			47	
9	Πάφος ΙΑ´	1	25	1	25	23	0
10	Πάφος ΙΒ´ - Πεύκιος Γεωργιάδης	2	50			31	
11	Πάφος ΙΓ´	2	50	1	25	40	0

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
<b>ΥΠΑΙΘΡΟΣ</b>							
12	Αγία Μαρίνα Χρυσοχοούς	1	24			12	
13	Αργάκα	1	24	1	14	16	0
14	Γεροσκήπου Α´	2	50			37	
15	Γεροσκήπου Β´	4	100			56	
16	Γιόλου	1	23			9	
17	Δρούσεια	1	15			4	
18	Έμπα	2	49	1	25	35	0
19	Ίνεια	1	8			4	
20	Κισσόνεργα	2	50			22	
21	Κονιά	2	50			31	
22	Κούκλια	1	25			10	
23	Μανδριά	1	25			12	
24	Μεσόγη	2	50			36	0
25	Παναγιά	1	10			2	
26	Πέγεια	2	50			25	
27	Πολέμι	1	25	1	17	16	
28	Πόλη Χρυσοχοούς	4	91			65	
29	Πομός	1	9			5	
30	Πύργος Κάτω	1	18			7	
31	Στρουμπί	1	11			1	
32	Τάλα	1	23			11	
33	Τίμη	2	45			20	
34	Τσάδα-Κοίλη-Ευαγόρας Παλληκκαριόνης	1	21			10	
35	Χλώρακα-Αγίου Νικολάου	2	45	1	21	26	
36	Χλώρακα-Λέμπα Αγίου Στεφάνου	3	75			40	
37	Χολέτρια	1	14			4	
<b>37</b>	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ</b>	<b>73</b>	<b>1654</b>	<b>9</b>	<b>152</b>	<b>985</b>	<b>0</b>
<b>ΚΑΤΕΧΟΜΕΝΑ</b>							
1	Ριζοκάρπασο	1	6			2	
<b>ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΠΟΥ ΛΕΙΤΟΥΡΓΟΥΝ ΑΝΕΞΑΡΤΗΤΑ ΑΠΟ ΤΑ ΔΗΜΟΣΙΑ</b>							
<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>							
1	Αγλανιζιά Α´	.....	.....	3	70	.....	0
2	Ελέναιο Τσερίου	.....	.....	1	25	.....	21
3	Κέντρο Σπαστικών και Αναπήρων	.....	.....	1	4	.....	2
4	Λάιονς	.....	.....	4 (2 πρωινά και 2 απογ. τμ.)	46	.....	0
5	ΝΑΡΕΚ	.....	.....	1	20	.....	1
6	ΣΚΕ Αγίου Δομετίου	.....	.....	1	22	.....	3
7	«Λιτώ Παπαχριστοφόρου»	.....	.....	1	22	.....	13
<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>							
8	Γερμασόγεια	.....	.....	1	25	.....	25
9	Θεοτόκος	.....	.....	1	3	.....	2
<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>							
10	Μεσόγη			1	25	.....	0
11	Πόλη Χρυσοχοούς			1	22		0
11	Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια	.....	.....	16	284	.....	67
<b>81</b>	<b>ΣΥΝΟΛΟ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ</b>	<b>.....</b>	<b>.....</b>	<b>111</b>	<b>2170</b>	<b>.....</b>	<b>68</b>
100	ΛΕΥΚΩΣΙΑ	192	4286	58	1113	2730	41

A/A	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 <sup>8/12</sup> +
61	ΛΕΜΕΣΟΣ	126	2898	15	311	1924	27
69	ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	133	3076	29	547	1974	0
37	ΠΑΦΟΣ	73	1654	9	199	985	0
1	ΚΑΤΕΧΟΜΕΝΑ	1	6	0	0	2	0
<b>268</b>	<b>ΣΥΝΟΛΟ</b>	<b>525</b>	<b>11920</b>	<b>111</b>	<b>2170</b>	<b>7615</b>	<b>68</b>

## ΠΑΡΑΡΤΗΜΑ Β΄: ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2013-2014

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>			
	Αγία Μαρίνα (Κ.Α.)	5	97
	Αγία Μαρίνα (Κ.Β.)	6	106
	Άγιοι Ομολογητές (Κ.Α.)	6	114
	Άγιοι Ομολογητές (Κ.Β.)	6	129
	Άγιος Ανδρέας (Κ.Α.)	6	120
	Άγιος Ανδρέας (Κ.Β.)	6	116
	Άγιος Αντώνιος	6	79
	Άγιος Βασίλειος (Κ.Α.)	8	167
	Άγιος Βασίλειος (Κ.Β.)	8	160
	Άγιος Δημήτριος	12	271
	Άγιος Δομέτιος Α΄ (Κ.Α.)	3	58
	Άγιος Δομέτιος Α΄ (Κ.Β.)	3	55
	Άγιος Δομέτιος Β΄ (Κ.Α.)	6	99
	Άγιος Δομέτιος Β΄ (Κ.Β.)	5	81
	Άγιος Δομέτιος Γ΄	6	83
	Άγιος Κασσιανός (Ζ.Ε.Π.)	6	73
	Άγιος Σπυρίδωνας	6	99
	Αγλαντζιά Α΄ (Κ.Α.)	3	53
	Αγλαντζιά Β΄ (Κ.Β.)	4	78
	Αγλαντζιά Γ΄	10	187
	Αγλαντζιά Δ΄ (Κ.Α.)	9	194
	Αγλαντζιά Δ΄ (Κ.Β.)	10	226
	Αγλαντζιά Ε΄ - Άκη Κλεάνθους	12	216
	Αγλαντζιά Στ΄	15	338
	Ακρόπολη (Κ.Α.)	6	128
	Ακρόπολη (Κ.Β.)	6	115
	Απόστολος Βαρνάβας	11	211
	Απόστολος Λουκάς	14	284
	Αρχάγγελος	13	268
	Δασούπολη (Κ.Α.)	8	153
	Δασούπολη (Κ.Β.)	7	142
	Έγκωμη Α΄ (Κ.Α.)	9	185
	Έγκωμη Α΄ (Κ.Β.)	8	177
	Έγκωμη Β΄	6	88
	Ελένηιον	6	69
	Καϊμακλί Α΄ (Κ.Α.)	5	80
	Καϊμακλί Β΄ (Κ.Β.)	5	89
	Καϊμακλί Γ΄ (Κ.Α.)	9	188
	Καϊμακλί Γ΄ (Κ.Β.)	9	171
	Κωνσταντινουπόλεως	15	350
	Λυκαβηπός (Κ.Α.)	6	104
	Λυκαβηπός (Κ.Β.)	6	133
	Μακεδονίτσα Α΄	14	300
	Μακεδονίτσα Β΄	12	246
	Μακεδονίτσα Γ΄ - Στυλιανού Λένα	15	337
	Νοσοκομείο (Μακάριο)		

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Παλουριώπιστα Α´ (Κ.Α.)	6	113
	Παλουριώπιστα Α´ (Κ.Β.)	6	109
	Παλουριώπιστα Β´ (Κ.Α.)	6	90
	Παλουριώπιστα Β´ (Κ.Β.)	5	85
	Παλουριώπιστα Γ´	8	149
	Περνέρα	12	254
	Πεύκιος Γεωργιάδης (Ε.Ο.Σ.)	15	300
	Σταυρός (Κ.Α.)	6	137
	Σταυρός (Κ.Β.)	7	148
	Φανερωμένη (Ζ.Ε.Π.)	6	88
	Χαϊτηγεωργάκης Κορνέσιος	7	141
	Χρυσελεύσα (Κ.Α.)	7	142
	Χρυσελεύσα (Κ.Β.)	7	130
	Αγία Βαρβάρα	8	140
	Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος, Σαράντι)	3	31
	Άγιοι Τριμιθιάς	6	111
	Άγιος Επιφάνιος	2	24
	Άγιος Ιωάννης Μαλούντας	2	21
	Άγιος Μάρωνας	6	81
	Αγροκπιιά	2	27
	Ακάκι	12	187
	Αλάμπρα	6	85
	Ανάγεια	7	107
	Αναλιόνας	2	25
	Ανθούπολη (Κ.Α.)	5	99
	Ανθούπολη (Κ.Β.)	6	86
	Αρεδιού	6	92
	Ασίνου (Νικητάρι, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Κουτραφάς Κάτω, Ποτάμι)	6	101
	Αστρομερίτης	6	93
	Γέρι Α´	12	211
	Γέρι Β´	10	171
	Δάλι Α´	11	192
	Δάλι Β´	12	217
	Δάλι Γ´	18	386
	Δένεια	3	31
	Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	12	232
	Εργάτες	6	100
	Ευρύχου (Ευρύχου, Άγιος Δημήτριος, Άγιος Θεόδωρος Σολέας, Γερακίες, Καλοπαναγιώτης, Καμινάρια, Κατύ-δατα, Λεμίθου, Ληνού, Μουτουλλάς, Μυλικούρι, Οίκος, Παλαιόμυλος, Πεδουλάς, Πρόδρομος, Σκουριώπιστα, Τεμβριά, Τρεις Ελιές, Φλάσου)	7	113
	Κακοπετριά (Κακοπετριά, Γαλάτα, Καλιάνα, Κούρδαλι, Σιναόρος, Σπήλια)	6	107
	Καλό Χωριό Ορεινής	4	46
	Καμπιά - Εθνομάρτυρα Κυπριανού	2	18
	Κάμπος (Κάμπος, Τσακίστρα)	2	5
	Καπέδες (Ε.Ο.Σ.)	3	38
	Κλήρου (Κλήρου, Γούρρη, Λαζανιάς, Φικάρδου)	6	125
	Κοκκινوترιμιθιά Α´	7	131
	Κοκκινوترιμιθιά Β´	7	131
	Κοράκου	3	55
	Λακατάμεια Α´ (Κ.Α.) - Αγίας Παρασκευής και Αγίου Νικολάου	6	136
	Λακατάμεια Α´ (Κ.Β.) - Αγίας Παρασκευής και Αγίου Νικολάου	6	128
	Λακατάμεια Β´ - Αγίου Μάμα	10	179
	Λακατάμεια Γ´ - Αγίου Γεωργίου	16	346
	Λακατάμεια Δ´ - Αγίου Νεοφύτου	12	271
	Λακατάμεια Ε´ - Αγίου Ιωάννη Χρυσοστόμου	18	406
	Λακατάμεια Στ´ - Αγίου Στυλιανού	18	352
	Λακατάμεια Ζ´ - Αγίου Παντελεήμονα	17	370
	Λασιιά Α´ (Ζ.Ε.Π.)	13	225

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Λασιά Β´ (Κ.Α.) (Ζ.Ε.Π.)	8	140
	Λασιά Β´ (Κ.Β.) (Ζ.Ε.Π.)	6	128
	Λασιά Γ´ (Ζ.Ε.Π.)	13	208
	Λασιά Δ´ (Ζ.Ε.Π.)	16	299
	Λυθροδόνας - Μελέπιον	12	223
	Λύμπια	11	170
	Μαθιάπης	3	39
	Μαλούντα	2	13
	Μάμμαρη	6	129
	Μένικο	4	62
	Μπισερό (Μπισερό, Αληθινού, Άλωνα, Λιβάδια Λευκωσίας, Πλατανιστάσα)	3	47
	Ορούνα	2	23
	Παλαιομέτοχο Α´	7	113
	Παλαιομέτοχο Β´	6	80
	Παλαιχώρι (Περιφερειακό) (Ε.Ο.Σ.) (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικούδι)	4	54
	Πέρα Χωριό Νήσου Α´	11	187
	Πέρα Χωριό Νήσου Β´	7	120
	Περισερώνα (Περισερώνα Λευκωσίας, Κάτω Μονή)	8	139
	Ποταμιά	2	15
	Σια	3	38
	Ταμασός (Περιφερειακό) (Πέρα Ορεινής, Επισκοπεϊό, Πολιπκό)	7	138
	Τσέρι Α´	12	220
	Τσέρι Β´ (Μέρος Τσερίου, Κοτσιάπης, Μαργί)	11	185
	Φαρμακάς (Φαρμακάς, Καμπί)	3	30
	Ψιμολόφου	7	114
	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ</b>	<b>961</b>	<b>17849</b>
<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>			
	Λεμεσός Α´ (Κ.Α.)	3	60
	Λεμεσός Α´ (Κ.Β.)	3	67
	Λεμεσός Β´ (Κ.Α.)	8	160
	Λεμεσός Β´ (Κ.Β.)	8	156
	Λεμεσός Γ´	9	157
	Λεμεσός Δ´ (Κ.Α.) (Ζ.Ε.Π.)	7	135
	Λεμεσός Δ´ (Κ.Β.) (Ζ.Ε.Π.)	7	139
	Λεμεσός Ε´ (Κ.Α.) - Αγίου Ιωάννη	6	101
	Λεμεσός Ε´ (Κ.Β.) - Αγίου Ιωάννη	5	75
	Λεμεσός Στ´ (Κ.Α.) - Αγίου Νικολάου (Ζ.Ε.Π.)	7	123
	Λεμεσός Στ´ (Κ.Β.) - Αγίου Νικολάου (Ζ.Ε.Π.)	8	146
	Λεμεσός Ζ´ (Κ.Α.) - Αποστόλου Ανδρέα	6	132
	Λεμεσός Ζ´ (Κ.Β.) - Αποστόλου Ανδρέα	9	167
	Λεμεσός Η´ (Κ.Α.) - Ομόνοιας	6	116
	Λεμεσός Η´ (Κ.Β.) - Ομόνοιας	6	99
	Λεμεσός Θ´ (Κ.Α.) - Καψάλου	5	83
	Λεμεσός Θ´ (Κ.Β.) - Καψάλου	6	102
	Λεμεσός Ι´ (Κ.Α.) - Χαλκούτσας	6	108
	Λεμεσός Ι´ (Κ.Β.) - Χαλκούτσας	6	140
	Λεμεσός ΙΑ´ (Κ.Α.) - Τσιρείου	8	156
	Λεμεσός ΙΑ´ (Κ.Β.) - Τσιρείου	8	164
	Λεμεσός ΙΒ´ (Κ.Α.) - Λανιτείου	7	125
	Λεμεσός ΙΒ´ (Κ.Β.) - Λανιτείου	6	115
	Λεμεσός ΙΓ´ (Κ.Α.) - Αγίου Σπυριδωνα Α´ (Ζ.Ε.Π.)	7	104
	Λεμεσός ΙΓ´ (Κ.Β.) - Αγίου Σπυριδωνα Α´ (Ζ.Ε.Π.)	6	102
	Λεμεσός ΙΔ´ - Μέσα Γεπονιά	6	96
	Λεμεσός ΙΣτ´ - Ζακακίου	17	356
	Λεμεσός ΙΗ´ - Αγίου Αντωνίου (Ζ.Ε.Π.)	6	74
	Λεμεσός ΙΘ´ - Αγίας Φυλάξεως	12	265
	Λεμεσός Κ´ - Αγίου Παντελεήμονα	12	236
	Λεμεσός ΚΑ´ - Κοντοβάθεια	19	421
	Λεμεσός ΚΒ´ - Αγίου Γεωργίου	12	181

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Λεμεσός ΚΓ´ - Αγίου Σπυρίδωνα Β´ (Ζ.Ε.Π.)	13	235
	Λεμεσός ΚΕ´ - Εκάλης	18	377
	Λεμεσός ΚΣΤ´ - Παναγίας Τριχερούσας	20	466
	Λεμεσός ΚΖ´ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γειτονιάς, Φασούλα Λεμεσού)	12	261
	Νοσοκομείο Λεμεσού		
	Άγιοι Ανάργυροι (Μονή, Μοναγρούλλι)	4	67
	Άγιος Αθανάσιος Α´	11	173
	Άγιος Αθανάσιος Β´	19	399
	Άγιος Αμβρόσιος	2	15
	Άγιος Τύχων	5	76
	Αγρός (Αγρός, Άγιος Θεόδωρος Λεμεσού, Άγιος Ιωάννης Λεμεσού, Μύλος Κάτω, Πολύστιπος)	3	46
	Ακρωτήρι	4	57
	Απεισιά (Ε.Ο.Σ.) (Απεισιά, Κορφή)	3	42
	Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλαπές Μεταλλεία, Σανίδα)	3	31
	Ασώματος	2	24
	Αυδήμου (Αυδήμου, Άγος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πρασιό Αυδήμου)	4	45
	Αψιού (Ε.Ο.Σ.) (Αψιού, Γεράσα, Μαθικολώνη)	2	26
	Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	11	222
	Επισκοπή (Επισκοπή Λεμεσού, Κανιού, Σωτήρα Λεμεσού)	15	273
	Ερήμη (Ε.Ο.Σ.)	9	157
	Ισμακική (Ε.Ο.Σ.) (Επαγώνεια, Ακαπνού, Αρακαπάς, Διερώνα, Κελλάκι, Κλωνάρι, Μελίνη, Οδού, Πρασιό Κελλακίου, Προφήτης Ηλίας, Συκόπετρα)	5	74
	Καλό Χωριό (Καλό Χωριό Λεμεσού, Άγιος Κωνσταντίνος, Άγιος Πάυλος, Ζωοπηγή, Λουβαράς)	3	44
	Κάτω Πολεμίδια Α´ - Παναγίας Ευαγγελίστριας	10	172
	Κάτω Πολεμίδια Β´ - Αγίου Γεωργίου	6	101
	Κάτω Πολεμίδια ΙΕ´ (Κ.Α.) - Αγίου Νεοφύτου	6	110
	Κάτω Πολεμίδια ΙΕ´ (Κ.Β.) - Αγίου Νεοφύτου	7	139
	Κάτω Πολεμίδια ΙΖ´ - Μελίνας Μερκούρη	11	197
	Κάτω Πολεμίδια ΚΔ´ - Αποστόλου Βαρνάβα	11	200
	Κάτω Πολεμίδια ΚΗ´ - Αρχαγγέλου Μιχαήλ	15	308
	Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Άγιος Νικόλαος Πάφου, Βουνί, Κέδαρες, Κισσούσα, Μαλιά, Μούσερε, Όμοδος, Ποταμιού, Πραπώρι, Φιλούσα Κελοκεδάρων)	5	59
	Κολότσι Α´	10	157
	Κολότσι Β´ (Συνοικισμός)	11	212
	Κυπερούντα (Ε.Ο.Σ.) (Κυπερούντα, Αγρίδια, Δύμες, Χανδριά)	6	81
	Λινόπετρα	11	190
	Μουπαγιάκα (Μουπαγιάκα, Αρμενοχώρι)	7	122
	Παλόδεια	8	125
	Πάνω Πολεμίδια - Καρμιώπιστα (Πολεμίδια Πάνω, Άλασσα, Λόφου)	13	278
	Παραμύθα (Παραμύθα, Σπιτάλι)	3	45
	Παρεκκλησιά	8	143
	Πάχνα (Πάχνα, Άρσος Λεμεσού, Βάσα Κοιλανίου Δωρά)	3	38
	Πελένδρι (Ε.Ο.Σ.) (Πελένδρι, Ποταμίπιστα)	3	48
	Πεντάκωμο	3	30
	Πισσούρι	6	73
	Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά Λεμεσού)	2	21
	Ποταμός Γερμασόγειας Α´	12	191
	Ποταμός Γερμασόγειας Β´	18	385
	Πύργος	8	131
	Σαύνη - Ζανακιά	2	19
	Τραχώνη Α´	7	157
	Τραχώνη Β´	7	119
	Τριμήκλινη (Περιφερειακό Ε.Ο.Σ.) (Τριμήκλινη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμιάντος, Δωρός, Καπλιετό, Κοιλάνι, Κουκά, Λάνεια, Λιμνάτις, Μονάγρι, Μονιάτις, Πέρα Πεδί, Σαίπας, Σιλίκου)	6	80
	Ύψωνας Α´	18	359
	Ύψωνας Β´	12	248
	Ύψωνας Γ´	10	191
	Φοινί	2	16
	<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ</b>	<b>682</b>	<b>12516</b>

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
<b>ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ</b>			
	Άγιοι Ανάργυροι - Μιχάλης Κακογιάννης	11	200
	Άγιος Γεώργιος	6	115
	Άγιος Ιωάννης	8	144
	Άγιος Λάζαρος Α΄	10	170
	Άγιος Λάζαρος Β΄ (Ζ.Ε.Π.)	8	135
	Δροσιά (Κ.Α.)	12	280
	Δροσιά (Κ.Β.)	12	269
	Εθνάρχης Μακάριος Γ΄ (Κ.Α.)	6	116
	Εθνάρχης Μακάριος Γ΄ (Κ.Β.)	6	115
	Ζήνων	12	259
	Καθαρή - Δημήτρη Λιπέριη	14	305
	Καλογεράς (Κ.Α.)	5	83
	Καλογεράς (Κ.Β.)	6	97
	Καμάρες	13	285
	Νοσοκομείο Λάρνακας		
	Πρόδρομος (Κ.Α.)	6	119
	Πρόδρομος (Κ.Β.)	6	127
	Σωπίρος	12	220
	Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	100
	Αγία Άννα	2	24
	Άγιος Θεόδωρος	3	34
	Αθηνίου (Κ.Α.)	7	144
	Αθηνίου (Κ.Β.)	8	167
	Αλαμνός - Δημητράκη Γεωργίου	2	11
	Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	6	107
	Αναφωτίδα	3	39
	Αραδίππου Α΄	12	272
	Αραδίππου Β΄ (Μέρος Δήμου Αραδίππου, Αβδελλερά)	12	253
	Αραδίππου Γ΄	13	260
	Αραδίππου Δ΄ - Αγίου Φανουρίου	17	393
	Αραδίππου Ε΄ - Αγίων Αυξεντίου και Ευσταθίου	17	358
	Βορόκληνη	16	319
	Δρομολαξιά Α΄	6	86
	Δρομολαξιά Β΄	7	134
	Ζύγι (Ε.Ο.Σ.) (Ζύγι, Βασιλικό, Μαρί)	3	55
	Καλαβασός	3	41
	Καλό Χωριό (Ζ.Ε.Π.)	6	113
	Κελλιό	2	27
	Κίπη	14	296
	Κόρνος	6	115
	Κοφίνου - Μιχαλοπούλειο	5	71
	Λεύκαρα Πάνω (Λεύκαρα Πάνω, Λεύκαρα Κάτω, Βαβασιανά, Βάβλα, Κάτω Δρυς, Λάγεια, Σκαρίνου)	3	59
	Λιβάδια (Κ.Α.)	12	248
	Λιβάδια (Κ.Β.)	9	193
	Μαζωτός	3	37
	Μαρώνι (Μαρώνι, Ψεματισμένος)	4	59
	Μενεού	11	176
	Μοσφιλωτί	6	88
	Ξυλοτύμβου Α΄	8	127
	Ξυλοτύμβου Β΄	6	118
	Ξυλοφάγου Α΄ (Ζ.Ε.Π.)	14	265
	Ξυλοφάγου Β΄ (Ζ.Ε.Π.)	12	179
	Ορμίδεια Α΄	6	129
	Ορμίδεια Β΄	7	120
	Περιβόλια	9	149
	Πύλα	7	124
	Πυργά	6	83



A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Τερσεφάνου	6	93
	Τόχνη	3	32
	Τρούλλοι	7	95
	Χοιροκοπία (Ε.Ο.Σ.) (Χοιροκοπία, Άγιοι Βαβασιανιάς, Ορά)	4	51
	Ψευδάς	6	105
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ</b>		<b>478</b>	<b>8988</b>
<b>ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ</b>			
	Αγία Νάπα	14	286
	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	6	113
	Αυγόρου Α´	11	170
	Αυγόρου Β´	10	174
	Δάσος Άκνας - Φώτης Πίπας	10	169
	Δερύνεια Α´	7	129
	Δερύνεια Β´	7	113
	Δερύνεια Γ´	11	180
	Λιοπέτρι Α´ (Ζ.Ε.Π.)	11	173
	Λιοπέτρι Β´ (Ζ.Ε.Π.)	10	171
	Παραλίμνι Α´	14	272
	Παραλίμνι Β´	13	256
	Παραλίμνι Γ´	12	241
	Παραλίμνι Δ´	14	274
	Σωτήρα Α´	10	173
	Σωτήρα Β´	6	117
	Σωτήρα Γ´ (Ε.Ο.Σ.)	8	117
	Φρέναρος	13	260
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ</b>		<b>187</b>	<b>3388</b>
<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>			
	Πάφος Α´ - Νεοφύτειο	6	138
	Πάφος Β´ - Δημήτριο	9	166
	Πάφος Γ´ (Κ.Α.) - Αποστόλου Παύλου	6	123
	Πάφος Γ´ (Κ.Β.) - Αποστόλου Παύλου	6	102
	Πάφος Δ´ - Κάτω Περβολιών (Ζ.Ε.Π.)	15	285
	Πάφος Ε´ - Μούπαλου (Ζ.Ε.Π.)	7	103
	Πάφος ΣΤ´ - Κάτω Πάφου (Ζ.Ε.Π.)	13	245
	Πάφος Ζ´ - Αγίου Κενδέα	7	109
	Πάφος Η´ - Ιορδάνειο	12	275
	Πάφος Θ´ - Κουπάτειο	18	360
	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	16	320
	Πάφος ΙΑ´ - Αγίου Σπυριδώνα	11	212
	Πάφος ΙΒ´ - Πεύκιος Γεωργιάδης (Μέρος Δήμου Πάφου, Άγιος Γεώργιος Πάφου, Κιδάσι, Μαμώνια, Φασούλα Πάφου)	12	246
	Πάφος ΙΓ´	10	207
	Αγία Μαρίνα Χρυσοκούς (Αγία Μαρίνα Χρυσοκούς, Γαλιά, Νέα Δήμματα)	5	58
	Αναρίτα	3	34
	Αργάκα (Αργάκα Κάτω, Αργάκα Πάνω)	4	59
	Γεροσκήπου Α´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	15	330
	Γεροσκήπου Β´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	14	254
	Γιόλου (Ε.Ο.Σ.) (Γιόλου, Μπλιού)	3	52
	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	3	44
	Έμπα	12	192
	Ίνεια (Ίνεια, Αρόδες Κάτω, Αρόδες Πάνω)	3	30
	Κισσόνεργα (Κισσόνεργα, Ακουράς)	8	126
	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούντα)	11	179
	Κούκλια (Κούκλια, Αρχιμανδριά, Νικόκλεια, Χα Ποτάμι)	3	36
	Μανδριά	4	54
	Μεσόγη (Μεσόγη, Μέσα Χωριό)	7	133

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
	Παναγιά (Παναγιά, Άγιος Φώτιος, Αμπελίτης, Ασπρογιά, Βρέσια, Γαλαταριά, Κοιλίνα, Πενταλιά, Στατός)	2	18
	Πέγεια	10	182
	Πολέμι (Πολέμι, Άγιος Δημητριάδης, Δρυσιά, Κάθικας, Κανναβιού, Κρίτου Μαρόπου, Λάσα, Λεμώνα, Λετύμβου, Μπλιά Πάφου, Χούλου, Ψάθι)	6	94
	Πόλη Χρυσοχούς (Πόλη Χρυσοχούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολικού, Γουδί, Κυνούσα, Λατοί, Λυσός, Μακούνα, Μελάδεια, Νέο Χωρίο Πάφου, Πελαθούσα, Περιστερών Πάφου, Προδρόμι, Σαραμά, Σκούλλη, Στενή, Φυλούσα Χρυσοχούς, Χόλη, Χρυσοχού)	17	342
	Πομός (Πομός, Παχύαμμος)	2	16
	Πύργος Κάτω (Πύργος Κάτω, Πύργος Πάνω, Μανσούρα, Μοσφιλι, Πιγένια)	3	49
	Σίμου (Σίμου, Δρύμου, Φύτη)	2	15
	Στρουμπί (Στρουμπί, Θελέτρα)	3	41
	Τάλα	5	60
	Τίμη (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέτη, Αξύλου, Ελεδίο, Νατά)	6	93
	Τρεμιθούσα	3	34
	Τσαδά-Κοίλη - Ευαγόρας Παλληκαρίδης (Περιφερειακό) (Τσαδά, Καλλέπεια, Κοίλη, Κούρτακα)	3	50
	Χλώρακας - Αγίου Νικολάου	10	200
	Χλώρακας - Λέμπα - Αγίου Στεφάνου (Χλώρακας, Λέμπα)	12	201
	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσσα, Σαλαμιού, Σταυροκόννου, Τραχυπέδουλα)	2	24
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ</b>		<b>329</b>	<b>5891</b>
<b>ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ</b>			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	2	13

## ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

Α/Α	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	127	961	17849
2	Λεμεσός	87	682	12516
3	Λάρνακα	62	478	8988
4	Αμμόχωστος	18	187	3388
5	Πάφος	43	329	5891
6	Κατεχόμενα	1	2	13
<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>		<b>338 *</b>	<b>2639</b>	<b>48645</b>

Ζ.Ε.Π. = Ζώνη Εκπαιδευτικής Προτεραιότητας

Ε.Ο.Σ. = Ενιαίο Ολοήμερο Σχολείο

\* Στον αριθμό περιλαμβάνεται το Μακάρειο Νοσοκομείο στη Λευκωσία και τα Νοσοκομεία Λεμεσού και Λάρνακας.

**ΠΑΡΑΡΤΗΜΑ Γ΄: ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2013-2014**

<b>Α/Α</b>	<b>ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ</b>	<b>ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ</b>
	<b>ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ</b>	
1	«Ευαγγελισμός»	56
2	Ειδικό Σχολείο Λευκωσίας	55
3	Σχολή Κωφών	26
4	Σχολή Τυφλών	3
	<b>ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ</b>	
1	«Απόστολος Λουκάς»	61
2	«Παιδικό Αναρρωτήριο Ερυθρού Σταυρού»	28
	<b>ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ</b>	
1	«Άγιος Σπυρίδωνας»	65
	<b>ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ</b>	
1	«Απόστολος Βαρνάβας»	41
	<b>ΕΠΑΡΧΙΑ ΠΑΦΟΥ</b>	
1	«Θεοσκέπαστη»	30
<b>ΣΥΝΟΛΟ</b>		<b>365</b>

**ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ**

<b>Α/Α</b>	<b>ΕΠΑΡΧΙΑ</b>	<b>ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ</b>	<b>ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ</b>
1	Λευκωσία	4	140
2	Λεμεσός	2	89
3	Λάρνακα	1	65
4	Αμμόχωστος	1	41
5	Πάφος	1	30
<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>		<b>9</b>	<b>365</b>

ΠΑΡΑΡΤΗΜΑ Δ΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΓΥΜΝΑΣΙΑ  
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2013-2014

ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2013/2014

ΣΧΟΛΕΙΟ	Α Τάξη						Β Τάξη						Γ Τάξη						ΣΥΝΟΛΟ					
	Μήνες		Εύολο		Τμήμ. Μ.Ο		Μήνες		Εύολο		Τμήμ. Μ.Ο		Μήνες		Εύολο		Τμήμ. Μ.Ο		Μήνες		Εύολο		Τμήμ. Μ.Ο	
	Μήνες	Μήνες	Εύολο	Τμήμ.	Μ.Ο	Μ.Ο	Μήνες	Μήνες	Εύολο	Τμήμ.	Μ.Ο	Μ.Ο	Μήνες	Μήνες	Εύολο	Τμήμ.	Μ.Ο	Μ.Ο	Μήνες	Μήνες	Εύολο	Τμήμ.	Μ.Ο	Μ.Ο
1	72	76	148	6	24,7	74	60	134	6	22,3	54	59	113	5	22,6	200	195	395	17	23,2				
2	11	7	18	1	18,0	14	5	19	1	19,0	6	12	18	1	18,0	31	24	55	3	18,3				
3	68	71	139	6	23,2	80	64	144	6	24,0	62	76	138	6	23,0	210	211	421	18	23,4				
4	59	57	116	5	23,2	49	49	98	4	24,5	50	65	115	5	23,0	158	171	329	14	23,5				
5	64	83	147	6	24,5	69	80	149	6	24,8	61	67	128	6	21,3	194	230	424	18	23,6				
6	34	45	79	4	19,8	46	53	99	4	24,8	46	34	80	4	20,0	126	132	258	12	21,5				
7	77	70	147	6	24,5	69	70	139	6	23,2	53	74	127	6	21,2	199	214	413	18	22,9				
8	36	39	75	3	25,0	31	43	74	4	18,5	29	25	54	3	18,0	96	107	203	10	20,3				
9	36	42	78	4	19,5	33	44	77	4	19,3	39	39	78	4	19,5	108	125	233	12	19,4				
10	60	49	109	5	21,8	72	67	139	6	23,2	48	44	92	4	23,0	180	160	340	15	22,7				
11	54	39	93	4	23,3	50	38	88	4	22,0	55	54	109	5	21,8	159	131	290	13	22,3				
12	55	51	106	5	21,2	57	65	122	5	24,4	40	49	89	4	22,3	152	165	317	14	22,6				
13	32	49	81	4	20,3	63	51	114	5	22,8	52	47	99	4	24,8	147	147	294	13	22,6				
14	35	38	73	3	24,3	42	45	87	4	21,8	46	67	113	5	22,6	123	150	273	12	22,8				
15	75	63	138	6	23,0	102	82	184	8	23,0	90	86	176	8	22,0	267	231	498	22	22,6				
16	67	81	148	6	24,7	72	70	142	6	23,7	70	72	142	6	23,7	209	223	432	18	24,0				
17	86	74	160	7	22,9	82	91	173	7	24,7	74	70	144	6	24,0	242	235	477	20	23,9				
18	32	28	60	3	20,0	33	26	59	3	19,7	25	33	58	3	19,3	90	87	177	9	19,7				
19	93	109	202	8	25,3	98	91	189	8	23,6	81	76	157	7	22,4	272	276	548	23	23,8				
20	72	57	129	6	21,5	82	59	141	6	23,5	76	67	143	6	23,8	230	183	413	18	22,9				
21	63	71	134	6	22,3	74	68	142	6	23,7	70	79	149	6	24,8	207	218	425	18	23,6				
22	36	33	69	3	23,0	36	38	74	3	24,7	37	36	73	3	24,3	109	107	216	9	24,0				
23	48	41	89	4	22,3	36	48	84	4	21,0	42	33	75	3	25,0	126	122	248	11	22,5				
24	72	60	132	6	22,0	61	57	118	5	23,6	78	72	150	6	25,0	211	189	400	17	23,5				
25	2	0	2	1	2,0	1	1	2	1	2,0	1	1	2	1	2,0	4	2	6	3	2,0				
<b>ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ</b>	<b>1339</b>	<b>1333</b>	<b>2672</b>	<b>118</b>	<b>22,6</b>	<b>1426</b>	<b>1365</b>	<b>2791</b>	<b>122</b>	<b>22,9</b>	<b>1285</b>	<b>1337</b>	<b>2622</b>	<b>117</b>	<b>22,4</b>	<b>4050</b>	<b>4035</b>	<b>8085</b>	<b>357</b>	<b>22,6</b>				

**ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2013/2014**

ΣΧΟΛΕΙΟ	Α Τάξη					Β Τάξη					Γ Τάξη					ΣΥΝΟΛΟ				
	Μήτρες	Μήτριες	Σύνολο	Τμήμ.	Μ.Ο	Μήτρες	Μήτριες	Σύνολο	Τμήμ.	Μ.Ο	Μήτρες	Μήτριες	Σύνολο	Τμήμ.	Μ.Ο	Μήτρες	Μήτριες	Σύνολο	Τμήμ.	Μ.Ο
	26	76	51	127	6	21,2	66	68	134	6	22,3	74	62	136	6	22,7	216	181	397	18
27	67	53	120	5	24,0	63	45	108	5	21,6	48	53	101	5	20,2	178	151	329	15	21,9
28	77	52	129	6	21,5	67	60	127	6	21,2	76	55	131	6	21,8	220	167	387	18	21,5
29	48	47	95	5	19,0	45	44	89	5	17,8	39	49	88	4	22,0	132	140	272	14	19,4
30	65	74	139	6	23,2	72	60	132	6	22,0	68	67	135	6	22,5	205	201	406	18	22,6
31	64	83	147	6	24,5	88	80	168	7	24,0	61	80	141	6	23,5	213	243	456	19	24,0
32	59	65	124	6	20,7	60	58	118	5	23,6	71	52	123	6	20,5	190	175	365	17	21,5
33	30	23	53	3	17,7	29	28	57	3	19,0	26	34	60	3	20,0	85	85	170	9	18,9
34	35	34	69	3	23,0	42	22	64	3	21,3	34	49	83	4	20,8	111	105	216	10	21,6
35	120	105	225	10	22,5	101	93	194	9	21,6	76	82	158	7	22,6	297	280	577	26	22,2
36	83	76	159	7	22,7	88	68	156	7	22,3	89	81	170	7	24,3	260	225	485	21	23,1
37	46	34	80	4	20,0	39	32	71	4	17,8	50	45	95	5	19,0	135	111	246	13	18,9
38	67	76	143	6	23,8	75	53	128	6	21,3	65	80	145	6	24,2	207	209	416	18	23,1
39	50	52	102	5	20,4	61	52	113	5	22,6	57	62	119	5	23,8	168	166	334	15	22,3
40	37	59	96	5	19,2	51	54	105	5	21,0	55	60	115	5	23,0	143	173	316	15	21,1
41	73	61	134	6	22,3	45	54	99	5	19,8	37	65	102	5	20,4	155	180	335	16	20,9
42	59	45	104	5	20,8	53	46	99	5	19,8	50	49	99	5	19,8	162	140	302	15	20,1
43	60	62	122	5	24,4	63	58	121	5	24,2	73	64	137	6	22,8	196	184	380	16	23,8
44	10	7	17	1	17,0	6	8	14	1	14,0	7	2	9	1	9,0	23	17	40	3	13,3
45	28	22	50	3	16,7	23	23	46	2	23,0	14	17	31	2	15,5	65	62	127	7	18,1
46	7	4	11	1	11,0	11	12	23	1	23,0	8	13	21	1	21,0	26	29	55	3	18,3
<b>ΣΥΝΟΛΟ ΕΠ. ΛΕΙΜΕΣΟΥ</b>	<b>1161</b>	<b>1085</b>	<b>2246</b>	<b>104</b>	<b>21,6</b>	<b>1148</b>	<b>1018</b>	<b>2166</b>	<b>101</b>	<b>21,4</b>	<b>1078</b>	<b>1121</b>	<b>2199</b>	<b>101</b>	<b>21,8</b>	<b>3387</b>	<b>3224</b>	<b>6611</b>	<b>306</b>	<b>21,6</b>
47	63	83	146	6	24,3	60	74	134	6	22,3	76	77	153	7	21,9	199	234	433	19	22,8
48	26	37	63	3	21,0	25	25	50	2	25,0	32	58	90	4	22,5	83	120	203	9	22,6
49	35	29	64	3	21,3	31	26	57	3	19,0	22	30	52	3	17,3	88	85	173	9	19,2
50	90	65	155	7	22,1	72	90	162	7	23,1	93	82	175	7	25,0	255	237	492	21	23,4
51	78	82	160	7	22,9	82	83	165	7	23,6	66	70	136	6	22,7	226	235	461	20	23,1
52	83	88	171	7	24,4	101	69	170	7	24,3	99	87	186	8	23,3	283	244	527	22	24,0
53	88	88	176	7	25,1	83	86	169	7	24,1	86	97	183	8	22,9	257	271	528	22	24,0
54	94	90	184	8	23,0	72	75	147	7	21,0	91	84	175	8	21,9	257	249	506	23	22,0
55	20	27	47	2	23,5	29	24	53	3	17,7	26	34	60	3	20,0	75	85	160	8	20,0
56	59	60	119	5	23,8	68	58	126	6	21,0	68	57	125	5	25,0	195	175	370	16	23,1
57	58	54	112	6	18,7	73	53	126	6	21,0	54	51	105	5	21,0	185	158	343	17	20,2
58	23	24	47	2	23,5	25	34	59	3	19,7	32	27	59	3	19,7	80	85	165	8	20,6
<b>ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚ.</b>	<b>717</b>	<b>727</b>	<b>1444</b>	<b>63</b>	<b>22,9</b>	<b>721</b>	<b>697</b>	<b>1418</b>	<b>64</b>	<b>22,2</b>	<b>745</b>	<b>754</b>	<b>1499</b>	<b>67</b>	<b>22,4</b>	<b>2183</b>	<b>2178</b>	<b>4361</b>	<b>194</b>	<b>22,5</b>

**ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2013/2014**

	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο				
59	111	94	205	9	22,8	97	109	206	9	22,9	106	124	230	10	23,0	314	327	641	28	22,9
60	63	54	117	5	23,4	64	62	126	6	21,0	54	66	120	5	24,0	181	182	363	16	22,7
61	69	61	130	6	21,7	85	57	142	6	23,7	83	69	152	7	21,7	237	187	424	19	22,3
62	2	3	5	1	5,0	0	2	2	1	2,0	2	0	2	1	2,0	4	5	9	3	3,0
	245	212	457	21	21,8	246	230	476	22	21,6	245	259	504	23	21,9	736	701	1437	66	21,8
63	77	75	152	7	21,7	89	68	157	7	22,4	95	62	157	7	22,4	261	205	466	21	22,2
64	47	46	93	4	23,3	61	62	123	5	24,6	44	50	94	4	23,5	152	158	310	13	23,8
65	98	90	188	8	23,5	114	79	193	8	24,1	113	107	220	9	24,4	325	276	601	25	24,0
66	67	76	143	6	23,8	80	64	144	6	24,0	94	67	161	7	23,0	241	207	448	19	23,6
67	76	76	152	7	21,7	70	64	134	6	22,3	73	73	146	6	24,3	219	213	432	19	22,7
68	49	36	85	4	21,3	44	42	86	4	21,5	48	53	101	5	20,2	141	131	272	13	20,9
69	1	0	1	1	1,0	3	1	4	1	4,0	1	1	2	1	2,0	5	2	7	3	2,3
70	55	58	113	5	22,6	42	41	83	4	20,8	56	39	95	4	23,8	153	138	291	13	22,4
71	17	18	35	2	17,5	14	12	26	2	13,0	14	18	32	2	16,0	45	48	93	6	15,5
72	5	2	7	1	7,0	6	5	11	1	11,0	7	5	12	1	12,0	18	12	30	3	10,0
	492	477	969	45	21,5	523	438	961	44	21,8	545	475	1020	46	22,2	1560	1390	2950	135	21,9
	1339	1333	2672	118	22,6	1426	1365	2791	122	22,9	1285	1337	2622	117	22,4	4050	4035	8085	357	22,6
	1161	1085	2246	104	21,6	1148	1018	2166	101	21,4	1078	1121	2199	101	21,8	3387	3224	6611	306	21,6
	717	727	1444	63	22,9	721	697	1418	64	22,2	745	754	1499	67	22,4	2183	2178	4361	194	22,5
	245	212	457	21	21,8	246	230	476	22	21,6	245	259	504	23	21,9	736	701	1437	66	21,8
	492	477	969	45	21,5	523	438	961	44	21,8	545	475	1020	46	22,2	1560	1390	2950	135	21,9
	3954	3834	7788	351	22,2	4064	3748	7812	353	22,1	3898	3946	7844	354	22,2	11916	11528	23444	1058	22,2

ΠΑΡΑΡΤΗΜΑ Ε΄ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΛΥΚΕΙΑ  
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2013-2014

ΣΧΟΛΕΙΟ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ			
	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο	Μ/τες	Μ/τριες	Σύνολο	Τμήμ. Μ.Ο
1 Παγκύπριο Γυμν.	83	87	170	7 24,3	78	91	169	8 21,1	97	83	180	9 20,0	258	261	519	24 21,6
2 Λύκειο Παλουριώτισσας	50	58	108	5 21,6	56	64	120	6 20,0	66	75	141	7 20,1	172	197	369	18 20,5
3 Λύκειο Ακρόπολης	69	80	149	6 24,8	65	79	144	7 20,6	65	67	132	6 22,0	199	226	425	19 22,4
4 Λύκειο Κύκκου Α΄	63	69	132	6 22,0	56	65	121	6 20,2	51	62	113	5 22,6	170	196	366	17 21,5
5 Λύκειο Κύκκου Β΄	95	97	192	8 24,0	100	92	192	10 19,2	112	97	209	10 20,9	307	286	593	28 21,2
6 Λύκειο Λύκειο Απ. Μάρκου	99	122	221	9 24,6	84	102	186	9 20,7	98	111	209	10 20,9	281	335	616	28 22,0
7 Λύκειο Αρχ. Μακαρίου Γ΄ (Δασού)	67	78	145	6 24,2	71	88	159	7 22,7	82	83	165	8 20,6	220	249	469	21 22,3
8 Λύκειο Εθν. Κυπριανού (Στροβό)	77	90	167	7 23,9	86	104	190	9 21,1	78	105	183	9 20,3	241	299	540	25 21,6
9 Λύκειο Απ. Βαρνάβα	72	96	168	7 24,0	67	100	167	8 20,9	85	104	189	9 21,0	224	300	524	24 21,8
10 Λύκειο Παλιομετόχου	76	74	150	6 25,0	90	87	177	8 22,1	85	97	182	9 20,2	251	258	509	23 22,1
11 Λύκειο Αγ. Γεωργίου (Λακατάμια)	102	106	208	9 23,1	97	133	230	10 23,0	96	127	223	10 22,3	295	366	661	29 22,8
12 Λύκειο Λατσιών	72	115	187	8 23,4	68	119	187	9 20,8	85	126	211	10 21,1	225	360	585	27 21,7
13 Λύκειο Σολέας	29	33	62	3 20,7	34	33	67	4 16,8	26	40	66	4 16,5	89	106	195	11 17,7
14 Λύκειο Ιδαλίου	97	128	225	9 25,0	101	132	233	11 21,2	86	103	189	9 21,0	284	363	647	29 22,3
<b>ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ</b>	<b>1051</b>	<b>1233</b>	<b>2284</b>	<b>96 23,8</b>	<b>1053</b>	<b>1289</b>	<b>2342</b>	<b>112 20,9</b>	<b>1112</b>	<b>1280</b>	<b>2392</b>	<b>115 20,8</b>	<b>3216</b>	<b>3802</b>	<b>7018</b>	<b>323 21,7</b>
15 Λύκειο Παραλιμνίου	88	127	215	9 23,9	107	134	241	12 20,1	115	103	218	11 19,8	310	364	674	32 21,1
16 Λύκειο Κοκκινόχωριών	82	110	192	8 24,0	63	118	181	9 20,1	76	125	201	10 20,1	221	353	574	27 21,3
17 Ριζοκάρπασο (Εξατάξιο)	2	0	2	1 2,0	2	1	3	1 3,0	2	2	4	1 4,0	6	3	9	3 3,0
<b>ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ</b>	<b>172</b>	<b>237</b>	<b>409</b>	<b>18 22,7</b>	<b>172</b>	<b>253</b>	<b>425</b>	<b>22 19,3</b>	<b>193</b>	<b>230</b>	<b>423</b>	<b>22 19,2</b>	<b>537</b>	<b>720</b>	<b>1257</b>	<b>62 20,3</b>
18 Παγκύπριο Λύκειο Λάρνακας	72	74	146	6 24,3	53	76	129	8 16,1	65	67	132	8 16,5	190	217	407	22 18,5
19 Λύκειο Αγ. Γεωργίου Λάρνακας	84	116	200	8 25,0	75	117	192	9 21,3	70	141	211	10 21,1	229	374	603	27 22,3
20 Λύκειο Αρχ. Μακαρίου Γ΄ Λάρνακας	73	93	166	8 20,8	71	94	165	9 18,3	71	107	178	9 19,8	215	294	509	26 19,6
21 Λύκειο Βεργίνας	49	62	111	6 18,5	71	87	158	8 19,8	59	89	148	8 18,5	179	238	417	22 19,0
22 Λύκειο Λιβαδιών	87	111	198	9 22,0	99	142	241	12 20,1	88	140	228	11 20,7	274	393	667	32 20,8
23 Λύκειο Αραδίππου	71	95	166	7 23,7	70	113	183	9 20,3	68	91	159	8 19,9	209	299	508	24 21,2
24 Γυμν. Λευκάρων (Εξατάξιο)	16	32	48	3 16,0	17	24	41	2 20,5	27	27	54	3 18,0	60	83	143	8 17,9
<b>ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ</b>	<b>452</b>	<b>583</b>	<b>1035</b>	<b>47 22,0</b>	<b>456</b>	<b>653</b>	<b>1109</b>	<b>57 19,5</b>	<b>448</b>	<b>662</b>	<b>1110</b>	<b>57 19,5</b>	<b>1356</b>	<b>1898</b>	<b>3254</b>	<b>161 20,2</b>

**ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2013/2014**

ΣΧΟΛΕΙΟ	Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
	Μ/ΤΕΣ	Μ/ΤΡΙΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΕΣ	Σύνολο	Τμήμ.	Μ.Ο	Μ/ΤΕΣ	Μ/ΤΡΙΕΣ	Σύνολο	Τμήμ.	Μ.Ο
25	143	127	270	13	20,8	178	164	342	16	21,4	177	190	367	17	21,6	498	481	979	46	21,3
26	84	126	210	9	23,3	83	105	188	9	20,9	70	91	161	7	23,0	237	322	559	25	22,4
27	73	92	165	7	23,6	69	92	161	8	20,1	88	103	191	9	21,2	230	287	517	24	21,5
28	76	86	162	8	20,3	68	76	144	7	20,6	58	85	143	7	20,4	202	247	449	22	20,4
29	60	90	150	6	25,0	52	105	157	7	22,4	70	102	172	8	21,5	182	297	479	21	22,8
30	43	58	101	5	20,2	35	38	73	4	18,3	37	57	94	4	23,5	115	153	268	13	20,6
31	67	66	133	6	22,2	72	90	162	8	20,3	77	96	173	8	21,6	216	252	468	22	21,3
32	91	134	225	10	22,5	98	126	224	10	22,4	112	136	248	11	22,5	301	396	697	31	22,5
33	108	111	219	9	24,3	91	142	233	10	23,3	97	125	222	10	22,2	296	378	674	29	23,2
34	83	111	194	9	21,6	82	117	199	9	22,1	69	118	187	9	20,8	234	346	580	27	21,5
35	7	6	13	1	13,0	8	9	17	1	17,0	3	8	11	1	11,0	18	23	41	3	13,7
36	19	19	38	2	19,0	16	26	42	2	21,0	18	23	41	2	20,5	53	68	121	6	20,2
37	7	13	20	1	20,0	4	8	12	1	12,0	6	8	14	1	14,0	17	29	46	3	15,3
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ</b>	<b>861</b>	<b>1039</b>	<b>1900</b>	<b>86</b>	<b>22,1</b>	<b>856</b>	<b>1098</b>	<b>1954</b>	<b>92</b>	<b>21,2</b>	<b>882</b>	<b>1142</b>	<b>2024</b>	<b>94</b>	<b>21,5</b>	<b>2599</b>	<b>3279</b>	<b>5878</b>	<b>272</b>	<b>21,6</b>
38	69	97	166	7	23,7	89	124	213	10	21,3	113	121	234	11	21,3	271	342	613	28	21,9
39	51	70	121	5	24,2	47	63	110	6	18,3	50	76	126	6	21,0	148	209	357	17	21,0
40	66	82	148	7	21,1	80	85	165	8	20,6	70	92	162	8	20,3	216	259	475	23	20,7
41	21	34	55	3	18,3	17	39	56	3	18,7	16	32	48	2	24,0	54	105	159	8	19,9
42	51	78	129	6	21,5	56	88	144	7	20,6	70	74	144	7	20,6	177	240	417	20	20,9
43	47	72	119	5	23,8	49	58	107	6	17,8	44	62	106	5	21,2	140	192	332	16	20,8
44	11	16	27	2	13,5	10	22	32	2	16,0	20	18	38	2	19,0	41	56	97	6	16,2
45	9	6	15	1	15,0	5	9	14	1	14,0	5	5	10	1	10,0	19	20	39	3	13,0
<b>ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ</b>	<b>325</b>	<b>455</b>	<b>780</b>	<b>36</b>	<b>21,7</b>	<b>353</b>	<b>488</b>	<b>841</b>	<b>43</b>	<b>19,6</b>	<b>388</b>	<b>480</b>	<b>868</b>	<b>42</b>	<b>20,7</b>	<b>1066</b>	<b>1423</b>	<b>2489</b>	<b>121</b>	<b>20,6</b>
ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1051	1233	2284	96	23,8	1053	1289	2342	112	20,9	1112	1280	2392	115	20,8	3216	3802	7018	323	21,7
ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	172	237	409	18	22,7	172	253	425	22	19,3	193	230	423	22	19,2	537	720	1257	62	20,3
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	452	583	1035	47	22,0	456	653	1109	57	19,5	448	662	1110	57	19,5	1356	1898	3254	161	20,2
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	861	1039	1900	86	22,1	856	1098	1954	92	21,2	882	1142	2024	94	21,5	2599	3279	5878	272	21,6
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	325	455	780	36	21,7	353	488	841	43	19,6	388	480	868	42	20,7	1066	1423	2489	121	20,6
<b>ΓΕΝΙΚΟ ΣΥΝΟΛΟ</b>	<b>2861</b>	<b>3547</b>	<b>6408</b>	<b>283</b>	<b>22,6</b>	<b>2890</b>	<b>3781</b>	<b>6671</b>	<b>326</b>	<b>20,5</b>	<b>3023</b>	<b>3794</b>	<b>6817</b>	<b>330</b>	<b>20,7</b>	<b>8774</b>	<b>11122</b>	<b>19896</b>	<b>939</b>	<b>21,2</b>



**ΠΑΡΑΡΤΗΜΑ ΣΤ´: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ  
ΕΚΠΑΙΔΕΥΣΗΣ 2013 – 2014**

Α/Α	ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
		ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
<b>Επαρχία Λευκωσίας</b>					
1.	Α΄ Τεχνική Σχολή Λευκωσίας	12	36	42	441
2.	Εσπερινή Τεχνική Σχολή Λευκωσίας	10	10	11	126
3.	Β΄ Τεχνική Σχολή Λευκωσίας	11	14	14	181
4.	Τεχνική Σχολή Μακάριος Γ΄ Λευκωσίας	31	39	48	558
	<b>Σύνολο</b>	<b>79</b>	<b>99</b>	<b>117</b>	<b>1280</b>
<b>Επαρχία Λεμεσού</b>					
1.	Α΄ Τεχνική Σχολή Λεμεσού	30	32	42	494
2.	Εσπερινή Τεχνική Σχολή Λεμεσού	6	7	7	90
3.	Β΄ Τεχνική Σχολή Λεμεσού	19	23	25	288
4.	Γ΄ Τεχνική Σχολή Λεμεσού	22	24	38	394
5.	Απείτειο Γυμνάσιο Αγρού	3	3	5	27
	<b>Σύνολο</b>	<b>80</b>	<b>89</b>	<b>117</b>	<b>1293</b>
<b>Επαρχία Λάρνακας</b>					
1.	Τεχνική Σχολή Λάρνακας	23	34	35	519
2.	Τεχνική Σχολή Αγίου Λαζάρου	13	23	31	347
	<b>Σύνολο</b>	<b>36</b>	<b>57</b>	<b>66</b>	<b>866</b>
<b>Επαρχία Αμμοχώστου</b>					
1.	Τεχνική Σχολή Παραλιμνίου	9	9	11	114
2.	Τεχνική και Γεωργική Σχολή Αυγόρου	23	26	34	293
	<b>Σύνολο</b>	<b>31</b>	<b>31</b>	<b>37</b>	<b>408</b>
<b>Επαρχία Πάφου</b>					
1.	Τεχνική Σχολή Πάφου	34	46	54	570
2.	Τεχνική Σχολή Πόλης Χρυσοχούς	9	9	12	92
	<b>Σύνολο</b>	<b>43</b>	<b>55</b>	<b>66</b>	<b>672</b>

