

Annual Report

2015

Ministry of Education
and Culture

Part A'

Education

1.

ORGANISATIONAL STRUCTURE OF THE MINISTRY OF EDUCATION AND CULTURE

1.1 DEPARTMENT OF PRIMARY EDUCATION

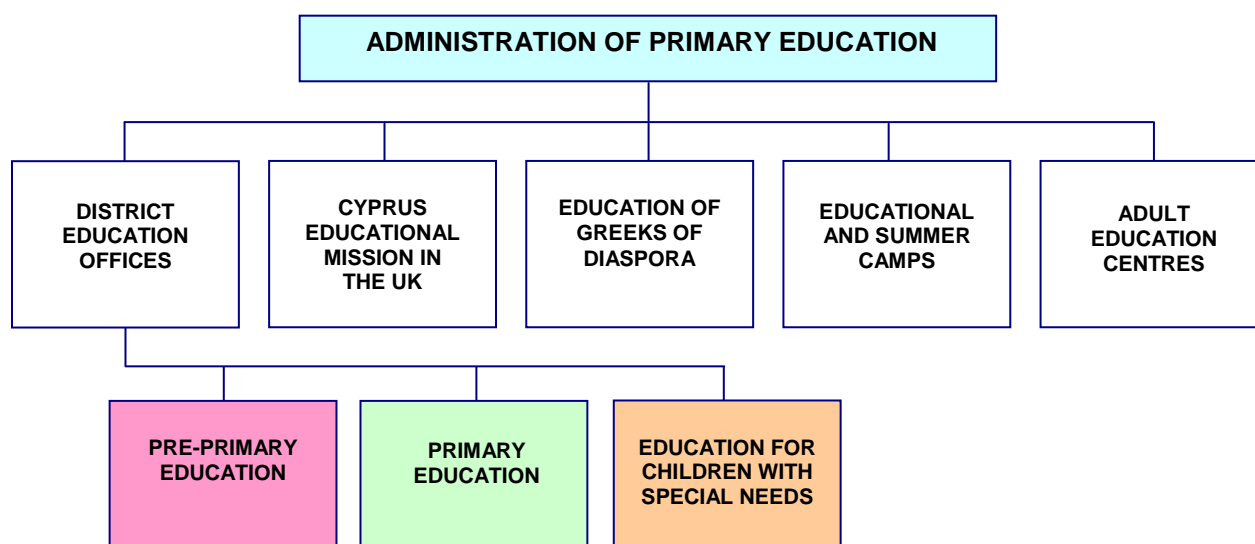
Primary Education is the first stage of education laying the foundations for children's cognitive, emotional and psychomotor development. For this reason, the Administration of the Department of Primary Education persists in the continuous improvement and upgrading of Primary Education. Furthermore, it aims at modernising teaching methods and approaches, designing and implementing modern developmental programmes, improving the support programmes applied 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 2014 - 2015, the offering of in-service training to teachers and the development of new teaching materials continued smoothly. Furthermore, the following actions were also pursued:

- Implementation of various educational programmes (Environmental Education, 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 123 Primary Schools, in six Special Schools as well as in 49 Public Pre-primary Schools.

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

- District Education Offices, which are responsible for the administration of Public, Community and Private Pre-primary Schools (Pre-primary Education), Public and Private Primary Schools (Primary Education) and Special Schools as well as the provision of individualised assistance to children with special needs who are attending Special Units in Primary and 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 taken is the introduction of compulsory Pre-primary Education for children aged $4\frac{8}{12}$ - $5\frac{8}{12}$ years old, which was established in September 2004.

Pre-primary Education includes the education of children aged 3 to $5\frac{8}{12}$ 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 Primary Education Curriculum and Syllabus are, therefore, based on three central pillars that function together to achieve this goal. In particular, the first pillar refers to the comprehensive set of knowledge and competences 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 for them to:

- achieve a balanced development in the cognitive, emotional and psychomotor domains, while making the most of the means offered by modern technology,
- deal successfully with the various problems they may come across, including possible adjustment difficulties to the school and 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 a love for life and nature, in order to develop environmental awareness.

1.1.3 SCHOOLS IN THE OCCUPIED AREA OF CYPRUS

In 2015, 335 Greek-Cypriots and 93 Maronites were living in occupied areas of Cyprus.

Despite the restrictions imposed by the Turkish occupying regime, 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 refusal of the Turkish occupying forces to allow the school teacher Mrs Eleni Foka to return to her village, regardless of the intense efforts made by 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 by the Republic of Cyprus, the Rizokarpaso Gymnasium operated again for the first time since 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 began functioning in the building of the Rizokarpaso Primary School.

During the school year 2014 - 2015, six children attended the Rizokarpaso Pre-primary School and twelve children attended 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 2014 - 2015, such as censorship, refusal to accept certain teachers as legitimate teaching staff and attempts to obstruct the educational work carried out at the schools. This was mainly due to the fact that the occupying 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 materials 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 (3243) are educated within mainstream classrooms. Special Education is also provided in 82 Special Units within mainstream schools. Children attending Special Units (472) are also assigned to a mainstream class, where they can attend integrated lessons and participate in celebratory or festive events.

Children with severe difficulties (373) are educated in the nine Special Schools, which are staffed with appropriate personnel (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 ninety four (594) 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 therapists, occupational therapists, speech and language therapists, educational psychologists, audiologists and physiotherapists) work to support and meet the educational needs of children with special needs. Moreover, 32 educators from the secondary and technical education sectors are seconded to provide education and pre-vocational training to pupils attending Special Schools.

The budget of the MOEC also provides for the employment of teaching, therapeutic and ancillary personnel, training and personal development of staff, the provision of specialised equipment for classrooms and individual children, the modification of buildings to provide accessibility, the transportation of children with special needs, the running expenses of Special Schools and the economic support of Parents Associations of 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 THE 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 during 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 of 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 classes 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, make friends with children of their own age, 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, 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 in improving 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 curriculum, since aspects of Life Skills 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 2014 - 2015, Educational Camps operated in two different periods, with three five-day sessions in October 2014, seven five-day sessions in April - June 2015 and a session for children of the Maronite Community. A total of 983 children from 36 Primary Schools in Cyprus as well as eight children and two 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 602 children from 144 Primary Schools in Cyprus in nine seven-day sessions and six children from the Cyprus Children's Fund.
- The Hospitality Programme for children from abroad which involved 71 children and escorts from Greece, Ukraine and Jerusalem.
- The Children's Summer Camps Abroad, in which 55 children and escorts from Cyprus participated. The group was hosted by the municipality of Samos in their camping facilities.

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 society, in general. The objectives of this programme 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 within the European community.

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, there were 175 centres with a total of 3750 members. From 1974 onwards, the Centres expanded in most urban areas. Today Adult Education Centres operate 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, soldiers, 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 Adult Education Centres have 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 24.000 citizens have attended the Adult Education Centres during the school year 2014 - 2015, with 65% attending courses in urban areas and 35% attending courses in rural areas. The female participants were 72% and male participants were 28%. Over 15% 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.

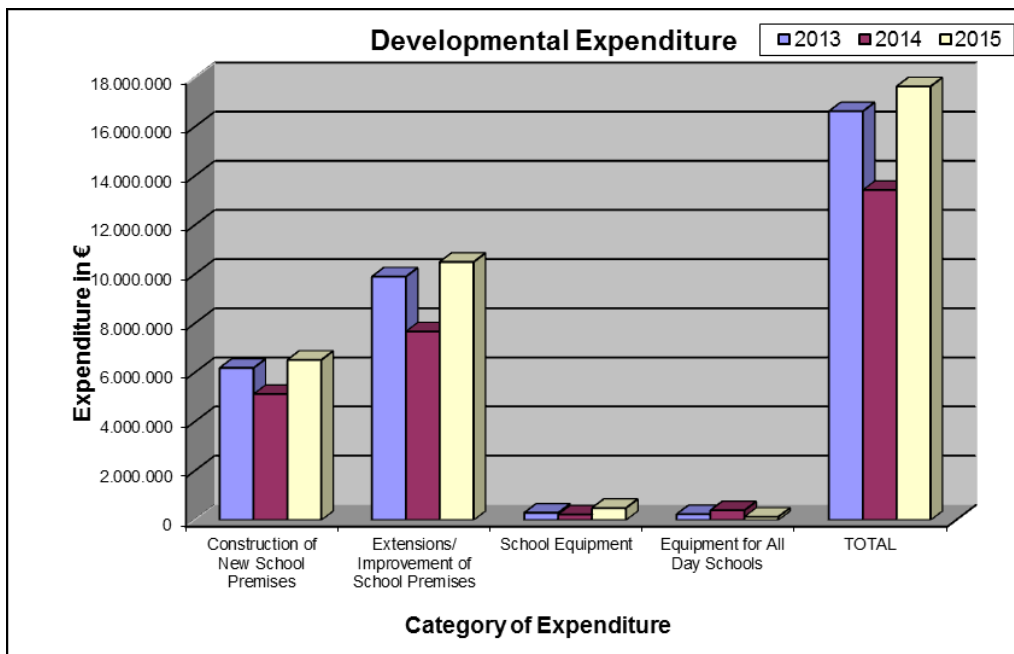
SCHOOLS	2012 - 2013	2013 - 2014	2014 - 2015
PRE-PRIMARY SCHOOLS			
<i>Public Pre-primary Schools:</i>			
a) Number of Schools (*)	264	268	268
b) Number of Pupils (*)	11769	11920	12064
c) Number of Teachers (*)	741	734	741
<i>Community Pre-primary Schools:</i>			
a) Number of Schools	75	81	83
b) Number of Pupils	2113	2170	2190
c) Number of Teachers	108	115	115
PRIMARY SCHOOLS			
a) Number of Schools (*)	340	338	334
b) Number of Pupils (*)	49612	48645	48796
c) Number of Teachers (*)	4144	4084	4078
SPECIAL SCHOOLS			
a) Number of Schools			
b) Number of Pupils (3 -21 years old)	9	9	9
c) Number of Teachers (Special Teachers)	343 148	365 154	373 163
GREEK COMMUNITY SCHOOLS ABROAD			
a) Number of Schools	76	62	60
b) Number of Pupils	5300	5384	5400
c) Number of Teachers: permanent	36	28	28
part time	157	169	126
ADULT EDUCATION CENTRES			
a) Number of Centres	421	420	405
b) Number of Members	31500	26000	24203
c) Number of Instructors	816	691	654

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

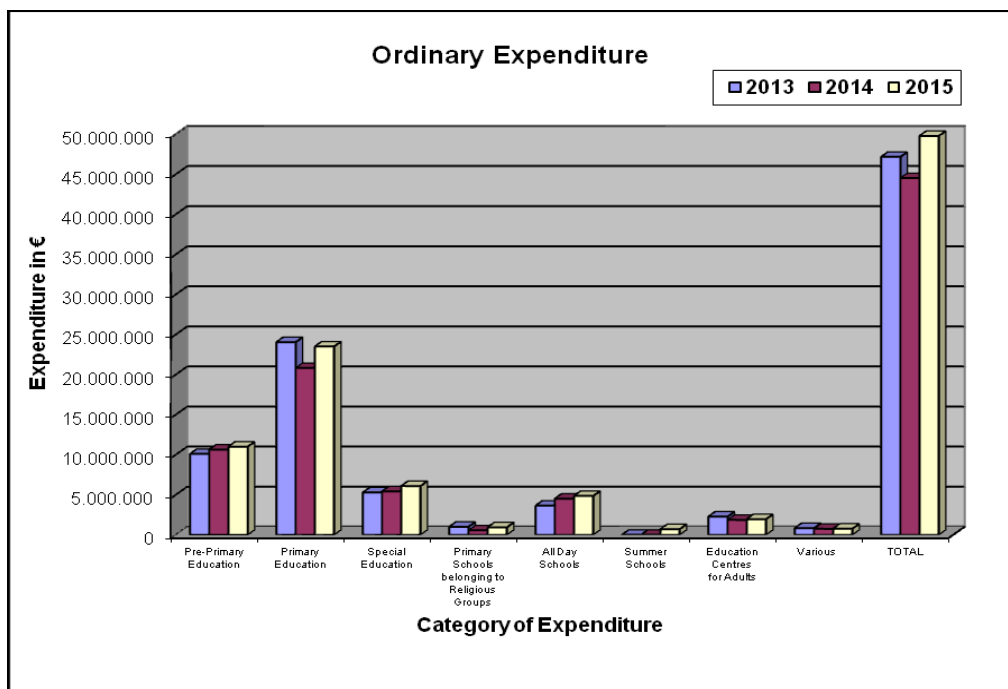
SCHOOLS IN OCCUPIED AREAS	2012 - 2013	2013 - 2014	2014 - 2015
PRE-PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	5	6	6
c) Number of Teachers	1	1	1
PRIMARY SCHOOLS			
a) Number of Schools	1	1	1
b) Number of Pupils	17	13	12
c) Number of Teachers	4	4	3

1.1.10 FINANCIAL STATUS

The developmental expenditure for the financial years 2013, 2014 and 2015 in Primary Education are shown in the graph below:



The ordinary expenditure for the financial years 2013, 2014 and 2015 in Primary Education are shown in the graph below:



1.1.11 SCHOOL PREMISES

The current school building programme aimed 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. 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. Additionally, it responds to the various challenges, national and international, whereas 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 Class 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.

1.2.2.1 THE IMPLEMENTATION OF THE NEW TIME TABLE IN SECONDARY GENERAL EDUCATION

The Ministry of Education and Culture, within the framework of the Educational Reform, has been outlining the New Curriculum and New Time Table for the Gymnasium and the Lyceum based on attainment and adequacy targets. They are implemented in all the Gymnasium Classes and Class A' of the Lyceum from the school year 2015 – 2016. Their implementation in Secondary Education will lead to the necessary updating and upgrading of education in order to improve pupils' performance. Thus, they will boost the desired enhancement of the quality of the educational system so that it responds to the mission of the 21st century.





The New Curriculum introduces a new structure in the distribution of teaching periods of the subjects taught in Primary and Secondary Education. Its implementation aims to amend the weaknesses of the current educational system, strengthen the validity of the public school and ensure a more reliable system of access to the Public Higher and Tertiary Education in Cyprus and Greece.

Basic changes on the time table for the Gymnasium include the increase of teaching periods from 37 to 38, with slight variations in the distribution of teaching periods per subject. For the Lyceum, the New Curriculum offers a new course selection system with clear Directions of Study. In particular, the students attending Class A' of the Lyceum will be able to choose one out of four Groups of subjects. In Classes B' and C' of the Lyceum the pupils will choose one out of six directions of study. Additionally, the New Curriculum strengthens the Schools of Special Interest, such as, the Music and Sports School, and aims at extending these institutions in all the cities of Cyprus.

The New Curriculum was implemented this year, 2015 – 2016, only regarding Class A' of the Lyceum where 31 out of 35 teaching periods include Common Core subjects. For the remaining four teaching periods, the pupils can choose two subjects that are offered for two teaching periods per week. These subjects come under four Groups of Subjects. Choosing a Group of Subjects enables pupils to focus on two subjects that interest them, according to what they want to study in the future. When the pupils get all the relevant information, they must choose one of the following Groups of Subjects:

- 1st Group of Subjects: Ancient Greek - History
- 2nd Group of Subjects: Mathematics - Physics
- 3rd Group of Subjects: Mathematics - Economics
- 4th Group of Subjects: Economics – English

In Classes B' and C' of the Lyceum pupils follow the Direction based on the Group of subjects they had chosen in Class A' of the Lyceum.

Group of subjects		Directions for Class B' and C'
1st group Ancient Greek History		Direction: Classics and Humanities Direction: Foreign Languages and European Studies Direction: Art
2nd group Mathematics Physics		Direction: Sciences, Bio-sciences, Computers and Technology Direction: Art
3rd group Mathematics Economics		Direction: Economics and Finance Direction: Art
4th group Economics English		Direction: Trading and Services Direction: Art

The examined subjects for all directions in Class C' are the following five: Modern Greek plus the four subjects according to the Direction pupils had chosen, that is, three or two from the core subjects and one or two from the ones chosen according to their Direction.

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, and Life Long Learning Programmes. Additionally, pupils organise European Clubs, undertake projects, establish links and exchanges with other European schools, and generally, use the Internet and the email to contact pupils around Europe.

1.2.4 PRIVATE SECONDARY EDUCATION

There are thirty-seven secondary education private schools in Cyprus, which prepare pupils for enrollment in Higher or 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 a 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 related to 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) Approving the increase of the tuition fees for 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 pupils 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 pupils and other young people, at schools and at the Central Office, as well as at 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 2014 - 2015, 22.742 pupils attended the Gymnasium, 19.217 pupils attended the Lyceum and 413 pupils the Evening School.

1.2.8 STATISTICS

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
2009 - 2010	25.424	22.896	48.320	698
2010 - 2011	24.566	23.049	47.615	659
2011 - 2012	24.265	22.199	46.464	697
2012 - 2013	23.833	21.171	45.004	651
2013 - 2014	23.444	19.896	43.340	573
2014 - 2015	22.742	19.217	41.959	413

Gymnasium pupils, the school year 2014 - 2015 were distributed across 1034 classrooms with an average of 21.99 pupils per classroom and at the Lyceum level they were distributed across 911 classes with an average of 21.09 pupils per class. At the Lyceum level the average number of pupils has been calculated on the basis of the subjects of common core.

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	Gymnasium	Lyceum
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	Number of classes	Average number of pupils	Number of classes	Average number of pupils
2010 - 2011	1120	21.91	1085	21.22
2011 - 2012	1095	22.16	1026	21.64
2012 - 2013	1081	22.05	991	21.36
2013 - 2014	1058	22.16	939	21.19
2014 - 2015	1034	21.99	911	21.09

1.2.9 NUMBER OF EDUCATORS

The number of educators in Secondary Education during the school year 2014 - 2015 was 5.781.

EDUCATORS IN SECONDARY EDUCATION								
	HEAD MASTERS	DEPUTY HEADS A'	DEPUTY HEADS	PERMANENT	ON CONTRACT	TOTAL NO OF TEACHERS	TOTAL NO OF EDUCATORS	C.E.O / INSP
THEOLOGIANS	5	6	31	177	20	197	239	2
PHILOLOGISTS	48	57	256	1151	51	1202	1563	11
MATHEMATICIANS	9	21	102	472	29	501	633	6
PHYSICISTS	8	13	51	235	43	278	350	3
NATUR./BIOLOGISTS	1	6	27	143	23	166	200	1
CHEMISTS	3	8	24	126	33	159	194	1
GEOGRAPHERS			3	14	8	22	25	0
ENGLISH	5	17	55	266	54	320	397	2
FRENCH	7	6	31	122	15	137	181	2
ITALIANS				23	1	24	24	0
SPANISH				10	10	20	20	0
GERMANS		1	1	3	10	13	15	0
RUSSIANS				4	21	25	25	0
TURKISH				7		7	7	0
ECONOMICS		5	21	117	32	149	175	1
PHYSICAL EDUCATION	7	7	48	285	52	337	399	2
MUSICIANS	1	6	25	130	13	143	175	1
ART	3	8	23	122	19	141	175	1
PHOTOGRAPHERS				5	6	11	11	0
HOME ECONOMICS		5	16	123	27	150	171	1
INFORMATION TECHNOLOGY	6	7	35	350	12	362	410	2
TECHNOLOGY	5	5	21	157	36	193	224	2
COUNCELORS	1	2	12	98	30	128	143	1
THEATRE RESEARCH				7	18	25	25	0
TOTAL	109	180	782	4147	563	4710	5781	39

1.2.10 SCHOOLS IN OPERATION

During the school year 2014 - 2015 the following schools operated:

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

1.2.11 EXPENDITURE IN SECONDARY GENERAL EDUCATION

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

Developmental expenditure in Secondary education for the year 2015 aimed at the:

- expansion, improvement, and maintenance of school buildings,
- reinforcement of technological subjects,
- equipment of labs, and
- infra structure of Physical Education in schools.

During the year 2015, regular expenditure, in Secondary Education, apart from the educators' salaries, aimed at covering functional expenses as follows:

- Operating Expenses
- School athletics
- State Institutes for Further Education
- Maintenance and Repairs
- Personnel Training
- Consultancy Services
- Publications and Publicity
- International pupils' competitions
- Social Transfers

1.2.12 ESTABLISHMENT OF NEW SECONDARY EDUCATION SCHOOLS

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

Expansions and improvements of Gymnasia and Lycea

In the annual budget for the year 2015, 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 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 MECHANICAL ENGINEERING		
Mechanical Engineering (General)	Theoretical	
Production Engineering and Machine Tools		Practical
Welding and Metal Constructions		Practical
Plumbing, Heating and Cooling Systems	Theoretical	Practical
Electromechanical Hotel Equipment		Practical
Automobile Engineering	Theoretical	Practical
Car Electrics and Electronics	Theoretical	Practical
Motorcycle and Boat Engines		Practical

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

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 school leaving certificate awarded by the evening technical schools entitles graduates either to pursue further studies at Institutions of Higher or 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 wished 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. The NMA 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 pupils who have:

- (a) not completed compulsory education (third class of gymnasium) and can enroll at the preparatory apprenticeship level;
- (b) either successfully completed compulsory education or successfully completed preparatory apprenticeship and can enroll at the core apprenticeship level. Pupils 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 pupils 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.

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.

The NMA project is co-funded by the European Social Fund and the Government of Cyprus.

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

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.

Decision of the Council of Ministers regarding the transfer of the responsibility for the operation of the New Modern Apprenticeship from the Ministry of Labour, Welfare and Social Insurance to the Ministry of Education and Culture.

The Council of Ministers, with Decision No 78.658, dated 15th April 2015, approved the transfer of the responsibility for the operation of the New Modern Apprenticeship from the Ministry of Labour, Welfare and Social Insurance to the Ministry of Education and Culture as of 1st September 2015.

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 shortage of skilled workers. Therefore, such programmes help to meet the needs of the economy in labour force, both in terms of quality and quantity.

Successful completion of the three-year programmes leads to the acquisition of a school leaving certificate (apolyterion) 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 licence 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 Chrysochous.

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 4588 pupils attended mainstream and evening technical schools during the school year 2014 - 2015, distributed as shown in the Table below:

School	No. of Pupils
A' Technical School Lefkosia	446
B' Technical School Lefkosia	169
Technical School «Makarios C'» Lefkosia	605
Evening Technical School Lefkosia	129
A' Technical School Lemesos	523
B' Technical School Lemesos	270
C' Technical School Lemesos	356
Evening Technical School Lemesos	94
Apeitio Gymnasium, Agros	28
Larnaka Technical School	525
St. Lazaros Technical School Larnaka	321
Paralimni Technical School	166
Avgorou Technical and Agricultural School	301
Pafos Technical School	566
Polis Technical School	89
TOTAL NUMBER OF PUPILS	4588

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 2014 - 2015 was 533. The number of part time teachers and Instructors for the Afternoon and Evening Classes was 98.

1.3.7 NUMBER OF PUPILS

During the school year 2014 - 2015, the number of pupils studying in the various programmes offered by the Department of Secondary Technical and Vocational Education was as follows:

Programme	No of Pupils
Technical Schools	4365
Evening Technical Schools	223
New Modern Apprenticeship (core apprenticeship)	98
Special Units	102
Afternoon and Evening Classes	1255
Post Secondary Institutes of VET	307
TOTAL	6350

1.3.8 EXPENDITURE

During the fiscal year of 2015 the developmental expenditure for Secondary Technical and Vocational Education reached the amount of €1.279.000, while the current expenditure for the same year was €1.294.187.

1.3.9 INFRASTRUCTURE EXPENDITURE

The total cost of Technical Schools' maintenance and improvements for the school year 2014 - 2015 was €1.034.000.

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 been playing a leading role in the development of HE in Cyprus. The Department aims to further foster the appropriate conditions for the provision of high quality HE and training in academic and professional programmes of studies, increasing the capacity of provision as much as possible to the larger possible number of people. It is responsible for the budget, the legal matters of state universities, the registration of private universities, the development of international cooperation by developing bilateral / multilateral agreements, the establishment and operation of HEIs, 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'. Since 2011 these three universities operate under Licence of Operation (final). The 'Neapolis University - Pafos' in 2010 and the University of Central Lancashire – Cyprus in 2012 received probationary Licence of Operation by the Ministry of Education and Culture. Since 2015, these universities operate under Licence of Operation (final).

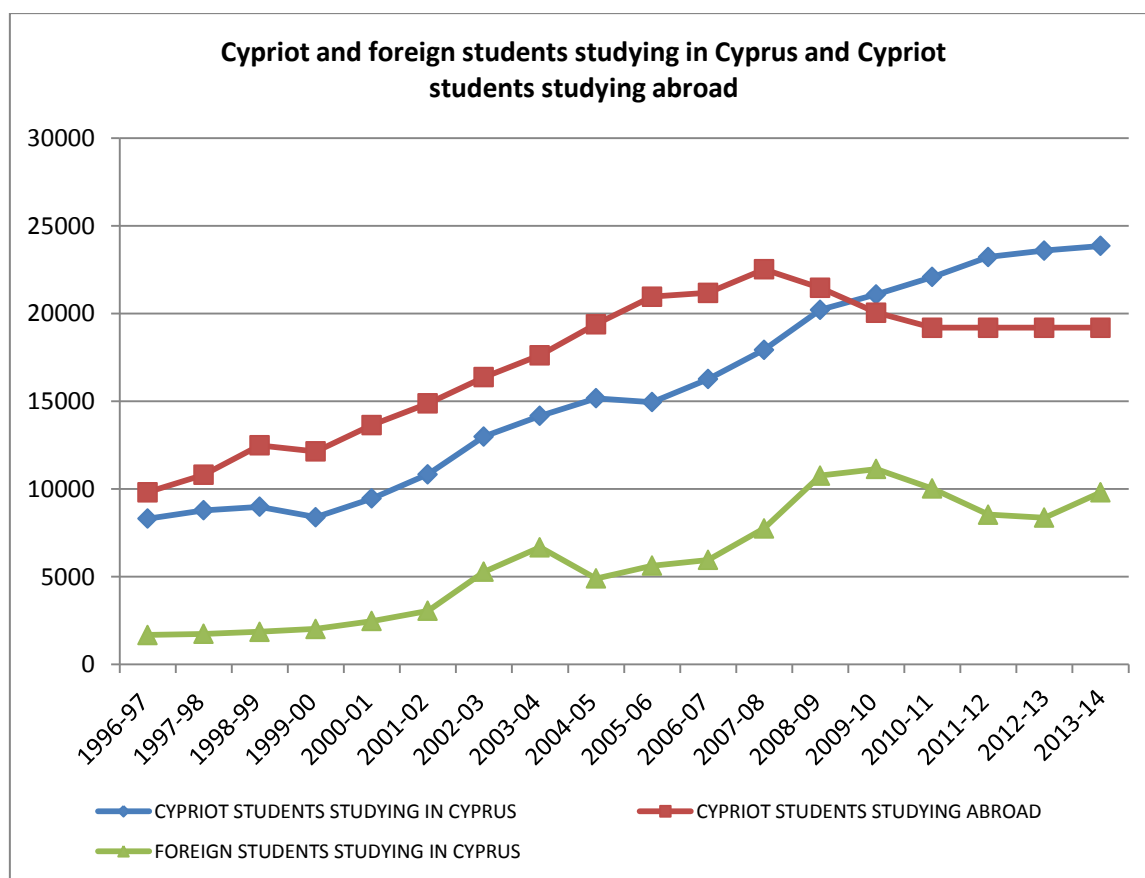
The programmes, the procedures and the buildings of all private universities were evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Private universities are to a great extent autonomous; however, new Schools and Departments, as well as new programmes, are submitted for evaluation and approval. Private universities are autonomous to define their own goals and strategies. It is important to note that all public and private universities have developed undergraduate and graduate programmes (first, second and third cycles) of high quality and are developing infrastructures for high quality research centres.

As mentioned above, in the early 60's, a number of Private Institutions of Higher Education were established. These institutions were operating without a legal framework until 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 41 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 studying in Cyprus as well as the number of Cypriot students studying abroad from 1996 - 1997 until 2013 - 2014. In the last four years, the number of Cypriot students studying in Cyprus exceeds the number of those studying abroad.

In this framework, the main priority of the DHTE 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. As from November 2nd 2015 the first three bodies have been replaced by the Agency of Quality Assurance and Accreditation in HE which is from now on the new competent authority for quality assurance in Cyprus.

Cypriot and Foreign Students in Cyprus and Cypriot Students Studying Abroad



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 public 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 as undergraduate students 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, both for undergraduate and postgraduate studies, can proceed with their application on line. Each programme of study has its own minimum entry requirements although 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)

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, 1.327 academic and administrative personnel, and 20.000 alumni. 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:

- promotion of scholarship and education through teaching and research, and
- enhancement of cultural, social and economic development.

The 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. The UCY Medical School accepted its first students in September 2013. The School offers a complete six-year undergraduate medical programme (MD) based at the University of Cyprus in Lefkosia 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 official languages of instruction are Greek and Turkish, which are 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, 1.300 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 similar to the ones 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 GCE or GCSE or other equivalent examinations, or based on the results of special examinations set by the UCY.

THE OPEN UNIVERSITY OF CYPRUS (OUC) (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. The 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 distance learning philosophy, which is based on modern educational systems supported by technology and promoting lifelong learning. In the 2006 -2007 academic year, OUC accepted its first 162 students; now approximately 5000 students are enrolled in 24 programmes of study offered for the 2015 - 2016 academic year.

The OUC's mission is dually oriented towards both the domestic and international student communities. The academic programmes offered by the 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, the OUC emphasises research work in various scientific fields and actively supports its faculty members in publishing their research results. Through its social endeavours and commitment to connect with society, the 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 cooperation with neighbouring countries and beyond.

Academic Programmes

Utilizing a dedicated distance education model, the main strategic aim of the OUC 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 the OUC to provide people with opportunities for education, training and re-training in scientific areas, useful to their professional and personal development, thus, actively promoting lifelong learning.

For admission to the programmes offered by the OUC, prospective students are invited to submit their applications online, through its website.

THE CYPRUS UNIVERSITY OF TECHNOLOGY (CUT) (www.cut.ac.cy)

The 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 Lemesos. 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, the CUT aims to produce high quality research that will transcend the traditional boundaries between basic and applied research, so that solutions may be offered to major problems of society and the economy.

The Cyprus University of Technology consists of the following Faculties/Departments:

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 Communication and Media Studies

- Department of Communications and Internet Studies

Faculty of Health Sciences

- Department of Nursing
- Department of Rehabilitation Sciences

Faculty of Fine and Applied Arts

- Department of Multimedia and Graphic Arts
- Department of Fine 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

Cyprus International Institute for Environmental and Public Health

The design of all Faculties and Departments has the following key objectives:

- High scientific, technical and professional competence in the training of students.
- High quality research, which is capable of overcoming the traditional boundaries between basic and applied education.
- Collaboration with local industry and economy, in order to contribute to the effort of innovation and continuous improvement of products and services.

Information about the University Faculties, Departments and Study Programs offered by the CUT can be found on its website.

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 have undergone 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 (Apolyterion) 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)

Frederick University was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12th of September, 2007 and received its Probationary Licence of Operation on October 1st, 2007. In 2011, the University was granted Licence of Operation (final). Frederick University functions on 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.

The European University Cyprus (EUC) (www.euc.ac.cy)

The European University Cyprus, was established after the decision of the Council of Ministers of the Republic of Cyprus on the 12th of September, 2007 and received its Probationary Licence of Operation on October 1st, 2007. In 2011, the University was granted Licence of Operation (final). The mission of the European University Cyprus is to educate its students for successful careers and life achievement, create knowledge through research and innovation and understand and serve the needs of the society.

The University of Nicosia (www.unic.ac.cy)

The University of Nicosia received its Probationary License of Operation on October 3rd, 2007. In 2011, the University was granted Licence of Operation (final). The University aims at excellence in education through high teaching standards, in a continually improving academic environment. Besides classroom instruction, the University offers students opportunities to become involved in a whole range of activities including student clubs, sports, public lectures and seminars. The University is actively involved in European and local research projects as a partner and as a coordinating institution. Additionally, the University of Nicosia received approval for an Erasmus University Charter and it is an official participant in the European Credit Transfer System (ECTS).

The Neapolis University – Pafos (www.nup.ac.cy)

The Neapolis University – Pafos received the Ministry of Education Probationary Licence of Operation in September, 2010 and it is the University in the region of Pafos. In January 2015, the University was granted Licence of Operation (final). 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.

The University of Central Lancashire - Cyprus (UCLan-Cyprus) (www.uclancyprus.ac.cy)

The UCLan - Cyprus is registered as a University in Cyprus, having received Probationary Licence of Operation in September 2012. In November 2015, the University was granted Licence of Operation (final). It is the first University in the region of Larnaka. The UCLan-Cyprus aspires to be a University recognised for its commitment to higher students' 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)
2. The Cyprus Forestry College (www.moa.gov.cy/fc)
3. The Mediterranean Institute of Management (www.mlsi.gov.cy/kepa)
4. The School for Tourist Guides (www.visitcyprus.com)

It should be noted that, according to the Council of Ministers' decision number 79.090, dated 1st July, 2015, the operation of the Cyprus Forestry College will be suspended until a future decision of the Council.

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:

- Certificate (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 was possible only after successful educational evaluation – accreditation by the Council of Educational Evaluation and Accreditation (SEKAP), which was the competent authority responsible for this purpose until November, 2015. 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

2015, 177 programmes of study offered by PITE were educationally evaluated – accredited by SEKAP. The evaluation is valid for a period of four years. It should be noted that since November 2nd 2015 the responsibilities of the SEKAP have been transferred to the new National Agency of Quality Assurance and Accreditation in Higher Education.

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 they follow 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)
2. A.C. AMERICAN COLLEGE (Lefkosia) (www.ac.ac.cy)
3. ALEXANDER COLLEGE (Larnaka) (www.alexander.ac.cy)
4. ATLANTIS COLLEGE (Ammochostos) (www.atlanticcollege.com)
5. C.D.A COLLEGE (Lefkosia) (www.cdacollege.ac.cy)
6. C.D.A COLLEGE (Larnaka) (www.cdacollege.ac.cy)
7. C.D.A COLLEGE (Lemesos) (www.cdacollege.ac.cy)
8. C.D.A COLLEGE (Pafos) (www.cdacollege.ac.cy)
9. CASA COLLEGE (Lefkosia) (www.casacollege.com)
10. CITY UNITY COLLEGE (Lefkosia) (www.cityu.ac.cy)
11. COLLEGE OF TOURISM AND HOTEL MANAGEMENT (Lefkosia) (www.cothm.ac.cy)
12. CYPRUS COLLEGE (Lefkosia) (www.cycollege.ac.cy)
13. CYPRUS COLLEGE (Lemesos) (www.cycollege.ac.cy)
14. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lefkosia) (www.ciim.ac.cy)
15. CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT (Lemesos) (www.ciim.ac.cy)
16. CYPRUS SCHOOL OF MOLECULAR MEDICINE (Lefkosia) (www.cing.ac.cy/csम्म)
17. VLADIMIROK KAFKARIDES SCHOOL OF DRAMA (Lefkosia) (www.satiriko.com)
18. FREDERICK INSTITUTE OF TECHNOLOGY (Lefkosia) (www.fit.ac.cy)
19. FREDERICK INSTITUTE OF TECHNOLOGY (Lemesos) (www.fit.ac.cy)
20. GLOBAL COLLEGE (Lefkosia) (www.globalcollege.com.cy)
21. INSTITUTE OF PROFESSIONAL STUDIES (IPS), UCLAN CYPRUS (Larnaka) (www.uclancyprus.ac.cy)
22. INTERCOLLEGE (Lefkosia) (www.intercollege.ac.cy)
23. INTERCOLLEGE (Larnaka) (www.intercollege.ac.cy)
24. INTERCOLLEGE (Lemesos) (www.lim.intercollege.ac.cy)
25. INTERNAPA COLLEGE (Ammochostos) (www.internapa.ac.cy)
26. KES COLLEGE (Lefkosia) (www.kes.ac.cy)
27. LARNACA COLLEGE (Larnaka) (www.larnacacollege.com)
28. LEDRA COLLEGE (Lefkosia) (www.ledra.ac.cy)
29. MESOYIOS COLLEGE (Lemesos) (www.mesoyios.ac.cy)
30. M.K.C. CITY COLLEGE (Larnaka) (www.citycollege.ac.cy)
31. MUSIC ACADEMY "ARTE" (Lefkosia) (www.artemusic.org)
32. P.A COLLEGE (www.pacollege.ac.cy)
33. SUSINI COLLEGE (Lemesos) (www.susini.ac.cy)

34. SUSINI COLLEGE (Lefkosia) (www.susini.ac.cy)
35. THE C.T.L. EUROCOLLEGE (Lemesos) (www.ctleuro.ac.cy)
36. THE CYPRUS INSTITUTE (Lefkosia) (www.cyi.ac.cy)
37. THE CYPRUS INSTITUTE OF MARKETING (Lefkosia) (www.cima.com.cy)
38. THE CYPRUS INSTITUTE OF MARKETING (Lemesos) (www.cima.com.cy)
39. THE LIMASSOL COLLEGE-T.L.C (Lemesos) (www.reacollege.ac.cy)
40. THE PHILIPS COLLEGE (Lefkosia) (www.philips.ac.cy)
41. CHURCH OF CYPRUS SCHOOL OF THEOLOGY (Lefkosia) (www.theo.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 2013 - 2014 was 9807. The following table illustrates the number of foreign students by country of citizenship, categorized by gender, for the academic year 2013 - 2014.

Foreign students studying in Cyprus, 2013 - 2014

Country	Male	Female	Total
Total of foreign students studying in Cyprus	4.516	5.291	9.807
Member States of the European Union			
Total	2.555	4.538	7.093
Austria	0	2	2
Belgium	1	1	2
Bulgaria	23	52	75
France	6	7	13
Germany	14	7	21
Greece	2.443	4.339	6.782
Estonia	0	4	4
United Kingdom	26	19	45
Ireland	0	1	1
Spain	1	3	4
Italy	3	6	9
Latvia	2	19	21
Lithuania	2	10	12
Luxembourg	1	0	1
Holland	2	1	3
Hungary	3	3	6
Poland	3	14	17
Portugal	2	3	5
Romania	12	29	41
Slovak Republic	1	5	6

Slovenia	1	1	2
Sweden	2	3	5
Czech Republic	7	8	15
Finland	0	1	1
Third World Countries			
Total	1.961	753	2.714
Zimbabwe	21	26	47
India	286	34	320
Iran	39	22	61
Cameroon	25	10	35
China	49	71	120
Belarus	10	19	29
Bangladesh	401	15	416
Nepal	89	33	122
Nigeria	148	34	182
Ukraine	40	85	125
Pakistan	368	5	373
Palestine	14	10	24
Russia	122	187	309
Serbia	11	10	21
Sri Lanka	72	13	85
Syria	48	15	63
Other Countries	218	164	382

1.4.5 COUNCIL OF EDUCATIONAL EVALUATION AND ACCREDITATION (SEKAP)

During 2015, the Council of Educational Evaluation and Accreditation had six meetings. During those meetings the Council discussed a range of issues that are related to its responsibilities. The Council evaluated and re-evaluated one hundred and twelve programmes of study that are offered by the Private Institutions of Tertiary Education in Cyprus.

The total number of evaluated and accredited programmes by SEKAP that were offered by the Private Institutions of Tertiary Education in Cyprus, by the end of 2015, was one hundred and seventy-seven. Out of these, seven are offered at certificate level, ninety-two at diploma level, twenty-six at higher diploma level, thirty at degree level, seventeen at master's level and five at PhD level.

1.4.6 THE EVALUATION COMMITTEE OF PRIVATE UNIVERSITIES (ECPU)

The Evaluation Committee of Private Universities 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.

In 2015, the ECPU held six meetings and continued the process of evaluating new programmes of studies offered by Private Universities. A total of 65 new programmes of studies were evaluated. The ECPU continued the monitoring and controlling of the operation of the private universities operating under the "Licence of Operation (final)". The ECPU, on a semester basis, collects data and information from the other two private universities, operating on "Probationary Licence" to exercise effective control. Additionally the ECPU made on-site visits to Private Universities for verification of

the data requested. During the on-site visits, the ECPU proceeded to record the current situation in the areas of administration, teaching, research and infrastructure of each of the universities.

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

During the period, January - October 2015, KYSATS received over 700 applications for recognition of qualifications and over 1.000 applications for written information. During the same period, the Council held seven meetings. It is expected that by the end of 2015 the total number of applications for recognition and written information will be over 1.000 and 1.300 respectively.

KYSATS has been participating as a member of the networks of European National Information Centres - National Academic Recognition Information Centres (ENIC – NARIC) and MERIC (Mediterranean Recognition Information Centres), since the beginning of its operation in 2000.

1.4.8 THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

The Ministry of Education and Culture attached great importance to the establishment and operation of the “Agency of Quality Assurance and Accreditation in Higher Education”. The operation of the Agency both ensures the quality of higher education in Cyprus and identifies weaknesses and drawbacks of the Cypriot higher education institutions and, consequently, enables them to enhance their quality.

The House of Representatives of the Republic of Cyprus on the 9th of July, 2015, adopted the law for the establishment and operation of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, which was published in the Government Gazette on the 21st July, 2015. The law came into force on the 2nd November, 2015, after a decision of the Council of Ministers on the 29th October, 2015, which was published in the Government Gazette on the 30th October, 2015.

The Agency is expected to ensure the quality of Higher Education in Cyprus. In addition, the Agency will identify weaknesses and disadvantages of the Cypriot Higher Education Institutions and, consequently, will enable them to enhance their quality. Therefore, the establishment and operation of the Agency is expected to contribute positively to the efforts of Cyprus to create a qualitative and attractive Higher Education system.

The Agency assumes all the responsibilities of the following bodies, which are now repealed:

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

Moreover, the responsibility for the operation of the Cyprus Agency belongs to an eleven-membered Council (including the Chairperson), which is appointed by the Council of Ministers of the Cyprus Republic for five years at the recommendation of the Ministry of Education and Culture. Eight of them are academics (at the rank of Professor or Professor Emeritus, experienced in university administration) and, as far as possible, on issues of quality assurance in higher education, two are members of professional organizations and one member is undergraduate student.

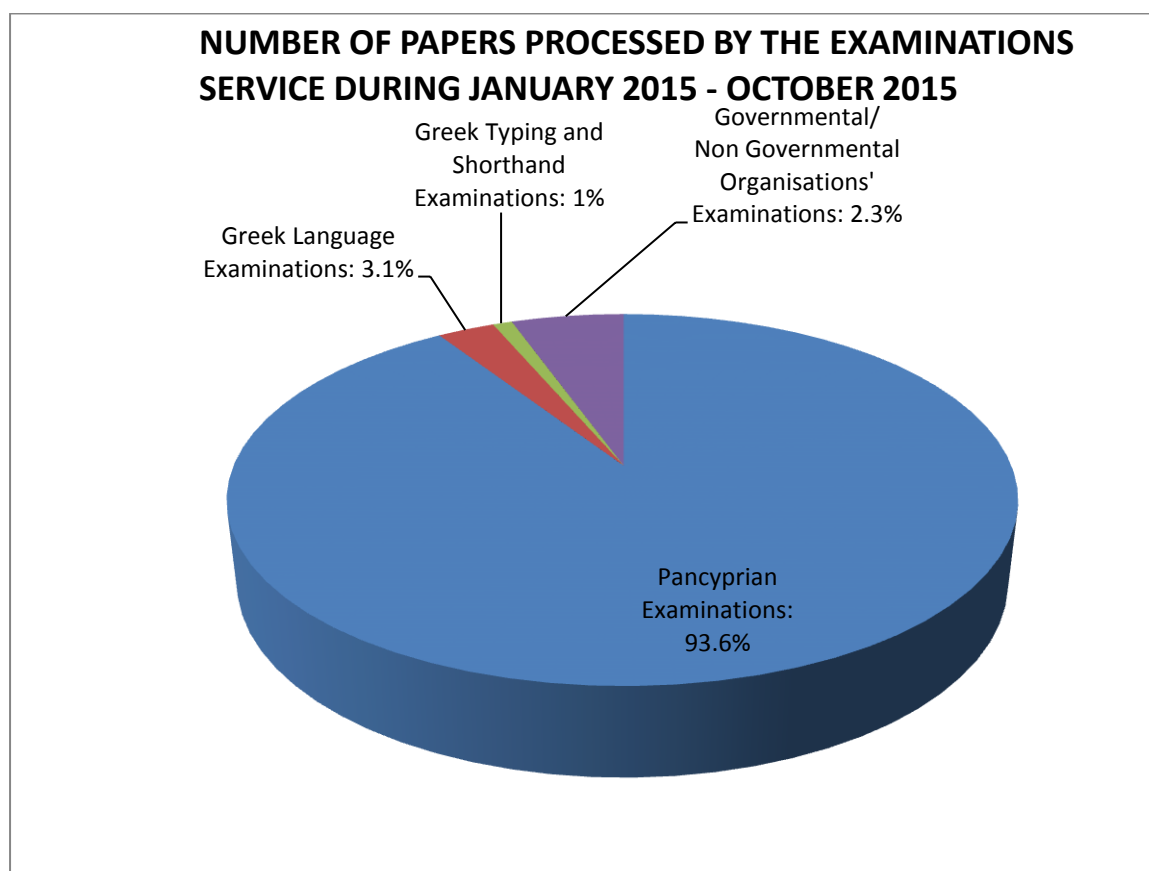
Lastly, the legislation of the Cyprus Agency is consistent with the procedures, evaluation and accreditation criteria of the European Standards and Guidelines (ESGs), which are the most basic

requirements for membership in the European Network of Quality Assurance (ENQA). The Council of the Cyprus Agency is expected to take all the necessary actions in order to register the Cyprus Agency both in the ENQA and the European Quality Assurance Register (E.Q.A.R.).

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

The Examinations Service deals with the organization of a variety of examinations. Its goal is to ensure the validity, transparency and reliability of the examinations conducted.

In 2015, the Examinations Service organized a significant number of examinations which served the needs of 10.803 candidates and processed a total of 34.182 examination papers, as presented in the following graph:



1.5 THE CYPRUS PEDAGOGICAL INSTITUTE

The vision of the Cyprus Pedagogical Institute is the continuous professional development of the teachers at all levels of education 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.

The mission of the Cyprus Pedagogical Institute is the design and implementation of continuous professional development of teachers at all levels of education, 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.

1.6 THE CYPRUS RESEARCH CENTRE

The Cyprus Research Centre (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 having 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.

1.7 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.

INNOVATIONS, REFORMS AND STRUCTURAL CHANGES IN EDUCATION

2.1 PRIMARY EDUCATION

2.1.1 IMPLEMENTING THE NEW CURRICULUM AND SCHOOL TIMETABLES IN PRIMARY EDUCATION

The implementation of the new curriculum and school timetables continued smoothly during 2014 - 2015 and was supported by teacher training and the production of print and digital educational materials.

Emphasis during the year 2014 - 2015 was placed on actions stemming from the Review of the Curriculum which was carried out in 2013 - 2014 by a Special Scientific Committee. These actions focused mostly on restructuring the Curriculum based on Attainment Targets and Adequacy Targets.

Working groups, constituting of practising teachers, education officers working on curriculum development, school inspectors and academics, worked throughout the year on authoring Attainment Targets and Adequacy Targets under the supervision of a university partner.

The revised and restructured Curriculum is planned to be piloted during the next school year, 2015 - 2016.

Moreover, within the framework of reviewing and restructuring the new Curriculum, another Special Scientific Committee was appointed to review and restructure the existing school timetables with an aim to introduce revised school timetables, which will be implemented as of the school year 2015 - 2016.

2.1.1.1 Modern Greek Language Teaching

In accordance with our continuous efforts for the modernization of language instruction, the teaching of Modern Greek is approached through a broad and research-based perspective. More specifically, an approach of integrated language instruction is employed, which aims to balance and synthesise different aspects of various linguistic theories and practices.

Integrated language instruction consists of the following four aspects, approached in a complementary fashion: (a) recognition and use of the basic linguistic structures (for instance, alphabet, spelling, grammar, text conventions), (b) understanding of the multiple language functions within a variety of texts and contexts, (c) comprehension and production of various lingual and non-lingual texts (written, oral, multi-modal) within various socio-economic and cultural contexts, (d) critical interpretation and analysis of texts.

Taking into consideration the needs of the education context of Cyprus, of the educators and of the pupils in particular, the Ministry of Education and Culture aims to promote effective language teaching and learning, within a broader effort towards Literacy development.

Thus, during the school year 2014 - 2015, the development of language proficiency and adequacy targets is currently in progress. Likewise, the new framework of educators' professional learning, in conjunction with issues related to language teaching and instruction, is also under way.

2.1.1.2 Mathematics

The main focus of the Mathematics Curriculum is to prepare pupils for acquiring essential mathematical knowledge and competencies, in ways that meet the needs of an individual's life as a constructive, concerned and reflective citizen. Moreover, the Mathematics Curriculum focuses on the development of pupils' mathematical reasoning, conceptual understanding, problem solving, procedural knowledge and positive attitudes towards Mathematics.

The Mathematics Curriculum, follows an integrated design from pre-primary to secondary education and is based on four principles: (a) pupils should be involved in mathematical investigations that enhance their curiosity and interest, (b) emphasis should be given to problem solving, (c) ICT should constitute an integral part of mathematics education and (d) pupils' experiences should be enhanced through pedagogically rich activities, that arise from pupils' active engagement with meaningful mathematical problems and concepts.

During the school year 2014 - 2015, following the policy of the Ministry of Education and Culture for restructuring the Curriculum, the Mathematics Curriculum Working Group restructured the Curriculum from pre-primary education to the sixth class of Primary Education. Specifically, the Mathematics Curriculum that was applied in 2010 and included Attainment Targets, was reformed and enriched to also include Adequacy Targets. The purpose of the restructuring is mainly to facilitate the work of teachers in order to teach effectively in mixed ability classes.

The Mathematics Curriculum contains the following information regarding the curriculum per class and per area of mathematics: (a) Attainment Targets, and (b) Adequacy Targets which include Activity Levels (Prerequisite knowledge, new concepts and corresponding examples) and examples of Mathematical Practices. The organization of the Curriculum on the basis of the above two axes, provides teachers with a tool for developing the essential mathematical knowledge at each stage of pupils' development.

At the same time, the Working Group continued the development of educational materials that began in the school year 2011 - 2012. Specifically, during the school year 2014 - 2015 educational materials for Class Four were written and fully implemented in schools. Teachers' Guides were also developed to support the Class Four educational materials. These included information and details for each lesson, as well as description of applets that can be used for the teaching of mathematical concepts.

In addition, the Working Group proceeded to the revision of the educational materials for Class Two. The revision of the educational materials was conducted after three years of full implementation and according to feedback from teachers who used the new materials in their classrooms. Both qualitative and quantitative data were collected for this purpose.

2.1.1.3 Science

During the school year 2014 - 2015, the implementation of the new Science Curriculum was extended to include new units for the topics “Science and Technology” for classes One - Four and “Science” for classes Five - Six. In the context of teacher training for the application of teaching materials, regional conferences were organised in the district of Lemesos as well as school-based seminars in all districts, which included demonstration lessons and experiential workshops engaging the participants in activities related to the content and developmental principles of the Curriculum.

A significant change in science teaching was the restructuring of the Science Curriculum in an effort to develop attainment and adequacy targets. Attainment targets refer to the learning outcomes which pupils are expected to achieve in every class and include concepts, process skills, ways and strategies of thinking, attitudes and values of scientific mind-set and elements of the nature of science. Adequacy targets refer to what pupils should be taught by the teacher in order to achieve the specific learning outcomes, regarding the above properties. In the context of this innovation, an attempt to revise educational materials on the basis of the attainment and adequacy targets has begun and will continue during the following school year.

Meanwhile, on the occasion of the international research programme TIMSS 2015, which examines pupils’ achievements in Mathematics and Science and was carried out in the period of March - May 2015, district and school-based informative meetings for teachers were organised so as to cover different aspects of the programme’s topics and methodology.

2.1.1.4 Getting to know my World (Geography)

During the school year 2014 - 2015 the implementation of the new Curriculum of the school subject “Getting to know my World (Geography)” continued in classes One, Two and Three, subjected to the availability of educational materials guided by contemporary learning approaches. In class Four a new unit was developed and implemented and at the same time the preparation of new teaching materials for class Four 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 materials continues with the:

- writing of attainment targets and adequacy targets based on the restructuring of the Curriculum,
- preparation of educational materials for pupils and teachers,
- cooperation with working groups of other curriculum subjects in order to create cross-curricular teaching materials,
- emphasis on the use of the vocabulary and language expression of the subject, and
- implementation of the supporting tool of Geographical Information Systems in the process of geographical inquiry.

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

- 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 at 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 to 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 (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 2014 - 2015, the MOEC supported and trained school teachers to effectively implement the Health Education Curriculum. This was carried out through various structured dissemination activities in a large number of schools, such as, in-service training and training material which was prepared for teachers.

At the same time, a policy text was developed with regard to informing pupils and raising their awareness about the rights of people with disabilities. The schools were asked to use this text when planning their actions for each school year. A relevant MOEC circular proposes activities about this issue, which are also included in the teachers' support materials offered for the implementation of the Health Education Curriculum. Teachers can use these activities to help pupils understand the phenomenon of disability. They can also use them to generate positive attitudes and perceptions in pupils as well as to eliminate exclusion and stereotyping that may be created due to insufficient information on the issue of disability

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

During the school year 2014 - 2015, a focal point of public education on the interdisciplinary subject of E.E.-E.S.D. was the implementation and the extension of the Curriculum of E.E.-E.S.D. based on the Ministry's priority goal for "Sustainable Development: Greening our School, Improving our Quality of Life". This goal aims at the effective implementation of the E.E.-E.S.D. curriculum according to 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 the school's operation. The:

- a) pedagogical (teaching and learning process),
- b) social / organisational (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 to adopt sustainable lifestyles, based on their participation in decision-

making, intervention and change, and to 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 class One 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 classes Four, Five and Six continues - as previously - with two teaching periods per week. English in the first classes of Primary (classes One, Two and Three) is introduced in the following way:

Class 1 - one period per week

Class 2 - one period per week

Class 3 - two periods per week

During 2014 - 2015 the primary school timetables were reviewed by a Scientific Committee which suggested that the teaching periods dedicated to English language teaching in classes One and Two should be increased. An increase in the teaching periods for classes One and Two will, therefore, be implemented as of the following year.

During the school year 2014 - 2015 the new programme for English, which had been gradually introduced in schools since 2011, was introduced in class Five and was supported with new educational materials and decentralised in-service training through school networks.

The implementation of CLIL (Content and Language Integrated Learning) continued during 2014 - 2015. CLIL, which involves dual-focused teaching, where a school subject is taught through a foreign language (in this case, English) was implemented in 30 primary schools where teachers had received CLIL-related training.

It should be noted that English is now introduced through CLIL in Pre-primary Education in schools where teachers received relevant training. The Ministry's aim is to complete training of all pre-primary teachers within the next few years and introduce English as a foreign language in all Pre-primary Schools.

A one-day conference was organized in May 2015 to highlight and review the implementation of CLIL in Primary and Pre-primary education.

To support the effective implementation of the new English language teaching programme, the systematic effort to inform parents, which was initiated in 2011, continued with 50 parent events organised 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 2014 - 2015, the Inspectors and the Art Education Advisors carried out the following actions to support the implementation of the Visual Arts Curriculum:

- Teacher training during the two-day teacher seminars (September, 2014).
- Teacher guidance and 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.
- Development of supporting materials to further support aspects of the Visual Arts Curriculum.
- Updating of the MOEC website with educational resources and other supporting material.
- 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 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.

In addition, a working group, consisting of Curriculum Officers, Academics, Art Directors and Inspectors of Primary and Secondary Education, worked on writing Attainment and Adequacy Targets for Art Education. These are scheduled to be put into pilot implementation in the next school year (2015 - 2016).

2.1.1.9 Music Education

Music Education in primary school offers opportunities for all children to make, appreciate, and understand music. Through experiential learning, children practice in playing musical instruments, singing, listening, improvising and composing music. In addition to these, great emphasis is given in preparing children to become good listeners, good members of an audience and appreciate music of different styles and civilisations.

During the school year 2014 - 2015, many important activities took place concerning Music Education:

- New teaching materials for classes Two and Three were developed. The materials are designed to promote the general musical development of the child. Many elements from musical pedagogical systems, well known around the world, were used in the materials' development. The teaching materials consist of a teacher's book, a pupil's book, audio archives produced in a professional recording studio and other teaching aids. The comments and feedback received by teachers and pupils are very positive.
- New teaching materials (related to the new music curriculum) for classes Four, Five, Six, as well as materials for small schools with fewer teaching periods for music on their school timetables, were produced and uploaded on the MOEC website.
- Seminars for teachers (mostly for those who teach in classes One and Two) were organised in all districts. Some of the seminars were held during schools' working hours and some in the afternoon.
- Support of the teachers by the Inspector and Advisors.
- Educational programmes in collaboration with the Cyprus Symphony Orchestra were implemented.
- Restructuring of the Music curriculum by a working group including the Inspector and the Advisors of primary education.

2.1.1.10 Physical Education

The evaluation and restructuring of the curriculum dominated the school year 2014 - 2015. Attainment targets and adequacy targets were developed for each class indicating the expected learning outcomes at the end of a school year and the expected teaching areas which should be covered so that each child reach the expected learning outcomes.

In-service training focused on the development of fundamental motor skills through observation and feedback, Fair Play, human rights and teaching styles. Teachers who worked at All-Day Compulsory Schools received training in Physical Education, specifically in the content area of Traditional Dance.

At the beginning of the school year, in-service training focused on the development of fundamental motor skills that enable children to move efficiently across a wide range of motor activities and enjoy participating in sports. Resources such as fundamental motor skills activity cards were given to teachers for implementation in their classrooms. Thereafter, Pestalozzi experiential workshops, referring to Fair Play and Human Rights, were held. Teachers had the opportunity to interact physically, intellectually, creatively and socially and reflect on their knowledge and practice.

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

The innovative approach of CLIL was implemented in Physical Education in cooperation with the inspectors and advisors of CLIL. Supportive material was prepared and given to teachers who attended the optional courses on the subject. Good practices were presented at a conference of CLIL, disseminating this topic.

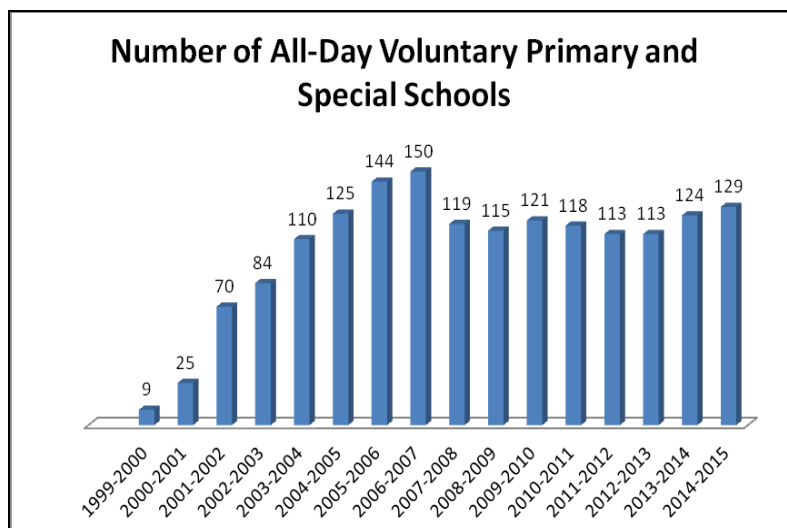
Finally, for the first time, each school had the initiative to decide, choose and carry out PE events based on the curriculum and each specific school's conditions and objectives.

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 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 types of 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 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 teaching periods per week for carrying out assigned homework / consolidation, and eight teaching periods for the following elective subjects: English, Information Technology, Music, Physical Education, Art, Design and Technology, Drama.

The number of pupils per class ranges from 8 to 25, according to the subject and the 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.

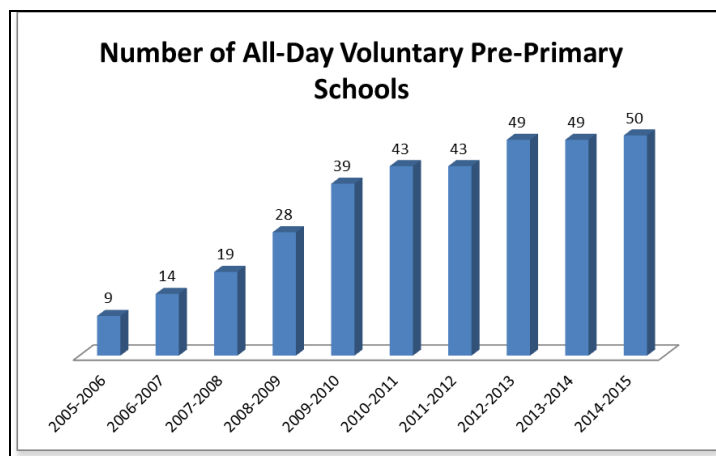
The MOEC provides all schools which function as All-Day Schools with the necessary equipment.

Pupils have lunch under the supervision of teachers. Catering expenses and necessary arrangements for the provision / preparation of 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 two 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 types of 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 teaching periods per week for sleeping or resting and eight teaching periods for creative activities on the following subjects: Language, Maths, Information Technology, Drama, Music, Dance, Art, Physical Education and Group Games. The maximum number of pupils per class is 25.

The 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 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

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 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 duration of three years and was completed in the school year 2008 - 2009. It was evaluated by an Independent Evaluation Committee. In June 2009, the Council of Ministers approved a new framework of All-Day Compulsory Schools, which was designed on the basis of the suggestions of the Evaluation Committee and the observations of the 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 All-Day Compulsory Schools and the formal establishment of the All-Day Compulsory Schools that was approved by the Council of Ministers on 16th of February, 2011, the All-Day Compulsory School is officially considered to be a type of Public School.

The 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 Skills, 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 of 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 pupil delinquency. The action plan should meet the needs and characteristics of the school but also exploit opportunities for collaboration with parents, the community and other stakeholders. The interventions described below are meant to support the development and implementation of the health education and citizenship action plan of each school.

2.1.3.1.1 “Code of Conduct against Racism & Guide for Managing and Recording Racist Incidents”

The MOEC, following the recommendation of the Anti-Discrimination Body, at the Office of the Ombudsman, developed the “Code of Conduct against Racism & Guide for Managing and Recording Racist Incidents”, which complies with the directive No 10 of the Commission against Racism and Intolerance (ECRI) and is also in line with other international and European conventions ratified by Cyprus.

The Code text includes a clear and detailed theoretical background. It also includes procedures and practical measures for implementing the anti-racism policy in schools and for managing racist incidents primarily in educational terms and based on the regulations which govern the functioning of public schools.

During the school year 2014 - 2015, the Code and Guide were piloted in seven schools (five primary and two secondary schools) in three districts. Within the framework of the pilot implementation, several actions were implemented aiming at raising the awareness of all school units' members about the existence of this policy, its objectives and commitments. The evaluation of the anti-racist policy's pilot implementation by the seven schools has generally demonstrated positive results in relation to raising awareness among all school units' members on issues of racism and discrimination, in relation to reporting racist incidents by victims and spectators, and in relation to the effectiveness of educational measures suggested as penalties in the Code and Guide.

2.1.3.1.2 EU/CoE Pilot Project Scheme “Human Rights and Democracy in Action” – “Teaching controversial issues - developing effective training for teachers and school leaders”

Since June 2014, Cyprus has been participating as a partner country in the Pilot Project Scheme “Human Rights and Democracy in Action” of the European Commission and the Council of Europe.

The project “Teaching controversial issues - developing effective training for teachers and school leaders” was coordinated by the United Kingdom, whereas partner countries were Cyprus, Ireland, Montenegro and Spain. Associate countries were Albania, Austria and Sweden. The Project evaluated pedagogical and educational methodologies which are used for the teaching of controversial issues in the classroom and often for issues of racial discrimination. It also assessed the way in which the teaching of controversial issues can support education for democratic citizenship and human rights. The countries involved have designed, developed and implemented a Training Programme to strengthen the skills and confidence of teachers in teaching controversial issues in the classroom based on effective principles and procedures. The pilot implementation of the Training Programme was realised during two meetings in each country. It was assessed and the results were presented in

two European conferences. In Cyprus, the Training Programme was offered five times due to the great interest shown by teachers.

2.1.3.1.3 Funding school actions and interventions

Many health promotion programmes, actions and interventions, carried out in 2014 – 2015, 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 contribute towards the achievement of Health Education targets: development and empowerment of the self, development of a safe and healthy lifestyle, development and improvement of social self, development of active citizenship, 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 2014 - 2015, 510 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, 393 extracurricular projects for the support of pupils 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, and so on.) of pupils belonging to vulnerable groups of the population. The project was developed within the context of the implementation of the National Strategy for dealing with Addiction to Illegal Substances and the Harmful Consumption of Alcohol.

2.1.3.1.4 Task Force on School Violence

Within the framework of supporting Primary and Secondary Schools in dealing with school violence /aggression and juvenile delinquency, the MOEC has 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 2014 - 2015, the Task Force responded to 185 school requests: 109 from Primary Schools and 88 from Secondary Schools. Additionally, the Task Force promotes prevention programmes with the objective of minimising juvenile delinquency in schools. During the school year 2014 - 2015, the School Mediation Programme was implemented in 18 schools.

2.1.3.1.5 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. Additionally, the Observatory undertook the preparation of an informative circular, to prevent bullying and with the aim to strengthen the efforts for knowledge and prevention

In September 2014 the Observatory for Violence in Schools established a Steering Committee on the Prevention and Tackling of Sexual Abuse and Exploitation of Children and the formation of three working groups aiming at the development of: (a) procedures, (b) campaign and awareness and (c) education and training. The Committee participates in the newly established Ad Hoc Ministerial Committee for the development of a National Strategy for the Protection of Children against Sexual Exploitation and Sexual Abuse.

2.1.3.1.6 Health Education Programme “MENTOR”

The Health Education Programme “Mentor” aims at the prevention of drug use and other addictive substances and it is included in the Health Education Curriculum. During the school year 2014 - 2015, seminars aiming to educate against smoking and alcohol consumption were offered to primary school teachers in collaboration with the Cyprus Pedagogical Institute. In addition, the Life Education Centre, responsible for the implementation of the programme continues to be supported by the MOEC.

2.1.3.2 Multicultural Education

The composition of the school population in Public Pre-Primary (kindergartens) and Primary Schools, for the school year 2014 - 2015, is shown in the following table:

	Primary schools (%)	Kindergartens (%)
Greek-Cypriots	83,09	85,23
Turkish-Cypriots	0,20	0,15
Maronites	0,23	0,14
Armenians	0,08	0,07
Latins	0,00	0,00
Foreigners	16,40	14,41
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 in primary schools during the past five years:

School year	Number of foreign pupils	Percentage (%)
2010 - 2011	6.047	12,0
2011 - 2012	6.670	13,3
2012 - 2013	6.672	13,4
2013 - 2014	6.608	13,9
2014 - 2015	7.225	14,7

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 evenly distribute non-native speaking pupils in the various districts, so that teachers can support their linguistic and cultural needs in a more effective way.

Multicultural education is currently being practised through 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 the intensive learning of Greek and offer specialised assistance according to the pupils' specific needs. The Adult Education Centres offer afternoon classes for 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 materials, including books for the teaching of Greek, activity and exercise books, as well as teachers' books with methodological instructions and a variety of suggestions for mainly communicative activities. The Department also organises in-service training seminars and conferences for teachers who teach non-native speaking pupils so as to offer teachers the opportunity to further develop their learning and teaching approaches.

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 of 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 curriculum and the school textbooks that will be prepared within the framework of the changes to the structure and content of education.
- Production and development of appropriate educational and pedagogical materials, as well as the use of materials that have been produced in Greece.

In addition to the above actions, in September 2013, the Department of Primary Education sent to all schools a detailed circular regarding the applied policy and 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.

The Centre for Educational Research and Evaluation (CERE) has researched the validity of certain Greek language tests, which have been developed and standardized in Greece. These tests have

been based on the European Framework of Reference for Languages, as well as the current literature on Greek language, measurement and evaluation. The tests aim to measure the degree of Greek language attainment for foreign language speaking pupils attending Cyprus public primary schools. In this regard, the tests aim to be used for diagnostic purposes so that teachers can classify pupils into levels (e.g., beginners and advanced) for supporting language classes. The validation process, undertaken by the CERE, has targeted children aged 7-11 years old. The validation study has involved a process of evidence collection (e.g. content, context, scoring, consequential, criterion-related validity). The results of the study indicate that the tests are valid for use in Cyprus, provided some minor adjustments / adaptations are made.

2.1.3.2 Feeding pupils in need

The MOEC continued to supply breakfast to needy public school pupils from all levels of education. This programme was first initiated in December 2012, due to the economic crisis. The programme was funded by the Pupils' Welfare Fund of the MOEC, into which several private sponsors and companies made significant financial contributions. In addition, specific companies and organisations contributed to the implementation of the programme by preparing and offering free breakfast to the pupils every day.

The number of pupils who received breakfast, during the school year 2012 – 2013, amounted to approximately 10.500, i.e. 10% of the pupils' population. During the school year 2013 - 2014 the respective number was about 13.300, i.e. 12% of the pupils' population. 11.085 pupils from this group were also provided daily with fresh, pasteurised chocolate milk.

During 2014 - 2015 the programme of offering free breakfast was implemented from the very first working day of the school year, with the provision of a free sandwich and juice to every child in need. Overall, approximately 13.600 pupils received free breakfast (about 12% of the pupils population), whilst 11.200 pupils received free juice.

In order for the programme to be properly organised, head teachers reported the number of their schools' needy pupils on an electronic platform hosted on the MOEC website. Needy pupils were identified after a selection process which was undertaken by the Counselling Committee of each school. Subsequently, depending on the organisation responsible for supplying the breakfast to the pupils of each school, the MOEC proceeded with the necessary actions, so that the pupils in need would receive their breakfast daily without any problems and with the highest possible level of discretion and respect to the children's dignity.

The MOEC has managed, in partnership with various sponsors, organisations and the schools' staff, to implement the above programme successfully. As a result, every pupil in need, at all levels of education, received a free nutritious breakfast every day.

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 conducive to the efforts of the entire curriculum of E.E.-E.S.D. Such programmes are the:

- "Eco Schools Programme"
- Cyprus- Greece cooperation "Gold-Leaf"
- "Grain, Source of Life"
- "Learning about Forests".

Furthermore, the Environmental Education Centres, which are under the auspices of the Cyprus Pedagogical Institute, offered children the opportunity for meaningful environmental education and awareness through various programmes. Environmental Education is also offered during the Educational and Summer Camps of the MOEC.

Through 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 Ministry of Education and Culture has been promoting the goals of Museum Education through the implementation of Educational Programmes since 1996. The programmes are offered in the museums of the non-occupied areas of Cyprus. The design of the Museum Education Programmes is developed through the cooperation of qualified seconded educators-advisors and the Art Inspectors of Primary Education. The programmes are addressed to primary education pupils. During the school year 2014 - 2015, 8.687 pupils and 517 teachers participated in fourteen educational programmes.

These educational programmes offer teachers the opportunity to develop creative and educational activities through structured theme units and rich supporting material, which is published online on the web portal of the Ministry of Education and Culture.

http://www.moec.gov.cy/dde/programs/mouseiaki_agogi/index.html

A National Conference was co-organised by the Department of Primary Education and the Cyprus Pedagogical Institute. It was held on the 14th February, 2015, at the conference hall of the Archbishop Makarios III Cultural Centre in Lefkosia and in various museums and monuments of the area. During the first part of the Conference the keynote presentations referred to the design and implementation of Museum Education Programmes with examples from the international field and the current trends regarding Museum Education. During the second part, six parallel experiential workshops took place in six museums designed and delivered by seconded advisors of Museum and Art Education. The workshops aimed at the exploitation of the museums and the structure of new educational programmes.

The MOEC declared the week 18 - 24 May, 2015, as Week of Museum Education on the occasion of the World Museum Day (May, 18th). During this week parents were invited to participate, together with their children, in the Educational Programmes aiming at the dissemination of Museum Education within the community.

2.1.3.6 Art Education Programmes

The Department of Primary Education, in collaboration with the Cultural Services, 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 primary education pupils. During the school year 2014 - 2015, 8.714 pupils and 436 teachers participated in five educational programmes.

These educational programmes offer teachers the opportunity to develop creative and educational activities through structured theme units and rich supporting materials, which are published online on the web portal of the Ministry of Education and Culture.

http://www.schools.ac.cy/klimakio/Themata/Eikastiki-agogi/ekp_programmata_pinakothikes_mouseia.html

On the occasion of the World Museum Day (May 18th, 2015) and the International Arts Education Week (25 - 31 May, 2015), children's art exhibitions were organised in Lefkosia, Lemesos and Pafos. The works exhibited were those of children that participated in the Art Education Programmes.

2.1.3.7 Music Education Programmes

During the school year 2014 - 2015, musical groups, vocal and instrumental, participated in different events such as concerts organised by the Ministry of Education, art exhibition openings, Christmas concerts, local festivals.

The educational programmes organised in collaboration with the Cyprus Symphony Orchestra continued with great success. During the school year 2014 - 2015, 1.600 pupils had the opportunity to participate in music education programmes. In particular, the following programmes were implemented:

- “Open rehearsal”: 180 pupils had the opportunity to participate in the final rehearsals of the concerts “This is Italy” (October 2014), “With the sound of the Alps’ horn and in the rhythm of waltz” (January 2015), “Musical senses of today and yesterday” (May 2015).
- 270 pupils from schools of the Larnaka district attended the programmes “Once upon a time...Music” (November 2014), whereas 560 pupils from schools of the Lefkosia district and 540 from schools of the Pafos district, participated in the programme “Peter and the wolf and the magical tele control” (February 2015).
- CSO (Cyprus Symphony Orchestra) at school: A group of musicians visited and performed at a school in Lefkosia (February 2015).

2.1.3.8 Physical Education Programmes

The following programmes ran during the school year 2014 - 2015:

- *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 to promote 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 and some of them received awards.
- *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 on the school timetable allocated to Physical Education (one period for classes One to Four, two periods for classes Five and Six), compared to the two periods on the 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 are run in schools encouraging pupils to take part in a variety of physical activities during break time. The aim is to promote healthy engagement with exercise, cooperation and appropriate social behaviour. Good practices for organising school breaks were presented to teachers during the in-service training offered this year.

2.2 SECONDARY GENERAL EDUCATION

2.2.1 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 the 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 children's 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 apply the philosophy of this new curriculum, a Teacher's Guide Book was written with examples of lessons and activities that could be used, as well as a separate manual with student activities.

In addition to the above, a number of new educational tools have been developed both for the Gymnasium and the Lyceum level, such as the poster "Are you taking enough Iron?" Additionally, a lot of training sessions for the educators have been carried out both at school level and at the Cyprus Pedagogical Institute. This academic year, a pilot application of the new concept of Attainment targets and Adequacy targets is taking place for the Gymnasium Level, while at the same time Attainment and Adequacy targets are developed for the Lyceum levels.

Health promoting activities that took place:

- Creation of a number of clothing items and accessories using recycling material and giving the pupils 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.
- Investigation of the Cyprus' folk art and tradition and promotion of this concept through a number of exhibitions carried out in schools and the community.
- Promotion of 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).
- Organisation of workshops for pupils regarding ways to deal with emotional issues, such as emotions of "anger" and "stress".
- Organisation of workshops for pupils regarding the topics of conflict resolution, emotional health status and life values, such as responsibility, love, respect.
- Organisation of a number of activities regarding the topic of bullying.
- Implementation of a number of activities regarding the traffic education of pupils.
- Promotion of acceptance and management of diversity and multiculturalism through various activities.
- Creation of herb and vegetable gardens in a number of schools.
- Contribution to health promoting education programmes such as the "ΕΔΣΠΥ", "ΕΥ ΖΗΝ" and "Erasmus+" programmes.

2.2.2 ROAD SAFETY EDUCATION

Road Safety Education is a component of the Health Education Curriculum. The main goal of the programme is to enable pupils 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 of different academic disciplines, but who were provided training in seminars specifically designed to address this subject, enriched by various lectures, visits, activities, and competitions that were organized by the

Ministry of Education and Culture, schools and other stakeholders. As from the school year 2012 - 2013, the Road Safety Education component has been integrated in the 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, creation of small video clips and a number of other projects and activities carried out in the school premises. In addition, the activity "Walking in the neighborhood around my school" with the help of the Police Authority, helps pupils identify risk factors causing accidents and improve their behaviour as pedestrians, cyclists and passengers.

Moreover, 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.

2.2.3 HEALTH EDUCATION

The Health Education Programme aims at pupils' mental, moral and physical development in order to foster 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 13th 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 – 2015, it is expected to be implemented in Primary and Secondary schools, with the active involvement of the Permanent Secretary.

Below 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 - 2014, 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 and 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 (e.g. music, theatre, art, handicraft workshops), summer activities in disadvantaged areas, projects and programmes for character empowerment, dealing with delinquent behaviours, development and involvement of the self, development and improvement of the social self, promotion of whole-sided developmental behaviours and projects for the promotion of safety and health practices, along with the parallel development of critical thinking (e.g. active citizenship, teenager debates), and, with the implementation of practical experiences of qualitative use of free time (e.g. 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 the use and abuse of substances and so on).

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 to support pupils 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 development of talents, development of healthy lifestyle and so on) of pupils belonging to the 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 programmes are pursued and attended by pupils:

1. The "European School Network for the promotion of Health".
2. "Well Being". A programme implemented on the basis of an agreement between the governments of Greece and Cyprus.
3. "Health Education Seminars". A programme preventing drug addiction.

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

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

2.2.5 COMPUTER SCIENCE COURSES IN SECONDARY EDUCATION

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

In all Lycea, and depending on the curriculum needs, there are 130 IT labs for the purpose of teaching all computer science courses. Each lab contains 18 computers, printers, scanners, and multimedia hardware. In all Gymnasia, depending on the curriculum needs, there are 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 the academic year 2014 - 2015 the eLearning course offered by CISCO Networking Academy was continued in fourteen Lycea in Cyprus. Several computer science teachers were trained ahead in order to facilitate the course.

In all Gymnasia, IT courses are taught for two periods per week in each of the three classes. The main objective of the courses is for pupils to cover material of European standards (ECDL). Furthermore, pupils are taught basic issues of algorithms and programming. In the A' Lyceum class, 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' classes 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 class.

Additionally, in 2014 – 2015, Attainment targets and Adequacy targets have been written and adopted for the A', B' and C' Gymnasium classes and for the A' Lyceum class.

Actions for the School Year 2014 - 2015

The following actions were held during the 2014 - 2015 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, and so on:

- Cyprus Olympiad in Informatics. At the end of this process pupils were selected to represent Cyprus at the International Olympiad in Informatics competition, which took place in Kazakhstan. Cyprus won one brass metal. At the Balkan Olympiad in Informatics, which took place in Bulgaria, Cyprus also won one brass metal. Cyprus has also participated in the Junior Balkan Olympic in Informatics which took place in Fyrom. In this competition Cyprus won two brass metals.
- One-day seminar for Lyceum and Technical schools' pupils.
- Cyprus Competition for creating Educational Games (LogiPaigion) for Secondary Education pupils.
- One day seminar for Internet Safety

2.2.6 MUSIC EDUCATION

• MUSIC SCHOOL

As of the school year 2006, the institution of Music Schools was established and has expanded in 2012 so that Music Schools are now functioning in all the districts of unoccupied Cyprus, satisfying the general demand for provision of equal opportunities in education for talented pupils in music. Music Lycea have already established a successful presence in the local cultural scene. With an aim to further upgrade the quality of music education offered by public education in Cyprus, the Ministry of Education and Culture has continued its support of the Music Schools institution by establishing Music Schools in lower secondary education - Gymnasium. As of September 2015, three Music Gymnasia have begun functioning in the districts of Ammochostos, Larnaka and Lemesos.

Programme Design:

The Music Schools have been designed within the framework of the existing educational system in the form of all-day schools. Pupils attend the programme of morning classes, with reinforced music

periods in all classes. During the afternoon they attend a series of additional music subjects including individual instrumental lessons, Chamber Music, Choir, Orchestra, Byzantine Music, Traditional Music, Music Technology, Theory, Harmony and History of Music.

Entrance criteria:

At the end of each school year entrance examinations / hearings are organised and all pupils studying in the sixth class of Primary Education or the third class of the Gymnasium have the right to apply. The programme of the Music School is offered to successful applicants on the basis of a full scholarship.

Music school evaluation:

The Music School was evaluated in 2015 by the KEEA and Prof Jonathan Stephens on behalf of EPA. The resulting evaluation was, in general, very positive and suggestions are already being considered for the further development of the programme.

During the academic year 2014 – 2015, all pupils attending the five Music Lycea had the opportunity to attend seminars and educational concerts specially organised for them. They were also invited to present their work and perform in many social events, in groups and as individual performers in Cyprus and abroad.

• **REGIONAL ORCHESTRAS**

The Regional Orchestras have been established in Secondary Education since December 2002. During the school year 2014 - 2015, the Lefkosia Regional Orchestra continued its successful work and a new Regional Orchestra was founded in Pafos.

Music teachers, who are specialised in 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, raise the standards of 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 to enhance their communication skills and creativity. The repertoire varies accordingly, from classical to contemporary and jazz, and includes Cypriot and Greek works, as well as pupils' own compositions.

The two Regional Orchestras organised a great number of activities, including collaborations such as a 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 artists, musicians of classical, popular and traditional music visit selected secondary schools and provide qualitative music lessons within classroom conditions. During the school year 2014 - 2015, two programmes were offered in Lefkosia.

• **COLLABORATION WITH THE CYPRUS STATE ORCHESTRA (CySO)**

Educational Programmes

Every year, about 5.000 pupils have the opportunity to attend, with their teachers, educational projects during school time. These programmes 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 pupils themselves with opportunities to develop musical skills.

The educational programmes for secondary education include:

I. *School visits by groups of musicians of the CySO*

Small groups of CySO musicians visit classes in selected schools during their music lesson, in order to encourage better understanding and enjoyment of classical music. The artists introduce their musical instruments and perform musical works. Musicians often compose music together with the children and encourage them to improvise their own music in small groups. During 2014 - 2015, three different educational visits took place in Lefkosia.

II. *Morning educational concerts*

Morning concerts are organised which pupils attend at concert halls during school time. During 2014 - 2015, two different educational concerts took place in Lefkosia and Larnaka.

III. *Open rehearsals*

Open rehearsals are offered by the CySO for pupils to experience the orchestra rehearsal procedure in addition to listening to and appreciating orchestral works. Five open rehearsals were offered during 2014 - 2015.

• **COLLABORATION WITH THE PHAROS ARTS FOUNDATION**

The Music Education Programme of the Pharos Arts Foundation presents concerts and master classes for the benefit of pupils 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. Fifteen educational concerts were organised in 2014 - 2015, three of which included additional Master-Classes attended by music pupils 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.

• **PARTNERSHIPS WITH OTHER INSTITUTIONS**

I. **The “Music Composition Annual Contest”**

The Contest was held in December 2014, within the framework of the co-operation between the Ministry of Education and Culture, the non-profit "Photos Photiades" Foundation and the Cyprus Broadcasting Corporation, with the participation of pupils from all over Cyprus. For the first time this year, the contest included Gymnasium as well as Lyceum pupils.

II. **“Musical vibes II”**

The annual event under the title "Musical Vibes" includes a two-day workshop and a final evening concert. The workshop and concert were organised in January 2015, with the participation of pupils from public and private secondary schools, the Lefkosia Regional Orchestra, the European University of Cyprus - Strovolos Municipality Band. The project was organized by the independent committee of "Musical Vibes" and is supported by the Strovolos Municipality and the European University of Cyprus.

• **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. **Centralised professional development programmes**

• One-Day choir workshop

The “Choir Workshop”, led by the choir conductors Solon Kladas, Loizos Loizou, Eleni Kyprianou, Angelina Nicolaidou, Isavella Christofidou, Maria Stylianou–Rousou and Iakos Demetriou took place on 4th May, 2015. It was organised in the context of the in-service training programme, so as to meet

the need of empowering the secondary music teachers on issues concerning choir conducting, teaching and organising the choir. The workshop concluded with an evening concert, open for the public.

III. Decentralised professional development programmes

- School visits

School visits were organized in all towns aiming at the individual support of secondary school music teachers. The visits included mentoring, co-teaching and reflective discussions.

- Seminars

In cooperation with the Cyprus Pedagogical Institute, under the Optional Seminars institution, an optional seminar was offered for secondary school music teachers under the title: "Best Practices": practical applications and school music resources. The seminar was held in Lefkosia on 13.01.2015, 20.01.2015, 02.03.2015 and 10.02.2015.

IV. Music Curriculum Reform

- Development of Attainment Targets and Adequacy Targets

In the context of the Educational Reform the Music Curriculum has been restructured based on Attainment Targets and Adequacy Targets, thus shifting the focus away from the content that is being taught to what the pupil should actually achieve in regard to knowledge, competences, attitudes and values.

2.2.7 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 education 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 with this task. All teachers are encouraged to attend courses of professional development run by the Cyprus Pedagogical Institute, while many of them have particular relation 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 their 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 pupils 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 programmes 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:

- Pupils with specific learning difficulties are enrolled in this programme after a decision by the District Committee for Special Education.
- They are offered educational support, individually or in groups according to their needs.
- The special educational support is usually provided for subjects that children are examined at the end of the school year (Modern Greek, History, Physics, Mathematics).
- They are exempted for provision of educational support from lessons that they cannot follow due to their disability (e.g. Ancient Greek or/and a Foreign Language).
- The District Committees provide 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 to eight pupils attend the Units after the District Committee decides so.
- The pupils of the Unit get a certificate of attendance (L.113(I)/99, article 18, par. 6)
- One to four 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 gymnasia, b) In lycea and in technical schools.
- Special Units Programme 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 for 11 periods they attend lessons in their common class. Special staff is hired to offer help in the Unit.
- Special Units programme 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 for four periods they attend lessons in their common class. Special staff is hired to offer help in 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 for 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 head teacher of the school that the pupil attends demands so.
- This letter of demand, as well as medical documentation are submitted at 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 the child's needs demand so (e.g. if he/she is in a hospital abroad).

F. LITERACY PROGRAMME AT GYMNASIUM LEVEL

Literacy programme 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 programme started in the school year 1989 - 1990 ,and 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.

2.2.9 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, and so on. 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 implementation of the Curricula on a national basis and the creation of a bank of relevant educational material.

2.2.10 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.

During the school year 2014 – 2015, the programme of intensive teaching of Greek language as a foreign language ran at 64 schools throughout Cyprus and 593 foreign-speakers students attended Greek language courses. In four of these schools, (Archbishop Makarios III Platy Gymnasium, Neapolis Gymnasium, Kiti Gymnasium, and Theoskepasti Gymnasium), an intensive Programme of Reception Classes was run. In this programme, the Greek language was taught for 15 periods per week, three periods were allocated for a course in the school library and two periods for the Class Teacher for pastoral care. In the other schools the Greek language was taught five or eight periods per week and four periods per week in the lyceum and technical schools.

In addition, the "Educational Programme for Unaccompanied Minors / Applicants of International Protection" was run. These are children who are in Cyprus without a guardian, and they are looked after by the social services of the state. These children attended Greek language courses 16 periods per week in three schools, the Eniaio Lykeio Kykkou A', the Technical School A' in Lefkosia and the Larnaka Technical School. This programme was co-financed by the European Refugee Fund and the Republic of Cyprus.

A major innovation for the school year 2014 - 2015 is that for the first time the teachers who taught in this programme belonged to the staff of the school units (formerly they were educators who were appointed for a few periods) and were selected by the school head on the basis of predetermined criteria that were set out by the Ministry of Education and Culture.

According to the applied system, for the functioning of the programme in each participating school, they adjusted their schedule, so that foreign-speakers pupils were taken out of the classes of ancient Greek, Religion Studies and Common Core History (in the lyceum) in order to form special classes to study the Greek Language. A series of publications of the University of Crete were used as teaching books. These books are intended solely for the teaching of Greek Language as a second / foreign language.

Since September 2015, the Programme for the teaching of Greek Language as a second / foreign language runs in eight Gymnasia. Foreign-speakers pupils were specifically integrated in transitional classes for one or two years, depending on their level of knowledge of the Greek Language in order to attend the programme 'Learning Greek as a Second / Foreign language' (enriched with elements of Greek history and Culture). To attend the programme they withdraw from Modern Greek, Ancient Greek, History, Religious Studies, Home Economics, Geography and French. The timetable of foreign-speakers pupils is as follows:

LESSON	PERIODS
In transitional classes Greek as a second / foreign language with elements of history and Culture	18
In regular classes <ul style="list-style-type: none"> • Mathematics • Science (Physics, Chemistry, Biology) • Physical Education • Art • Music • Design and Technology • Computer Science • English 	20

2.2.11 ACTIVITIES IN PHYSICS FOR THE ACADEMIC YEAR 2014 - 2015

A research paper competition for the Science of Meteorology.

On Thursday, April 2nd, 2015 the award ceremony for the competition of the Science of Meteorology, was held at the Conference Hall of the Ministry of Education and Culture. The Ministry of Education and Culture in collaboration with the Cyprus Meteorological Association had announced a writing research paper competition on a voluntary basis, for the ninth consecutive year. The competition was held in the 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 during the tragic plane crash in August 2005. The special theme of the competition for the school year 2014 - 2015 was: "Photos of stunning weather phenomena in the winter of 2014 - 2015. Analysis and explanation."

The aim of the competition was to bring together pupils attending secondary schools in the public and private sector. This was done with the use of the scientific / research methods and at the same time to promote the establishment of environmental consciousness and the development of environmental culture in collaboration with partners from the community. Additionally, the aim was to make pupils and their teachers aware of issues related to current environmental problems. And the ultimate goal of the competition was the active participation of pupils on issues related to the protection and maintenance of the quality of life. After critical exploration of the problem in a spirit of cooperation and mutual assistance, the pupils thoroughly realised the meteorological parameters and meteorological phenomena.

Meanwhile, pupils were involved in all stages of the research process. Those were the design of methodology, the formulation of hypotheses, the collection and analysis of the existing data using scientific research methods, data processing, interpretation of results, conclusions, hypothesis testing, practical and theoretical applications, and so on.

Various working groups, composed of pupils and teachers, participated in the competition. The research projects were evaluated and the three best were awarded diplomas and prizes. Diplomas were also given to all teams which participated in the competition as well as to the supervising teachers and their schools.

2.3 SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

2.3.1. INNOVATION, REFORM AND STRUCTURAL CHANGES IN EDUCATION

STRATEGIC PLAN FOR THE SYSTEM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The “Strategic Plan for the System of Technical and Vocational Education and Training 2015 - 2020”, planned by the Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture, was approved by the Council of Ministers on the 15th of April, 2015. This comprehensive Strategic Plan includes measures and activities that cover all the VET programmes offered by the Ministry of Education and Culture, namely the:

- Upper Secondary Technical and Vocational Education (morning classes),
- Evening Technical Schools (second chance schools),
- Apprenticeship Scheme,
- Afternoon and Evening Classes of Technical Schools, and
- Post Secondary Institutes of VET.

The following measures are included in the Strategic Plan:

- Further enhancement of the cooperation between Technical Schools and Industry, enabling access to suitable modern technical equipment, educational material and infrastructure through practical training in Industry.
- Organization of information campaigns regarding the prospects for employment offered by Technical and Vocational Education and Training in Cyprus.
- Development of new curricula for Secondary Technical and Vocational Education, which will emphasise the acquisition of basic skills, key competences and the way knowledge is acquired, rather than narrow specialization. This will help pupils to become competitive within the contemporary labour market. The reformed curricula will be oriented towards learning outcomes and will be based on Learning Modules and ECVET units.
- Upgrading of the curricula offered by the Evening Technical Schools, (which operate as second chance schools), in order to become more flexible.
- Further development of the Post Secondary Institutes of VET, which began their operation in November 2012, offering secondary education graduates and young adults, in Cyprus, the opportunity for further education and training at a level that was not available before. Amongst the top priorities of the Ministry of Education and Culture is the classification of their programmes at Level 5 of EQF and ISCED.
- Transfer of full responsibility for the Apprenticeship Scheme to the Department of Secondary Technical and Vocational Education of the Ministry of Education and Culture as of September 1st 2015.
- Enhancement of the quality and competences of teachers and trainers through specialized training programmes.
- Completion of the process for the establishment of a National Qualifications Framework and development of a proposal regarding the establishment of an Organization for the Certification of Vocational Qualifications.
- Establishment of a Quality Assurance Framework, according to the EQAVET recommendation.

The successful implementation of these measures is of vital importance, since they are envisaged to contribute towards the effort for return of the Cyprus economy to competitiveness, growth and for job creation.

INDUSTRIAL DESIGN AND INNOVATION PROGRAMME

During the school year 2014 - 2015, 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, implemented, for the second consecutive year, 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 so that to be able to develop partnerships for creativity and innovation, was implemented in collaboration 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 Commission and the Republic of Cyprus.

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, Fashion Design, and pupils.

The teachers' objective was to acquire additional specialization, 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 pupils' 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' participation 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 in Cyprus. During the Programme, the pupils were given the opportunity to implement the knowledge triangle (education – research – innovation).

The teachers and pupils 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:

- **Bicycle Accessories: Temperature Controlled Insulation Storage Units (Technical School Makarios C', Lefkosia)**

During the product research and designing process, the Working Group of the Technical School Makarios C', Lefkosia, decided to design a versatile storage unit as a bicycle accessory. This unit will have the ability to maintain the temperature of its contents and will constitute a bicycle accessory accompanied by easy-to-follow assembly instructions. It will be sold as a kit and will consist of containers of different sizes, which can be assembled in different combinations, according to its user's needs. It can be also used as an autonomous unit. The product is designed to cater for needs which are not met by existing products that are available in the market.

- **Smart Bed (A' Technical School, Lefkosia)**

During the product research and designing process, the Working Group of A' Technical School, Lefkosia, decided to design a smart bed, which combine art technology with high quality design, offering an innovative product which is at the same time competitive. The smart bed includes internet connectivity, an integrated wireless audio visual system, wireless surround sound system that can be controlled through smart devices, cable TV, LED lighting, reading light with adjustable intensity and built-in refrigerator.

- **Furniture for Secondary and Tertiary Education (A' Technical School, Lemesos)**

During the product research and designing process, the Working Group of A' Technical School, Lemesos, decided to design furniture for secondary and tertiary education. The pieces of furniture are multiform, modular and multipurpose, thanks to their main component, a square module. The final product represents a school chair equipped with a working surface embedding all the modern technology, such as an interactive colour touch screen with USB ports, wireless internet access and charging. Modularity has been the key to this project as the pieces of furniture are based on the use of modules, which can be easily combined without the need for any special equipment. Various arrangements are possible.

- **Mobile Bathroom Unit for the Elderly and Disabled People (B' Technical School "Gregoris Afxentiou", Lemesos)**

During the product research and designing process, the Working Group of B' Technical School "Gregoris Afxentiou", Lemesos, decided to design a mobile bathroom unit for the elderly and disabled people, which can be used in any care area. The bathroom will be constructed in a modern and functional design, incorporating an innovative mechanism for transporting the elderly or disabled people within the unit.

- **Nursing Home Bed (C' Technical School, Lemesos)**

During the product research and designing process, the Working Group of C' Technical School, Lemesos, decided to design a mobile nursing home bed with combined functionality. Apart from its varied inclinations, it has a side tilt that helps the elderly person slide to a second mattress. The second mattress, which is under the bed, comes out and lifts to the same height as the main bed. A detached head board moves on rails and helps the elderly person move to the second mattress. An automatic change of linens is performed. The second mattress converts to a chair. There are movable handles for protection, comfort and support. The product has been designed to enhance the quality of life of the elderly and facilitate the work of caregivers.

- **Multiform Office Furniture (Larnaka Technical School)**

The purpose of the research was the design of innovative, functional and comfortable office furniture, so as to provide motive for work and increase productivity. The Working Group of Larnaka Technical School designed two pieces of furniture, a hexagonal and a cylindrical working station.

- **Playground Structures and Toys for Public and Private Spaces (St. Lazaros Technical School, Larnaka)**

During the process of research and planning, the Working Group of St. Lazaros Technical School, Larnaka, decided to design the following polymorphic products:

1. **Seesaw/Merry Go Round:** The main aim of the product is to upgrade the quality of life of children with mobility problems. It can accept a wheelchair so that all children can have the opportunity to participate.

2. **Coffee Table/Chair/Toy:** This polymorphic furniture is designed for teamwork in the game. As a table and brain teaser, it can accommodate up to ten children. Children trying to achieve the right shape or number will have audio and visual response. By removing the lid of the table, the base can be converted into a chair, while by adding a special spring, the product can be turned into a seesaw.
3. **Seesaw/Table-Chairs/High-Chair:** This polymorphic product is designed to be used by children at various stages of their development. It can be used in public or private places, parks, or indoor playgrounds, as a seesaw for children, as a table with two chairs, and also as a high chair by removing a piece of the product. The product is an innovation in the field of furniture-toys because it can be converted into different toys.

- **Automatic Pill Dispenser (Paralimni Technical School)**

During the product research and designing process, the Working Group of Paralimni Technical School decided to design an automatic pill dispenser, which will remind the patient whenever it is time to take his/her pills and will administer the recommended daily dosage. Additionally, it will inform, via a smart phone, the person who attends the patient whether the patient has taken his/her pills. The Automatic Pill Dispenser has been designed so as to be easily programmed via a smart phone.

- **Medical - T (Avgorou Technical and Agricultural School)**

As a result of research and planning, the Working Group of Avgorou Technical and Agricultural School decided to design an electric mechanism that can be fitted to or removed from a wheelchair easily and safely. The whole idea is to facilitate people with mobility impairments. This mechanism can be useful to those who have a person in their family who needs a wheelchair to move around. The product can also be used at hospitals, nursing homes, malls, airports, museums and galleries.

- **Multiform Baby Furniture (Pafos Technical School)**

During the product research and designing process, the Working Group of Pafos Technical School decided to design a multiform baby bed, which can be transformed from a baby bed to a teenager's bed and which can be used for studying as well, with desktop and shelves. The product is designed to cater for needs which are not met by existing products that are available in the market. The main characteristic of the multiform baby bed is its capability to be used as a bed from infant to teenage, therefore, the need of buying two or more beds as the child grows up is not necessary.

- **Baby Stroller (Polis Chrysochous Technical School)**

During the product research and designing process, the Working Group of Polis Chrysochous Technical School decided to design a Baby Stroller, which can be converted into a child seat, a baby cot and a car baby seat, according to the needs of the user. The end product will have additional uses and optional accessories, such as a rear mini skateboard to be used by an older child, a detachable shopping basket on wheels and many others. Special attention has been given to the product design, so that it can be easily assembled, transported, disassembled and stored away.

Towards the end of the Programme, in May 2015, 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. Pupils of the third Class of Gymnasium visited the exhibitions with their teachers, in order to get acquainted with the work and achievements of Technical School pupils.

THE ESTABLISHMENT OF AN EVENING TECHNICAL SCHOOL IN LEMESOS

Taking into account the successful work done by the Evening Technical School in Lefkosia, 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 was set up in January 2012, offering classes in the fields of Mechanical Engineering and Hotel and Catering. During the school year 2014 - 2015, 94 pupils 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 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 higher or tertiary education in Cyprus, Greece or abroad, provided that they meet the entry requirements, or enter directly the labour market as skilled workers.

THE ESTABLISHMENT OF THE POST SECONDARY INSTITUTES OF VOCATIONAL EDUCATION AND TRAINING

The Post-Secondary Institutes of Vocational Education and Training were set up 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, pupils, 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 participation in the labour market.

For the establishment and smooth work 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. An Advisory Body for Post Secondary Institutes of VET has been set up, examining issues concerning the work 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 on 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 Tertiary Education studies (University level) but need high level training to become better prepared and 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 pupils with the necessary qualifications by imparting academic and technical knowledge, as well as professional and practical skills. Additionally, they offer pupils the possibility to develop those skills that will facilitate them to adapt to the changing needs of industry.

The programmes have been especially designed to be relevant to labour market needs. During the academic year 2014 - 2015 the following programmes were offered:

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. Organic Vegetable Production
9. Maintenance and Energy Efficiency Upgrading of Buildings
10. Marine Purchasing and Supply Management

Attendance at the Post-Secondary Institutes of VET is free of charge and 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 2014 - 2015, 307 pupils attended the programmes offered. A pupil placement system with selection criteria (favouring young unemployed individuals, in particular) was applied, since the number of applicants exceeded the number of the available places.

Amongst the top priorities of the Department of Secondary Technical and Vocational Education regarding the work of the Post Secondary Institutes of VET is the classification of their programmes at Level Five of the European Qualifications Framework (EQF) and ISCED. The Council of Ministers, with Decision no. 78.324 dated 11th February, 2015, authorized the Minister of Education and Culture to appoint a Special Committee for the preparation of a study regarding the recognition of Post Secondary Institutes of VET as a Public School of Tertiary Vocational Education and Training.

2.4 THE CYPRUS PEDAGOGICAL INSTITUTE (PI)

THE VISION OF THE CYPRUS PEDAGOGICAL INSTITUTE

The continuous professional development of educators, at all levels of education, 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.

THE MISSION OF THE CYPRUS PEDAGOGICAL INSTITUTE

The design and implementation of continuous professional development of educators at all levels of education, 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.

2.4.1 THE DEPARTMENT OF EDUCATIONAL DOCUMENTATION

The Department of Educational Documentation, in 2015, published The Cyprus Pedagogical Institute Bulletin, Issue 17. In addition, booklets and guides were published giving information on all the training programmes offered, as well as material and notes which were required for the compulsory and optional seminars carried out.

2.4.2 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 49.777 volumes of printed material while subscription is also paid to printed titled scientific journals related to education and educational issues. In 2015, the Library was enriched with 971 volumes of new books of which 264 books were purchased under the Project "In-Service Training of Secondary Education", co-funded by the European Social Fund. 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 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 43 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 also continued.

2.4.3 ATTAINMENT / ADEQUACY TARGETS

During the school year 2014 – 2015, the Ministry of Education and Culture proceeded with the 2nd Phase of the restructuring of the Curricula based on the recommendations of the Scientific Committee as a result of the evaluation of the Curricula that took place in 2013 – 2014.

The Curricula have been restructured taking into consideration two organizational targets, the expected learning outcomes in each classroom, which have been analyzed in hierarchies of Attainment Targets and the corresponding Adequacy Targets, which include what the student has to be taught in order to achieve the defined learning outcomes. Thus, the Attainment Targets refer to the student and his/her achievement and the Adequacy Targets to the teacher and the content of the curricula. The school year 2015 – 2016, the implementation of the Attainment / Adequacy Targets was launched at schools.

2.4.3 THE DEPARTMENT OF TRAINING

The Cyprus Pedagogical Institute (PI) offers a variety of training programmes that are either repetitive and compulsory for teachers, because they are provided by the education laws or their service plans, or these programmes are developed with reference to the current needs and the context of schools

2.4.3.1 SCHOOL-BASED SEMINARS AND SEMINARS FOR PARENTS

In the school year 2014 - 2015, the PI 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, pupils and educators. 260 applications were submitted for school based seminars and 61 applications for parents' seminars. Furthermore, a new approach called "Action Research for the Professional Learning of Teachers" was implemented in 13 schools throughout the year. As of September 2015, 16 schools are participating in the "Action Research for the Professional Learning of Teachers" programme. Moreover, based on the philosophy and implementation of Action Research, 21 schools are currently participating in a similar school-based programme called "Pilot Implementation for the Professional Learning of Teachers", following a decision by the Council of Ministers in August 2015.

2.4.3.2 IN-SERVICE TRAINING PROGRAMMES FOR SCHOOL LEADERS

In-Service Training Programmes for School Leaders mainly focus on enhancing Headteachers' and Deputy Headteachers' Professional Development in order to become effective leaders and agents of change for their school units. These Programmes promote the development of knowledge, attitudes, beliefs and skills of the participants, in order to become effective school leaders. In-Service Training Programmes are included in a comprehensive content of school leadership, based both on the policy of the European Union for School Leadership and on recent scientific outcomes for effective leadership.

The priority of the Programmes is to combine theory and practice, in order to have the best results concerning the participants. Therefore, in the Programmes, expert practitioners present good practices, the participants are given the opportunity to visit schools and be familiar with several practices concerning leadership, whereas, in the case of newly promoted Headteachers, Mentor Headteachers provide them with guidance and support. The attempt of combining theory and practice is also supported by the use of an electronic platform (moodle), where the participants have the opportunity to share ideas with each other, develop school networks, discuss possible solutions to problems concerning their school units and also share the material presented in the programmes by the trainers.

In October 2015, new series of training programmes for newly appointed Headteachers of Secondary, Vocational and Primary Education and programmes for Deputy Headteachers of Secondary Schools were launched.

- **In-Service Training Programmes for Newly Promoted Head teachers of Secondary Education**

In May 2015, fourteen Newly Promoted Headteachers successfully completed the Programme. The participants attended 24 meetings (8:30 – 13:00) that took place at the Cyprus Pedagogical Institute premises in Lefkosia and Lemesos.

The main thematic units of the Programme are the following:

- Legislation and Policy

- School Development
- Planning and Organizational Management of the School Unit
- School Culture and Climate
- Human Resource Management
- Promoting Teaching and Learning

• **In-Service Training Programmes for Deputy Head teachers of Secondary Education**

In May 2015, one hundred twenty six Deputy Head Teachers of Secondary Education successfully completed the Programme. The participants attended 22 meetings (8:30 – 13:00) that took place at the Cyprus Pedagogical Institute premises in Lefkosia and Lemesos.

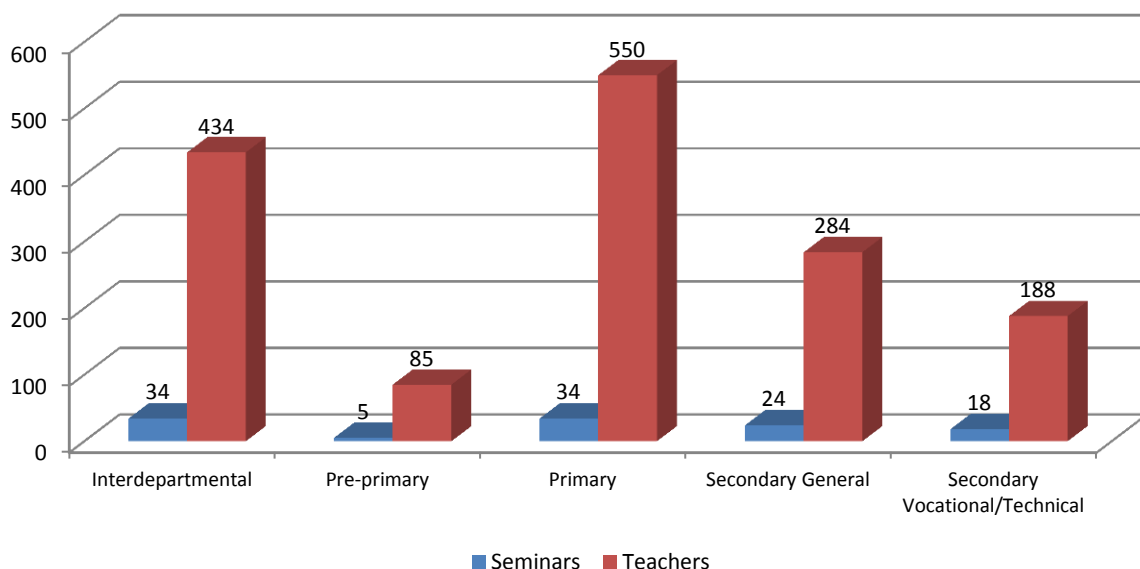
The main thematic units of the Programme are the following:

- Legislation and Policy
- School Development
- Planning and Organizational Management of School Unit
- Educational Leadership
- Promoting Teaching and Learning

2.4.3.3 OPTIONAL SERIES OF TRAINING SEMINARS

During the school year 2014 - 2015, optional series of training seminars were offered successfully which aimed at the professional development of teachers on issues related to pedagogy, psychology, methodology, the teaching of specialized subjects of the curriculum and educational technology. The seminars were offered in all districts of Cyprus, thus enabling participation of all teachers from all levels of education. The thematic seminars were established on the basis of the training needs of teachers.

Specifically, a total of 1541 participants, teachers of public and private education were registered in 115 seminars. The figure below shows the number of seminars offered as well as the number of teachers who attended them.



Teachers were informed about the offer of optional seminars in two different periods of time, in early September 2014, and, in early January 2015, with circulars and a flyer that were sent electronically to schools and had been posted on the website of the Pedagogical Institute. Teachers had access to information and enrollment in optional courses through the electronic platform www.pi-eggrafes.ac.cy.

2.4.3.4 TRAINING PROGRAMMES FOR EXPATRIATE TEACHERS

- **From the Black Sea Countries**

The programme offered to teachers of Greek origin from countries neighbouring the Black Sea started in February and finished in June, 2015. The programme was attended by eleven expatriate teachers. The expatriates who attended the programme, apart from having crash courses in the Greek language and teaching methodology, attended school lessons accompanied by their trainers, in order to get school experience and at least one afternoon series of training seminars (optional courses). The programme included also a number of visits to museums, and historical and archaeological sites of Cyprus.

- **From the Greek Community Schools in the USA run by the Greek Archdiocese**

The programme is designed to cover the training needs of teachers who teach the Greek language and culture in Community Schools in the USA. Therefore, it places particular emphasis on Greek Language teaching and focuses on modern methods of teaching Greek as a second / foreign language. The selection of participants is carried out by the Greek Orthodox Archdiocese of America in cooperation with the Cyprus Pedagogical Institute. The programme was attended by twelve teachers and was offered from 13 to 29 July, 2015. The course combined theoretical and practical aspects of knowledge, covering major thematic areas such as teaching methodology of Greek as a second / foreign language, History and Culture, in Pre-primary, Primary and Secondary Education. The programme also included a number of visits to museums, and historical and archaeological sites of Cyprus.

2.4.3.5 IN-SERVICE TRAINING FOR TEACHERS TEACHING GREEK AS A SECOND LANGUAGE IN SECONDARY SCHOOLS

The PI was responsible for the support and training of teachers who undertake the duty to teach Greek to foreigners in secondary education public schools. The basic aims of the seminars were to inform teachers about administrative issues of the programme and train them on topics concerning effective teaching of Greek as a second language. Workshops were offered where emphasis was given on planning and organizing a teaching unit.

The training programme which was developed for this purpose includes substantial support offered by the officers of the PI involved in this programme who visit the assigned schools and take into consideration the needs as these arise depending on the school. The site of the Programme which was further enriched was also a main source of teaching material.

2.4.3.6 TWO-DAY TRAINING FOR TEACHERS

- **Teachers of secondary education and secondary technical and vocational education**

The Cyprus Pedagogical Institute, in cooperation with the Department of Secondary Education and the Department of Secondary Technical and Vocational Education, organized two-day training seminars in January 2015. The teachers had the chance to choose participation in the seminars offered centrally or in training activities offered within their school unit.

- **Teachers of primary education**

The Cyprus Pedagogical Institute in cooperation with the Department of Primary Education organized two-day training seminars in September 2015. The training was offered centrally on the first day and it was school based on the second day. The teachers had the opportunity to choose participation in the seminars offered centrally or in training activities offered within their school unit.

2.4.3.7 IN-SERVICE TRAINING FOR TEACHERS OF THE 3rd CLASS OF THE LYCEUM

During the school year 2014 - 2015, a training programme for 150 teachers who teach Greek, Maths and Economics the 3rd class of the Lyceum was offered in cooperation with the Department of Secondary Education. The emphasis was on teaching methodology and educational issues related to transversal competence development. In September 2015, a new programme was launched for teachers who teach English and Economics the 3rd class of the Lyceum.

2.4.3.8 SEMINARS AND CONFERENCES

During 2015, the Pedagogical Institute organised various conferences, seminars and workshops covering a variety of educational issues and focusing on teaching methodology as well as the European dimension in education. The majority of the conferences were co-financed by the European Social Fund.

- **Ministry's antiracist policy: "Code of conduct against racism & guide for managing and reporting racist incidents"**

The Cyprus Pedagogical Institute, in the context of the provision of training on issues of diversity, intercultural education and antiracist policy, carried out teacher trainings, including school based seminars, conferences (21 November 2015 and 7 December 2015) as well as optional afternoon seminars.

- **Cooperation with the Council of Europe: Pestalozzi programme - train the trainer (Module b)**

The PI in cooperation with the Council of Europe, organised the seminar for trainers of trainers / teachers "Physical Education for Democracy and Human Rights" (Module B). The Seminar which took place in Larnaka from 27 - 29 May, 2015, was attended by 24 trainers from 17 countries / members of the Council of Europe.

EU/CoE Pilot Project Scheme Education for Democratic Citizenship / Human Rights Education "Teaching Controversial Issues – Developing Effective Training for Teachers and School Leaders"

Cyprus, in 2014-15, participated as a partner in the 2014 Pilot Project Scheme "Human Rights and Democracy in Action"¹ of the European Commission and the Council of Europe through the Cyprus Pedagogical Institute and the Health Education Office. The project "Teaching Controversial Issues - Developing Effective Training for Teachers and School Leaders", was coordinated by the United Kingdom, and attended by other participating countries: Ireland, Montenegro and Spain, whereas, Albania, Austria and Sweden were associated partners.

- **New programmes of professional learning**

In September 2015, the PI launched two new programmes:

- The Programme «Reinforcing the future generations in Cyprus», in cooperation with the STEFANOU FOUNDATION – CYPRUS, is offered to teachers who teach at the Gymnasia. The first part of the training was offered by trainers from the NGO «Partners for Youth Empowerment»².
- The PI promotes entrepreneurial thinking in education and supports teachers in Lycea who participated in the Junior Achievement Competition (Junior Achievement – Cyprus) or in other activities which focus on entrepreneurial thinking through a series of different actions (school-based seminars and workshops).

¹ <http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders>

² <http://pyeglobal.org/>

2.4.4 THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY

The Department of Educational Technology implements programmes of continuing professional learning in the areas of Information and Communication Technologies (ICT), designs 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, including online learning, communication and management. The focus is on the Education and Training 2020 European priorities. Under this scope, the following actions on Opening up Education through digital technologies have been taking place during the year 2015.

2.4.4.1 ICT USE 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)
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>)
Pupils are trained and they implement their action plan
- **Learning designs for the use of ICT in the learning process - competition**
<http://www.pi.ac.cy/imeridaTPE2015>
- **Short video production on Safe internet by students – competition**
http://www.pi.ac.cy/InternetSafety/drastiriotites_diagonismoi.html
- **Repository with ICT learning designs**
www.e-epimorfosi.ac.cy
- **Conferences**
 - <http://www.pi.ac.cy/imeridaTPE2015>
 - <http://www.pi.ac.cy/InternetSafety/SID.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>
- **Presentations and workshops at national and international conferences**
- **Workshops, presentations, seminars in schools, for pupils, teachers and parents**

2.4.4.2 AUDIOVISUAL MATERIAL PRODUCTION

- Portal <http://paragoges.pi.ac.cy>
- Educational documentaries “Kostas Montis” and “Cyprus Traditional Music”

2.4.5 EUROPEAN PROJECTS

The Cyprus Pedagogical Institute participates and coordinates a number of European competitive programmes for innovative learning projects.

Period	Project	Co-funding
Information and Communication Technologies		
1/3/2015 - 28/2/2018	ATS2020: Assessment of Transversal Skills	Erasmus + Key Action 3
1/3/2015 - 28/2/2018	MENTEP: Mentoring Technology Enhanced Pedagogy	Erasmus + Key Action 3
1/9/2015 - 1/9/2017	CREARTE - Creative Primary School Partnerships with Visual Artists	Erasmus+ Key Action 2
1/1/2015 - 30/6/2016	CyberEthics GV - Cyprus Safer Internet Center (SIC CY II)	Safer Internet Programme
1/5/2013 - 30/4/2015	EUFolio: a European Network of e-Portfolio Experts and Practitioners	"Implementation of the European strategic objectives in Education and Training (ET 2020)"- creative classrooms call
2013 – 2015	Open Discovery Space: A socially – powered and multilingual open learning infrastructure to boost the adoption of eLearning resources (ODS)	KA1 – Implementation of the European strategic objectives in Education and Training
Sociocultural diversity		
1/9/2015 - 1/9/2017	Culture, body, gender, sexuality in early school education	Erasmus+ Key Action 2
1/9/2014 - 1/9/2017	NAOS (SIRIUS CONTINUATION ERASMUS+ Professional Capacity dealing with diversity	Erasmus + KA2
2015 - 2016	Pilot Projects on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education	Erasmus + Key Action 2

Period	Project	Co-funding
Environmental education		
2014 – 2017	Project Life “Rethink (Reduce, Reuse, Recycle)”	LIFE+ Environment Policy and Governance
2011 – 2015	Collaboration of Schools and Communities through Sustainable Development. «Codes»	Life Long learning project
5/4/2013 - 5/4/2015	Programme of non-conventional water resources in Cyprus	Partnership with Coca-Cola Foundation Atlanta
Teaching methodology		
1/9/2015 - 1/9/2017	DiDeSu: Differentiation of instruction for teachers' professional Development and pupils' Success	Erasmus+ Key Action 2
1/1/2014 - 1/1/2017	ELINET: European Literacy Policy Network	Life Long Learning Project

2.4.6 ENVIRONMENTAL EDUCATION PROGRAMMES

2.4.6.1 THE NETWORK OF ENVIRONMENTAL EDUCATION CENTRES

The Ministry of Education and Culture created the Network of Environmental Education Centers (EEC), in the framework of enforcing the provided Education on the Environment and Sustainable Development for the pupils and teachers of all educational levels and on the basis of the introduction of the Curriculum for Environmental Education / Education for Sustainable Development as part of the ongoing Educational Reform. The Network of EEC is in the ninth year of operation and currently operates four centers: the Pedoulas Environmental Education Centre, the Athalassa Environmental Education Center, the Akrotiri Community Environmental Education Center and the Salamiou Environmental Education Center. In particular, it is noted that during the school year of 2015, the Akrotiri Community EEC was relocated to a fully equipped bioclimatic building, the inauguration of which was conducted by the Minister of Education and Culture. Additionally, procedures for the turning Panayia's Gymnasium into the fifth environmental education center have moved forward, with respect to the planning of the Ministry of Education and Culture to complete the EEC Network. It is planned that the network will be completed in the coming years with the creation of environmental education centers at Cape Greco and the Community of Koilani.

The EECs are under the supervision of the Cyprus Pedagogical Institute, which is the coordinating body of the Ministry of Education and Culture on issues of Environmental Education and Sustainable Development. The creation of the Environmental Education Centers Network is the result of close cooperation between the Ministry of Education and Culture with the local communities (Community of Pedoulas, of Akrotiri and of Salamiou) and with the Ministry of Agriculture, Natural Resources and Environment - Forestry Department, with the input of which the EEC of Athalassa was created. The Athalassa EEC offers one-day programmes, while Pedoulas EEC, apart from one-day programmes it also offers two- and three-day programmes and accommodation of up to forty pupils at its dormitories. The Community of Akrotiri EEC, apart from offering one-day educational programmes, it also offers a number of two-day programmes during the spring season. The EEC of Salamiou, at present, offers

one-day environmental education programmes, but it is planned that it will shortly be developed into a regional-type center, offering three-day and multi-day environmental education programmes.

The programmes of all EECs have been designed by the Team of Environmental Education of the Cyprus Pedagogical Institute in order to examine and utilize specific environmental fields of the areas in which they have been established and are consistent with current environmental and sustainable development issues, as set by international organizations and the scientific communities. The programmes are run on the basis of central themes concerning the "Forest-Biodiversity", "Water", "Environment and Culture", "Soil", "Environment and the Local Community", "Energy", "Desertification and climate change", "Regional cultures and local products", and so on and they are directly connected with the school. An innovation of the programmes is their connection to the New Curriculum for Environmental Education and Education for Sustainable Development and their integration in the educational process, as part of the formal education of pupils and teachers of our country.

The aim of the Centres is to serve as supporting structures for the promotion of Education, for the Environment and Sustainable Development in schools and become areas of development and implementation of multilateral environmental actions. Through these actions pupils, at all levels of education, as well as teachers and other groups of the population, have the opportunity to investigate environmental issues through experiential and empirical engagement in various learning environments beyond the school and on the basis of the joint examination of the social, political and economic considerations. An important innovation of the EEC Network is the interconnection and cooperation with other non-formal educational organizations and institutions, such as local workshops, museums, and so on. These partnerships include the cooperation with the Water Boards of Lefkosia and Lemesos in order to offer specific environmental education programmes for water, both in the Water Museum in Lemesos, and the Open Air Water Museum in Lefkosia. Details for all actions of the EEC Network and the offered programmes can be found at the EEC Network website (<http://www.moec.gov.cy/dkpe/>). It is noted that in the year 2014 - 2015 approximately 18.500 school pupils participated in the programmes of the EEC Network, 500 teachers and 250 university students from Cyprus and abroad.

Moreover, in the context of the actions of the EEC Network, a series of interdepartmental training seminars and professional development seminars for teachers, of all levels of education, were conducted, addressed to professional special interest groups, but also to local populations. It is also noted that within the framework of actions for environmental awareness and the activation of civil society, the EEC Network organized for the first time special education programmes for parents to promote the interaction between parents and children on environmental issues and the joint reinforcement of their environmental awareness. Moreover, in each Centre, workshops and conferences on various environmental and sustainable development issues, were conducted, in the light of the particular environmental issues in the areas where each center is located.

Finally, it is noted that the role of the EEC Network was decisive for the integration of the Troodos Forest in the UNESCO Global Network of Geoparks.

2.4.6.2 ACTIVITIES AND ACTIONS BY THE ENVIRONMENTAL EDUCATION TEAM

Some of the most important activities of the Environmental Education (EE) / Education for Sustainable Development Unit (ESD) for the school year 2015 were:

- **Provision of education and training programmes on the subject of EE / ESD**

- Seminars for teachers, at all levels of education, on issues related to Environmental Education and Education for Sustainable Development. In the framework of this action, the following seminars were organized:
 - Education for Sustainable Development: Principles for the design of the sustainable school.
 - The role and contribution of Environmental Education Centres in promoting environmental education in school.
 - Sustainable development: Models of production and consumption.
 - Non-Conventional water resources: exploitation of the produced educational material.
- A two-day teachers' training for Primary and Secondary Education. Specifically, for Primary Education, workshops were organized on the implementation of the Curriculum of EE/ESD, while for Secondary Education the training was focused on the integration processes of the object in the various courses.
- Seminars addressed to the school leaders (Head teachers and Deputy Head teachers in Primary, Secondary General and Secondary Technical and Vocational Education).
- Seminars addressed to expatriate teachers from the Black Sea Countries and from the Greek Community Schools in the USA run by the Greek Archdiocese.

- **Authoring of educational material to enhance the curriculum of EE/ESD**

- Attainment Targets and Adequacy Targets of the Curriculum of EE/ ESD for Primary Education.
- Supplementary materials for the application of the focus target "Sustainable Development: greening our schools improving our quality of life", at all levels of education.
- The Guide "Ideas and proposals for defining and investigating issues of Sustainable Environmental Educational School Unit Policy".
- The Guide "Ideas and examples for interventions and changes in the school unit based on Education for Sustainable Development".
- The educational material "Lake Oroklini: Educational proposals for primary education", within the project LIFE OROKLINI (LIFE10 NAT / CY / 000716).

- **Organizing meetings and workshops for EE/ESD (indicatively the following):**

- Working meeting and information day for the European Life project entitled "Rethink (Reduce, Reuse, Recycle). Awareness Campaign to Reduce, Reuse and Recycle waste in Cyprus" (2 - 4 July, 2014).
- Educational workshop "The wetland of Lake Oroklini". Presentation of the educational suitcase "Oroklini Lake" (April 11, 2014).
- Educational workshop for the presentation of educational material "Mission Water: Non-Conventional Water Resources" (28 - 29 January, 2014).
- Co-organizing the Events Section of the House of Representatives in the House of the Conference on Global Environment Day (June 4, 2014).
- Co-organizing the Events Section of the House of Representatives of the debate on Climate Change at the Parliamentary Environmental Committee (March 28, 2014).

- **Participation in expert committees and preparation of national reports for EE/ ESD, such as:**
 - The Committee of UNECE (United Nations Economic Commission for Europe), on the Strategy for Education for Sustainable Development.
 - UNESCO, for the completion of the Decade on ESD (2005 - 2014) and for laying down basic pillars for ESD beyond 2015 (GAP [Global Action Plan on Education for Sustainable Development]).
 - The International Committee of the Mediterranean Environment Agency for the Mediterranean Strategy for ESD.
 - The International Network ENSI "Environment and School Initiatives".

- **Other activities and actions of the Group for Environmental Education**
 - Participation of EE/ ESD Team in other voluntary events, such as:
 - the environmental festival of ASTRA
 - the environmental event of the Municipality of Dali
 - the Global Environment Day
 - Cooperation of the EE/ESD Team with the Office of the Environmental Commissioner and providing lectures in schools and other groups on issues related to environment and sustainable development.
 - Extending over Cyprus of the programme "Tighanokinisi", implemented by the Cyprus Pedagogical Institute in cooperation with the Non-Governmental Organization "AKTI" involving more than 200 schools of Primary and Secondary General and Technical Education.
 - Advisory support of schools and organizations on school-based seminars on Environmental Education and Education for Sustainable Development.
 - Design and implementation of Environmental Education programmes at the national level, such as the "Tighanokinisi", which was co-designed and implemented by the Non-Governmental Organization "AKTI", involving more than 200 schools, of all levels of education.

Note: Details of all actions of the EE/ESD Group of the Cyprus Pedagogical Institute can be found in the revised website of the EEC Network <http://www.moec.gov.cy/dkpe/> .

2.4.7 THE CURRICULUM DEVELOPMENT UNIT

The work of the Curriculum Development Unit is:

- Coordination of procedures for the issuance of curricula.
- Processing of writing, editing and updating teaching textbooks and the production of educational material for teachers and pupils, at all levels of education.
- Purchasing of teaching textbooks published by publishing organisations (Computer Technology Institute and Press "Diophantus") in Greece and the process of transporting them from Greece to Cyprus.
- Issuance of educational material (booklets, posters, cover art, flyers etc.) for the purpose of:
 - the Ministry of Education and Culture (MOEC),
 - the Pedagogical Institute (PI),
 - the Centre of Educational Research and Evaluation (CERE), and
 - other services of MOEC.
- 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 General 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.

In order to carry out the work effectively, the Curriculum Development Unit works closely with the Ministry of Education and Religion in Greece, the Lifelong Learning and Religious Affairs, the Computer Technology Institute and Press "Diophantus" (ITYE), 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.

2.4.7.1 BOOKS USED IN THE CYPRUS EDUCATIONAL SYSTEM

The Curriculum Development Unit has been actively involved in the adoption of the curricula and the production of teaching material for the Education Reform. The books used in the Cyprus Educational System include publications by MOEC, the Computer Technology Institute and Press "Diophantus" (ITYE) and from 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	125	67	-	192
Secondary General	144	73	51	268
Technical and Vocational	193	47	29	269
Total	462 (63%)	187 (26%)	80 (11%)	729 (100%)

2.4.7.2 CURRICULUM DEVELOPMENT UNIT BUDGET

The following table shows the expenditure for the financial year 2015:

	Cost (Euro)
Reprints/ Revisions/ First editions of CDU books and educational packages	€1.021.653,00
Purchase of textbooks from CTIP "Diophantus", books sent abroad/books received from abroad.	€1.344.430,00
Total cost	€2.366.083,00

2.4.8 THE CENTRE FOR EDUCATIONAL RESEARCH AND EVALUATION (CERE)

The Centre of Educational Research and Evaluation (CERE) was established in August, 2008, following a decision by the Council of Ministers. The CERE undertakes and coordinates a range of activities in three different directions. 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, teacher training). Secondly, the CERE undertakes evaluation studies on educational innovations, interventions and programmes of the Ministry of Education and Culture (MoEC), implemented in Cyprus schools. Thirdly, the CERE seeks to develop and sustain research-oriented culture within the educational system (schools, pupils, teachers).

During 2015, in accordance with its annual action plan, the CERE was engaged in various actions across the three dimensions outlined above, as follows:

2.4.8.1 PARTICIPATION IN LOCAL AND INTERNATIONAL RESEARCH EDUCATIONAL STUDIES

2.4.8.1.1 International Research

The CERE is involved in a number of research studies coordinated by international organisations (e.g., the Organization for Economic Cooperation and Development, the International Association for the Evaluation of Educational Achievement), some of which are co-funded by the European Commission. Specifically, the CERE represents the MoEC in the following international surveys:

- **Programme for the International Student Assessment (PISA)** – The study aims to develop reliable indicators for the learning outcomes of educational systems (knowledge and skills in Reading, Mathematics, Science and Problem Solving) towards or upon the completion of compulsory education.
 - PISA 2012: During 2015, the CERE proceeded with the dissemination of the results of the study. In addition, further analyses of the data were undertaken.
 - PISA 2015: The main study was implemented between March and April with the participation of 6.309 pupils from 127 public and private secondary education schools. The CERE organized, coordinated and supervised the process of data collection and coding and implemented quality control measures. The coded data were submitted to the organisers, according to the timelines set. The data were submitted to the Educational Testing Service (ETS), so that they can be processed, along with the respective data from the other participating countries.

- **Trends in International Mathematics and Science Study (TIMSS)** – The study aims to assess the performance of fourth and sixth class pupils of Primary Education in Science and Mathematics, at an international level. In addition, TIMSS is intended to collect information about the implementation of the National Curriculum, the teaching practices and school resources.
 - TIMSS 2015: In January 2015, the CERE organized a series of meetings and workshops to prepare the implementation of the study in the schools. Data collection within the main study took place between March and May 2015. Participants included 4.343 fourth class pupils from 146 public and two private primary schools. The study was completed after the data were coded and entered, and quality control measures were applied. The data were submitted to the IEA to be processed, along with the data submitted by the other participating countries.
- **Teaching and Learning International Study (TALIS)** – The main objective of the study is the collection of information from principals and teachers in lower secondary schools (Gymnasium), at an international level, with respect to professional development, teaching and pupils' learning.
 - TALIS 2013: The main study took place in 2013 and involved 2.000 participants. During 2015, the CERE proceeded to make the database of the study public, so that data can be accessible to anyone interested. The CERE was also involved in the dissemination of the results of the study.
- **Programme for the International Assessment of Adult Competencies (PIAAC)** – The study focused on the assessment of the language, mathematical and technological literacy of adults aged 16 - 65.
 - PIAAC 2012: The study was conducted in 2012 and involved 4.500 participants. During 2015, the CERE was involved in the dissemination of the results of the study.

2.4.8.1.2 European Research

In addition to participating in the international studies mentioned above, on behalf of MoEC, the CERE is also involved in the following European projects:

- **Professional Learning through Feedback and Reflection - PROFLEC (2012-2014)** – This particular project aimed to develop diagnostic instruments, at the European level, that measure competencies in educational leadership and management. The results of these instruments can be useful for the professional development of school leaders. In 2015, the CERE proceeded with the dissemination of the results of this programme.
- **Assessment of Transversal Skills 2020 - ATS 2020 (2015-2018)** – This particular project was funded within the ERASMUS+ scheme (Key Action 3, Support for policy reform). The project aims to develop and validate a model for the development and assessment of transversal skills. During 2015, the CERE focused on the development of the methodological research framework for the evaluation of the ATS2020 implementation model.

2.4.8.1.3 National Research

- **Programme for Functional Literacy for Third and Sixth Graders** – At the local level, the CERE runs the longitudinal 'Programme for Functional Literacy' (PFL) on a national scale for all primary school pupils of the third and sixth class. The study aims at the identification of pupils 'at risk' for functional illiteracy. The results of the study are forwarded to the schools and the Directorates of Education of the MoEC, so that these pupils receive the necessary support. In 2015, the study involved a total of about 8.000 third class pupils and 7.500 sixth class pupils. In addition, common test distribution dates were set for all schools. With regards to the research processes, for the first time, the CERE was involved in the following actions:

- the pupils' questionnaire included variables on parental involvement to allow research into the relationship of this factor to the risk for illiteracy in Greek language,
- stepwise logistic regression models were applied to identify the variables that carry predictive power with respect to the risk for low level skills in Greek language and Mathematics,
- multilevel models were used to explore the extent to which certain factors associated with the school contribution to the risk for functional illiteracy,
- the results from the same pupils at two different time points (third and sixth class) were compared, and
- the predictive validity of the PFL tests and the cut-off point were explored.
- **Validation of Tests in Greek as an Additional Language** – The CERE, in collaboration with the Directorate of Primary Education of the MoEC, proceeded to validate the tests for the assessment of children's proficiency in Greek as an additional language. Specifically, the CERE was involved in a validation study of the diagnostic tests "I speak Greek I" with primary school pupils in the Cyprus context. In addition, according to the results of the validation study, the particular test was adjusted / refined.
- **Feedback about Support of Students At-risk for Functional Illiteracy** – During 2015, the CERE conducted a research study to collect feedback from primary schools (principals, teachers), on the practices employed to support pupils identified as at-risk for functional illiteracy, on the basis of their performance on the test of the Programme for Functional Literacy (PFL).
- **Progress Report for the Implementation of the National Action Plan for Disability 2013-2015** – The CERE was responsible for the preparation of the respective report, after data collection from all schools of primary and secondary education in Cyprus.

2.4.8.2 EVALUATION OF INNOVATIONS AND PROGRAMMES OF THE MOEC

During 2015, the CERE implemented the following evaluation studies, which are expected to facilitate the MoEC in evidence-based decision-making:

- **Evaluation of the New Timetable for Secondary Education in Four Pilot Schools** – This evaluation study was conducted during the third year of the pilot implementation of this innovation, so as to identify and document corresponding strengths and limitations.
- **Evaluation of the In-service Training Programme for Third Grade Lyceum Teachers** – The CERE undertook the evaluation of the in-service training programme for teachers who teach at the third class of the Lyceum. This programme was organized by the MoEC, in collaboration with the Pedagogical Institute (PI) during 2014 - 2015, within the framework of continuous teacher training.
- **Re-Evaluation of the Hairdressing Specialty in Secondary Technical and Vocational Education** – The CERE has designed and conducted an evaluation study focusing on the hairdressing specialty, offered for a second consecutive school year in four technical and vocational schools. The study explored the implementation and effectiveness of this specialization through the opinions of individuals involved (pupils, teachers, supervising personnel).
- **Evaluation of the "Open School"** – In 2015, the CERE conducted an evaluation study of the "Open School". The assessment was deemed important, since the innovation is still at the stage of pilot implementation.
- **Evaluation of the "Music School"** – This evaluation study was deemed necessary to institutionalise this innovation further. The CERE proceeded with data collection from individuals involved (pupils, graduates, teachers) and prepared a report of the results.
- **Evaluation of the Pre-professional Programmes in Special Units of Secondary General and Secondary Vocational and Technical Education and Special Schools** – According to the UN declaration for the rights of people with disability, the State is obliged to conduct evaluations of the pre-professional training programmes, provided by the special schools and special units in

secondary general and secondary technical and vocational schools. The CERE has proceeded with a research methodological design and implemented the respective evaluation study.

2.4.8.3 PROMOTION OF ACTION RESEARCH WITHIN SCHOOLS

The CERE has supported a number of schools in the implementation of action research at the school level, on topics aligned with schools' own interests and educational needs.

In addition, the CERE participated in the following European research projects:

- **'Out of the Box' Empowering School Leaders through Action Research' (Comenius Regio Partnerships) (2013-2015)** – This research project relates to the possible ways of improving schools, as a result of action research by principals (Cyprus - UK). The project was completed in 2015.
- **'Development of Mathematical Reasoning through Technology and Parental Engagement' (Comenius-Regio Partnerships) (2013-2015)** – The project, that aimed to develop primary school pupils' mathematical reasoning through a participative process of designing and enacting educational material, was completed in 2015 (Cyprus - Greece).

The CERE also collaborated with the Cyprus Research Promotion Foundation for the implementation of the competitions 'Students in Research' and 'Technology and Innovation in Education'.

2.5 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 Higher Education (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 etc.), HE of Cyprus aims to promote excellence in teaching, encourage quality assurance, and, at the same time, 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, as regards 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 pupils 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 for 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 as regards 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 for the establishment of 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 matters, in accordance with the European Standards and Guidelines. The goal has been satisfied by the official establishment of the Agency since the 2nd November, 2015.

- **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.

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 maintain and develop 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 four 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 41 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 European Union funds.

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). This goal is among the MOEC's strategic plans priorities.

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 are crucial for universities to respond to demographic changes, to attract international talents, and to raise necessary additional funding.

European Youth Card (EYC) 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 included the welfare of young

people, their social, cultural and intellectual growth, as well as the encouragement of mobility. 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 programmes of studying, both in Cyprus and abroad.

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 one representative from the Ministry of Education and Culture, one from the Ministry of Foreign Affairs and one from the Ministry of Finance examines and evaluates all applications submitted annually and decides how to disseminate the amount of subsidies taking into consideration the approved amount of the state budget. In 2015 the Ministry of Education and Culture subsidized with €100.000 twenty Greek Departments from 12 countries.

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, and 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 Bologna Process started on June 19th, 1999, when 29 European Ministers responsible for HE signed the Bologna Declaration in which they undertook the responsibility to create a European Higher Education Area that should be completed by 2010.

On 19th 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 have been promoted, targeting the quality assurance of HE, the enhancement of mobility, and 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 unceasingly widening the spectrum of covered areas, the Open University gives the opportunity to working people and adults to study in a distance learning mode. An additional measure implemented in 2015 is the offer of Distance Learning programmes of study by all Cypriot universities in collaboration with the Open University.

At the same time, all HE institutions introduced lifelong learning programmes of study. These programmes are addressed to a wide range of groups of people, 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.
- 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 their age.
- Funding of LLL activities promoted by the government is based on European and public funds.
- Public Universities offer their LLL programmes through state funding and private universities offer their LLL programmes through private funding.
- 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 to:

- upgrade existing and develop new research infrastructure, allowing high-level research activities in cutting-edge fields to be carried out,
- involve enterprises in research and innovation activities as well as to increase their contribution to the total R&D spending,
- increase the number of human capital employed in research,
- attract experienced researchers and scientists from abroad, as a means of utilising their research experience and know-how,
- encourage the participation of Cypriot organizations in European research programmes, 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 involved all public and private Universities. Its purpose was to develop the infrastructure and support the cooperation between the Universities and Industry. It was 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, and
- enhancement of the employment potential of students and graduates resulting from their contact with Business during their studies.

The professional qualifications and the status of the staff as well as the physical arrangement and appearance of the Offices, standardized to meet such quality specifications 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. The work of the Liaison Offices and the significant benefits derived from securing finance from EU Structural Funds has 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 20 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 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. Since 2015 this goal is among the priorities of MOEC as they are set in the strategic plan.

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 Parliament. 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 available to international students regarding its education system and HE in particular by:

- a) Translating information material, regarding higher education in Cyprus, in various languages, such as, English, Russian, Arabic and Chinese.
- b) Publishing information on its official website (www.highereducation.ac.cy).
- c) Marketing Cyprus as an attractive destination for excellent students, scholars and researchers as well as investors in HE, primarily through the Ministry's participation in Higher Educational Fairs abroad. Hence, the DHTE, as well as the public and private universities and other HEI, participate in international fairs in Europe (e.g. Greece, Russia), as well as in Asia (e.g. China) and the Middle East (e.g. Oman). Additionally, the MOEC addresses or receives invitations from foreign countries for official visits in order to exchange information and promote collaboration regarding the educational system of Cyprus, as well as the educational systems of other countries.

In 2015, the DHTE organized the participation of Cypriot Delegations in the following events:

- «Global Higher Education Exhibition», Oman, 20 - 22 April, 2015
- Information Day «Studies in Cyprus», Thessaloniki, 20 June, 2015
- «Education Exhibition and Information Day», Saint Petersburg, 4 - 5 October, 2015
- «EduTraC 2015», Oman, 12 - 14 October, 2015
- «China Education EXPO», Beijing, 24 - 25 October, 2015

- Scholarships

Opportunities for international students to study in Cyprus have been broadened. EU students can spend certain time at universities in Cyprus through the Erasmus programme. It is important to note that studying an undergraduate course 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.

PARTICIPATION IN EUROPEAN PROGRAMMES

3.1 EURYDICE NETWORK

The Eurydice network has been one of the strategic mechanisms established by the European Commission and Member States since 1980 to boost cooperation, by improving the understanding of educational systems and policies. As from 2008 the Education, Audiovisual and Culture Executive Agency (EACEA) has taken over responsibility for the European-level activities of the network and a new European Eurydice unit has been established in the Agency.

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning, by providing comparable information on education systems and policies in the 37 countries concerned and by producing studies on issues common to European education systems. It covers:

- 41 educational systems within the 37 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, Switzerland and Turkey), and
- a coordinating unit based on 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.

For more information about Eurydice, see

http://eacea.ec.europa.eu/education/eurydice/index_en.php

3.2 The programme of the Council of Europe on '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 all their rights but also undertaking all the responsibilities allocated to them. Its objective is to reinforce the democratic institutions by adopting an intense democratic culture, by emphasizing the feeling for participation, and commitment, but also in addition the 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, Civic Education, but also in the entire programme, and 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 related to the education for democratic citizenship and the human rights, are included within the goals on emphasis as they have been defined by the Ministry of Education and Culture for all schools during the school year 2014 - 2015:

Priorities of the Ministry Of Education and Culture for the years 2014-15

- Improving learning outcomes /results.
- Augmenting the feeling of self-confidence and reinforcing the positive self-image of our pupils. It is the best prevention measure of antisocial behavior.
- Providing prestige and reliability to our educational system. Strengthening the positive stand of society towards the school and the educators.
- Greening our schools, improving our quality of life. Sustainable Development.
- Learning timeless lessons from the struggles of the Cypriots for freedom.

Targets for the School Year 2015 - 2016

- Improving learning results
- Making pupils aware of racism and intolerance and promoting equality and respect in the context of the campaign by the Council of Europe against “hate talk”.
- Schooling, a carrier of state policy called upon to institute an implementation standard of anti-racism policy, which recognizes the diversity as the most basic component of the school community, and which should operate as a mechanism of social inclusion of children with any type of diversity in order to ensure for all members of the school community an environment of security, tolerance, respect and equality.
- Learning timeless lessons from the struggles of the Cypriots for freedom

Activities for EDC/HR in Cyprus Schools

The EDC/HR interests directly the educational authorities, schools, non-governmental organizations, local authorities, municipalities and Mass Media. A wider-scope education, that emphasizes school life and extracurricular activities and 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 the 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 many Gymnasia, Lycea and Technical Schools.
- Application of the institution of the Zones of Educational Priority (Z.E.P) in every county for school success for all pupils and the social integration of foreign pupils.
- Promotion of measures for smooth integration of foreign pupils in our schools, and generally, in our society.
- Organization of the Institution of Children’s Parliament aiming at the active participation of children in decision making by spotting and solving their problems.
- Implementation of democratic procedures for electing Pupil Councils, while in some schools the election of foreign pupils in pupil councils is stressed.

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 years 2013 - 2014 and 2014 - 2015 the following activities took place with schools' initiative:

- Organization of pupils' conferences (e.g. "Common Cypriot League", "Active Citizen", "Treasures of Lambousa"), competitions (e.g. "Francophonie", "Stockholm Junior Prize", "Prospects of our students using tap water in our school", (AMORA) exhibitions, projects, speeches, theatrical performances on DC/HR with the involvement of schools, local authorities, parents associations and other non-governmental factors.
- Participation in European programmes e. g 'Positive Images', 'Innovation against discrimination', 'Euroscola', 'Comenius' (with the theme of Intercultural Education), equal opportunities and human rights, 'BIRDS', CATS, E.U. Back to School, EARN, MEDIM, UN (Human Rights), EARIL (Intercultural Education) Eurodesk (Mobility opportunities in Europe) «Junior achievement Cyprus» «Open Discovery Space».
- Creation of the Internet Club in the school environment for the reinforcement of distant communication with people from other countries.
- Promotion of social justice in other European countries (e.g. Les restos du Coeur) and applying them at school level.
- Action plans for promoting volunteering (competitions, conferences, visits to institutions, in cooperation with NGOs, blood donations, strengthening Heart and Kidney Patients Associations).
- Activities on gender equality within the Commonwealth Week 2011 for «Women as agents of change».
- Activities for the protection of the environment and sustainable development (Conferences, organizing recycling, tree planting), Save Energy, Green Dot, "Golden-Green Leaf".
- Sustainable Development: "Making our schools greener, improving our quality of life", Fruit offering at break time with the slogan "We eat fruits for health and beauty." Organization of relevant lectures (e.g. Solid waste recycling, renewable energy, Zeolite). Creation of artwork from recyclable materials. Student conference "I love my country, I promote sustainable development," "I know and love my country".
- Participation in Programmes of the Environmental Education Centres Network.
- Green Language Rooms (green educational environment).
- Creation and maintenance of herb and vegetable gardens.
- Musical programme with environmental instruments "Music and Natural Environment: playing with water».
- Creating online communication opportunities 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).
- Cooperation with the Office of the Commissioner for the protection of children's rights.
- Viewing films and plays 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", EDSPY (internet safety), THIMUN
- Formation and activation of Voluntary Groups in schools.
- Further education of teachers in pedagogical conferences and European seminars emphasizing education for D.C/HR. sensitization in subjects of bullying, ADHD. And so on.

Our schools cooperating with equivalent schools of the E.U.

- Incorporating school to Pasch worldwide school association. Internet communication and exchange of experiences. Hosting pupils from European countries.
- Twinning with other schools
- Putting in practice the institution of social work.
- Infringing pupils entering special programmes of artistic creativity and 'ecological' schools (or 'green') oriented schools.
- Developing the feeling of acceptance of others through various subjects. Practical Workshops "I respect my immigrant classmates", "Diversity and Empathy" with the participation of pupils with optical disability. Preparation of the mosaic "Boat of hope" with the participation of foreign pupils.
- Discussing on the existence of shops selling second hand items and clothing for charity purposes during the English lesson.
- Adopting children from Kenya for three years and sending to them foreign books.
- Distributing the book 'Youths in Europe'.
- Giving lectures on the topic "The role of Cyprus in the European Union".
- Lecturing about the Holocaust.
- Cooperation between schools and 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.
- A competition on Video making about "Bullying", Internet rights and obligations "Online Rights and Possibilities".
- Participation in the European stop-smoking campaign "EX – SMOKERS ARE UNSTOPABLE".
- Workshops entitled «Fred goes to school» for smoking cessation.
- Group of schoolgirls participating in a television programme "Economic crisis through the eyes of the young".

Cyprus schools and generally our society are 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.

- Participation in the "1st International Students and Youth Stage" in Ancient Olympia.
- Participation and distinction in the PanHellenic Competition "Cyprus 1974 - 2014, 40 years I do not forget, I contest, I create."
- 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. «Expansion of the 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". "Spiritual mental/intellectual Resistance for quality of life". "Improving learning outcomes /

results," "The timeless struggles of Cypriots for freedom from the 21st century youths point of view" "glimpses of the confused state of life".

- Local Competitions e.g. writing of a poem or a short story on “Social solidarity as a solution or in economic and ethical crisis” Essay about the poet Kostas Montis. Visual arts “limits and activism”.
- International Programme ME.DI.MUN. (UN simulation) organised by Nicosia 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 Mathematics teaching and learning.
- SEMEP Programme (network of environmental education), Project “Water pollution and suitability for human consumption”.
- Worldwide competition: Short film with the title: “a planet for all”, “Act Eco-logically, Act sustainably”.
- 43rd International Letter-Writing Competition for Young People up to 15 years old.
- Participation in the 9th International Children's and Youth Art Exhibition "Stories for Today".
- UNESCO (events of twinned schools).
- LOG IN: Laboratories on Gender Violence in New Media, DAPHNE European Programme. Research with the collaboration of the University of Cyprus, the Council of Europe and the 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)
- Pupils of Vocational Education of the Faculty for Hotel and Catering worked in Latvian Hotels. Collaboration with their European colleagues, first taste of European work market.
- Workshop about Bullying organized by the «Hope for Children” organization.
- “KENΘEA” «Life Journey».
- Participation in anti-bullying programmes e.g. ViSC, European Anti-bullying Campaign (Implementation of an Interactive Educational Tool). Participation in a relevant survey by the University of Neapolis, Pafos.
- Anti-drug association, “Mikri Arktos” (drug prevention, youth organization) workshops “Communication, collaboration, self-esteem, addictions, violence, and prevention”.
- Charity Activities: Raise funding (e.g. 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 pupils.
- Olive: collection from a school’s olive grove and support to indigent pupils. Voluntary work (during Greek lessons) for a pupil for whom Greek is a foreign language. Bazaar with Easter candles by the pupils of the specific unit.
- Voluntary work in not 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’ (accompanying elderly people to the church of the community).
- School competition ‘Voluntary work against financial crisis’.
- National knowledge competition for European affairs LCEducational.
- Collection of plastic caps in order to buy wheelchairs.
- Voluntary cleaning of the beaches. Recording of biodiversity.
- Financial coverage for an Uganta child’s baptism and care.

- Programme “Tiganokinisi” (Converting our cooking oils into fuel).
- Pupils 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.
- Cooperation with the NGO “Equal Rights and Equal Opportunities for Women”. Programme “Embracing” (for combating trafficking of people for sexual exploitation).
- 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 pupils at Woodwork – Furniture manufacture faculty workshops.
- Hosting of Special needs children, lunch and tour at a community’s museum.
- Limassol Municipality Pupils’ Councils. Lighting a park, public presentation.
- Participation of the Turkish – Cypriot pupils as pupils with Greek as a second language at a European Programme organized by the Center of Parasitimon «MITOΣ» at Paramalli.
- Radio emission every Friday for fostering 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’ E-twinning. Collaboration with other European Schools ‘Ev zen’.
- Rizokarpaso pupils hosting (in the context of the 2nd educational goal).
- European (E.M.C.) and World (W.W.F.) competition participation.
- Memories of the Turkish occupied areas of Cyprus. Exhibition of pupils’ 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 for how much do I fight or acclaim?’
- Anti-war internet museum.
- Cooperation with the Limassol Bishopric for financial and other support of needy pupils providing them with the necessary means for survival (e.g. breakfast, clothing and footwear, medication, psychological support).
- Distinction in Pancyprian Illustration Contest of " Evagoras Pallikarides Red Notebook".
- Calendar with heroes from 1955 - 1959 struggles.
- European Programme "Youth in Action, Climate changes as fast as fashion" of the Cyprus Youth Organisation (56 youths from seven countries).
- Cooperation with the Parents Association of the Foundation of Adult Children with Intellectual Disability.
- Programme "Polish Robert Schuman Foundation from Warsaw Poland".
- Production of the film "The sustainable schools" within the competition "European Year of Development 2015".
- Event "Recycling heritage – hewing the stone".
- Inter-school poster competition as part of the European Day of Languages.
- Pancyprian Competitions Information Technology, Sciences.
- Create Frescoes on school walls.
- «Wall of Love”, laminated hearts with messages about the values of love and peace.
- Schoolgirl team participation in TV shows e.g. "Financial crisis through the eyes of youth", "Eating habits of teenagers."

- “Phaethon” programme for road safety lectures by REACTION organization. Pupil Debate on Road Safety.
- Lecture "Music therapy - a new form of therapeutic intervention".
- Lecture on the economic crisis and job orientation.
- Theatrical performance "Scarlet threads".
- Production of historical documentary "The Cyprus Unionist Issue. Area of Contradictions".
- Cooperation with the public organisation Cyprus Lyons Quest Foundation. Three-Year Programme "Our strength WE!"
- Teleconference with the research centre CERN.
- Cyprus Friendship Programme (Bi-Communal Programme).
- Lecture “Dynamics of the Groups and Social Skills in the Classroom”.
- Information on the Fundamental Rights of the EU Charter.

3.2 ELECTRONIC PLATFORM FOR ADULT LEARNING IN EUROPE - EPALE

The Department of Secondary Technical and Vocational Education is the coordinator of the Electronic Platform for Adult Learning in Europe (EPALE) in Cyprus.

EPALE is a multilingual online space to exchange and promote methods of good practice in adult education. Individuals involved in organising and delivering adult education can access an online adult learning platform to share the latest developments and learn from each other. EPALE also includes a library of resources, a calendar of courses and events of interest for adult education professionals, as well as a partner-search tool.

EPALE supports the following goals:

- Make lifelong learning and exchange of experience a reality,
- improve the quality and efficiency of adult learning, and
- promote equality, social cohesion and active citizenship through adult learning.

Anyone involved in providing and organising adult education, including teaching and administrative staff, policymakers, researchers, media, and so on, employed at adult education organisations within the participating countries can take part, among others.

3.3. HIGER AND TERTIARY EDUCATION

3.3.1 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 a 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

• 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.

3.3.2 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 established in July 2008 as a relaunched Euro-Mediterranean Partnership (the Barcelona Process), when a plan to create an autonomous Mediterranean Union was dropped. The UfM aims to promote cooperation of non-European Mediterranean countries with European Union Countries in a wide area of subjects such as environment, energy, maritime, pollution of the Mediterranean, Education, Telecommunications, etc. Cyprus is actively involved in the UfM participating in a number of projects in different areas.

4.

OTHER ACTIVITIES

4.1 THE YOUTH PARLIAMENT PROGRAMME – 20th SESSION 2014 – 2015

The 20th session of the youth parliament held in Athens on 6 – 9 September, 2015. The “Young Members of Parliament” were selected in a new way since they had sent their works electronically to the Foundation of the Greek Parliament. Totally 13.678 pupils from 989 schools (910 schools from Greece, 64 from Cyprus, 15 Greek schools of emigrant Hellenism) took part in the programme. Pupils had the opportunity to express themselves freely, play, explore, and create via special web applications. Electronic draw took place for the election of 300 “Young Members of Parliament”.

At the 20th session of the youth parliament twenty “Young Members of Parliament” from Cyprus debated and expressed their views on the issue of the 20th session (discriminations within the school area). 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.

The formal plenary debate of the Youth Parliament was held in the presence of the Archbishop Ieronymos II of Athens and All Greece, the Leader of the Greek Parliament Ms. Zoe Konstantopoulou, the Ambassador of Cyprus in Athens Mr. Kyriakos Kenevezos and other officials.

4.2 UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK

Founded in 1953, the UNESCO Associated Schools Project Network (ASPnet - www.unesco.org/new/en/education/networks/global-networks/aspnet/) aims at supporting and encouraging communication and cooperation among the pupils’ 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 9.000 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 school-members and three schools as observers from three 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 2014 - 2015, the Symposium, titled “Elements of the Intangible Cultural Heritage of Cyprus. Lefkara lace, Mediterranean diet and Tsiattista (oral poetry)” was organized by the Lykeio Agiou Georgiou and the Evryviadeio Gymnasium in Larnaka.

4.3 26th PANCYPRIAN SCHOOL COMPETITION OF CONTEMPORARY PLAYS AND ANCIENT DRAMA

The 26th Pancyprrian School Theater Competition constitutes a remarkable educational event. Its organization falls under the responsibility of the Ministry of Education and Culture in cooperation with the Cyprus Theatrical Organization once a year. The cultural centre of the Bank of Cyprus sets the prizes. The interest and love of the pupils 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 pupils 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 pupils' 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 pupils, 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 26th Pancyprian School Theatre Competition, in which 45 schools took part, was held between 25 – 31 March, 2015.

4.3 OTHER ACTIVITIES OF SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

- Pupil and parent guidance, aiming to inform pupils and parents about the fields of study and prospects of Secondary Technical and Vocational Education
- Co-operation with CEDEFOP
- Co-operation with stakeholders and social partners, including the Committee for the Upgrading of Secondary Technical and Vocational Education, Employers and Manufacturers Associations, the Trade Unions, the Advisory Body for Post-Secondary Institutes of Vocational Education and Training, and so on.

5.

OTHER ACTIVITIES

5.1 European and International Affairs Office (EIAO)

5.1.1. EU and international policy coordination

The (EIAO) promotes the implementation of the EU and International policies in Cyprus in line with national priorities through coordination of educational committees, technical working groups and other groups of experts. It works towards the enhanced cooperation with other government agencies and non-governmental organizations in Cyprus and abroad regarding European and international affairs. It collaborates closely with all the Departments of the Ministry of Education and Culture, the Cyprus Sports Organization, the Cyprus Youth Board, and other Governmental Departments, the Permanent Representation of Cyprus in Brussels, Strasbourg, Geneva and elsewhere, and with the embassies of the Republic of Cyprus abroad.

The EIAO coordinates the preparation of monitoring reports on matters arising from the conventional obligations of Cyprus as members of European and International organizations. Moreover, it prepares the participation of the Minister of Education and Culture and other Ministry officials in meetings taking place abroad. It coordinates the conclusion and renewal of international agreements between the MOEC and respective bodies.

5.1.2 Support for maximising the use of European and International Resources

The EIAO reinforces the MOEC officers' capacity to take advantage of funding opportunities and activities from European programmes, by - inter alia - the organization of professional development activities for MOEC's officers. It organizes specialised training seminars and workshops according to the needs of the MOEC's officers that would assist them in applying for competitive European Funding Programmes. The EIAO works towards the creation of structures that will encourage the submission of proposals, according to the strategic plan and priorities of the MOEC and increases their chances of success; additionally, it provides information and administrative support related to funding opportunities.

5.1.3 Implementation of Projects

The EIAO implements programmes resulting from International and European cooperation. The majority of the programmes is co-funded by European and international sources and helps the Ministry of Education and Culture to increase growth, ensure sustainable development, and enhance social cohesion, in line with the MOEC's strategic priorities and the European and international objectives.

5.2 THE 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 pupils 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 pupils who excel in their Examinations. They employ mostly young unemployed teachers and very few experienced teachers if necessary. There are 41 State Institutes all over Cyprus with more than 12.000 pupils 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 pupils
- 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 pupils at the State Institutes for Further Education take final Examinations and those who pass the Examinations are awarded with a Certificate. The State Institutes for Further Education keep an attendance book and pupils who exceed 20 absences are not allowed to take the final Examinations.

If pupils 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.

5.3 Information and Communication Technologies (ICT) Unit

The Ministry of Education and Culture has set high priority on the integration and exploitation of Information and Communication Technologies in the educational process as well as on the development of those technologies that will advance school administrative procedures. The ICT Unit has got a new structure since the 1st of September. It is divided into 4 sectors.

- The Sector of Administrative Procedures Management
- The Sector for the use of ICT in the Learning Process
- The Technology Infrastructure and Equipment Sector
- The Contract and Tender Sector

5.3.1 The Sector of Administrative Procedures Management

5.3.1.1 Web Services Department

The Web Services and Communications 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:

(Facebook: <https://www.facebook.com/ypourgeiopaideias>,

YouTube: <https://www.youtube.com/user/cymoec>, Twitter: <https://www.youtube.com/user/cymoec>). It also maintains the main sites of the MOEC: (www.moec.gov.cy, www.schools.ac.cy, www.highereducation.ac.cy, www.paideia.org.cy, www.kypria.org.cy, <http://nop.moec.gov.cy>), and the sites of 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 2015 - 2016 the following projects were completed:

- Transfer of the websites of MOEC to new servers at CYTANET.
- Translation of the Ministry's website into English.
- Redesign and rebuilt of the educational material's website www.schools.ac.cy in collaboration with the consultants and inspectors of the curriculum subjects for the evaluation of the material.
- Support of Content Management System - CMS (Joomla, GetSimple) for the school websites.
- Design, development and maintenance of new sites for services and programmes of the MOEC (e.g. <http://50chrona.moec.gov.cy>, <http://nop.moec.gov.cy>, http://www.moec.gov.cy/ypiresia_foititikis_merimnas).
- Management and update of the Ministry's Social Media accounts.
- Design, creation and upgrade of Web applications for e-forms, submitting applications and distributing circulars.
 - Web form for participants of the Adult Education Centres and integration of online payments JCC billing system.
 - Web 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 forms for the Examination Service (exam makers and assessors).
 - Web forms for work in the Educational and Summer Camps (nursery teachers, primary teachers and university students).
 - Web form for trainers in the Afternoon and Evening Classes of the Secondary Technical and Vocational Education.

- Web form for learners at the Post-Secondary Institutes of Vocational Education and Training.
- Web forms for work in the All-Day Compulsory and All-Day Voluntary Primary Schools.
- Web form for work in the State Institutes of Further Education.
- Web platform for the management of music files (Primary and Secondary Education).
- Web form for participation in the Euroquiz competition 2015 - 2016 (Phase 1: application, Phase 2: submission).
- Software design, development and upgrade for the support of Adult Education Centres and Accounting Department.
- Web form for work in schools participating in the programme “School and Social Inclusion Actions” (DR.A.S.E.- ex Zones of Educational Priority Programme).
- Web form for participation in the “Internet Safety” seminar.

5.3.1.2 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, and
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.).

The SEP development team of the ICT Unit, is responsible for the development of new functionalities for the SEP based on the Ministry’s needs, for upgrading existing functionalities to meet users’ and Ministry’s current demands and the technical support and proper functioning of the SEP.

So far, the following tasks have been completed:

- a. Design and implementation of the teacher and school information for the three levels of Education.
- b. The user registration process in the system.
- c. Design and implementation of the electronic submission and processing of the school placement, application forms that are filled by the Pre-Primary, Primary and Secondary General teachers every year.
- d. Design and Implementation of the platform required to enter the number of pupils to be offered free breakfast.
- e. Design and Implementation of a tool that assists in the placement of teachers at each school according to their specialty and school needs.

During the school year 2014 - 2015, the system was extended with the implementation of the following functionalities:

- a. Electronic submission of objections by Primary Education teachers as regards their placement applications.
- b. Electronic submission and management of teachers’ sick leaves and leaves of absence.
- c. Improvement of various existing functionalities based on the users’ input.

The system is being used as follows by the:

1. deputy heads and teachers for the electronic submission of the school placement application form (Preprimary, Primary and Secondary General Education).

2. 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. schools for the submission of data as regards the pupils receiving breakfast.
4. ministry officers that are responsible for the placement of teachers in schools.
5. ministry in order to obtain statistics and produce reports for the entities maintained in the system.

5.3.1.3 School Management System (SMS)

The School Management System (SMS) is an integrated e-Government electronic Information management and process automation system (Turnkey e-Government Solution). The SMS is designed to provide all stakeholders (School Units, School Administration Officers, District Education Offices, Departments and Services of the Ministry of Education and Culture (MOEC), Education Service Commission, Pedagogical Institute, Teacher Unions, Teachers, Parents and Pupils) improved service quality in terms of carrying out their administrative tasks and / or expediting procedures and response time of the MOEC in any demands that the above entities might have. An important element of the implementation is the accessibility of the system regardless of where they are and the equipment that is being used by users (PCs or tablets or electronic "smart" phones). The system will recognize each user - administrative staff, teachers, pupils, parents, MOEC personnel - and give adequate access to the system through specialized portals (Portals) for each category of users.

The School Management System (SMS) consists of three sections: Support for the

- I. Educational Administration (SMS-ED)
- II. Ministry of Education and Culture (SMS-EPA)
- III. Department of Specialized Procedures (SMS-TYED)

Today MOEC's own resources execute and create small sections of the SMS project (that are dimmed as essential), which will be directly submitted as co-financed cost to the EU. Already a Project Group (Implementation Team) and European Funds Management Unit (Monitoring Group) are in place, as well as outside agencies that work in cooperation with the aforementioned teams. The involved officers are working on the SMS terms for the Public Procurement Process. Additionally, MOEC has a long and extensive experience in the successful completion of projects co-financed by the EU. In the current period the absorption is forecasted to be at 98%. There is an excellent cooperation between MOEC, Intermediate Body, Certification Bodies, Inspection Bodies and the General Directorate of European Projects, Coordination and Development.

5.3.2 Sector for the Use of ICT in the Learning Process

The ICT in the Learning Process sector of the newly established ICT Unit aims at the use of digital technologies to support teaching and learning. To pursue this goal, it will maintain the promotion of continuous professional learning programmes, online portals with open educational resources, e-learning and blended learning supported by learning management systems, online communities of practice, school-based programmes and competitions, participation in European and research programmes, coordination of the safer internet programme, and the promotion, in general, of innovations related to the use of new technologies in education.

During 2015, the aim of the ICT in the Learning Process sector has been supported by the activities of the CPI Educational Technology Department, while new ones have started such as the submission of a funding proposal for the safe internet programme and the design of a pilot with the use of tablets in collaboration with Microsoft.

The actions focus on the Education and Training 2020 European priorities. Under this scope the following actions on Opening up Education through digital technologies have been taking place during the year 2015:

1. WORKSHOPS, PRESENTATIONS, SEMINARS IN SCHOOLS, FOR PUPILS, TEACHERS AND PARENTS

- Use of ICT in teaching and learning
- Seminars for ICT teachers
- Workshops on robotics and programming
- Safe internet
- Media Literacy

2. OPEN EDUCATIONAL RESOURCES ONLINE REPOSITORIES, PORTALS AND LEARNING ENVIRONMENTS

- <http://www.e-epimorfosi.ac.cy>
- <http://elearn.pi.ac.cy>
- <http://www.pi-elearning.ac.cy>

3. COMPETITIONS

- **Learning designs for the use of ICT in the learning process - competition**
<http://www.pi.ac.cy/imeridaTPE2015>
- **Short video production on Safe internet by pupils – competition**
http://www.pi.ac.cy/InternetSafety/drastiriotites_diagonismoi.html

4. CONFERENCES

- <http://www.pi.ac.cy/imeridaTPE2015>
- <http://www.pi.ac.cy/InternetSafety/SID.html>
- http://www.pi.ac.cy/InternetSafety/ekdilosi_youngcoaches.html

5. COLLABORATIONS

- Cyprus Radiotelevision Authority
 - Media literacy
- Office of the Commissioner of Electronic Communications and Postal Regulation
 - MOEC coordinates the Working Group on Safe Internet under Action 14 of the Cybersecurity Strategy of the Republic of Cyprus
- CYTA
 - Safe Internet filter for schools

6. ICT PROGRAMMES IN THE LEARNING PROCESS

- **Innovative Schools and Teacher Coaches on the use of ICT in the learning process in the school unit** (www.pi.ac.cy/KainotomaSxoleia)
Schools and teachers will receive a certificate of Innovative Schools in the use of ICT
- **Safe school for the Internet** (<http://www.pi.ac.cy/InternetSafety/eSafeSchool.html>)
Educational Content
- **Young coaches for the internet** (<http://www.pi.ac.cy/InternetSafety/YoungCoaches.html>)
Pupils are trained and implement their action plan
- **European project EUfolio – EU Classroom e-Portfolios project** (<http://eufolio.eu>)
A European Policy Recommendation project on the use of e-Portfolios for the development and assessment of the 21st century skills
- **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 GV** (<http://www.pi.ac.cy/InternetSafety>)
A project for a safer internet for children.
- **European project ATS2020 - Assessment of Transversal Skills 2020** (<http://ats2020.eu>)

A European Policy Recommendation project on the assessment of transversal skills through an e-Portfolio approach and self-regulated learning.

• **European project MENTEP-MENtoring Technology Enhanced Pedagogy**
(<http://mentep.eun.org>)

A European Policy Recommendation project on the development of digital skills for teachers through online courses and a self-assessment tool.

5.3.3 Technology Infrastructure and Equipment Sector

During the school year of 2014 - 2015 we continued the ongoing effort of supporting as many schools as possible, exploiting the existing computer equipment in the most productive way. Towards this direction, many computers were repaired and upgraded to the most recent version of operating systems and office applications, filling the needs for up to date hardware and software.

The preparation for the next school year and by the means of using Electronic Catalogues for IT Equipment published by the Treasury of the Republic, 6.090 personal computers, 153 portable computers, 705 video projectors and a small number of printers were ordered for schools of all educational levels and types. In addition to the above supplies, a European Public Procurement Competition was published and completed, which led to the signature of a contract for providing Microsoft software licenses (operating system upgrade, office suite and CALs) for all computers (both existing and future) of Public Education for the period of three years. The contract provides other benefits as well, like software assurance and teachers and pupils advantages for all full time employees (educators) and all pupils of the public schools.

Through open bidding we obtained a Virtualization machine to cover several needs in server machines. Also through open bidding we obtained a three year maintenance contract for the Network equipment located at the Data Center and at "Pefkios Georgiades" Primary School. Finally an open bidding took place for Advisory Services in Wireless Network issues in order to study and install Wireless Access Points in Secondary Education Schools. The bidding was cancelled because no valid tender bids were offered from the participants.

Furthermore, the creation of Recovery Images for all major computer supplies 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). Additionally, 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. Moreover, the procedure for the withdrawal and environmental management of obsolete computer equipment that exists in public schools continued.

Structured Cabling

Up to now, 69 schools in total (Upper Secondary General and Technical and Vocational schools) are 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. New open competition was launched and awarded for networking consultant services for the fourth phase of networking for twenty schools of Secondary Education. Moreover, the team began the writing of the terms and specifications for conducting competition for services researcher networking for twenty schools of Secondary Education.

5.4 THE EDUCATIONAL PSYCHOLOGY SERVICE (EPS)

The Educational Psychology Service (EPS) is an inter-departmental service answerable to the Permanent Secretary. Its mission is to protect and promote mental health and facilitate learning and development by empowering all pupils 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 activity: (1) the Individual Case Sector, (2) the Programmers 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 evaluation and recommendations. During the school year 2014 - 2015, the EPS worked with 6.149 individual cases of schoolchildren.

The Programmes Sector

Besides its traditional work with individual cases of pupils presenting learning and / or emotional problems, the EPS invests enormously in preventive programmes 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 2014-2015 academic year the EPS contributed to the development of preventive programmes in kindergartens, and primary and secondary schools concerning emotional education, school success, violence, juvenile delinquency and substance abuse. The EPS was also involved in support programmes for secondary school pupils in response to their needs (literacy, learning difficulties, and physical disabilities).

The EPS has 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 Educational 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 for the Prevention of Domestic Violence and so on. 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 Postgraduate students, studying Psychology, at the University of Cyprus.

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

5.5 THE COUNSELLING AND CAREERS EDUCATION SERVICE. (C.C.E.S.)

5.5.1 AIMS AND ACTIVITIES OF THE SERVICE

- The main goal of the C.C.E.S. is to assist pupils and other young people through counseling to meet the general goals of the Ministry of Education and Culture, which include the:
 - healthy development of the pupils' personalities,
 - development of problem-solving skills so as to deal effectively with their personal, educational, professional and social problems, and
 - offer assistance to pupils and other young people to help them make effective choices.

Emphasis is given on the following areas:

- development of positive self-esteem, self-approval and self-confidence,
- empowerment of self-awareness, self-actualization, use of personal capabilities and aptitudes,
- proper / healthy adjustment to the school and social decision making process on personal, educational and career issues, and
- critical thinking and effective use of appropriate information.

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

1. Individual and group counselling on personal, social, educational, and career guidance issues.
2. Teaching of the Career Education course (offered at the third year of the Gymnasium).
3. Publication of instructional and informative books (i.e. Career Education, Scholarships, etc.).
4. Access on information about educational and vocational guidance.
5. Participation in various committees for pupils' benefits.
6. Provision of personal and educational counselling to special needs pupils 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 district centres of Counselling and Guidance in Lemesos, Larnaka, and Pafos, which operate at convenience to the general public hours. The Centers are accessible to all European citizens and provide counselling / guidance, irrespectively of age, gender, religion, race, ethnicity and disability.

5.5.2 ACCESS TO INFORMATION ON CAREER GUIDANCE

In addition to publishing informative books about career guidance, the C.C.E.S. offers library services at the M.O.E.C. Central Offices where the pupils and general public may have access to up-to-date information.

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

The following table indicates the total number of students from Secondary General and Technical Education schools that have attended at least one career and / or counselling session with a school counsellor during the school year 2014 - 2015.

GENDER	GYMNASIUM			LYCEUM			TECHNICAL SCHOOL			EVENING SCHOOL								TOTAL OF STUDENTS THAT HAVE BEEN HELPED				TOTAL OF ALL THE STUDENTS OF THE SCHOOL				
	A	B	C	A	B	C	A	B	C	A	B	Prep. Classes	C	D	E	F	G	H	GYM.	LYC.	TECH	EVEN SCH.	GYM.	LYC.	TECH	EVEN SCH.
BOYS	2889	1865	3764	2713	2163	2761	879	514	744	26	25	31	40	56	38	64	95	26	8518	7405	2137	375	11394	8289	3261	530
GIRLS	2542	1825	3429	3417	2759	3623	310	172	209	4	2	12	14	22	26	32	54	4	7796	9552	691	166	10761	10565	88	252
TOTAL	5431	3690	7193	6130	4922	6384	1141	676	949	30	27	43	54	78	64	96	149	30	16314	16957	2766	541	22155	18854	4051	782

5.6 SCHOOL CLERKS ADMINISTRATION OFFICE

The Department of School Clerks Administration Office, 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 Evening Schools, 13 Technical Schools, two Evening Technical Schools, eight Afternoon and Night Technical Schools, 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 423) which among others, include 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, medical councils, confidential reports and retirement.

Moreover, the Department puts forward proposals to the permanent secretary for better staffing of the services. It is also responsible for and 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, evaluates the applications, draws up and publicizes preliminary and final lists and proceeds to appointments of Temporary Clerks according to submitted needs.

In an effort to improve the quality of services, the Office organises seminars, where and when feasible, for training staff.

The Administration Office Clerk created its own website in which useful information, forms, helpful material, and so on, is provided for the clerks of the school units, the State Institutes for Further Education and School Boards. The website is: http://www.moec.gov.cy/monada_dioikisis_epimeliton/

5.7 THE STORE HOUSE

The main objective of the Ministry of Education and Culture Store is the dispatching of scholastic stationery to the public schools. Additionally, the store assists in every way all the schools throughout the year.

The store House in co-operation with all the parties conveyed (C.D.U., Directors, DSTE, Inspectors) 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 and so). Meetings are then held with the successful tenderers and arrangements are made for receiving and storing all the items until they are dispatched to schools. The store is responsible for the follow-up of the contracts and has to ensure that all the terms and conditions are fully met. The store works in close co-operation with the Accounts Department of the Ministry of Education and makes arrangements so that the suppliers are paid soon after they deliver the items ordered. The preparation of dispatches is carried out within the Store in close co-operation with the schools, school boards and community councils.

The Store prepares a timetable and undertakes the responsibility to serve the needs of all DSTE, public schools, nursery schools and the community schools after receiving their orders. The delivery of the required items in each district is undertaken by a transporter under contract and a store employee. Books donated by various authors and approved by the Ministry of Education are delivered by post to school libraries.

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

During the current year the Store has attended approximately 1.000 orders.

5.8 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 of the national authority and the only one internationally recognized 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 of a reflex replica. 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, is also made. 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 locked 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 towns (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. disseminated 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. disseminated a Guide of Standardization of Names for local 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. Digitalization 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 toponyms 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 toponyms and will help any kind of academic studies.

5.9 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, who are 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 (pupils and staff in all public schools) and services of the Ministry of Education and Culture (MOEC).

PERSONNEL

The Office is an independent service associated directly with 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 Head teachers.
- 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, pupils and parents.

5.10 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 (MOEC), co-financed by the Structural Funds of the EU.

The Partnership Agreement for the Development Framework 2014 - 2020 (PA 2014 - 2020) constitutes the main strategic plan for growth. The contribution of significant resources originating from the European Structural and Investment Funds (ESIF) of the European Union indicates how the PA 2014 - 2020 envisages in assisting the MOEC's commitment towards promoting the education policy agenda forward.

The measures comply with the Country Specific Recommendations for Cyprus and include the following suggestions:

- Enhancing the quality, the attractiveness and the efficiency of Vocational Education and Training (VET) in Cyprus and of the New Modern Apprenticeship.
- Enhancing activities regarding Social Inclusion.
- Promoting a system for better school management.
- Establishing Mechanism for the validation of Non-formal and Formal Education - a pilot implementation
- Establishing a mechanism for offering career counseling to the NEET population (15 - 29 years of age).

Structure of the Unit

Dr Costas Hampiaouris, First Education Officer, Department of Primary Education, has been appointed, as of October 2nd 2015, Head of the European Funding Management Unit. The Head of the Unit is responsible for preparing and submitting, on behalf of the MOEC, the proposals, that is, the proposed for co-financing projects. The Head undertakes responsibility for the daily management and oversees for the smooth implementation of the actions included in the projects.

Unit Operators

The European Social Fund Management Unit has personnel of six officers / operators, a secretary and an account officer, who reports directly to the Accountant General.

The European Social Fund

In 2014 - 2020, €454 billion from the EU budget - €637 billion with national co-financing included - will be invested in Europe's cities and regions through more than 500 ESI Funds programmes. The ESI Funds are an important part of public investments in the EU.

For the 2014 - 2020 period, the ESI Funds have a clear focus on four key growth-generating sectors: research & innovation, digital technologies, the support to the low-carbon economy and to small businesses. Performance-oriented and in line with the [European Semester](#) and Country Specific Recommendations; ESI Funds investments will establish the right conditions for quality projects to flourish, for businesses to thrive and for the people's everyday life to improve, all leading to a new start in Europe.

It is estimated that by 2023, the ESIFs will deliver a critical mass of investment in key EU priority areas, to respond to the needs of the real economy by supporting job creation and by getting the European economy growing again in a sustainable way.

With the financial support of the ESIF's, the Member States have been committed to the following:

- More than 2 million enterprises to be supported across the funds to increase their competitiveness, develop products, find new markets and create new jobs.

- The Funds will be invested in improving the skills and promoting the adaptability of Europe's workforce, giving tens of millions of people, including young people, opportunities to (re)train or start businesses. Such opportunities will also be available for refugees and legal migrants.
- To promote accessibility to quality Broadband, Information and Communication Technology (ICT) services; and improved water supply for tens of millions of Europeans.

Co-Funded Projects under the jurisprudence of the MOEC

The projects undertaken by the MOEC, during the PA 2014 - 2020, are described hereafter:

1. Project Title: Enhancement of the Quality, the Attractiveness and the Efficiency of Vocational Education and Training (VET) in Cyprus & New Modern Apprenticeship Proposed Total Budget €13.250.000

The project will be focusing on meeting the EU recommendations for improving and upgrading VET in Cyprus and aims mainly at:

- Improving the Advisory service and orientation education.
- Upgrading and modernization of the school curriculum in VET schools.
- Improving of the Post-Secondary Institutes of Vocational Education and Training.

The proposed budget is estimated at €7.250.000

The New Modern Apprenticeship (NMA) project will be implemented by the Ministry of Education and Culture, whereas the Cyprus Productivity Centre (CPC) will be the major stakeholder in its implementation. The NMA has the following objectives:

- To provide people, who left formal education without basic learning competencies or vocational skills, with technical and vocational methodologies and skills.
- To further enhance the connection between the Technical and Vocational Education with the industry sector and thus increase the supply of labor (technicians) with certifiable vocational qualifications in line with the needs of the economy.

The proposed budget is estimated at €6.000.000

2. Project Title: Activities of School and Social Inclusion

The project "Activities of School and Social Inclusion" refers to the implementation of actions aiming to support and strengthen public school pupils and at the same time to promote school and social inclusion. The project aims to support, expand and improve the outcomes of the project against "Early School Leaving, School Failure and Delinquency in Zones of Educational Priority", which was implemented during the 2007 - 2013 period.

The variations of the project "Activities of School and Social Inclusion" in relation to its predecessor are the following:

- The new project is not zone based i.e. school units will not be grouped into geographical clusters. Rather, individual school units and / or clusters of schools (kindergartens, primary schools, secondary schools, and technical schools) will be selected, regardless of the geographical area in which they are located.
- The new project does not dictate for a Local Coordinator per zone, but rather, per school.
- The new project addresses the gap observed in the previous programmes regarding the administrative issues of the afternoon programmes.
- The new project will not be applying the clause relating to the reduction of the number of students; rather, schools will be supported by targeted services from additional teaching staff.
- In the new project more training opportunities and enhanced professional development will be provided to involved teachers.
- The new project will apply concrete measurable and objective criteria for the selection of schools participating.

The project's main objectives are the following:

- Support the Cypriot population living below the poverty line or being at risk of poverty and social exclusion.

- Ensure the welfare and support of the financially weaker groups of the population particularly affected by the economic crisis,
- Reduction of early school leaving.
- Improvement of learning outcomes.
- Reducing school failure and delinquency.
- Strengthening social cohesion by reducing the risk of social marginalization and exclusion.

The total proposed budget for the project is estimated at €12.000.000 Euro.

3. Project Title: School Management System (this project will be co-financed by the European Regional Development Fund of EU)

The School Management System (SMS) is an integrated e-Government electronic information management and process automation system (Turnkey e-Government Solution). The SMS is designed to provide all stakeholders (School Units, School Administration Officers, District Education Offices, Departments and Services of the Ministry of Education and Culture {MOEC}, Education Service Commission, Pedagogical Institute, Teacher Unions, Teachers, Parents and Pupils) with improved service quality in terms of carrying out their administrative tasks and / or expediting procedures of the Ministry of Education and Culture (MOEC) in any demands that the above entities might have. An important element of the implementation is the accessibility of the system regardless of where they are and the equipment that is being used by users (PCs or tablets or electronic "smart" phones). The system will recognize each user - administrative staff, teachers, pupils, parents, MOEC personnel - and give adequate access to the system through specialized portals (Portals) for each category of users.

The total proposed budget for the project is estimated at €12.000.000 Euro.

4. Project Title: Establishment of mechanisms for the Validation of Non-formal and Formal Education – a pilot implementation

The Project aims at:

- Mapping the current situation in Cyprus regarding the validation of non-formal and informal learning;
- Elaborating a National Action Plan for the creation of validation mechanisms;
- Piloting mechanisms which will focus on adult education, youth and volunteering.

The proposed budget is estimated at €1.517.000

5. Project Title: Career Counseling for NEETs (15-29)

The target is to increase the number of interventions in terms of Career Counseling offered to the NEET's population, who are young people between the ages of 15 - 29 not in employment, education or training.

Activities towards the above objective include the following:

- Employment of additional School Counselors that will offer Career Counseling Services during morning and extended afternoon hours. They will be working out of the Counseling Offices that already exist at the Secondary Education District Offices and at the Evening Secondary and Technical schools in all Districts of Cyprus.
- Training of the additional School Counselors and of the ones already employed by the Ministry of Education and Culture.
- Training will include Unemployment Career Counseling and Career Management Skills by offering Career Counseling Services through a free telephone line (80002121) to the general public.
- Advertisement of the services offered by the Career Counseling and Education Service Cooperation with Public Employment Service Counselors for sharing information about the emerging needs and future prospects of the labor market. External evaluation of the programme.

The proposed project budget is estimated at € 1.200.000

Part B'

Culture

1.

CULTURAL SERVICES

The very first service at the Ministry of Education and Culture exclusively responsible for culture was established in 1965 under the name of Cultural Service. In 1992, having been upgraded to a Department it was renamed as Department of Cultural Services.

The Cultural Services reflect the state's cultural policy regarding contemporary culture. Its competencies include developing Letters and Arts in Cyprus, informing and involving the public in the cultural life and activities and promoting our cultural achievements overseas, thus playing a particularly significant role in shaping the cultural features of the country.

The total budget of the Cultural Services (including that of the Cyprus Library and the Council of Historical Memory of the EOKA Struggle - ΣΙΜΑΕ) reached €15.938.978 (Regular and Development Expenditure).

1.1 LETTERS

1.1.1 Publications of works of Literary, Historical, Scholarly and Artistic Content

In the context of the Cultural Services' publishing programme, the following four issues of the "Cyprus Today" review were published:

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

1.1.2 Periodical Publications with a Cultural Content

Through a scheme entitled "Supporting Periodical Publications with a Cultural Content", the Cultural Services aim at supporting the publication of important periodical journals containing articles and studies that promote aspects, personalities and events from the world of Cypriot literary and artistic creation, historical and cultural heritage. The periodicals that are financially supported include journals / newspapers (including annual yearbooks issued by non-profit cultural agencies) issued in Cyprus or overseas by Cypriot or foreign publishers which have been in circulation for at least one year.

1.1.3 Grant-aid 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 circulation of Cypriot literature and Cypriot writers internationally, the Cultural Services have established the "Grant-aid scheme for the translation of works by Cypriot literary writers from Greek into foreign languages". Those eligible for participating in this scheme are publishing houses abroad, translators who have contracts with publishers who undertake the publication of the work to be translated and Cypriot publishing houses that have teamed up with partners abroad.

Applications are assessed based on the following criteria: the quality of the work, the translator's accreditation and validity and the profile of the publisher.

The scheme covers only translation costs up to €30 per page and €9.000 per work. The applications are reviewed by a special Advisory Committee appointed by the Minister of Education and Culture. The Committee's recommendations are submitted to the competent authority of the Ministry of Education and Culture for approval.

1.1.3.1 Grant programme for the translation and publication of works of Turkish-Cypriot literature into Greek and works of the Greek literature of Cyprus into Turkish

Aiming at achieving a deeper mutual acquaintance of the two communities of Cyprus through their respective works of literature and letters, in general, the Cultural Services continued in 2015 for the fifth year running the implementation of the grant programme for the translation and publication of works by established Greek-Cypriot and Turkish-Cypriot literary writers from Greek into Turkish and from Turkish into Greek.

Applications are considered for subsidising the translation and publication of works which have already been published in the source language (Greek or Turkish respectively). Those eligible are publishing houses in Cyprus or abroad which have found accredited translators, or translators who have signed contracts with publishing houses. The eligibility criteria of the works are (a) the quality of the work, (b) the work's contribution to the promotion of the cultural tradition of Cyprus and to the development of aspects of the coexistence of the two communities over time (c) the contribution of the work to the mutual understanding of the two communities, but at the same time also the ability of the work to reflect the cultural specificities of the two communities (d) the universality of the messages (e) and generally, the contribution of the work to the development of literature.

1.1.4 Cultural Services Publications

In 2015, pursuing their publication programme, the Cultural Services issued the following scientific publications: *Proceedings of an International Scientific Conference. "On remembrance of time and space": Literary impressions of the world of Cyprus*. The Cultural Services of the Ministry of Education and Culture in cooperation with the Department of Byzantine and Modern Greek Studies of the University of Cyprus jointly published the Proceedings of the International Scientific Conference entitled: *On remembrance of time and space: Literary impressions of the world of Cyprus* which was held on 6 - 9 October 2012, in the context of the Cyprus Presidency of the Council of the European Union. Forty Modern Greek specialists from 11 European countries and 23 universities took part in the conference. The presentations included in the publication shed new light to aspects related to Cyprus from the times of Leontios Machairas to the present day in the areas of literature, history and folk traditions. Professor Michalis Pieris is the editor of this work.

1.1.5 Literary events hosted in Cyprus

1.1.5.1 Conference on the "History and Literature of the Anti-colonial Struggle 1955-1959" to commemorate the 60 years from the Struggle

On 20th and 21st November 2015, the Cultural Services of the Ministry of Education and Culture and the University of Cyprus: Petrondas Institute of Modern Greek Studies, Department of Byzantine and Modern Greek Studies, Department of History and Archaeology, co-organised a conference entitled "History and Literature of the Anti-colonial Struggle 1955-1959" to commemorate the 60 years from the Struggle. The Rector of the University, Constantinos Christofides, and the Ambassador of Greece in Cyprus, Elias Fotopoulos, addressed the opening of the conference on Friday 20th November. The

Greek Deputy Foreign Minister, Nicos Xydakis, and Robert Holland a Professor at the University of London were the keynote speakers. In addition, the event included an artistic interlude by the Evagoras Karageorgis musical ensemble. On Saturday, 21st November, the speakers' list included: Evanthis Hadjivassiliou, Charalambos Alexandrou, Anna Stafida, Savvas Pavlou, Stefanos Constantinides, Kyriakos Iacovides, Ines di Salvo, Pantelis Voutouris, Eleni Theocharous, Andreas Karyos, Marinos Pourgouris, Costas Hadjiantoniou, Michalis Stavris, George Georgis, Alexandros Bazoukis and Angelos Syrigos.

1.1.5.2 Conference on “Controlling ideas and censorship from the beginnings of Greek typography to the Hellenic Constitution of 1844”

From 18th to 20th November 2015, the Cultural Services of the Ministry of Education and Culture, jointly with the Department of Byzantine and Modern Greek Studies of the University of Cyprus and the Institute of Historical Research of the National Hellenic Research Foundation (Athens) co-hosted a conference on “Controlling ideas and censorship from the beginnings of Greek typography to the Hellenic Constitution of 1844”. The Chairperson of the Board of Directors of the Bank of Cyprus Cultural Foundation, Vassiliki Kassianidou, the Minister of Education and Culture, Costas Kadis, the Rector of the University of Cyprus, Constantinos Christofides, the Director of the Institute of Historical Research, Taxiarchis Koliass, the Dean of the Faculty of Letters of the University of Cyprus, Michalis Pieris, as well as the Greek Ambassador in Cyprus, Elias Fotopoulos, addressed the conference.

1.1.6 Sponsorship of literary events in Cyprus and abroad in the context of the programme entitled “CULTURE” (2015 - 2020)

The Cultural Services sponsor bodies and individuals to organise literary events in Cyprus and abroad, as well as to participate in conferences and events abroad via the Scheme for supporting literary and writing activities (CULTURE Programme, Sub-programme Book). In the course of 2015, seven activities submitted by various literary associations were approved for funding.

1.1.7 Presentation of the official publication of the proceedings of a one-day-conference on “Odysseas Elytis: Poetry – Theory – Reception” held at the House of Cyprus.

On 27th February the publication of the Proceedings of a Conference on “Odysseas Elytis: Poetry – Theory - Reception”, by the Cultural Services in conjunction with Ekdoseis Ypsilon publishers was successfully presented at the House of Cyprus. This book includes the proceedings of the one-day conference on Odysseas Elytis organised in 2011 by the Ministry of Education and Culture in conjunction with the Department of Byzantine and Modern Greek Studies as well as the Department of French Studies and Modern Languages of the University of Cyprus on the occasion of the centenary from the poet's birth.

1.1.8 State Prizes for Literature

To support and promote the literary work of Cypriot writers, the Cultural Services award the State Prizes for Literature on an annual basis which is now an institution.

1.1.8.1 State Prizes for Literature Award Ceremony

On 8th December 2015, the award ceremony of the State Prizes for Literature took place at the Pallas Theatre. The ceremony was well attended. The awards were presented by the Minister of Education and Culture, Costas Kadis. The President of the State Prizes for Literature Jury, Frangiski Ambatzopoulou, read out the rationale for awarding the prizes in the categories of Novel, Short Story / Novella, and Young Literary Writers' Award. The President of the State Prizes, for Literature for Children and Teenagers Jury, 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 Jury on State Prizes, for the Illustration of Literary books for Children and Teenagers, Genethlis Genethliou, read out the rationale for the award in the category Illustration of Literary Book for Children and Teenagers. The awarded books were on display for the duration of the ceremony. The following prizes were awarded for books published in 2014:

NOVEL

Antonis Georgiou, *Ένα αλπούμ ιστορίες (A story album)* (Rodakio publications)

SHORT STORY / NOVELLA

Costas Lymbouris, *Των ημετέρων άλλων (Ton Imeteron allon)* (Parakentro publications)

YOUNG LITERARY WRITER PRIZE

George Panayi, *Οι μύθοι: Διηγήματα (Myths: Short stories)* (Gavrielides publications)

LITERATURE FOR YOUNG CHILDREN

Maria Olymbiou, *Ροχαλίζουν οι ουρανοξύστες; (Do sky-scrapers snore?)* (New Kyma publications)

LITERATURE FOR OLDER CHILDREN AND TEENAGERS

Panayiota Plisi, *Μα, μπαμπά, είναι χάλια! (Oh dad! It's a real mess!)* (Kedros publications)

ILLUSTRATION OF LITERARY BOOK FOR CHILDREN AND TEENAGERS

Illustration by Philippos Theodorides of the book *Η μαθητευόμενη ψυχούλα και ο κακός λύκος (The apprentice little soul and the bad wolf)* (text by Costas Petrides) (Microkyklos publications)

1.1.9 Kypros Chrysanthis Year of Remembrance

The year 2015 marked the completion of 100 years from the birth of the great Cypriot literary writer, Kypros Chrysanthis, who earned the Award of Excellence in Letters and Arts from the Ministry of Education and Culture for his contribution to the Letters in 1995. Following a recommendation made by the Ministry of Education and Culture, the Council of Ministers decided to declare 2015 as a “Year of Remembrance for Kypros Chrysanthis”. The decision was based on Chrysanthis’ versatile contribution to literature as a poet, novelist, essayist, playwright and a pioneer in children’s literature, as well as for his contribution to the development of Cypriot letters more widely through the publication of the journal “*Πνευματική Κύπρος*”. In the context of the Year of Remembrance for Kypros Chrysanthis, several celebrations, events and activities were organised by educational, cultural and other bodies of the public sphere (conferences *in memoriam*, scientific conferences on the work of the honoured person, special editions, first day cover stamps and so on). School ceremonies and inter-school competitions were also hosted in an attempt to get school-children acquainted with the work of Kypros Chrysanthis.

1.1.10 Libraries Branch (State, Municipal, Community 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 has been installed in thirty-eight municipal and community libraries, provided with technical and librarian support. This year, as each year, financial support was given to the Municipal Libraries, as well as financial assistance to the Community Libraries through the method of equal subsidization.

The **Elipinikeios Library** is housed in an owned property in Pallouriotissa which was donated especially for this purpose. It started its operation in April 2001 and continues to serve the local public whilst at the same time it is being automated with the ABEKT 5.6 system. Today it has 1.164 members and it has undertaken to sort out and send books purchased by the Cultural Services to Municipal and Community libraries in order to support literary creation and publishing activity as well as to promote the mobility of the Cypriot books and more particularly Cypriot literature.

The libraries support team provides support to the website of the Cultural Services: (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 downloading of digital material, by means of data transferred to the Europeana Digital Library. This has contributed to the promotion and projection of the cultural heritage of Cyprus which has been extremely beneficial.

The support team also completed the organizing of the Literary Archive. At the same time, it has embarked on the digitalisation of the archive of the literary writer Theodosios Nicolaou.

1.1.10.1 The Cyprus Library

The operation of the Cyprus Library is governed by Law 51/87. The Library operates in four different buildings (three rented premises and one self-owned). The Main Building (self-owned) is located at the D'Avila Bastion next to the Lefkosia Town Hall on Eleftheria Square. This is where the Lending Library, the Children's Book Library, the Journals and Periodicals as well as the National Copy Registration Centres are located. Since April 2009 the Reading Room and IT Centre as well as the Cataloguing Department of the Cyprus Library are housed in the renovated building of the former Phaneromeni Library.

Location of the building for the new Cyprus Library

The Ministry of Education and Culture is promoting the plans for the construction of the new building of the Cyprus Library on the site of the Chancellery (former Ministry of Economics building and an open space to the west of the above building on Byron Avenue). In the course of the current year, a relevant proposal is expected to be submitted to the Council of Ministers.

IT Department – Phaneromeni Reading Room

The Department has important research material on topics related to Cyprus and reference books such as encyclopaedias, dictionaries, bibliographies and so on. The Reading Room provides free internet access.

Periodical Press Department (Main Building)

This Department includes more than 2.500 titles of Cypriot, Greek and foreign periodicals as well as the daily press in microfilms from 1999 to the present date.

Copy Registration Centre (Main Building)

This Centre is competent for granting ISBN, ISSN and ISMN numbers for books, periodicals and music scores published in Cyprus.

Library Cooperation Centre (Main Building)

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

Archive/ Literature Museum

The procedures for the operation of the Literature Archive / Museum are now underway. The Museum is housed in the Department of Research Collections of the Cyprus Library near the Phaneromeni Church. The thematic units of the archives of the literary writer Theodosios Nicolaou acquired by the Cultural Services have now been separated.

Digital Platform

The Cyprus Library has created a digital platform (www.cyprusdigitallibrary.ogr.cy) presenting in digital form the collections of the periodical 'Cyprus Today' from 1963 to date, of the Official Gazette (The Cyprus Gazette) from 1878 to date, the 'Cyprus Blue Books' presenting the financial and other aspects related to the activities and expenses of all government departments during the period 1886 - 1946 and so on.

European Digital Library "Europeana"

The Cyprus Library is a member of the European Digital Library Europeana. Through the Ministry of Education and Culture, it accumulates and transfers meta-data nationally to Europeana and up to the present date it has posted 16.532 digital cultural heritage objects to the collection of Europeana.

1.2 MUSIC

1.2.1 Music Events in Cyprus – Sponsoring bodies, foundations, individual artists and music ensembles

Activities in the music domain have multiplied in the last few years with the staging of many performances and events by various bodies, such as choirs, music groups, foundations, clubs, associations, cultural organisations, non-profit making enterprises and so on. The financial support by the Cultural Services plays a substantial role in the implementation of all these activities.

1.2.2 Music Events Abroad – Sponsoring bodies, foundations, individual artists and musical ensembles

The Cultural Services provide financial support to cultural bodies, Cypriot individual artists and groups of artists for their participation in cultural events or festivals abroad as well as for organising cultural events / festivals abroad. In the course of 2015 several music ensembles, groupings, as well as individuals, who participated and / or organised musical events abroad, received funding. More specifically, the following received subsidies amongst others:

1.2.3. Subsidisation for participating in music conferences and residencies programmes abroad

The Cultural Services subsidise Cypriot artists and musicologists for their participation in music conferences or symposia abroad.

1.2.4 Subsidising and purchasing CDs

In the context of supporting Cypriot musicians and composers, the Cultural Services of the Ministry of Education and Culture have established the Scheme of purchasing their CDs.

1.2.5 Subsidising the "Pafos Aphrodite Festival"

By virtue of the Council of Ministers decision No. 47.222 dated 14/01/1998, the Ministry of Education and Culture for the 17th year running has been supporting the institution of the Pafos Aphrodite Festival. This is one of the most successful institutions contributing to cultural decentralisation, the

development of local societies and the enhancement of cultural tourism. Gioacchino Rossini's "La Cenerentola" – Cinderella – was staged in September 2015.

1.2.6 Music publications and co-hosting of events

In November 2015, the Cultural Services in collaboration with the Cultural Organisation Avantgarde completed the publication of the book "Play me, I'm yours: Nicosia 2014", which depicts the music and visual arts interactive event bearing the same name which they co-hosted in October 2014. "Play me, I'm yours: Nicosia 2014", involved placing a number of pianos which had been decorated by Cypriot artists at various points of the city for a duration of 10 days at the disposal of whoever wished to play and make the most of them. This event is described in 160 pages of texts (both in Greek and English) and rich photographic material from the conception of the idea in Great Britain to the actual staging in Cyprus, from the presence of the pianos in the streets of Lefkosia and later on in the PopUpFestival 2014, and FouskoPolis, and finally, to their donation to non-profit charitable organisations. The publication is expected to circulate early in 2016.

The Cultural Services of the Ministry of Education and Culture in collaboration with the Cypriot Composers Centre co-hosted the Fourth Festival of Contemporary Music which was held at the ARTos Foundation from 23rd to 27th November 2015. Musical works by Cypriot composers and other works from the contemporary repertoire received their premieres at the Festival. A keynote lecture was given by the composer Charis Sofocleous on the contemporary sound creation. In addition, music was played mainly on the theme of improvisation. The Festival hosted the Cypriot ensemble CHRONOS and the Thessaloniki contemporary music ensemble DISSONART ENSEMBLE.

The Cultural Services of the Ministry of Education and Culture once again in collaboration with the Cultural Organisation Avantgarde co-organised a cultural interactive installation entitled "Big Piano: Nicosia 2015".

1.2.7 Promoting Cypriot musical creativity abroad

As of 2005, with the aim of projecting and promoting contemporary musical creativity abroad, the Cultural Services launched their participation in very important music events outside Cyprus. Every year Cyprus takes part in the International Music Exhibition MIDEM, always leaving very good impressions. During 2015 the Cyprus Music Information Centre participated in a joint pavilion along with other overseas Centres, under the umbrella of the International Association of Music Information Centres, in the international music fairs Classical: Next (The Netherlands) and WOMEX (Hungary), attending meetings and providing information to professionals on the international music arena regarding musical life in Cyprus.

1.2.8 Cyprus Symphony Orchestra Foundation

From the date of their establishment up to December 2006, the State Orchestra and the Youth State Orchestra functioned under the direction of the Cultural Services of the Ministry of Education and Culture. The Cyprus Symphony Orchestra Foundation which started its work on 1st January 2007 undertook the management of both Orchestras which were renamed as Cyprus Symphony Orchestra (CySO) and Cyprus Youth Symphony Orchestra (CyYSO) respectively. The aim of the Foundation was to further expand the promotion and the activities of the two Orchestras. At the same time, the Foundation undertook the management of the Music Workshop of the Youth Orchestra. The Cyprus Symphony Orchestra Foundation is a non-profit private company administered by a nine-member 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 two Orchestras. In addition, the

Foundation endeavours to collaborate with various organisations and secure further resources in order to achieve a more effective promotion of its activities, and host more challenging programmes as well as further develop its links with society.

The CySO Foundation plays a pivotal role in the development of musical life in Cyprus as well as on the international cultural map. As a member of the International and European Music Council, as well as of the European Federation of National Youth Orchestras but also as a permanent associate of the European Union Youth Orchestra, the CySO Foundation cooperates with other music organisations, universities in Cyprus and abroad, the Cyprus Youth Board, the Cyprus Broadcasting Corporation (CyBC) and other media, local authorities, diplomatic missions in Cyprus, the Cyprus Tourism Organisation and local development agencies, as well as with the tourism industry.

Since its inception, the Foundation has promoted its objectives to a large extent, making its presence felt amongst music lovers and the wider public with the concerts, educational programmes and social contribution programmes it has been organising.

1.2.9 Cyprus Symphony Orchestra

1.2.9.1 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 civilisations. Since its establishment, the Orchestra has demonstrated a continuous presence in the musical life of the country, performing concerts in all the non-occupied towns of Cyprus, as well as at various festivals and other official state occasions. It offers 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 are presented at 60 - 70 concerts in all non-occupied towns of Cyprus and in some cases also abroad. At present the Orchestra numbers 41 members.

1.2.9.2 Artistic Programmes 2015

In 2015, the Cyprus Symphony Orchestra presented more than 30 different concert programmes, more than any other year in its history. Twenty two of these concerts were a series of evening concerts in all the major cities of free Cyprus (52 concerts in total), including also three opera performances, one musical and a programme of open-air concerts. The CySO also presented three series of educational and family concerts (four educational and 12 family concerts), two programmes of social contribution (seven concerts), seven chamber music programmes with Orchestra musicians (14 concerts), as well as one chamber music programme in schools (three concerts).

1.2.9.2.1 Educational/ Family Programmes

The Orchestra places emphasis and invests in musical education by hosting educational, family concerts, school visits by musicians as well as big programmes with the creative participation of pupils, performers and composers, in collaboration with the Primary and Secondary Education departments of the Ministry of Education and Culture. Organising educational programmes in a structured way began in 1999 and three to seven such programmes are offered every year. These programmes target pupils aged five to 18, thus covering all levels of education. The Orchestra visits all towns in order to provide all schools of all districts with equal opportunities. The artistic programme is especially adapted in order to meet the needs of every age and usually the educational and family concerts include a narrative or presentation and projection of images.

1.2.9.2.2 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 concerts 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 and so on, and are offered free of charge in cooperation with municipalities, local councils, school authorities and various other institutions.

1.2.9.2.3 Chamber Music Concerts

The Orchestra musicians are organised in musical chamber ensembles on a voluntary basis and each propose to the Artistic Director the programme they would like to present, of a duration of about one hour. The chamber music concerts are given roughly once every month, on Saturday and Sunday afternoon. 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 frequently. In 2015, a total of seven chamber music concerts were given, with 14 performances in Lefkosia, Lemesos, Pafos, Paralimni and Tala.

1.2.10 Cyprus Youth Symphony Orchestra

1.2.10.1 The Orchestra

With more than 80 members aged nine to 26 selected by means of auditions, the Cyprus Youth Symphony Orchestra constitutes the most important music youth ensemble in our country. As a member of the European Federation of National Youth Orchestras (EFNYO), it operates at the highest artistic levels, promoting music, preparing young musicians for their professional careers and building the future audience. In the course of its 25-year history, the CyYSO presented hundreds of concerts both in Cyprus and abroad, covering a broad music repertoire and offering the chance to thousands of our fellow-citizens to attend classical music concerts.

1.2.10.2 Summer and Spring Music Camp

One of the highlights of the Cyprus Youth Symphony Orchestra's activities is the Summer Music Camp with international participation, as well as the Spring Music Camp in Pedoulas. During the Summer Camp, the Orchestra of about 80 children mainly from Cyprus but also from other European countries, prepares a challenging symphony repertoire programme which is presented in one or more concerts in September. From 2007 to 2013 these concerts were held under the International Kypria Festival.

1.2.10.3 Music Workshop

A particularly important activity of the CyYSO is the Music Workshop which since 1990 has been functioning as the orchestra's academy providing specialised training in all symphony orchestra instruments to gifted children. The workshop is attended by 64 young talented musicians with leading instructors who are selected by a special panel following a competition, thus creating the basis for the future classical musicians in Cyprus. More than 100 workshop scholars have been accepted at high ranking Conservatoires abroad.

1.2.11 Music Workshop

The third annual big concert of the Music Workshop which was established by the new artistic director was given at the end of June at Pallas Theatre. The Workshop's top pupils took part in this electrifying concert exhilarating the audience.

1.2.12 Pallas Cinema - Theatre

1.2.12.1 General description and historical background

Pallas Cinema -Theatre was built at the beginning of 1950 upon an initiative of a group of residents. The Cinema -Theatre's architect was Totis Stavrinides together with the management team which comprised of Chirilli de Nores, Michalis Stavrinides, G. Chortovatsis and Spyros Papageorgiou. The 1950s and 1960s up to 1974 was the Golden Age of Pallas. During that period Pallas was functioning both as a cinema hall and as a theatre hosting well-known theatre groups from abroad. Following 1974 its quality as a cinema hall was degraded with various additional uses until the end of 1990 when it was purchased by the Cultural Services of the Ministry of Education and Culture. The Cinema - Theatre was restored thanks to national and European funding. Following the collapse of the roof of the Nicosia Municipal Theatre in 2008, the administration of Pallas was transferred to the Nicosia Municipality and later on from January 2015 to the Cyprus Symphony Orchestra Foundation.

1.2.13 "Creative Europe" Desk Cyprus

In the course of 2015 all the necessary actions were taken so that as of 01/01/2016 the Foundation can undertake the work of Creative Europe Desk Cyprus. Creative Europe is the new EU programme to support European cultural and creative sectors, enabling them to increase their contribution to jobs and growth. With a budget of €1.46 billion for 2014 - 2020, it will support tens of thousands of artists, cultural and audiovisual professionals and organisations in the performing arts, fine arts, publishing, film, TV, music, interdisciplinary arts, heritage, and the video games industry. The funding will allow them to operate across Europe, to reach new audiences and develop the skills needed in the digital age.

1.2.14 Music Information Centre

The Music Information Centre was established in July 2008 following a decision by the Council of Ministers, with the aim of providing a plethora of services to Cypriot composers, musicians, instructors, pupils, and generally, to the music-loving public of Cyprus. The Music Information Centre is under the management of the Cyprus Symphony Orchestra and under the supervision of the Ministry of Education and Culture via its *ex officio* officers who take part in the CySO Board.

The primary concern of the Centre is the creation of a Cyprus Music Archive. Its objective is to collect and keep the works of Cypriot composers in a user-friendly database, accessible to the wider public offering the music scores of these works together with audio visual and biographical material as well as research sources.

The centre is also an official member of the International Association of Music Information Centres (I.A.M.I.C.) 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 MINSTREL project (Music Network Supporting Trans-national exchange and dissemination of music Resources at European Level), a European project co-financed by the European Union, and is implemented in cooperation with 10 other overseas Music Information Centres (Greece, Belgium, Slovakia, Austria, Poland, Croatia, Czech Republic, Portugal, Latvia and Slovenia).

The main axes of the project are:

- creating a cooperation “platform” for Music Information Centres based on internet technologies,
- establishing a digital database of local music ensembles,
- organising musical events (concerts, festivals, showcases) including exchanges of music ensembles from all the countries participating in the project,
- creating an artists’ – composers’ residency programme which will be managed by the project partners and will be designed for composers and musicians,
- developing “tools” for the promotion and dissemination of the work carried out by the Music Information Centres and specifically through the development of the “internet platform”, and
- developing an exchange programme for music professionals working at the Music Information Centres.

1.3 VISUAL ARTS

1.3.1 PURCHASE OF WORKS OF ART

The Cultural Services of the Ministry of Education and Culture purchase important works by Cypriot artists with the aim of encouraging artistic creation and mainly establishing a State Collection of works of art documenting in the best possible way the course of modern and contemporary Cypriot art from the late 19th century to the present date. In parallel to this, these works are used for 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 2015, thirty four works of art were purchased with the aim of enriching the collection of the State Gallery of Contemporary Cypriot Art. Moreover, in 2015 the practice of publishing catalogues of State Collection acquisitions continued with the issue of catalogues for the purchases for the period 2007 to 2012.

1.3.2 STATE GALLERY OF CONTEMPORARY CYPRIOT ART

The State Gallery of Contemporary Cypriot Art houses the permanent State Collection of Contemporary Cypriot Art. The Gallery keeps an artists’ register, including details about their lives and works and an archive of slides and photographs. There is also an art library which is regularly enriched with publications in the field of history and theory of art, catalogues of great international exhibitions, monographs of important historical and contemporary artists and so on.

In the course of 2015 after the illumination of the State Gallery and the upgrading of the security systems, the works of enhancing the physical security of the building as well as the installation of a CCTV were also completed. At the same time, the procedure of assigning the work of redesigning the old SPEL building in the Ammochostos Gate area was also completed. This building is intended to be used as the State Gallery Annex housing the most contemporary works of the State gallery as well as periodical exhibitions from Cyprus and abroad.

The educational programme for primary school children ran for another consecutive year throughout 2015, in cooperation with the Primary Education Department.

The number of visitors to the Gallery in 2015 rose approximately to four thousand five hundred.

1.3.3 PROMOTING CONTEMPORARY CYPRIOT ART ABROAD

1.3.3.1 56th International Art Exhibition at the Venice Biennale

Cyprus has been participating in the International Exhibition of the Venice Biennale since 1968 and for the first time in 2013 it received a special praise for its joint participation with Lithuania.

The 56th Art Exhibition of the Venice Biennale from 9th May to 22nd November 2015 was curated by Nigerian-born Okwui Enwezor, one of the leading figures in the field of post-colonial art criticism and theory. This year the Biennale was titled “All the World’s Futures”.

For this exhibition, the Cyprus Pavilion went back to the Palazzo Malipiero venue, curated by Omar Kholeif. This year Cyprus was represented by the artist Christodoulos Panayiotou, who was selected by the curator through an Open Invitation process. Christodoulos Panayiotou’s presentation *Two Days After Forever*, took as one of its starting points the invention of archaeology and its instrumental role in forging the prevailing historical narrative. It was a discursive proposal that sought to examine an open-ended cartography for art and its territory.

1.3.3.2 17th Biennale of Young Artists from Europe and the Mediterranean

The organising agency of the Young Artists Biennale is the International Association of the Biennial of Young Artists from Europe and the Mediterranean BJCEM (= Association Internationale pour la Biennale des Jeunes Créateurs de l’ Europe et de la Méditerranée), a wide network which is unique in Europe and aims at promoting inter-cultural relations between young artists, transcending all political, social, economic and narrow geographical borders. Cyprus has been participating in the BJCEM network since its inception in 2001 through the Cultural Services of the Ministry of Education and Culture.

This year the Young Artists Biennale was held in Milan from 22nd October to 22nd November 2015 under the title “No Food’s Land – Milan After Expo”. The rationale of the exhibition focused on the concept of nourishment wanting, however, to give a much broader content to the term. Starting from the fact that the process of nourishing entails a process of exchange – something is offered, assimilated and changed into something else – the Biennale’s rationale extends the concept of “nourishment” to the creative / artistic process itself and seeks to present works that engage and activate their audience-recipients.

Cyprus took part in the areas of Visual and Performing Arts. In the Visual Arts section the proposals by Andreas Kallis, Andreana Nicolaidou, Sofia Papakosta, Maya Hadjigeorgiou and Christoforos Christodoulou were selected, whereas in the Performing Arts section the proposal by Choreographer Kalia Maliali titled “And Here We Are” was selected.

1.3.4 SUPPORTING THE CYPRUS CHAMBER OF FINE ARTS AND OTHER VISUAL ARTS ORGANISATIONS

The Cultural Services are subsidising the work of the Cyprus Chamber of Fine Arts (E.KA.TE.), as well as that of other bodies that collectively represent groups of artists, both professionals and amateurs, such as the “Visual Arts” association, the Cyprus Creative Association, the Union of Self-taught painters (EN.A.Z), the Cyprus Organisation for Teaching through the Arts (K.O.E.T.) which aim at promoting visual arts. The Cultural Services also support on an annual basis the Society of Cypriot Engravers for the running of the Engraving Workshop.

1.3.5 MONUMENTS COMMITTEE

The Monuments Committee was established in 2006 by virtue of Law (N79)/2006 and functions under the chairmanship of the Cultural Services of the Ministry of Education and Culture that are also responsible for it. This Committee is composed of independent experts appointed by the Council of Ministers for a three year mandate and are exclusively competent to provide advisory opinions to the Competent Town Planning Authority, regarding the construction or placement of monuments in open-air spaces in order to secure the necessary town planning permission / approval every time.

1.4 POPULAR CULTURE / CULTURAL HERITAGE

The Cultural Services promoted a large number of activities in the domain of Popular Culture, a domain which has been significantly well received on an on-going basis by bodies and individuals alike. This year the financial support was given in the framework of the new programme CULTURE: sub-programme Popular Culture - Support of activities of traditional culture.

1. Subsidisation of traditional music and dance groups with respect to their participation in events of a traditional character in Cyprus and abroad.
2. Encouragement of dance teachers and pupils to attend seminars in Cyprus and abroad.
3. Subsidisation of members of the Cypriot Committee of the International Council of Traditional Festivals and Crafts to participate in international conferences.
4. Subsidisation of festivals by rural communities and areas with the aim to achieve decentralization.
5. Encouragement of Shadow Theatre artists.

1.5 THEATRE

The main objectives of the development policy of the Cultural Services in the field of theatre is to further develop theatre education, stimulate the public's interest in theatrical creativity, project Cypriot artistic potential abroad, encourage the experimental theatre and involve the youth in the creative process. In 2015, the Cultural Services together with Theatro Ena co-hosted a Theatre writing Week aiming at encouraging theatre creativity. The seminar was successfully held at the premises of Theatro Ena from 16th to 22nd February, 2015.

Speakers at the seminar were: the well-known theatre director, drama-theatre specialist and Artistic Director of the Piraeus Municipal Theatre, Takis Tamargias, The Director of the Croydon Warehouse, Ted Craig, the Artistic Director of Theatro Ena, Andreas Christodoulides, the University of Cyprus professor and director of the theatre workshop, Michalis Pieris, the theatre director Nicos Charalambous and the President of the Cyprus Centre of the International Theatre Institute (ITI), George Neophytou.

1.5.2 2015 ANCIENT GREEK DRAMA FESTIVAL

The International Festival of Ancient Greek Drama attracted once again thousands of spectators this year both from Cyprus and elsewhere and offered unique moments of quality acting to all those 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.

Despite the hard economic conditions both in Cyprus and worldwide, the Festival which is jointly organised by the Cultural Services of the Ministry of Education and Culture, the Cyprus Centre of the ITI and the Cyprus Tourism Organisation, presented a varied programme of performances to theatre lovers and friends of the Ancient Greek Drama Festival at reduced ticket prices. Ticket sales for Cypriot performances significantly rose by 40% and those for foreign productions by 43% which was a

proof of the successful course of the Festival, and its expansion and establishment as one of the most important cultural institutions in Cyprus.

This year once again the International Festival of Ancient Greek Drama was innovative yet timeless, modern yet ancient and it managed to broaden its audience both with local and foreign spectators thanks to the use of supertitles, projected in Greek, English as well as Russian, during certain performances, thus making artistic creation more accessible to society reaching out to its wider sections and providing a platform to Cypriot creativity while engaging in a constructive dialogue with other countries.

The 2015 International Festival of Ancient Greek Drama, which took place from 1st to 30th July 2015, hosted separate performances from local and non-local theatre companies, of a high calibre and with a distinctive and diverse hallmark. The Festival presented a total of five theatre productions from Serbia, Spain, Israel and Cyprus in 12 performances.

The International Festival of Ancient Greek Drama opened with Euripides' "Medea" by Teatro ENA, directed by Andreas Christodoulides at the Pafos Ancient Odeon and this was included in the Pafos 2017 events. Then followed the performances: Sophocles' "Antigone" by the Belgrade National Theatre, Aristophanes' "Peace" by Yiolanda Christodoulou Theatre group, "Hippolytus" (based on Euripides) by Induo Teatro Producciones group from Spain and Sophocles' "Electra" by the Tel Aviv Cameri Theatre of Israel.

1.6 "KYPRIA 2015" INTERNATIONAL FESTIVAL

The Cultural Services of the Ministry of Education and Culture in the context of their efforts to upgrade the Kypria International Festival decided in 2013 to appoint an Artistic Director with the general responsibility of processing and selecting the material under consideration submitted in the form of proposals / ideas by individuals or bodies upon an invitation. The Artistic Director is also responsible for conducting and executing the organizational part of the Festival and for planning, coordinating, promoting and implementing the Festival events in cooperation with the Cultural Services. The "Kypria 2015" International Festival was successfully held during September and October with 11 artistic events in Lefkosia, Lemesos, Larnaka and the non-occupied Ammochostos. This year the Festival included performances that were open to the public. In the context of these open performances two productions were staged in four performances.

1.7 DANCE

The Ministry of Education and Culture supports in various ways the development of dance in our country through a series of different activities, events and programmes. The main objectives of the Cultural Services' development policy in the field of dance are to: 1) support research and artistic creativity by encouraging both collective and individual initiative, 2) enhance the public's interest in dance through the correct training and awareness-raising, 3) promote the education of youth in the domain of classical and modern dance, and 5) promote exchanges, contacts and cooperation of our artists with those in other countries. These objectives are fulfilled by strengthening and supporting the cultural agencies and individuals involved in dance activities and developing activities in this field through subsidies.

1.7.1 CONTEMPORARY DANCE PLATFORM

In 2001 the Ministry of Education and Culture adopted the institution of the "Dance Platform", which this year was held for the fifteenth consecutive year. This event, exclusively financed by the Ministry of

Education and Culture, provides the opportunity for Cypriot choreographers to present, in a structured way to the public and to dance experts invited from abroad, their creative work and choreography in the field of modern dance.

1.7.2 CYPRUS CONTEMPORARY DANCE FESTIVAL

Upon the Cultural Services' initiative and with the aim of raising public awareness regarding contemporary dance in Europe, the European Contemporary Dance Festival has been taking place in Cyprus every year since 1998. The Festival is organised by the Cultural Services who are responsible for coordinating and staging it together with the Rialto Theatre and with the embassies or the cultural centres of the participating countries.

This year, the 18th European Contemporary Dance Festival took place at the Rialto Theatre in Lemesos throughout the month of June. Representatives of contemporary dance groups from the Netherlands, Greece, Spain, Sweden, Switzerland, France and Italy took part. Cyprus was represented by Fotis Nicolaou with his work "Inland", Julia Brendle with her work "Within & Between" and Machi Demetriadou Lindahl's group Asomates Dynameis (Incorporeal Forces) with the work "Pyl" (Gate) and Milena Urgen Koulas with her work "Happiness".

1.7.3 SUMMER DANCE FESTIVAL OF NEW MOVEMENT

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 12th consecutive year from 17th to 26th July, 2015, in Lemesos and Lefkosia. The Festival is held in various venues within the town of Lemesos and the old town of Lefkosia. In this year's event the following groups and choreographers participated: Petros Konnaris, 'Pelma' Lia Haraki, Aelion, Chorotheatro Omada PENTE, Julia Brendle, Fotis Nicolaou, Echo Arts Ariana Economou, Asomates Dynameis (Incorporeal Forces) Machi Demetriadou Lindahl and For Group.

1.7.4 COOPERATION WITH ORGANISATIONS AND CULTURAL CENTRES OF OTHER COUNTRIES AND PARTICIPATION IN FOREIGN FESTIVALS AND EVENTS

In the framework of the Subsidies Programme, the Ministry of Education and Culture has subsidised a number of dance groups and individual dancers / choreographers for their participation in Dance Festivals abroad, as well as in international meetings and conferences organised by foreign institutions such as the Aerowaves Spring Festival, the UNITIVA ARC.C.CE FESTIVAL and the Arc for Dance Festival in Athens, the Zawiromania Dance Festival in Poland, amongst others.

1.7.5 DANCE EDUCATION

In the field of education various organisations / bodies, such as associations, dance groups, clubs and so on that contribute to the development of artistic dance education in Cyprus are being supported through the hosting of workshops, seminars or summer schools (intensive courses), addressed not only to pupils but also to professional choreographers / dancers.

Thanks to the financial support by the Ministry, in 2015, the Pancyprian Dance Competition took place with the participation of pupils and dancers from dance schools from all over Cyprus. The Competition was successfully organised in March 2015 by the Cyprus Professional Dance association at the RIALTO Theatre in Limassol.

Finally, Cypriot dance school pupils and dancers were subsidised for participating in international dance events and competitions abroad but also in dance academies abroad.

1.7.6 SUBSIDISATION OF DANCE EVENTS IN CYPRUS

During 2015, the Cultural Services supported various agencies, organisations, associations, groups as well as new choreographers for implementing programmes and presenting events aiming at disseminating and promoting all types of dance, including classical, neo-classical, contemporary, and others.

More specifically, five choreographers were funded for participating in dance events abroad. In addition, funding was provided for the production of new choreographic work and for participations abroad. Moreover, eight dance groups / choreographers were subsidised for the production of new choreographic work and for organising actions in the field of dance.

Finally, five national or regional organisations representing dance ensembles and choreographers were sponsored for organising festivals and other actions in Lefkosia and Lemesos, such as the Dance House Lemesos, the Dance House Lefkosia, the Cyprus Dance Association, the Lefkosia Youth Ballet, the Cyprus New Movement of Dance Groups, Dancers and Choreographers.

1.7.7 THE TERPSICHORI PROGRAMME

The Terpsichori Programme for the Reinforcement of Creativity and Research in the field of Dance aims at supporting choreographers in making new productions and conducting research in the field of contemporary dance. Under the Terpsichori Programme, three contemporary dance groups and one individual choreographer were sponsored in 2015 for the production of new work and the conduct of research. More specifically, sponsorship was provided to the following groups: Nothing to Declare by Alexis Vasiliou, Asomates Dynameis (Incorporeal Forces) by Machi Demetriadou Lindahl, Echo Arts by Arianna Economou and Charis Kousios.

1.8 CINEMA

Being fully aware of the power of the art of cinematography and its importance in forging and shaping modern societies, of its huge cultural and intercultural value as well as of all the multiple benefits the development of cinema can bring to the economy and the market of a country, the Cultural Services have been very active in the various aspects constituting the development of cinema: film production, cinema education, professional training and incentives for foreign productions.

1.8.1 FILM PRODUCTIONS - DISTINCTIONS

1. Production

Due to the economic crisis and the dramatic cut by more than 60% of the funding for cinema (i.e. from €1.5 million gradually down to €700.000) the Ministry of Education and Culture was obliged to freeze the Funding Programme for Cinema Film Productions and the Programme Supporting Independent Productions for the years 2012 and 2013.

Last year, for the first time, after three years and as the funds for film productions reached €1.000.000 the Cultural Services announced that the two afore-mentioned programmes would be re-activated only for the category of "Low budget fiction film".

So, this year, for the first time since 2012, the following seven films were approved for production: «Brothers», by Yianna Americanou, «Smuggling Hendrix» by Marios Piperidis, «The man with the replies» by Stelios Kammitis, «Life Beneath» by Alexia Roider, «Siege on Liperti Street» by Stavros Pambalis, «Little white envelopes» by Soteris Christou and «Menopause» by Tonia Mishiali.

In the course of 2015, the following fiction films were completed: “The impressions of a drowned man” by Kyros Papavassiliou and three independent fiction films that were sponsored by the Ministry of Education and Culture through the Independent Productions Support Programme: “The Magic Beans” by Theo Panayides, “Family Member” by Marinos Kartikkis and “Conveyor Belt” by Alexia Roider.

The following feature-length documentaries were also completed: “Beloved days” by Constantinos Patsalides and “Aphrodite: the Great Goddess of Cyprus” by Stavros Papageorgiou.

The following films are in the final post-production stage: “The story of the Green line” by Panicos Chrysanthou, “Rosemary” by Adonis Florides, “Sunrise in Kimmeria” by Simon Farmakas, “Boy on the Bridge” by Petros Charalambous, “Five-shilling nylon / Pente selinia nylon” by Christos Siopahas and the documentary “Price of a daughter” by Yelis Shukri. These will shortly be completed and will start participating in festivals.

The feature fiction films “Chronia Polla” (Happy Birthday) by Christos Georgiou and “Beyond the Cypress trees” by Logginos Panagi are at the final production design stage.

2. Festivals / Awards

An important number of state-sponsored Cypriot films continue to be screened and to be distinguished at various key film festivals around the world. Of particular importance was the participation of the film “Impressions of a drowned man” by Kyros Papavassiliou at the Rotterdam, Kiev, Bitola, Bombay, Thessaloniki and Athens Film Festivals. This film is a co-production between Cyprus, Greece and Slovenia and has been supported by the Ministry of Education and Culture.

In this year’s Drama Film Festival the following three independent films by Cypriot directors were screened: “EX” by Mihalis Hapeshis, “Boomerang” by Christos Nicolaou and “Downhill” by Stelios Kammitis. “Downhill” won two important prizes: best scenario and the “Tonia Marketaki” award for social issues.

To promote Cyprus as a location for shooting films as well as to project and advertise Cypriot films, the Cultural Services maintain a pavilion at the Drama International Short Film Festival, the Thessaloniki International Film Festival and the Cannes International Film Festival.

3. Incentives for Foreign Productions

Finally, the Cultural Services of the Ministry of Education and Culture have been developing and promoting a series of measures and incentives with the aim of further developing the domestic film industry, attracting foreign cinema productions in Cyprus and rekindling the interest of private enterprises (foreign and local ones) to invest in the audio visual sector.

INTERNATIONAL AND OTHER FILM FESTIVALS IN CYPRUS

1. “Cyprus Film Days” International Festival

The “Cyprus Film Days” International Festival is jointly organized by the Cultural Services of the Ministry of Education and Culture and the Rialto Theatre. In 2015, it was held, for the thirteenth consecutive year, from 17th to 26th April, in Lemesos (Rialto Theatre) and Lefkosia (Zena Palace Cinema). Once again this year, the two main festival programmes will be Glocal Images (International Competitive Section) and Viewfinder (Aspects of the Modern International Cinema). All films under Glocal Images and Viewfinder are screened for the first time in Cyprus. A three-member Artistic

Committee, composed of Tonia Mishiali (director), Dr. Costas Constantinides (academic) and Stelana Kliri (director) 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 included films that won a distinction during the festival year, and were selected by the Artistic Committee for screening; the characteristic they had in common was the need for creativity and the promotion of critical thinking.

For the first time this year the “Cyprus Film Days” International Festival included also a Children’s Film Festival, with film screenings and workshops.

The five-member jury, consisting of Kristi Zea (US producer and production designer), Elma Tataragic (in charge of planning during the Sarajevo Film Festival), Vaggelis Mourikis (Greek screenwriter – actor), Adonis Florides (Cypriot producer-director) and Christie Huysmans (Belgian writer, screenwriter and film critic), presented the following awards:

- Best Film Award to the film “Three Windows and a Hanging” (Kosovo-Germany), directed by Isa Qosja and produced by Shkumbin Istrefi & Mentor Shala.
- Special Award of the Jury to the film “The Goob” (United Kingdom), directed by Guy Myhill and produced by Michael Elliott & Lee Groombridge
- The Glocal Images for best director went to the Cypriot director Kyros Papavassiliou for his film “Impressions of a drowned man” (Cyprus, Slovenia, Greece).
- The Best Cypriot Film award was given to the film “Impressions of a drowned man” directed by Kyros Papavassiliou and produced by Monica Nicolaidou, Yiannis Halkiadakis, Kyros Papavassiliou, Yiorgos Pantzis and Bojan Mastilovic. It should be noted that this was the first year a National Competition section was established at this festival.

Moreover, three distinctions were awarded to:

- the film “Difret” (Ethiopia, USA) directed by Zereseday Berhane Mehari for depicting a strong storyline around a very particular theme.
- Naveh Tzur, lead actor in the film “Valley” (Israel) directed by Sophie Artus and to Irena Cahani, lead actress in the film “Three Windows and a Hanging” (Kosovo-Germany), directed by Isa Qosja
- the film “Whiplash” by Damien Chazelle won the public’s award this year which was sponsored by Kronenbourg beer.

The Student Prize was awarded by the University of Nicosia student jury to the film “Three Windows and a Hanging”.

2. International Short Film Festival of Cyprus

The International Short Film Festival of Cyprus, which is the official competitive short film festival in Cyprus, took place at the Rialto Theatre from 17th to 23rd October, 2015, co-hosted by the Ministry of Education and Culture and the Rialto Theatre. The Festival programme included 57 films in its International Competition Section and seven films in the National Competition Section, six parallel programmes, one master class and a fantastic opening with 3D on the Rialto Theatre façade. This was the first time the Festival introduced 3D short films in the parallel screenings programme. The five-member jury consisted of important personalities from the area of international cinema, namely: Fibby Kioria (President of the Jury) Producer – Artistic Director of Maisha Film Lab for East Africans Bruno Coppola, Director-Producer of the well-known family of directors, Teresa Kwong, Producer-Curator, Hong Kong Arts Centre, Sherif Awad, Film Critic, Egypt, Simon Farmacas, Cypriot Director-Producer.

The Artistic Committee, consisted of the stage directors Alexia Roider and Ioakim Mylonas, and was responsible for the selection of films for the international competitive section, the drafting of the screenings programme and the parallel events.

The programme included fiction films, documentaries, experimental films and animated films. The Festival, being open both to short-film fans as well as to the public at large who have faithfully followed it every year, offers a variety of high standard movies dealing with the human condition through comical, imaginary and sometimes realistic narratives. It also creates a new platform for the domestic film production in the context of an artistic event which keeps developing to become the centrepiece for short filmmakers and fans in Cyprus.

3. European Film Academy Awards

This is a three-day European Short Film Festival (16 - 18/09/2015, Lefkosia) in cooperation with the European Film Academy and ARTos Foundation. Fourteen European short films were screened at this three-day Festival, and were selected amongst the 15 most important Film Festivals in Europe as nominated films for the European Film Award by the EFA. The same films were also screened in Lemesos at NeMe Arts Center, during a two-day screening programme (23 - 24/09/2014).

4. “Images and Views of Alternative Cinema” Festival

An initiative of the Ministry of Education and Culture in conjunction with the Cultural Organizations Brave New Culture and Point Centre for Contemporary Art, the Festival “Images and Views of Alternative Cinema” continued throughout 2015 with another revolutionary, pluralistic and alternative programme of screenings, inviting the spectator to discover the timelessness of the experimental cinema stage.

From its inception, this Festival seeks to highlight the inherent polymorphism of cinema creation and cultivate a new love for cinema amongst the inquiring public of Cyprus. At the same time, the Festival programme constitutes a challenge for deeper reflection, dialogue and exchange of ideas and experiences.

5. Summer Movie Marathon 2015:

This year once again the Cypriot public responded quite well to the Summer Movie Marathon screenings hosted for the 17th consecutive year by the Cultural Services of the Ministry of Education and Culture and Theatro Ena in cooperation with the Friends of Cinema Society from 8th July to 13th September. As every summer, this event was held at the oldest working open-air cinema in Lefkosia, the “Constantia” cinema. The Summer Movie Marathon is one of the most important institutions of the Ministry, both in the field of cinema and in upgrading the social and cultural life of the island. The films were selected based on quality criteria, on cinema education as well as the entertainment of the public. Under the stars and in the nostalgic atmosphere of the summer open-air cinema, spectators had the chance to watch movies from the classical quality cinema repertoire, more recent films, movies for young audiences of cinema-lovers as well as movies by Cypriot directors. The diverse range of films in this year’s programme included, amongst others, the highly awarded films: “Xenia” by Panos Koutras, «Ida» by the Polish director Pawel Pawlikowski, «Mommy» by the Canadian Xavier Dolan, «Three Windows and a Hanging» by Kosovar Isa Qosja, whereas films from World Cinema, such as, the Iranian film «A Respectable Family» by Massoud Bakhshi, «Timbuktu» by Abderrahmane Sissako from Mauritania, «Wadjada» by Haifaa Al Mansour from Saudi Arabia, as well as Cypriot films “Ta Hassampoulia” by Costas Demetriou and “Conveyor Belt” by the centre stage.

1.8.2 CINEMA DEVELOPMENT IN RURAL AREAS

In the context of developing cinema in rural areas, the Cultural Services have carried out the following activities:

1. Providing annual support to cinema theatres in rural areas through a special programme.
2. Screening Cypriot films in rural areas through funding provided by the Pelathousa Cinémathèque and by local municipalities / communities.
3. Subsidising the non-profit cultural enterprise “Views of the World” which in conjunction with the Hambis Printmaking School / Museum and the International organisation ASIFA hosted the 14th edition of the International Countryside Animafest Cyprus “Views of the World”. In the framework of the Festival, apart from screenings, there were also animation exhibitions, seminars and workshops. More specifically, the main programme of film screenings and tributes were held at the archaeological site of Palaepaphos in Kouklia, at the Medieval Royal Manor House Courtyard, two exhibitions and a workshop at Hambis Printmaking Museum, the First animation workshop residency at King Nikoklis Inn and the Children’s film programme and workshop at Technopolis 20. For the past four years, the Festival has been upgraded to an international competition with a jury comprising of internationally acclaimed filmmakers. The artistic director of the Festival Yiorgos Tsangaris also achieved in the last few years to disseminate the festival on a worldwide scale, thus gaining the cooperation of important foreign Festivals and film centres in the International Animation Community which are now supporting the Cyprus Festival. Just as in previous years, the “Views of the World” Festival managed to rally its fans comprising of people of all ages, thus proving that it has now become a cinema institution. The Animafest Cyprus has recently become the ASIFA - Cyprus Chapter of the UNESCO affiliated International Animated Film Society ASIFA.

1.9 REGIONAL CULTURAL DEVELOPMENT

In the course of 2015, the Cultural Services processed a large number of applications submitted by Municipalities for sponsoring various cultural activities and events. Municipal Councils seem to show a preference to music and dance events on themes related to folk culture. However, there were also requests regarding festivals, theatre performances, participation in cultural activities abroad, book presentations and lectures, events on sidebar issues to do with Cypriot gastronomy and so on. Moreover, the Cultural Services further implemented the Cultural Decentralisation Pilot Programme by organising cultural events of a high standard in the Cypriot regional areas.

1.9.1. CULTURAL DECENTRALISATION PILOT PROGRAMME

The Cultural Services and more specifically the Municipal Councils organised a series of important cultural events through targeted actions. The programme of events in 2015 involved a cycle of lectures at Deneia community (March - May), performing arts festival titled “Tenta” at Kalavassos community (22nd May), a theatre performance from the classical repertoire in Mitsero, Agia Marina Xyliatou, Spilia, Tala and Salamiou communities (July - August), visual arts exhibitions, lectures and interactive workshops at Voroklini community (September) and a large visual arts intervention titled “In Colossi and the castles” at Colossi community (10 - 22 October).

1.9.2 ANNUAL SUBSIDISATION OF MUNICIPALITIES

The Sponsorship programme for the Municipalities ran for another consecutive year. Big, tested and innovative events received considerable funding with the aim of further reinforcing the most valuable aspect of the Municipalities’ cultural action. Characteristic examples that could be mentioned are the

Ayia Napa Medieval Festival, the Lemesos Municipality Large Ballet Shows, the Aglantzia Jazz Festival, the Lefkosia Festival and the Lefkara Municipality Thematic Festival and so on.

1.10 “EUROPE FOR CITIZENS” PROGRAMME

The competitive programme “Europe for Citizens” aims at projecting European “citizenship”: bringing Europe closer to its citizens and enabling them to participate in its construction. The programme is addressed to local authorities and organizations, think-tanks, citizens’ groups, non-governmental organizations, trade unions, educational institutions, volunteer organizations and amateur sports clubs and it receives relevant proposals - projects for co-funding.

1.11 CULTURAL CENTRES/ OFFICES ABROAD

1.11.1 House of Cyprus in Athens

From January to December 2015, the House of Cyprus in Athens organised 78 events. Here is a breakdown:

a. House of Cyprus (a total of 78 events):

33 book presentations, five visual art exhibitions, one photographic exhibition, six theatrical events, seven musical events, one seminar, two one-day conferences, two two-day conferences, 10 literary events (nine lectures, one special dedicated event) and four events were hosted there. The House of Cyprus also organized two painting exhibitions, three musical theatre events and two musical events at the Michalis Cacoyiannis Foundation.

b. Cooperation with various bodies and other foundations / institutions (a total number of 13):

three events with Cypriot Organisations, five events with the European Union National Institutes for Culture (EUNIC), one event with the National and Kapodistrian University of Athens (UOA), one event with the Cyprus Centre of the International Theatre Institute, two events with the Costas Montis Foundation, one event with the Council of Historical Memory of the EOKA Struggle - ΣΙΜΑΕ.

c. Participation in day-conferences / literary events (a total of 11):

Participation in five day-conferences and six literary events.

d. Representations at events of Cyprus held abroad (a total of 79)

75 representations (on behalf of the House of Cyprus), four representations (on behalf of the Ambassador of the Republic of Cyprus).

1.11.2 Office of the Cultural Attaché at the Cyprus High Commission in London

The Office organized either independently or in conjunction with other organizations a total number of 16 cultural events, such as visual arts exhibitions, public lectures, academic conferences, documentary projections, theatre performances and musical evenings (see Table attached). These events achieved to promote Cypriot History and Cypriot Culture outside Cyprus and establish synergies with important bodies and institutions in the UK such as the British Museum, the British Library, the European Union Representation, the Hellenic Centre London and the University of London.

1.11.3 Office of the Cultural Attaché at the Cyprus Embassy in Berlin

A Cultural Attaché has been serving at the Cyprus Embassy in Berlin since the beginning of 2005, mainly in charge of organizing events with the aim of promoting the culture and contemporary artistic and intellectual creation of Cyprus in Germany. The Cultural Attaché seeks, amongst her other tasks,

to establish cooperation with German bodies and institutions and include Cypriot artists in German events. Additionally, German and foreign artists are included in Cypriot activities, thus creating multicultural programmes focusing on Cyprus. Another important objective of the office which has already started bearing fruit is the promotion of works by Cypriot composers to musicians and music ensembles in Germany.

1. CYPRUS SPRING – MUNICH, 24 April to 10 May 2015, for the 10th consecutive year

Amongst the top cultural events organized by the cultural office is the series entitled “Cypriot Spring” held at the famous “Gasteig” Cultural Centre in Munich. For this year’s “Cypriot Spring” the cultural office issued a CD with live recordings of the cultural series (2006 - 2015), and offered it as a gift to the visitors who through their presence all these years have supported the efforts to establish “Cypriot Spring” as an institution in the Bavarian capital. The CD contains works by the composers: Nicholas Kyriakou, Yiorgos Karvellos, Andreas Moustoukis, Savvas Savva, Stavros Lantsias and Inna Koutroupi.

24.04.2015: Opening ceremony including a musical evening entitled «Mediterranean Sounds», a surprise programme with the participation of Savvas Savva piano, Miltiadis Papastamou violin, Vakia Stavrou vocals and Marios Takousis piano.

27.4.2015: Concert by Alkinoos Ioannides and Yiorgos Kaloudis (cello, Cretan lyra)

1.12 CULTURAL COOPERATION AGREEMENTS AND PROGRAMMES

With the aim of cooperating with other countries in the fields of education, culture and science, Cyprus has to the present date signed several bilateral agreements. To implement these Agreements, the contracting parties draft and co-sign the Executive Programmes of Educational, Cultural and Scientific Cooperation. The Agreements and Programmes include a series of provisions that set the necessary institutional framework for carrying out cultural and educational exchanges between Cyprus and other countries. The Cultural Services are responsible for drafting and implementing that part of the Programme provisions which govern the cultural exchanges between Cyprus and any contracting country (excluding the provisions regarding cooperation on issues of cultural heritage). In the context of these responsibilities, the Cultural Services undertake the organisation of events abroad to promote contemporary Cypriot culture, as well as the organisation of cultural events in Cyprus by other countries. The Programmes also include exchanges of experts for mutual briefing and cooperation in the field of culture.

1.13 “CULTURE” SUB-PROGRAMME OF THE EU “CREATIVE EUROPE” PROGRAMME

As of 2014, “Creative Europe” has replaced the programme “Culture 2007 - 2013”, “MEDIA” and “MEDIA Mundus”. The new Programme supports artists and professionals in the culture sector and cultural organizations in areas such as performing arts, fine arts, publishing, cinema / audio-visual, television, music, interdisciplinary arts, cultural heritage and the video games industry, to allow them to operate in other countries and develop the skills needed in the digital era. By increasing the visibility of European cultural works in other countries, the programme also promotes cultural and linguistic diversity.

There is a Creative Europe Desk in Cyprus for the Culture and the MEDIA sub-programmes aiming at providing assistance to cultural and creative agencies regarding the Creative Europe Programme. The overall responsibility for the operation of the Offices has been assigned to a Coordinating Body for

the Creative Europe Programme following an open tendering procedure. The coordinating body of the programme in Cyprus for 2014 and 2015 was the Organisation RTD TALOS.

1.13.1 Cultural Routes 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 established in April 2011. 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 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 communities and their cultural identity and singularity.

1.14 EUROPEAN CAPITAL OF CULTURE 2017

In 2017, Cyprus and Denmark will be hosting the European Capital of Culture institution. Pafos has been declared as the city of Cyprus that will bear the title of the European Capital of Culture 2017. Aarhus will be the city in Denmark to share the title with Pafos in 2017. The management committee of the European Capital of Culture competition in Cyprus was 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, enhancing intercultural dialogue and promoting cultural cooperation. Each year, the cities that are awarded the title of the European Capital of Culture bring to the fore the wealth and cultural diversity of European cultures. They constitute a living testimony to the potential of a city to be creative, unique, special and have a European dimension at the same time. This institution started as an initiative of Melina Mercouri when she was the Minister of Culture in Greece. Athens was the first city to have been awarded the title in 1985. This initiative has acquired an increased cultural, social and economic impact due to the large number of visitors attracted 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.

1.15 MUSEUMS

1.15.1 Legislation on 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 authorities, and 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).

1.15.2 Houses of Letters and Arts

During 2015, the Cultural Services continued to lease premises in Lefkosia, Lemesos, Larnaka 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, and so on. The Cultural Services continue to support the administration, operation and cultural activity of the Houses of Letters and the Arts consistently aiming at turning them into important cultural “lungs” of the urban centres of Cyprus.

1.15.3 THE STRUGGLE MUSEUM

The Struggle Museum has been operating permanently in its new premises next to the Holy Archdiocese of Cyprus, inaugurated on 30th April, 2001. During 2015 it received roughly nineteen thousand visitors, most of whom were Primary and Secondary education pupils, as well as foreign tourists. The museum contains historical relics, documents, pamphlets, orders, commands, instructions, photographs and anything else related to the Liberation Struggle of EOKA from 1955 to 1959. One can find for instance the oath-taking protocol of the fathers of the Struggle as well as the copy of the Bible upon which the oath used to be taken. These relics were handed over to the Leader of the House of Parliament, Yiannakis Omirou, during an official ceremony held in Greece by the Greek Historical and Ethnological Society and they were later solemnly received by the Minister of Education and Culture in the House of Representatives Plenary Hall in the presence of the President of the Republic, in order to be exhibited in the Struggle Museum.

This year, as it has been a custom over the last nine years, the Struggle Museum in collaboration with the State Gallery have taken part in the Europe-wide celebrations of the European “Night of Museums” which was launched in 2005 by the French Ministry of Culture and Communication.

At the same time, the museum has been running its regular activities, such as guided tours, screenings of educational films on the Liberation Struggle, recording of the Cyprus press as regards the Cyprus issue and also the provision of useful relevant information and facts to various researchers.

1.16 THE 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 assumes also the task of the Secretary General of the Commission. The Commission constitutes a vital link between the state, the civil society and the Organization, and functions as a consultative body vis-à-vis the State. The Ministry of Education and Culture provides the Commission with funding for its organizational needs and the promotion of its programmes.

The Commission promotes the implementation of UNESCO Conventions and Programmes in Cyprus, in cooperation with all the Ministries and Government Services as well as in conjunction with Non-Governmental Organizations, whose activities are related to those of UNESCO, namely education, culture, social and human sciences, natural sciences, communication and information.

The Commission acts 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 contacts with other National Commissions of UNESCO member-states, with the aim of exchanging views and expanding links between them to achieve common goals.

1.16.1 PROMOTING UNESCO CONVENTIONS

The Commission actively promotes the implementation of the cultural conventions of UNESCO ratified by Cyprus, especially those concerning the protection of the World Cultural and Natural Heritage (1972), the Intangible Cultural Heritage (2003) and the Diversity of Cultural Expressions (2005) in cooperation with the Department of Antiquities, the Cultural Services of the Ministry of Education and Culture and other entities whose objectives are consistent with the principles of the Conventions.

In recent years, the Commission has been actively participating in the safeguarding of Intangible Cultural Heritage, both by attending regional and international meetings of UNESCO and implementing targeted actions at national level, particularly for the promotion of the three elements that Cyprus has inscribed on the Representative List of Intangible Cultural Heritage: the Lefkara Lace or “Lefkaritika” (2009), the “Tsiattista” poetic dueling (oral poetry) (2011) and the Mediterranean diet (2013).

- **National List of Intangible Cultural Heritage**

Upon a recommendation by the Cyprus National Commission for UNESCO, a proposal was submitted to the Council of Ministers to establish a National Inventory of Intangible Cultural Heritage of Cyprus so as to ensure the widest possible participation of communities and non-governmental organizations in identifying and inventorying elements of intangible cultural heritage. The proposal was approved and an Ad Hoc Committee was set up consisting of experts in the field of intangible cultural heritage and representatives from the competent Ministries and Services entrusted with the administration of the cultural heritage of Cyprus (the Cultural Services of the Ministry of Education and Culture, the Antiquities Department, the Cyprus National Commission of UNESCO).

In early 2015, an open call for proposals was launched to municipalities, communities, Associations, Museums, Non-governmental Organisations and other bodies, to inscribe elements on the National List of Intangible Cultural Heritage. Having reviewed all the applications submitted, the Committee decided to include the following inscriptions on the List:

- Narrow-knit lace (known as “pipila”)
- “Venice” or “pittotes” lace embroidery and the Athienou “ploumi” lace
- The art of basket-weaving
- The “kapouthiotiko psathi” (a type of matting)
- The art of dry stone building
- The “arkatena” (dry rusks)
- The Limassol Carnival Festival
- The Kataklysmos Fair (celebrating Pentecost)

- **Information workshop on inventorying and preserving the intangible cultural heritage**

To inform and train communities on issues regarding the inventorying and preservation of intangible cultural heritage, the Cyprus National Commission held an information workshop on 14th March, 2015, in Lemesos in cooperation with the Cyprus University of Technology (CUTing Edge). The workshop included presentations on the main principles of UNESCO on the safeguarding of Intangible Cultural Heritage, a discussion on the challenges and objectives of the inventorying and a detailed analysis of the procedure for the preparation and submission of applications to include elements on the National List of Intangible Cultural Heritage.

- **Project for the preservation and enhancement of the intangible cultural heritage**

In the context of the efforts to preserve the intangible cultural heritage of Cyprus, with the ultimate goal of passing it on to the generations to come, the Cyprus National Commission for UNESCO in cooperation with the Cultural Services of the Ministry of Education and Culture, prepared a special “Project for the preservation and enhancement of the intangible cultural heritage of Cyprus”. From 2016 onwards, this Project will be funding activities to safeguard the elements included on the National List of Intangible Cultural Heritage and on the UNESCO Representative List of Intangible Cultural Heritage.

- **Promoting the World Heritage of Cyprus**

The Press and Information Office in cooperation with the Cyprus National Commission for UNESCO and the Antiquities Department prepared a photography exhibition on the World Heritage Sites in Cyprus, in Greek and English entitled: “World Heritage of Cyprus: history, myth and religion”. This exhibition will be held in January 2016 in Cyprus and it will then tour various Cyprus Embassies abroad.

1.16.2 PROMOTING UNESCO PROGRAMMES

The Commission works closely with the competent Departments of the Ministry of Education and Culture to promote the objectives of the Organisation via educational programmes and mainly the activities of school networks and UNITWIN networks operating under the auspices of UNESCO.

1.16.3 OTHER ACTIVITIES

Local Development Pilot Project of the Wine villages of Limassol

The Cyprus National Commission for UNESCO is represented within the Monitoring and Implementation Committee of the Local Development Pilot Project Wine Villages of Lemesos and the special Working Group “Society-Culture”. This Project is coordinated by the Town Planning and Housing Department (Ministry of Interior) in collaboration with the Council of Europe in the context of the programme «Local Development Pilot Projects: the contribution of heritage to local and regional development». The main objectives of this Project are to:

- facilitate dialogue and cooperation between public bodies and the local community in the decision-making process,
- foster integrated development, thus ensuring social cohesion, solidarity and better quality of life for the local inhabitants, and
- contribute to the protection and upgrading of the physical and cultural heritage, seeking sustainable development and highlighting the identity of the wine villages.

In implementing the Project’s objectives, various actions were carried out in the local communities and elements of tangible and intangible cultural heritage of the area were recorded. On 6th November 2015, an Awareness-raising day was held at the Ayios Amvrosios Cultural Centre on various Funding Programmes. The interested participants received information both on the procedure of inscribing elements on the National List of Intangible Cultural Heritage of Cyprus as well as on the special Project for the preservation and enhancement of the intangible cultural heritage of Cyprus.

1.16.4 SUPPORT OF OTHER ACTIVITIES

The Commission supports and places under its aegis events and activities organized by other bodies and institutions, as long as they are consistent with the purposes of UNESCO.

1.16.5 PUBLICATIONS

The Commission offices also host a library of UNESCO publications open to the public for free consultation.

1.16.6 INTERNET

The Commission has its own website (www.unesco.org.cy) as well as a place on the social media aiming at informing the public directly and effectively on issues concerning the programmes of the Commission and of UNESCO in Cyprus.

1.16.7 INTERNATIONAL RELATIONS

The Commission is represented at regional and international meetings and conferences in order to keep abreast with UNESCO programmes, exchange good practices and enhance international cooperation.

Regional Centre for the Safeguarding of Intangible Cultural Heritage in South-Eastern Europe (under the auspices of UNESCO, based in Sofia)

The Commission was represented at the annual General Assembly of the Centre held on 10th March 2015. Participants of the meeting were representatives of the 13 member states of the Centre. During the annual General Assembly the member states had the opportunity to take part in the work plan of the Centre for the following year.

2.

CYPRUS RESEARCH CENTRE

2.1 OBJECTIVES AND MEANS FOR REALIZING THEM

The Cyprus Research Centre (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 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, and undertake research missions overseas. The C.R.C. also organises conferences and seminars in Cyprus and abroad in co-operation with other academic institutions.

2.2 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 updating of materials in the last three archival collections was undertaken by the Cyprus Research Centre in co-operation with the Library of the University of Cyprus. The transcription of the oral testimonies of the cassettes to digital CDs for the Folklore Archive and the Oral Tradition Archive was accomplished with the long-term aim of creating a Unitary Data Base for Oral History.

2.3 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, 37 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.
- v) Publications of the Social Research Centre
- vi) Digital Disks (CDs)
- vii) Collected studies

These publications are available for sale from the C.R.C. offices as well as from booksellers in Cyprus and overseas.

2.4 ACTIVITIES FOR 2015

The Cyprus Research Centre in co-operation with the Leventis Municipal Museum of Lefkosia and the Benaki Museum in Athens organized a presentation of the publications of the C.R.C. for the year 2014 in Athens on 2nd November 2015. A second presentation of the C.R.C.'s publications for the year 2014 also took place at the Anastasios G. Leventis Foundation in Lefkosia on 19th November 2015, once again in co-operation with the Leventis Municipal Museum of Lefkosia.

In September 2015 the first volume of tales was published within the framework of the research programme 'Cypriot Tales from the Folklore Archive of the Cyprus Research Centre', a programme the implementation of which began in October 2012. The first volume includes tales about animals, standard and magical tales, humorous tales and anecdotes as well as phased tales. All the tales, written in Cypriot Greek, are accompanied by a facing translation into Standard Modern Greek. A relevant commentary can be found at the end of each section of tales. The varied subject matter of these tales will provide valuable materials to ethnographers, sociologists, anthropologists and linguists.

Within the context of the 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. *The Chronicle of Amadi translated from Italian*, by Nicholas Coureas and Peter Edbury
2. *Τα Παραμύθια της Κύπρου από το Λαογραφικό Αρχείο του Κέντρου Επιστημονικών Ερευνών*, (*The Cyprus Tales by the Folklore Archive of the Research Centre*) vol. 1, introduction by Michalis G. Meraklis, edited by Argyro Xenophontos and Constantina Constantinou.
3. *Annual Review of the Cyprus Research Centre*, XXXVII (2013-2014)
4. G. Ch. Papacharalambous, *Η Κυπριακή Οικία*, (*The Cypriot House*) 2nd Reprint.

In addition, the Cyprus Research Centre has assigned the preparation of the diplomatic edition of the registry titled *Liber matrimoniorum pro parochia Sanctae Mariae Arnicae Cypri Familiae Terrae Sanctae Ordinis Minorum de Observantia, 1733-1880* to Dr Mia Trentin.

For additional information please visit the C.R.C. website.: www.moec.gov.cy/kee

3.

CYPRUS THEATRE ORGANISATION

3. ACTIVITIES OF THE CYPRUS THEATRE ORGANISATION

3.2 ARTISTIC ACTIVITIES DURING THE THEATRICAL PERIOD 1.10.2014 - 30.9.2015

MAIN STAGE

C/C	Play	Number of Performances	Number of Audiences
1.	THE THIRD WEDDING by Costas Taktis Direction/Adaptation: Takis Tzamyriyas Period: 15.11.14 - 16.5.15	29	8.124
2.	AUGUST: OSAGE COUNTY by Tracy Letts Translation/Direction: Neophytos Taliotis Period: 22.5.15 -13.6.15	8	1.948
3.	HIPPOLYTUS by Euripides Translation/Adaptation: Fotis Fotiou Adaptation/Direction: Neoklis Neokleous Period: 8.7.15 - 11.9.15	10	7.698
4.	MID SUMMER NIGHT'S DREAM by Felix Mendelssohn a co-production with CySO Translation: Erricos Belies Conductor: Alkis Baltas Direction: Athina Kasiou Period: 24.9.15-25.9.15	2	2.971
	TOTAL OF MAIN STAGE	49	20.741
	COMPARATIVE FIGURES 1.10.2013 - 30.9.2014	106	23.513
	COMPARATIVE FIGURES 1.10.2012 - 30.9.2013	90	25.588

NEW STAGE

C/C	Play	Number of Performances	Number of Audiences
1.	CONSTELLATIONS by Nick Payne Translation: Dimitris Kiousis Direction: Vangelis Theodoropoulos Period: 1.10.14 - 11.10.14	6	646
2.	WHICH BODY? by Korina Kontaxaki – Eleni Cosma Direction: Korina Kontaxaki Period: 8.10.14 - 12.5.15	16	1.728
3.	RHINOCEROS by Eugene Ionesco Translation: Erricos Belies Adaptation/Direction: Christos Sopahas Period: 31.10. - 27.12.14	20	2.105
4.	A DOG HOUSE by Charalambos Yiannou Direction: Sotos Stavrakis Period: 5.2.15 - 23.4.15	22	1.400
5.	HARPER REGAN by Simon Stephens Translation: Eri Kirgia Direction: Alexia Papalazarou Period: 27.2.15 - 6.5.15	18	1.553
	OEDIPUS THE KING by Sophocles Translation: Minos Volanakis Adaptation/Direction: Panayiotis Larkou Period: 9.1. - 10.2.15	10	971
	TOTAL OF NEW STAGE	92	8.403
	COMPARATIVE FIGURES 1.10.2013 - 30.9.2014	170	15.246
	COMPARATIVE FIGURES 1.10.2012 - 30.9.2013	70	7.142

STAGE 018

C/C	Play	Number of Performances	Number of Audiences
1.	THE BLUE STORIES OF THE RED HEART by Loukas Prastitis Direction: Egli Spyridaki Period: 1.10. - 28.12.14	69	19.647
2.	OEDIPUS THE KING by Sophocles Translation: Minos Volanakis Adaptation/Direction: Panayiotis Larkou Period: 18.10. - 3.4.15	48	5.688
3.	A CELEBRATION AT AL-NOURI'S PLACE by Volker Ludwig Translation/Direction: Vasilis Koukalani Period: 25.1.15 - 29.5.15	53	14.736
4.	I, THE PRINCE by Vasilis Myriantopoulos Direction: Vasilis Myriantopoulos Period: 12.9.15 - 26.9.15	4	645
	TOTAL OF STAGE 018	174	40.716
	COMPARATIVE FIGURES 1.10.2013 - 30.9.2014	213	42.001
	COMPARATIVE FIGURES 1.10.2012 - 30.9.2013	256	55.275
	GRAND TOTAL	315	69.860
	COMPARATIVE FIGURES 1.10.2013 – 30.9.2014	489	80.760
	COMPARATIVE FIGURES 1.10.2012 - 30.9.2013	416	88.005

PARTICIPATION OF THE CYPRUS THEATRE ORGANISATION AT THE HELLENIC FESTIVAL DURING THE YEARS 2015, 2014 AND 2013

Year	Play	Number of Performances	Number of Audiences
2015	---	-	-
2014	---	-	-
2013	Menander "SAMIA"	2	8.558

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

1.10.14- 30.9.15	Number of Plays		Number of Performances		Number of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	49	6	20.741	3.300	24.041
New Stage	6	-	92	-	8.403	-	8.403
Stage 018	4	-	174	-	40.716	-	40.716
TOTAL	14	1	315	6	69.860	3.300	73.160

1.10.13- 30.9.14	Number of Plays		Number of Performances		Number 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
TOTAL	15	0	411	0	77.245	0	77.245

1.10.12- 30.9.13	Number of Plays		Number of Performances		Number of Audiences		Total of Audiences
	Cyprus	Abroad*	Cyprus	Abroad*	Cyprus	Abroad*	
Main Stage	4	1	106	2	23.513	8.558	32.071
New Stage	6	-	170	-	15.246	-	15.246
Stage 018	4	1	213	2	42.001	220	42.221
TOTAL	14	2	489	4	80.760	8.778	89.538

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

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

Within the framework of collaboration, exchange and guest performances, the Cyprus Theatre Organisation presented the following play in 2015

	Play	Number of Performances	Number of Audiences
1.	STAMATIA, TO GENOS ARGYROPOULOU (Neos Kosmos Theatre)	1	207

3.3 DEPARTMENT OF THEATRE DEVELOPMENT SUBSIDISATION OF THEATRE CREATIVITY

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

	2015 €	2014 €	2013 €
SATIRICO THEATRE	211.743	221.400	227.744
THEATRO ENA	199.643	212.900	245.451
E.TH.A.L.	218.363	232.000	247.944
THEATRE SKALA	207.051	225.000	243.861
TOTAL	836.800	891.300	965.000

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

	2015 €	2014 €	2013 €
THEATRE DIONYSOS	57.400	47.000	56.400
THEATRE ANEMONA	44.500	17.600	27.500
THEATRE VERSUS	37.000	13.000	24.000
THEATRE DENTRO LTD	5.000	7.000	26.000
ACT THEATRE	-	-	14.000
PARAVAN PROACTIONS	-	10.000	15.000
THEATRE TAMASOS	-	12.800	14.000
A.P. ATLANTIS PRODUCTIONS LTD	-	3.600	11.000
PERSONA THEATRE GROUP	13.100	-	-
AMFIKTIO IDRIMA	18.600	17.000	-
THEATRE GROUP QUINTA	-	7.900	-
AIPOLIS	-	3.000	-
TEAM A VENDRE	-	2.000	-
THEATRICAL TEAM "POINT 2"	18.400	8.500	6.000
TOTAL	194.000	149.400	193.900

• Plan A (Ad Hoc subsidisation of groups)

	2015 €	2014 €	2013 €
IMAGINARY THEATRE	19.700	12.000	-
ACT THEATRE	15.000	-	-
FRESH TARGET THEATRE	11.500	-	-
EROS THEATRE FAMAGUSTA	10.000	-	-
PARAPLEVROS PRODUCTIONS	9.500	4.000	-
OLVOS THEATRE GROUP	7.700	8.500	4.000
ANTONIS GEORGIU	6,200	7,500	-
LEDRA MUSIC SOLOISTS	5.000	-	8.000
LITTLE MUSE THEATRE LARNACA	5.000	-	-
MARIOS METTIS	5.000	-	5.000
NICOS ZAVALLIS	5.000	-	-
MARIOS KAKOULLI	5.000	-	-
CHRISTODOULOU YIOLANDA	5.000	-	-
ANDRIA ZENIOU	3.500	-	-
“SOLO GIA TRIS” THEATRE GROUP	3.000	8.000	-
EDEKANOU GROUP	3.000	-	-
SOFIA KALLI	2.000	-	-
ELEANA CHARALAMBOUS	1.500	-	-
“DROPS OF LIFE” THEATRE	1.500	-	3.000
MARINA FRANGKESKIDOU	-	10.200	-
ALPHA SQUARE	-	7.000	-
MARIA KIRIAKOU	-	5.000	2.000
OPEN ARTS	-	16.500	-
FOTOS FOTIADES	-	13.400	7.000
ALEXIS SOFOKLEOUS	-	4.000	-
“NIPETHE” THEATRE GROUP	-	3.000	-
“KRAMA” THEATRE TROUP	-	3.000	-

GIORGOS KLEANTHOS	-	-	6.000
TEAM PRODUCTIONS D-TALE	-	-	12.000
KIRIAKI KONTAXAKI	-	-	2.000
NAYIA ANASTASIADOU	-	-	2.000
PANG. ORGAN. SIGGEN. ADIL. AIXMAL.	-	-	2.000
PLAY HOUSE	-	-	3.000
CHARIS ARISTIDOU	-	-	2.000
MARINA ARGYRIDOU	-	-	5.000
GEORGIOU KRISTIANA	-	-	2.000
ANTHI ANTONIADOU	-	-	4.000
PANAGIOTIS LARKOU	-	-	6.000
ATHINA XENIDOU	-	-	6.000
TOTAL	124.100	102.100	81.000
GRAND TOTAL OF SUBSIDISATIONS	1.154.900	1.142.800	1.239.900

3.4 INFRASTRUCTURE CONSTRUCTION

CONSTRUCTION/RENOVATION OF NEW AND EXISTING THEATRE BUILDINGS	2015 €	2014 €	2013 €
• THOC NEW BUILDING	131.658	79.221	164.518
• THEATRO APOTHIKES THOC	50.000	14.701	-
• MAKARIOS III AMPHITHEATRE	1.673	10.040	1.844
TOTAL	183.331	103.962	166.362

3.5 OTHER SUBSIDIES AND ACTIVITIES AMATEUR THEATRE

AMATEUR THEATRE	2015 €	2014 €	2013 €
28 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	30.027	-	-
27 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	742	27.758	-
26 TH PANCYPRIAN FESTIVAL OF AMATEUR THEATRE	-	3.164	46.535
TOTAL	30.769	30.922	46.535

SCHOOL THEATRE	2015 €	2014 €	2013 €
PANCYPRIAN STUDENT THEATRE GAMES	23.246	27.276	44.012
TOTAL	23.246	27.276	44.012

SUBSIDISATION OF ORGANISATIONS	2015 €
ANNUAL SUBSIDY OF THE CYPRUS CENTRE OF THE INTERNATIONAL THEATRE INSTITUTE	40.000
CYPRUS PLAYWRIGHTS COMPANY	4.000
ACTORS UNION OF CYPRUS	2.000
SI.DI.K.E.K.	2.000
TOTAL	48.000

OTHER ACTIVITIES	2015 €
TOUR – PIREAS, GREECE "THE THIRD WEDDING "	35.177
PRAQUE QUADRENNAL	25.586
THEATRE AWARDS	21.672
SUBSIDY TO CYPRIOT PLAYWRIGHTS WHOSE PLAYS HAVE BEEN STAGED BY SUBSIDISED THEATRES	10.800
WEB PAGE	8.237
EUROPEAN THEATRE CONVENTION	5.500
UNION OF THE THEATRES OF EUROPE (UTE)	1.748
THEATRICAL SHELTER	1.320
ISRAEL – THEATRE FESTIVAL	210
TOTAL	115.050

Part C'

Sports

1.

THE CYPRUS SPORTS ORGANIZATION (CSO)

The Cyprus Sports Organization, being the Supreme Sport Authority of the Republic of Cyprus is responsible for enhancing the development of both the out-of-school sport activity and the “Sports-For-All” (SFA) programme, pursuant to the 69 - 96 Cyprus Sports Organization Law.

The CSO's functional structure is as follows:

- 1.1 Sports Sector
- 1.2 Technical Services / CSO-owned Sport Facilities Management & Monitoring and Inspecting Private Gymnastics Schools
- 1.3 Financial Management Sector
- 1.4 International Sport Relations and European Issues
- 1.5 Protocols
- 1.6 Official Visits
- 1.7 Sports Academy
- 1.8 Staff Issues
- 1.9 Cyprus Sport Research Centre (CSRC)
- 1.10 Senior Counsel for Athletes' Health (SCAH) – Athletes' Health Sheets

The Competitive Sports, the Sports-For-All and all the Organization's individual programmes are placed under the Sports Sector: (High Performance Scheme, Talent National Scheme, Developmental Sports National System, Anti-violence, and so on). Creating and or improving the sport infrastructure but also supervising and maintaining all the CSO-owned sport facilities are placed under the Sport Facilities & Technical Services Sector. The CSO's entire financial planning, the financial procedures auditing and the CSO-owned sport facilities management come under the Financial Management Sector. The Human Resources Sector and the Cyprus Sport Research Centre are responsible for the training of the Organization's permanent staff and the follow-up of the Sport Research Centre but also the relations with the trade unions.

Analysing Sectors and Branches

1.1 Sports Sector

The Sports Sector comprises two spheres: the Competitive Sports and the Mass Sports.

Competitive Sports

The Competitive Sports depended financially on the CSO's subsidies amounting to €9.818.814.00 compared to €9.252.765,28 in 2014. In 2015 the under-mentioned sectors have being subsidized as follows:

CSO's programmes - €1.972.500: Conferences, Insurance, Violence and Fair Play, Developmental Sports National Scheme, Talent National Scheme, High Performance Athletes Planning, Researches, Sports and Woman)

Subsidies – Sphere A: Bottom Sports (Clubs) - €2.523.902.62

Sphere B: Top Sports (Federations) - €5.322.411.38

CSO's Programmes

The CSO programmes are in fact national programmes covering a wide extent of activities; the individual programmes stated below are subsumed into these activities:

Conferences

Reference is made to conferences organized by the CSO with a view to provide training to the Federations' executive staff.

Insurance

Reference is made to the high yield insurance scheme, which more than 700 National Teams male and female athletes benefit from.

Violence and Fair Play

This programme is monitored, while being operational, by the CSO's National Committee Against Violence, which in 2014 was renamed after "Fair Play Committee". This Committee holds jointly with Sport Institutions and organized groups, meetings, debates and other events falling under its sphere of activities on topics related to the prevention and the suppression of violence incidents occurring on the grounds, while the CSO's officer in charge participates in annual meetings by the Council of Europe Department of Sports (TRV) held in Strasbourg. The various recommendations like for example the 1/93 and 1/94 ones by the Council of Europe, which the 2008 – 2014 Law on the Prevention and Suppression of Violence Incidents on the Sport Grounds relies upon.

In December 2012 the House of Representatives voted for the Regulations on the Grounds Supervisors coming into force in accordance with the above Law. According to these Regulations the CSO is concerned about whatever has to do with these grounds supervisors' training cost, the purchase of the necessary equipment and setting up, keeping and running the Grounds Supervisors Registry. The CSO pursued the training of the grounds supervisors during 2015 in accordance with the decisions made by the Grounds Supervisors Committee, as it is defined in the Regulations, while it delivered about 200 wireless radios to the Grounds Authorities, where First League Championship matches take place.

The Grounds Supervisors System has been in force for the 2nd competitive period, having, therefore, relieved pressure on the Police in terms of some duties, leading to the reduction of the policemen's number recruited to supervise the grounds and consequently the sport events policing cost.

DEVELOPMENTAL SPORTS NATIONAL SCHEME: €1.200.000

The Developmental Sports National Scheme was introduced by the CSO in 1998 and it aims at supporting the grassroots sports; it backs, more precisely, the organized groups of developmental age athletes through Clubs / Associations / Unions, by assisting them in specific fields. This planning covers two sectors as it is a scientific-technical and competitive approach; the DEVELOPMENTAL field dealing with supporting children up to 16 years of age and the TEENAGE dealing with supporting children between 16 -18 years of age. This planning covers also partial fields like: training, scientific support, evaluation, valuing and motivation. The Scheme is operational and it has since the 2013 – 2014 competitive year been relying upon the "Operations Guide" approved by the Board but also upon the criteria and prerequisites according to which the coaches of the Clubs / Associations / Unions are subsidized. In 2015 some provisions of this Guide have been revised in order to improve the functionality of the Scheme that is operational from October to June and valid for a whole competitive period. In 2015, €1.200.000 was to be distributed amongst the following sports according to the Guide:

Supporting Scheme of Individual Olympic Sports Young Champions

SPORT	CLUBS	NUMBER OF MALE / FEMALE COACHES	NUMBER OF MALE / FEMALE ATHLETES	BUDGET €		COMMENTS /ACTIVITIES
				TEEN	NSSD	
BASKETBALL	24	55	1337	80,000	72,000	The following events took place in 2015: Cyprus-scale coach and NSSD officials meeting - Coaching Seminars - Evaluation elite male/female NSSD athletes
				152,000		
HANDBALL	13	33	599	39,000	75,000	
				114,000		
VOLLEYBALL	26	63	1274	70,000	123,000	
				193,000		
FOOTBALL	48	77	1386	187,000		
INDIVIDUAL SPORTS	91	116	2428	200,000		
ATHLETICS	6	29	1400	65,000		
ADMINISTRATIVE				140,000		
TOTAL	208	373	8,424	€1,051,000*		<i>*The 11th & 12th month are not included in the sums</i>

The Scheme aims at assisting young champions by providing them with any possible scientific, technical, psychological and economic support, so that they may compete with athletes of the same age, from other countries having advanced sport infrastructure available and disposing of all means as required and supplied by modern sports. The number of provisions contained in the Operations Guide, complying with the Planning Admission Competitive Criteria duly revised in 2015, yet, without substantial changes. The Planning is operational nine months annually (January to September) and stipulates three categories for recruited athletes (A, B & C), with the respective monthly benefits. The sum of €200,000 was provided for 2015 in the context of the Planning and was spent in monthly benefits and coaching addressing 45 athletes and 37 coaches, ensuring the male and female athletes insurance cover.

High Performance Planning

The aim of the Planning achieved is Cyprus having as higher as possible participation toll, which ensured excellence in big international competitions, the "RIO 2016" Olympic Games being the highest. The Planning is enforceable totally according to the Operations Guide and the Admission Competitive Criteria. In 2015, 33 coaches and 36 male and female athletes were recruited in four categories, as they met the admission competitive criteria. The Planning has been operational for nine months annually (January to September) and a sum of €390.000 was granted, which was spent mainly on athletes' and coaches' monthly subsidies for their preparation and their insurance cover. A further article was added to regulate the 2015 and 2016 events, which in accordance with male / female athletes are qualified for "RIO 2016" and receive an additional subsidy to prepare and adapt themselves to the competition environment in Brazil. Furthermore, some articles have been clarified regarding 2016 in respect to sums standing for the monthly subsidy and the sport material being paid.

Researches

This section deals with the various scientific research conducted upon the CSO's request, aiming at trying regularly to resolve problems coming up in sports field and enhancing the scientific knowledge related to the Cypriot reality but also with research on violence incidents occurred on sport grounds, women participating in sports and so on.

Sports and Woman

Reference is made to identifying, promoting and ensuring female full participation in all sport fields. An ad hoc committee has been set up for the above reason, as appointed by the CSO's Board.

European Sports Week

The Planning as described has been included in this year's budget for the first time. The European Commission has considered, promoting physical activity and sports at all levels, a target to achieve. This is why the European Commissioner for Education, Culture, Multilingualism and Youth suggested organizing a European Sports Week and it was approved by the European Commission. It eventually took place in September 2015 in the major Municipalities of Cyprus and the aim is indeed to raise awareness in the public about getting involved in sports, stressing the benefits for health derived from physical education.

Subsidies to Sport Institutions

The above field is split in two spheres:

FIRST Direction – Bottom Sports

Reference is made to subsidies granted to clubs, unions, associations and so on and there are six key planning concepts.

Coaching

Reference is made to covering part of the expenses incurred for recruiting Individual Sport Clubs, Gymnastics Associations and Nautical Clubs.

Rewarding Team Sports Clubs Champions

Reference is made to supporting financially the clubs involved in the following team sports: basketball, volleyball, handball, table tennis, female football and futsal so they that they may participate in the respective European competitions according to a concrete planning, approved by the Board as per decision dated 16/4/2015.

Assisting Financially Deportees' Clubs

Reference is made about providing financial support to all sports deportees' clubs, which were very active indeed before 1974 and pursue a competitive activity even afterwards. The programme is operational in four spheres:

- Supporting football clubs..
- Supporting clubs involved in other team and individual sports further to football.
- Granting a lump sum to the Cyprus Confederation of Local Federations member clubs.
- Paying off a loan granted to the Cyprus Football Association's deportees' clubs.

Subsidizing Team Sports

Supporting financially the clubs involved in: basketball, volleyball and handball according to their competitive activity for both men and women. The sum of €280.000.00 stands for semi-professionalism.

Cyprus Confederation of Local Federations

Supporting financially the rural football Federation and clubs and backing the Academies and the Development Programmes of the rural football clubs.

Individual Sports

Reference is made to providing financial support to the individual sport clubs, the Nautical Clubs and the Gymnastics Associations, taking into account their competitive evaluation, aiming at backing them financially, as they do not have really further income (competition attendance tickets and so on.)

SECOND SPHERE – Top Sports

It is mainly about supporting our Federations and eleven basic planning concepts ensuring, therefore, the whole concept is operational indeed. These eleven planning concepts – in relation to further fifteen keep running in 2012 upon a decision made by the Board dated 15/5/12, with some concepts grouped together without some others becoming abolished. The objective was to their being operational as sub-parts of some others. The aim of getting them grouped together is the Federations to enjoy a more flexible functionality. The CSO's Board has made a further decision at its meeting dated 13/1/2015, negating its decision on grouping together Planning concepts with respect to the Approved Staff and Overall Expenses. Therefore, the above two sections are implemented as independent planning concepts.

Permanent Staff Pay Planning

Reference is made to how the Federations' staff pay expenses are covered.

Overall Expenses

Reference is made to support the Federations to cover their overall expenses. Both the Federations' staff and the Overall Expenses like T.T.T, Board Members Business Trips, Office Overall Expenses, Office Equipment, stationery, and so on.

Athletes' Motivation

Supporting financially the Federations' champions according to their annual performance; incentives are subsidized to cover Olympic sports athletes' involvement cost, who in accordance with their Federations' criteria are classified as "elite" athletes and belong simultaneously to our national teams. The amounts are distributed according to a specific rating system used for athletes in conjunction to their performance. The Plan is drafted by the Federations considering each sport's particularities and is communicated to the Organization for approval.

Federations' Coaches

It is about the recruitment of coaches responsible for the national teams, through the Federations. Each Federation appoints national coaches and assistant national coaches indeed, who are responsible for implementing our national teams' planning. It is noted that the Federations' Coaches are qualified and specialized in each sport.

National Teams Planning

Cyprus a Venue of International Games

Providing support to the Federations to organize international games in Cyprus; to help our Federations be more specific, enjoy membership in European and International Bodies within the European and International Environment and as such they should get involved in competitions and be assigned various European and or world events or do so at their discretion. Therefore, sport

assistance is provided in the sense of our athletes acquiring experience but also organizational support, additionally in the sense of organising international games, while simultaneously the image of Cyprus is promoted abroad. It is noted that according to the CSO organizing international games in Cyprus becomes an important step towards helping our country to become a sport tourism destination.

Participating in International Games

Supporting financially the Federations to participate in international games; helping our Federations enjoy membership to European and International Bodies, which should in compliance to their commitments, participate in such international games organized by the said international bodies. The objective gone after by the CSO is our involvement in the international sport events which substantially aims eventually at our athletes achieving excellent performance and not being simply involved in an experience-acquiring process.

Athletes' Specialised Training

Reference is made to specific programmes favouring the athletes pursuing an international career, preparing themselves in view of specific international games; to be more specific, special preparation is required to ensure our athletes are able to participate in big games, so that they may reach the top performance ever and as such they train in places – areas providing a suitable environment matching that of the formal games but also in places where they can train with athletes coming from other countries equally efficient in order to push competitiveness.

Medical Care

Covering the medical treatments (vitamins and so on) administered to the Federations' athletes. The Federations are given the possibility to provide, through the said planning, insurance cover for further athletes beyond the number of those already integrated in the CSO's Insurance Scheme. They may also provide support to our athletes by means of recovery programmes like massage, physiotherapy sessions, aqua therapy sessions, and so on. It is noted that the sharp development of sports requires further scientific support provided to our athletes and the medical care and treatments administered to them prove a hugely important aspect of such support.

Developmental Programmes Planning

Talent Development

Supporting specific programmes launched by a Federation, favouring the development of gifted athletes to be the future champions. The Federations invent specific programmes through such planning concepts to identify and value new gifted athletes to become the members of our country's future national teams. The planning as stated comprises specialized camping in Cyprus and abroad undertaken by qualified coaches, who are trained in both education and psychology field to deal with the child, in order that the said planning to be implemented in compliance with the particular characteristics of the childhood and the teenage. The planning on the development of gifted athletes is valued by the CSO as a future investment for the part of our Federations to ensure the development of all sports.

Developing the Bottom Line and Relevant Material

Reference is made to programmes launched by the Federations to include new children / athletes in such and such sport. Our Federations are responsible for the inclusion of new athletes, with a view to enlarge the "bottom of the building" for each sport, which goes on along the competitive development of each Federation's sports. The planning is at the same time useful for both the competitive aims of

the Federations and the de-individuation of sports. Part of the above sum is used by the Federations to meet their needs in acquiring specialized sport material.

Professional Establishment

Inclusion and recruitment of “elite” athletes achieving excellence in the international sport environment:

Domestic Games

Supporting financially the Federations to ensure the Cyprus-scale Championships is taking place smoothly. As it is known, a pretty requiring organizational plan is imperative in order the national championships may take place, which signifies high cost that must be paid by the organizer, being in this case the Federations. Such expenses stand for the countries’ preparation and the judges’ / referees’ / secretariat’s / observers’ compensation. The Cyprus-scale championships take place considering the international regulations applied by each Federation in order to be valid and reliable.

Conferences Abroad

Reference is made to the Federations’ representatives participating in the respective European and World conference. The members of the Federations’ Boards, who participate in the respective international bodies, should attend the meetings of these respective international bodies to support the position and interests of the Cypriot Sports. Many amongst our members compete for a position in the Board of international bodies and are elected members of these Boards, which values the status of the Cypriot Sports and is prestigious for the Republic of Cyprus, in general.

Rewards (Partial Benefits)

The CSO enforces the Partial Benefits Scheme, through which athletes who have obtained a remarkable position in big international sport events are rewarded in the form of subsidies and money given to them. The Organization applies the “Partial Benefits Scheme” for high sport performance of able-bodied athletes and athletes with a disability according to which they are rewarded both athletes and coaches who are granted significant amounts of money for their excellence in high sport events.

2015 may be called a positive and successful year in terms of competitive sports and considering the new economic situation that has come up in our country. The most important victories won by our athletes in 2015 are stated in detail here below:

Athletics World Games – Beijing:

- Apostolos Parelis – 6th place and Dimítrios Chondrokoúkis– 11th place
- Pavlos Kontides – World Cup – 1st place (Sailing)
- Andri Eleftheriou – World Cup – 4th place (Shooting)
- Karolina Pelendritou – IPC Swimming World Championship – 1st place

Further to the above successful results, the following nine athletes have been qualified to participate in the RIO 2016 Olympics :

- Pavlos Kontidesç – Sailing
- Andreas Cariolou – Sailing
- Andreas Hasikos – Shooting
- Andri Eleftheriou – Shooting
- Kyriakos Ioannou – Athletics
- Dimiitrios Chondrokoukis – Athletics
- Ramona Papaioannou – Athleticsç

- Karolina Pelendritou – CNPC/Swimming
- Antonis Aresti – CNPC/Athletics

Subscriptions

The Federations had by 2015 forwarded to the CSO the relevant forms in relation to their subscriptions to the World and Paneuropean Federation. The Organization assumed to pay the subscriptions. Yet from 2006 onwards, these sums are given to the Federations to be more flexible and the Federations are the ones to decide how to carry out this task.

Sports for Persons with Disabilities and Vulnerable Population Groups 2015

The Social Sports (Sports for Persons with Disabilities and Vulnerable Groups of the Population) was supported financially by the CSO and was granted the amount of €300.000.00 compared to €276.000.00 in 2014. The following sectors were subsidized in 2015 as follows:

A regular annual subsidy was granted to sport institutions supporting sports in Cyprus, persons with paraplegia and disabilities, special needs, transplants, deaf and blind. The total amount reached €226.680,96 compared to €223.750 in 2014.

The programme has a specific planning according to criteria and prerequisites aiming at supporting various organized groups, by enhancing targeted groups amongst the population to be actively involved in physical activity. In 2015 the total amount reached €73.319.04 compared to €59.000 in 2014. The planning is stated in detail here below:

- “Coping with Addictive Substances” Planning
- National Religious Groups Planning
- New Planning on “Supporting Vulnerable Groups in the Population”
- A sum amounting to €30.000.00 is granted to cover the Paralympic Athletes’ expenses abroad.

Mass Sports

The “Sports-For-All” Programme is operating under the Cyprus Sports Organization for 30 successful consecutive years. The “Sports-For-All” Programme under Mass Sports has a hugely important outcome and a lasting fixed orientation, which is to accomplish its sport social, cultural, education and at the same time recreational mission. It is upgraded constantly and relies upon the implementation of strict structures and general or specific programmes, which were conceived based on modern life needs and the international sport reality that dictate consciously the option: sport practising not for rivalry or competition but for real physical activity, joint physical activity, human communication and improving other persons’ psychosomatic health.

Sport practising is all the citizens’ right, no matter the sex, the age, the origin, the body shape, the education, the financial standing and the physical integrity. The value of the physical activity is valued and proved true not only to ensure good health but move is also used as a proactive therapeutic and healing method favouring health.

The Cyprus Sports Organization has implemented the “Sports-For-All” Programme in Cyprus too, through special programmes accessible to all persons and all ages, as it admits the scientific testified results deriving from sport practising and its beneficial role in enhancing the quality of human life. The Programme addresses pre-school age children, third age people, people with special needs and population minorities, as it is implemented in the frame of aiming to achieve the “lifelong physical activity”.

Vision

The vision through this Programme is a big majority of the Cypriot population to get involved in sports, benefit from physical activity and provide equal sport practising opportunities to all the citizens, no matter the nationality, the sex, the age, the social position, the mental or physical condition, the education, the physical integrity, the financial status and the social class.

Objectives

The key aims of the Programme are the following ones:

- The lifelong physical activity and sport practising as part of life.
- Improving the physical and mental health of a person.
- Cultivating the character and the personality in the context of “fair play” and good sportsmanship.
- The sport education of persons and mainly children, having as an utmost aim to eliminate violence in sports.
- A healthy hobby for the youth and young people avoiding bad habits, reducing delinquency, the use of drugs and further social problems.
- The social cohesion, tolerance and understanding amongst the citizens through physical activity programmes.

Programmes for Children

The “General Sport Practising” Programme addresses all the Primary Education children and tackles sport practising orientation, acknowledging the benefits from sport practising as its main goals.

The Specialized Programmes address the children wishing to get involved constantly in the sport they like and the children who are gifted, having some special skills in sports.

The “Child and Swimming” Programme is implemented during summer time and the opportunity is given to all children to create a contact with water and learn to swim properly.

The “Pre-elementary Education” Programme addresses pre-school children, aiming at helping them experience sport practising by playing.

Programmes for Adults

The Programme is accessible in big urban areas and furthermore in rural sport centres. The following programs are operational: Aerobics, Pilates, Yoga, Zumba, Pound, Adapted Gymnastics, Basketball, Volleyball, Swimming, Tennis Futsal.

Programmes for Persons with Special Needs, Reintegration Groups and Tourists

The Cyprus Sports Organization ensures special programmes are operational for pupils attending Special Schools, embracing the “Sports-For-All” philosophy to provide equal opportunities for sport practising to all people no matter their sex, age, social position and mainly mental and physical health level. Further to the above, the Programme is operational for persons who are involved in social inclusion groups and for long stay tourists who visit Cyprus.

Staff Training

Training seminars are held for the Programme Trainers in the context of ensuring this programme is constantly upgraded. Sport events are held on a local, regional and Cyprus-scale level.

Members – Expenses – Income

About 15.000 persons (children and adults) participated in the programme, attending more than 500 centres, where 82 trainers provided their services. The Programme's overall cost is expected to reach about €1.800.000. The Programme's income is expected to reach €1.300.000.

Physical Education Programme for the Army (National Guard) and the Security Corps

The Cyprus Sports Organization runs jointly with the Ministry of Defence and the Staff, the sport practising programme in the army that has been operational for 15 consecutive years. 22 trainers on a Cyprus scale are working under this programme in military camps mainly special forces. Two trainers have been appointed to act as coordinators to better monitor the programme. The first coordinator is responsible for Larnaka, Lefkosia, Ammochostos regions and the second coordinator is responsible for Pafos and Lemesos regions.

The sport practising programme is also launched to be implemented by the Security Bodies, the Police Force, the Fire Brigade, the Civil Defence Unit and further Security Bodies, in the context of the effort made to upgrade the programme itself, giving, therefore, the chance to practise a sport and improve their operational skills.

Considering sports an important social phenomenon, it is deemed necessary to pursue sport practising even in the army, where the soldiers are given the possibility to consolidate and improve their fitness. The sport practising programmes are conceived to create a modern army, a strong defence system in the military environment in terms of fitness and these programmes keep on improving and are readjusted according to the needs each time as required by the National Guard.

This year a pilot program has been introduced, which comprises fitness exercises with martial arts. Following a survey conducted, upon completion of the programme, conclusions have been drawn, which have helped improve even more the level of the programmes implemented. 1.300 soldiers undergo physical training daily in the military camps everywhere in Cyprus; this number is still the same but it becomes three times bigger during the recruitment period when recruits join the army and it reaches totally 4.000 soldiers, depending on the number of recruits at the Recruits Training Centres.

Sport Practising in the Army

In the morning there are sessions to push fitness. The aim is to improve:

- fitness (aerobic skills),
- the soldiers' motor skills, and
- their general strength.

In the afternoon there are games and play sessions. Additionally, the basic principles governing the team games of basketball, volleyball, football and handball are taught. The aims are to enhance:

- Sport practising - recreation
- Development of leadership skills
- Self-confidence
- Team spirit
- Fair play

Objectives of Physical Education in the Army

The soldiers get involved in physical exercise and recreation at the same time, while playing. The competitive activity of the soldiers-athletes is pursued. Fair play is promoted, where ethics and correct

and fair behaviour are cultivated. The army is staffed with brave soldiers, who will be able to cope with the challenges and difficulties, accomplishing, then, successfully their military missions. Further to the physical exercise, the trainers meet the soldiers' needs accordingly by:

- Organising local military championships amongst the units.
- Providing organizational assistance upon the recruits joining the Recruits Training Centres.
- Organising and monitoring the selection tests for the candidates applying for the position of voluntary officer (five-year commitments volunteers) but also for the special forces.
- Evaluating the permanent high ranking military's fitness, which takes place once a year.

Curriculum for the Army

The officer responsible for the programme has prepared the syllabus for the coming year, which is forwarded to the Army's trainers and it comprises typical Physical Exercises in the context of the general physical training programme, specialised training in specific sports and also instructions in relation to the planned events to take place the following year.

Sport Practising in the Security Corps

The CSO has conceived the "Sport Practising in the Security Bodies" programme, in the context of the mass sports programme. The aim is to improve the fitness of all the Security Bodies' members. These programmes run for the fifth consecutive year. It is implemented for the Security Bodies and aims at consolidating and improving the fitness, flexibility and physical appearance, decrease daily stress, and last but not least, it aims at enhancing physical exercise and recreation spirit amongst the participants.

Social Sports Programme

Persons with special needs and particularities may through sports be a powerful tool, become socially included and socialise. Providing equal opportunities no matter the sex, the age, the social position and the level of mental and physical health, is the concept through these programmes implemented. Therefore, the trainers of the "Sport Practising in the Army" and "in the Security Bodies" programme implement physical training programmes in the male and female prisons, but also basketball on the wheel-chair. The overall cost for the Programme implemented in the Army and Security Bodies is expected to reach about €550.000.

1.2 TECHNICAL SERVICES/CSO-OWNED SPORT FACILITIES MANAGEMENT & MONITORING AND INSPECTING PRIVATE GYMNASTICS SCHOOLS

The sector of Technical and Supervising Services for Private Gymnastics School is split into the following fields:

- Setting Privately-owned Sport Facilities and subsidizing non Privately-owned Sport Facilities but also the management and maintenance of such privately-owned sport facilities.
- Supervising Privately-owned Gymnastics Schools.

Setting Sport Facilities and Subsidizing Non-owned Ones

This sector deals with Setting new Privately-owned Sport Facilities, upgrading existing ones and supervising projects related to non-privately-owned sport facilities, which are subsidized by the Organization.

The CSO's Technical Services cannot implement directly these projects with the Organization's resources (due to their small size), neither for being studied nor for being constructed. The Technical Services act in a Staff-style way, coordinating and supervising, buying services from external partners

(study, construction and so on), which are awarded through a tender-selection process in accordance with the Law N12(I)/2006 on Tenders and the circulars distributed from time to time, but also the instructions by the Authority of Public Works, Auditing Unit of the Ministry of Education and Culture. Further to the above, internal procedures are applied in compliance with the Law on the CSO, and in general, the national laws related to each case individually. These projects are implemented through the purchase of services, which is the practice still pursued currently and applied by the broader Public Sector.

It is worth noting that the Organization considers the necessity to promote and implement the development of each sport practising significantly important, further to other criteria fixed by the CSO in order to apply its subsidy policy. The sum of approximately €1.300.000, which is crucially reduced with respect to past budgets, due to the economic restrictions, is expected to be spent for the development of the sport infrastructure for projects in 2015.

Completed or Under Construction Projects:

- Ayios Dometios Sport Room
- Kyperounta Community Ground (locker-rooms)
- Recoating of four Cyprus Tennis Federation tennis courts
- Replacing the synthetic turf field at the “Tasos Markou” stadium in Paralimni
- Placing tiered seating at the Ammochostos stadium
- Ora Community Ground (locker-rooms)
- Larnaka Agios Theodoros regional ground

Mass/Social Sports Projects

The CSO has financed small Mass / Social Sports projects like the Avdellero Play Ground and the Pylas Futsal Community Club

Projects through Lending

All the new projects in the frame of the CSO’s development programme for the coming years have been included in a specific table as part of the 2015 budget.

These construction projects will not be carried out unless funding is given by the implementing institution (CSO, Local Authority, Club). Repaying these projects requires approval by the Minister of Finance and the Council of Ministers. Such projects are: the Lemesos new stadium, the upgrading of the Lefkosia swimming pool, the Paralimni Municipality sports room, the swimming pool in the free Ammochostos area, the upgrading of the Larnaka community centre and the Laranka tennis club facilities, the Doxa Katokopias football ground, the Livadia High School’s Sports Centre and the construction of the Ammochostos stadium’s south tiers.

Opinion-submitting Office on Buildings to Enhance Sport Activities

The Administration dealing with the inspection and monitoring undertaken in view of setting sport facilities (Private Gymnastics Schools and further sport development projects), puts forward suggestions to the Competent Authorities and the Surveyors / Applicants, pursuant to the Law and Regulations on the CSO. This Administration helps building Sport Facilities in compliance with the relevant law provisions, in order to ensure their proper operation.

Creating a Tendering & Contracting Sector

Each Officer should consider the current situation, draft the order terms and conditions, the tender and contract documents, and generally, deal with all the bid procedures in relation to the coordination of

the projects he/she is responsible for. This causes lack of cohesion in the bid procedures and the final outcome as such. Furthermore, it leads to services being provided at different levels. Setting up a Tenders' and Contracts' Sector will definitely ensure the tender procedure being followed properly and rapidly, in accordance with standardised and coherent tender procedures, relieving the officers / coordinators of the projects from the tender information in order that they may focus on the projects' running unhindered.

Inspecting Private Gymnastics Schools

The Organization has adopted permanently and applies a follow-up, inspecting and licensing procedure for the Private Gymnastics Schools pursuant to the article 5 (2) ("ka") of the Cyprus Sports Organization Law and the relevant Regulations. The Law and the Regulations are enforced through a specific mechanism applied by the CSO competent departments, aiming mainly at institutionalising the Schools providing gymnastics or the relevant sport learning sessions. In the context of such mechanism, qualifications are defined by the Private Gymnastics Schools Regulations, in accordance to which an established procedure is followed when a register of accredited trainers / educators who are interested in being recruited in Private Gymnastics Schools should be set up. The detailed information of the activities under this sector for 2015 is stated here below.

Following up Private Gymnastics Schools

The Private Gymnastics Schools are followed up by using software. The classification of the 655 Private Gymnastics Schools registered by the Organization by 9/11/15 appears on the following Table.

Private Gymnastics Schools having a valid licence.	63
Accredited Private Gymnastics Schools, which have not paid their licence fees.	2
Accredited Private Gymnastics Schools, which have not applied for a renewal / reissue of their licence.	14
Accredited Private Gymnastics Schools, which are under consideration for a renewal / reissue of their licence.	10
Accredited Private Gymnastics Schools, which have terminated their operations.	8
Private Gymnastics Schools, the applications of which are under consideration.	25
Private Gymnastics Schools, which have applied but their application has been rejected.	43
Private Gymnastics Schools the file of which has been forwarded to the Legal Advisor for taking measures.	71
Private Gymnastics Schools the file of which has been forwarded back by the Legal Advisor for further investigation.	10
Private Gymnastics Schools, which are not operational.	170
Private Gymnastics Schools, which are under consideration and are governed by the law.	48
Private Gymnastics Schools, which operate but have not applied for being licenced by the Organization.	191
TOTAL	655

Inspecting Private Gymnastics Schools

Organization's inspectors perform inspection visits at the Private Gymnastics Schools (either licenced or not). These inspectors perform planned or sudden inspections visits. The said inspections performed in 2015 and mainly by 11/11/2015 appear per region on the Table here below.

VISITS	LEFKOSIA	LEMESOS	LARNAKA	AMMOCHOSTOS	PAFOS	TOTAL
	107	89	37	25	47	305

Granting License to Private Gymnastics Schools

The inspection visits in view of licensing are performed following an application made by the owners of the Private Gymnastics Schools, provided the application contains all the information required. The inspection visits focus mainly on checking the premises and facilities used to this end, the sport equipment and the profile of the educators recruited by the School. The Organization Technical Services Officers are those who check the suitability of the premises / facilities, the sport equipment and the educators' qualifications meeting the requirements. The licence is issued for the specific sport or training provided by the school concerned and is valid for one year. The licenced Private Gymnastics Schools are registered in the records kept by the Organization for 2015 and the deadline for the registration has been November 9, 2015.

Taking Judicial Measures

If a Private Gymnastics School does not fulfil its obligations, then the Organization takes legal action against the owner (physical or legal person). 318 cases were forwarded by 9/11/15 to the Legal Advisor, 170 out of which have been put on trial, 46 are under trial process, for 38 cases summonses are about to be issued and delivered and 64 have been withdrawn for the following reasons: 20 are given the relevant licence becoming operational, 25 have suspended their operation, and 19 summonses have never been served.

Fitness Instructors / Trainers Registry

Further to the licence register, a further one is kept in accordance with the Regulations after trainers / educators having applied to the Organization for registering as they are interested in being recruited at a Gymnastics School. 739 persons have applied so far for registration. 595 applications have been approved, 55 have been rejected, while 89 are still under consideration.

Determining Future Development-related Decision by the Council

The Organization's Board has identified the future steps to follow in relation to the inspections performed at the Private Gymnastics Schools for licence. Therefore, the CSO decided that the Regulations related to the Private Gymnastics Schools stipulate only the sport sector functioning. Thus the Organization aims at:

- Reducing the administrative cost for the State as two Departments (the CSO & Local Authority) require the same certificates and perform the same inspections.
- Avoiding extra burden and disturbance for the citizens / applicants.
- Focusing on the sport sector being after all the Organization's real mission.

During 2015 the new Regulations were enforced in order to comply with the decision made by the CSO's Board to cope with the sport industry new requirements and fill the gaps detected throughout time. The involved institutions will be asked to express their views on the new regulations during public consultation.

CSO-Owned Facilities Management

Functioning

Sport School classes take place in the CSO's sport facilities. The CSO encourages the development of the out-of-school sports. Further to the various sport clubs that use the Organization's facilities, CSO's

national programmes like Sports-For-All and the National Scheme of Sport for Development (NSSD) are also operational.

Events

This year, various institutions' events took place there for the second consecutive year, in the context of the European Sports Week (07 - 30/09/2015), as well as further social and recreational-oriented ones, that is, MAD MUSIC AWARDS, CYTA SANTA RUN, Basketball and Tennis European Games, Badminton International Tournament, Football U18 UEFA, Youth League and Rugby European Games, Swimming International Games, and so on.

New Invoicing Policy

The Sport Facilities and Sport Tourism Evaluation Committee elaborated their suggestions on the New Invoicing Policy, which was submitted to the Board. The Committee's suggestions were approved and the CSO's New Invoicing Policy has since 01/07/2015 been enforced. This new policy is based on the General Inspector's remarks and aims at rationalizing the CSO's budget, reducing the Organization's expenses and increasing its income. Further to the above, it aims at adopting a reasonable and fair charge by all the institutions.

The CSO's Board has considered the possible barriers that are likely to be faced by all the Sport Institutions due to the readjustment of the charges on the use of CSO-owned sport facilities and has decided that for the adjustment the first two months, that is, by the 31/08/2015, the further charge for the use of sport grounds will be covered for all the sport institutions by the Organization in the form of additional subsidy. Furthermore, the Board invited the Clubs / Sport Institutions which claim they are financially weak to respect the invoicing policy, to submit audited financial statements proving this weakness so that the Board may consider granting them a subsidy.

Tourism Sports

The First Sport Symposium was co-organized with the CTO on 8/12/2015 at the International Conference Centre; it was an event in the context of the operations undertaken by the Sports Facilities and Sports Tourism Valuation Committee.

The first event of this kind will be undertaken jointly with the CTO in the context of our partnership in terms of Sports Tourism. Yet, the Chairpersons and the Members of the Boards of each Organization, the Officers, Partners, Tourism Agencies, Tourism Organizations, further Sport Institutions, Federations and so on will be invited.

The CSO will introduce for the very first time the sports map, while the next target will be an event that is decided to be held in 2016 in the form of a seminar during which Professionals dealing with the development of Sports Tourism will be the participants. The Ministry of Commerce and the Ministry of Education are the two Ministries that will be involved. We hope a CSO's Sport Place to be the venue of this event.

On 8/11/2015 the CSO considered, inter alia, during a large meeting attended by the CSO's Chairwoman, the Director General, Mrs Katie Clerides, Mr Pantelis Kouros, representatives of Agros Village Counsel, and the Agros Achilleas Club, launching a legal and transparent process to transfer the Glafkos Clerides Sport Centre ownership to a private individual, through the call of tenders procedure, aiming at finding a way to manage and utilize better the Centre.

CSO-owned Facilities Maintenance

Functioning

The maintenance Department is in charge of maintaining, repairing and upgrading the CSO-owned Sport Facilities run by it, in order that these facilities may be kept suitable and unhindered operational. Therefore, the Organization decided to have construction, mechanical and electrical works carried out.

In the late 2015 and upon completion of the works in accordance with the initial maintenance contract signed by the CSO since 2012, an open European-scale competition was launched by the Organization, calling for tenders aiming at concluding a comprehensive and multidisciplinary maintenance contract to have construction, mechanical and electrical works carried out. Upon completion of the evaluation process and awarding the contract, the Organization hopes that the daily problems coming up will be solved promptly and in a more flexible way.

During 2015 all the CSO's facilities hosting the four sport teams' games under the First League, were operating perfectly well in accordance with the recommendations and requirements of the newly established Sports Grounds Licensing Authority (Law 48(I)/2008-2014, articles 4A,(1) +4B, (1)). Safety Certificates valid until 06/2016 and Operating Permits valid until 06/2019 have been granted by the Authority. The said sports facilities are as follows:

- "Tassos Papadopoulos – Eleftheria" indoor Gym
- "Lefkotheo" indoor Gym
- Makario Stadium
- "Spyros Kyprianou" Sport Centre
- "Kition" Sport Centre
- Pafiako Stadium
- "Aphrodite" indoor Gym

The Sport Park in Larnaka's old GSZ stadium has been renovated and is operating as Sports-For-All programme events venue. The repairing works carried out at the Larnaka Olympic Swimming Pool have been completed (the leaks in the pool have been stopped) and the area around has been upgraded.

All the procedures for granting and / or renewing the one-year valid Certificates of Suitability as required, have been carried out for the majority of the Organization's facilities (i.e. electro-mechanics, fire-extinguishing, sanitary services, oil products storage permit, certificate of infrastructure suitability).

All the documents to get the building and planning permits but also the final approval for the CSO-owned Sport Facilities have been submitted as required. These permits for the "Aphrodite" indoor Gym have been issued for the first time and the final approval related to the Pafiako Stadium is expected to be given too. The Eggomi Municipality's remarks have successfully been collected and the applications for the final approval regarding the "Evangelos Florakis" multi-training ground, the "Tassos Papadopoulos – Eleftheria" and "Lefkotheo" indoor Gym will be submitted soon. A call for tenders is launched in order to recruit experts to deliver certificates of energy performance for our facilities.

The Organization has hopefully introduced the Larnaka Olympic Swimming Pool free energy check in partnership with the Cypriot Citizens Energy Office under a European programme. An economic and technical study will be drafted, under this programme, in the context of which sustainable proposals to achieve energy saving in this very energy intensive space, will be put forward. The co-funding by the European Union will be considered during the implementation stage.

The next mid-long-term maintenance aims of the Organizations are the following ones:

- Energy checks for all our facilities to be performed and proceeded progressively, in accordance with the results with a view to modernise such facilities, save energy and be beneficial for the Organization.
- All the sport facilities' static adequacy to be evaluated and all the necessary upgrading works to be carried out.

1.3 FINANCIAL MANAGEMENT SECTOR

SUMMARY INCOME TABLE				
		2014	2015	2016*
	Income per Capital	Real Income €	Approved Budget €	Budget €
01	State Subsidy	25.350.000	25.350.000	25.900.000
02	Income from CSO-owned and other Sport Facilities	691.300	667.600	706.950
04	Other Income	1.488.420	1.737.410	1.848.060
07	Sport Events Policing	41.277	-	-
09	Bet National Authority	626.109	500.000	500.000
11	Enforcement of Law on Prevention and Suppression of Violence on Sport Facilities	-	50	50
	Total Income	28.197.106	28.255.060	28.955.060
SUMMARY EXPENDITURE TABLE				
		2014	2015	2016*
	Expenditure per Capital	Real Expenditure €	Approved Budget €	Budget €
01	Regular-Administrative Expenditure/Maintenance	9.606.782	9.899.778	12.571.882
02	Regular-Subsidies	13.552.927	14.093.824	12.059.608
03	Development-Creation & Improvement of Sport Facilities	2.229.372	1.911.428	1.743.540
04	Regular-Loan & Other Liabilities Payment	2.153.663	2.250.000	2.280.000
05	Regular / Sport Events Supervision	68.555	---	---
06	Regular Non-expected Expenditure	---	100.000	300.000
07	Regular-Law Enforcement Prevention and Suppression of Violence on Sport Grounds	---	20	20
08	Regular – Anti-violence Programmes	---	10	10
	Total Expenditure	27.611.299	28.255.060	28.955.060

*As approved by the Council of Ministers in October 2015.

1.4 INTERNATIONAL SPORT RELATIONS AND EUROPEAN ISSUES

It is noted that the transnational agreements signed between our country and European or other countries, the strongest amongst which is the one signed between Cyprus and Greece have been beneficial for many sports in terms of team preparation, in view of taking part in international games and established competitions abroad.

The CSO follows up European and international events and is actively involved by coordinating them in partnership with the Ministry of Education and Culture European and International Affairs Office. In 2015 the following events took place:

Participating in the Council of the European Union

The CSO's national delegate participates in the Council for Sports (Working Group for Sports) body dealing with preparation and does so in partnership with the Ministry of Education and Culture Advisor for Sports who is detached at the State's Permanent Representation in Brussels. The Organization is also involved in the European-scale policy-shaping and decision-making process followed by the Sport Ministers of the Council. Furthermore, the Minister will participate in the formal and informal Council meetings held during Latvia and Luxembourg Presidencies.

Participating in the Sports Experts Groups

The CSO participates in Experts Groups for Sports, set up according to the Sports Work Plan 2014 - 2017. CSO's Expert Officers have been involved in the following groups:

- Promoting physical activity to help improving health (HEPA),
- Fair Governance,
- Fixed matches,
- Economic dimension, and
- Developing human resources in sports, skills and double career.

Besides, the Organization has appointed an expert Officer to act as Contact Person between the CSO and the HEPA Focal Points Contact Group, which follows up the implementation of the indexes in accordance with the Council's Recommendations to promote the physical activity to improve health.

Conference of the European Sports Directors

The Organization has been represented in a couple of Sports Directors European Conferences held during Latvia and Luxembourg Presidencies.

1st Annual European Sports Week

Establishing the first European Sports Week (ESW) in 2015 is an initiative by the Cyprus Presidency of the Council of the European Union in relation to the promotion of the physical activity favouring health, dated 27th November 2012 and is stated in the conclusions document of the Council. The implementation of such European initiative aims at taking drastic awareness, raising measures and getting the citizens actively involved in physical activity, reversing the disquieting trend of a limited involvement of the European citizens in physical activity, which is testified by surveys conducted by both European and EU member States level.

The Cyprus Sports Organization, acting as the National Coordinating Institution, organized the first annual European Sports Week (7 – 30 September 2015), as part of its strategy to implement a broader policy and promote the physical activity and sports aiming at the citizens adopting an active and healthy lifestyle, but also at adopting further relevant European policies in favour of improving public health through physical activity.

The aim of the European Sports Week through the slogan: #BeActive, is to enhance the involvement in physical activity and sports of all the citizens at all levels, in order to adopt an active and healthy lifestyle. The European Sports Week looks for creating a national intersectoral platform, in which private & public sector institutions and NGOs dealing with physical activity and sports (sports, education, health, local Authority, youth, working environment, movement, private companies and so on) are involved and become active voluntarily in order to promote various physical activities and sports through events held, aiming at enlarging the access opportunities to sport practising.

The said European campaign works, precisely, as an Open Market, where each involved institution is given an opportunity to promote and enhance, on a local, national and European level, the existing sport activities and programmes, organize and or co-organize with other institutions further activities in the context of the European Sports Week. This fact will mainly address the citizens who through their free participation in the various sport activities, will be given the chance to be informed about the existing programmes and services and know and experience different forms of sporting, choosing, therefore, the one that fits them as a sport hobby. The CSO has been appointed to act as the National Coordinating Institution for the campaign in favour of the European Sports Week in Cyprus, being responsible for the general coordination and implementation of the campaign Cyprus-wide.

The activities of the European Sports Week are funded by the European Commission through the Erasmus + European Funding Programme. The CSO submitted a proposal with a budget reaching the overall amount of €71.725.27 (80% funded by the EU and 20% by the CSO).

The MOVE Week, a European-wide campaign promoting physical activity and sports but also their positive impact on the European societies, encouraging, therefore, the citizens to make the suitable move inspired by the Find Your Move slogan, was organized. The MOVE Week is one of the initiatives by the International Sport and Culture Association (ISCA) integrated in the scope of its campaign entitled "Now We Move". The MOVE Week is celebrated for the third consecutive year in Cyprus between 21 – 27 September 2015.

The "Ambassadors" of the European Sports Week, selected by the CSO for their significant contribution in the sport sector, on a national, European and world level, their personality and ethics transmitted the European Sports Week message. Ms Androulla Vassiliou former European Commissioner, responsible for Education, Culture, Multilingualism, Youth and Sports, Ms Karolina Pelendritou, swimming athlete, twice gold Paralympics champion, being granted world awards, and Mr Pavlos Kontides, sailing athlete and silver Olympic champion were appointed European Sports Week Ambassadors for 2015. 51 institutions have totally been involved in the European Sports Week, acting as key organizers of the various events and actions. These institutions come from the following sectors:

- Sports
 - CSO, Sports-For-All Programme, NSSD, CSRC, Women and Sports Committee, Fair Play Ambassador 2015.
 - Sport Federations, Sport Clubs/Unions/Academies
 - Gyms (licensed by the CSO)
- Education
 - Ministry of Education and Culture
 - Universities
 - Secondary, Technical and Vocational Education
 - Primary Education
 - Pre-Primary Education

- Health
Ministry of Health
- Local Authority
Municipalities
- Youth
Cyprus Youth Council
- Groups of people with disabilities
Cyprus Special Olympics and Cyprus National Paralympics Committee
- Private Businesses
- NGOs
- European Commission Representation in Cyprus

The main organizers of these actions, got in their turn, more institutions dealing with the physical activity and sports involved, by promoting, therefore, the intersectoral cooperation and synergies for better and desirable results as it has been testified, focusing on public awareness raising and ALL the citizens getting involved in physical activity and sports.

During the European Sports Week, 138 Cyprus-wide activities and events took place and it is estimated that approximately 100.000 citizens participated FREE. The Ministry of Education and Culture was the most actively involved institution. It also managed hopefully to get involved in these activities more than 85.000 male and female pupils. Yet, the Ministry of Education and Culture got involved in the public administration by promoting an innovative physical activity programme at the workplace in many Ministries, the Presidential Palace, the House of Representatives, the Presidency Offices, the Local Authority and private companies. Additionally, the Local Authorities and mainly the Municipalities organized many activities raising awareness and getting local society and bodies implicated actively. The CSO and more precisely the Sports-For-All program was the institution that organized most of these activities on a Cyprus scale. The 138 activities which took place in the context of the European Sports Week have been multicultural, innovative and accessible. They took place either at a minimum cost or were totally costless. They were based on the voluntary participation of the institutions and the individual volunteers who provided their services free making these activities become eventually true.

It is stressed that the European Sports Week programme focused mainly on four flagship events, that is, Education, Workplace, Open Air Physical Activity, Sport Clubs and Gyms, which were picked up by the European Commission in 2015. Sport activities, information days and lectures were some of the activities carried out in the context of these events, which comprised precisely:

- National Actions
(No Elevators Day) organized by the CSO
All the activities under the Ministry of Education and Culture
All the sport activities under the Sports-For-All programme
- Activities took place simultaneously everywhere in Cyprus and Europe and they were flagship events, for example, the MOVE Week Flash Mob.
- Non-organized sports and physical activities (walking, cycling, jogging)
- Popular Individual and Team Sports
- New and Innovative Sports like Teqball, Slackline, Zumba, Pilates, TRX, Crossfit, Table Football Live, Cardio Tennis, etc.)
- Physical Activity at the workplace (CSO, Municipalities, Private Companies, Banking Institutions etc.)

- Information days on issues related to sports, health, sports social role but also its contribution to economy.
- Weight measurement, blood glucose level measurement, blood pressure measurement, body composition.
- Guidance and recommendations for balanced nutrition.
- Activities addressing targeted groups, i.e. children, adults, third age persons etc.
- Activities encouraging social inclusion through sports, i.e. football tournament between persons with special needs and A League footballers, testing sport synthetic legs for persons with a disability in the lower limbs)
- Physical activity at the workplace to fight against the sedentary work symptoms and the stress at work.
- Activities not included in the physical education detailed syllabus at schools.
- Free access to existing sport programmes and services (i.e. Sports-For-All, gyms and sport clubs programmes).
- Physical activities where public spaces are valued (natural spaces, parks, beaches etc) like walking, cycling, beach volley, beach yoga, tennis, beach yoga, Pilates etc)
- New programmes and sports, i.e. Teqball, CrossFit, beach volley, tennis, beach yoga, Pilates, TRX.
- Somatometric measurements like body structure, dynamo-measurement, fat and body weight measurement.
- Innovative programmes, i.e. walking with my pet, non-elevator day.

Involvement in European Programmes

The Organization participated in two programmes financed by the European Commission through the Erasmus +: Sports Capital Programme.

SCORE (2015 – 2017) Programme

The CSO is one of the Partners which are involved in the SCORE European Programme with the “Women and Sports” Committee. The programme is led by the European Non-Governmental Sports Organization – ENGSO. The programme aims mainly at strengthening coaching by promoting the gender equality and consequently an increasing number of women getting involved in coaching.

SAVE YOU Programme - Strengthening the anti-doping fight in fitness and exercise in youth (2015 – 2016). The CSO’s CSRC is a partner involved in the SAVE YOU programme aiming at fighting against doping in collective sport practising-places, Fitness Clubs and Gyms. The Aristotle University of Salonica Department of Physical Education and Sports is leading the programme. The partners focused, through this programme, on developing a web training tool, which will address young people practising sports, informing them about the doping risks, the safe alternative practices and the efficient methods to avoid consuming doping substances.

Council of Europe – Enlarged Partial Agreement on Sports (EPAS)

The CSO represents Cyprus in the Enlarged Partial Agreement for Sports (EPAS) under the Council of Europe, in the context of the intergovernmental cooperation amongst the small member States of the Council of Europe on sport issues.

In 2015, the CSO participated in the following committees / bodies / actions under EPAS:

- Annual Meeting dealing with the Treaty on Reducing Violence Incidents (TRV)

- International Conference on the Promotion and Implementation of the Convention on the Manipulation of Sport Competitions, 17 – 18 March in Oslo.
- Sports Ministers Informal Meeting, being an informal networking event for Ministers held on 13th June in Baku. The meeting was co-organized by the Enlarged Partial Agreement for Sports – EPAS under the Council of Europe and the Republic of Azerbaijan Ministry of Youth and Sports. The key topic of the political debate focused on promoting the big sport events social sustainability. The Ministry of Education and Culture was represented at the meeting by the CSO’s Chairwoman.
- The conference on “Tolerance and Diversity through Physical Education and Sports” was held in Bled – Slovakia on 19th - 20th November 2015. The CSO was represented by the Chairwoman of the Board who was the speaker during the political debate on “The values and the challenges of the sport activities”.
- Cyprus Presidency of the Council of Europe. The CSO has participated in the coordination meetings held by the Ministry of Foreign Affairs aiming at determining the topics on the Cyprus Presidency's agenda and the actions to be undertaken in this context, in view of the Cyprus Presidency of the Council of Europe.

European and International Conferences – Informal Meeting of Sports Ministers in the context of the Europe Small States Games

The Informal Meeting was held in Reykjavík – Iceland. The Minister of Education and Culture, Dr. Costas Kadis, was represented by the CSO’s Chairwoman, Dr. Clea Hadjistephanou Papaellina. The need to ensure and promote integrity in sports became the key topic of the political agenda.

24th TAFISA World Congress

The World Congress of the International Federation of “Sports-For-All” movement - TAFISA was held between 14th - 17th October 2015 in Budapest. The CSO was represented by its Chairwoman and the Head of the “Sports-For-All” programme. The Congress was entitled “Sports for All – the Ultimate Legacy” The CSO’s Chairwoman made a presentation at the Congress on the “Development and Promotion of physical activity opportunities in young ages -The Cyprus intersectoral collaboration case”.

Volunteerism in Sports

Sports and Volunteerism stand for the biggest world social movements with common components: encouraging the citizens to participate actively, investing in a healthy employment, strengthening the social cohesion and integration, contributing to development, culture and man’s integration and acting as a catalyst and main pillar for the enhancement of values, mainly amongst young people. Almost the entire sport structure relies upon volunteerism world and Cyprus wide.

The following actions were held in 2015 in the context of the Strategic Agreement co-signed in 2014 by the CSO, the Volunteerism Commissioner Office and the NGOs:

3rd Institutionalized Public Consultation in the Sports Sector

The 3rd Institutionalized Public Consultation was held on 29th June 2015 dealing with the topic “Persons with a Disability in Sports”. The Organizations of Disabled Persons under the Cyprus Confederation of Organizations of Disabled Persons, Federations and Bodies under the Cyprus National Paralympics Committee and Independent Institutions, like the Cyprus Special Olympics and the Cyprus Association of Transplantees took part in the consultation. The Volunteerism Commission and NGOs acting as “Observers”, representatives of the Ministry of Health, the Ministry of Labour and

Social Insurance (Department of Integration of Persons with Disabilities), the Ombudsman's and Protection of Human Rights but also CSO's officers from different Departments.

The main views and recommendations submitted by the target groups involved in the Public Consultation were already submitted before the Organization's Board to be considered in the process of shaping and / or forming policies as follows:

- Informing, explaining and being in regular contact with Organizations and their members dealing with sport issues regarding persons with disabilities.
- The CSO granting subsidies to purchase specialised sport equipment, i.e. sport legs, folding bicycles, special stools and further important special equipment and sport material for persons with disabilities involved in sports.
- Purchasing or hiring buses for the transport of athletes on the wheelchair.
- The CSO dealing with grounds' accessibility issues in terms of facilitating persons with disabilities to get involved in sports and attend sport events.
- The CSO dealing with finding ways to attract persons with disabilities and get them involved in sports, by getting schools involved in this process and introducing the Paralympic Games.
- Upgrading the sport facilities and improving the grounds' accessibility.
- Conceiving a planning based on criteria regarding persons with disabilities getting involved in sports.
- The persons with disabilities participating in the Board of the CNPC.
- Mixed games taking place and persons with disabilities and able persons getting actively involved.
- Providing assistance to persons with mental retardation regarding health bulletins in partnership with the involved Federation and the Ministry of Health.
- Helping persons with disabilities during their training or their moving to the sport grounds.
- Conceiving an insurance scheme for athletes with disabilities.
- Granting permits for grounds becoming operational provided they are also accessible to persons with disabilities.
- Needing specialists acting as volunteers to be trained to meet the needs related to each sport.
- Co-organising with the CNPC and the Federations various events to raise awareness and inform accordingly the public with a view to develop the persons with disabilities sports in Cyprus.

“Sports – Volunteerism” Action

The CSO, the Volunteerism Commissioner Office and NGOs co-organized the Love Sailing Campaign on 11th – 12th July 2015, in the context of the “Sports – Volunteerism” action. The aim of the campaign has been to enhance the values and the social role of Sports and Volunteerism. School items have been collected during the campaign in order to support families in need. The campaign was carried out by the Pafos, Lemesos, Larnaka and Ayia Napa Municipalities. Other institutions acting as volunteers were also involved. The Municipalities organised various local events on sports, culture and volunteerism with the active participation of citizens. School items have been collected during the events. The OPAP Cyprus subsidized the "action communication" campaign in the context of social contribution and the CSO has subsidized the Municipalities to help them organize their activities, covering part of their expenses (up to €1000 per Municipality).

1.5 PROTOCOLS

In 2015 the Organization co-signed with Greece the Sport Cooperation Protocol for the years 2015 – 2016. The CSO has put some priorities and specific provisions were included in the said Protocol on athletes training for their sport. Our country expects they will honour Cyprus by coming up winners in games abroad and mainly by participating successfully in the 2016 Rio Summer Olympic Games in

Brazil. Stress has been laid on the Protocol co-signed with Greece on providing facilities, promoting exchanges, sharing common practices and participating in established international games taking place in both countries.

The sport exchanges include training, camping, participating in established international games that take place both in Cyprus and Greece involving sports like field and track, shooting, volleyball, weight lifting, cycling, wrestling, archery, boxing, badminton and skiing. It is stressed that both countries have concluded an agreement according to which further to the above sport exchanges may take place following a written accord of both parties involved. The provision related to the sport editors has also been upgraded under this programme.

Further to this substantially important cooperation launched for sports, the CSO and the GSS (General Sports Secretariat) in Greece have agreed that our cooperation will be enhanced under this Protocol tackling even other sectors like education, scientific research, promotion of gender equality in sports, laying stress on obtaining positions in the decision-making centres, prevention and fight against violence in sports grounds, promotion of Fair Play in sports in favour of persons with disabilities, fight against doping, equal sustain of championship and sport practising for all.

Furthermore, information, expertise and know-how are forwarded and exchanged in the field of competitive sports by means of visits by experts, coaches and other professionals. As far as mass sports are concerned, the exchange of knowledge and information related to organizing and developing marketing strategies to promote the "Sports-For-All" programmes will be empowered according to the agreement.

The cooperation on international issues of common interest has also been agreed. Therefore, we will cope jointly with such issues before international agencies and institutions like the European Union, the EPAS under the Council of Europe and the WADA.

These important preconditions are also considered during the talks which started with the new Israeli Ambassador for further development and enforcement of the Memorandum of Understanding, signed since 2013 between the CSO and the Israel Sports Organization. Yet, in 2015 talks have also started with the French Ambassador in Lefkosia and will be pursued by a French Delegation from the French Ministry of Youth Affairs and Sports, which is expected to visit Lefkosia in order to discuss and sign a sports cooperation protocol between the two countries. Additionally, a meeting with the Ambassador of Bulgaria has recently taken place. During the meeting both countries expressed their will to sign a sport cooperation protocol. According to the Organization such a protocol is likely to be signed during 2016. The CSO has also had the first contact with the relevant Maltese Sports Organization and there is a very positive feeling about signing a sport cooperation protocol with Malta too. According to these protocols the exchange of athletes and teams is promoted in order to enhance their training in view of participating in games to be held either in Cyprus or abroad. Concluding sport cooperation agreement with more than one countries will definitely have a positive outcome indeed and will ensure upgrading and further sports development in Cyprus.

1.6 OFFICIAL VISITS ABROAD

The Organization follows up and is responsive to sport events, in partnership with the European and International Affairs Office of the Ministry of Education and Culture. It participates in seminars, meetings, conferences on sports. It attends and gets involved, to this end, in Working Parties dealing with sports and in Expert Groups tackling sports-related issues, in general, like violence in sports, health and sports, anti-doping in sports, fair governance and sport governance, fighting against sport

betting and relevant guidance, development of human resources in sports, sport financing and so on. Its delegations attend the various Ministerial Informal Sport Conferences indeed.

The CSO has participated in big European Conferences like the European Sport Conference, the Sport General Directors Meeting, the European Conference: "Woman & Sports", the sport meetings of the Council of Europe Sport Division, expressing firmly its position.

1.7 SPORTS ACADEMY

In 2015, the Sport Academy of the Organization pursued further its efforts to achieve the objectives already set some time ago in order to ensure the development of high coaching, train the Sport Institutions' Executive Staff and improve this infrastructure substantially, while bearing in mind the work done by the European Union to establish National Qualifications, mainly for sport coaches. In 2015 the Organization provided information to all its Federations accordingly. The Federations have also been notified about work done by the EU at the same time, so that the National Sport Federations determine qualifications in compliance with the European and International Federations' standards.

Therefore, in 2015, priority was given to subsidize relevant training sessions addressing the Federations.

The Commission kept taking action and reacting towards the real and current challenges faced by athletes, coaches and sport institutions. In 2015 the Commission approved the funding of training courses in Cyprus but also the attendance of training courses taking place abroad for coaches, referees, judges and other sport officers, with a view to improve their knowledge and help them acquire new skills and current coaching techniques to enhance the sports level in Cyprus.

Over forty eight such training courses have been approved, addressing Sport Federations, which are: Tennis, Karate, Badminton, Aero sports, Fencing, Parachuting, Boxing, Field and Track, Taekwondo, Archery, Handball, Social & Sport Dancing, Judo, Table Tennis, Canoe, Bridge, Gymnastics, Sampo, Swimming – Water ball, Basketball, Mountaineering, Sailing, Lifeguarding, Mai Tai, Sea Skiing, Volleyball and Sport Medicine. The total cost amounts to €73.000 standing for the budget of the Sport Academy Committee.

Furthermore, the CSO decided to accomplish a pioneer work, which might help meet the sport needs practically and efficiently indeed, considering the current economic situation and other circumstances experienced by sports and our country.

1.8 STAFF ISSUES

Thirty one employees belong to the Organization's permanent staff; there are also one hundred and fifty nine temporary employees, six collaborators and fifty eight workers, who are recruited under the various sport programmes run by the Organization.

The Board of the CSO has finally decided to open a public procurement process in order to make a feasibility study on its organizational structure. The Organization signed a contract with a company in order to carry out the study during June. The company should provide by this contract five deliverables, which is already done. The decision-makers believe that the new organizational structure will improve the operational efficiency and the effectiveness of the Organization, providing simultaneously the opportunity to the staff to become more productive in a better work environment.

Recruiting temporary staff has been discussed by the competent bodies and following consultation it has been decided to settle the problem once and for all. Tables have already been drafted and all the temporary employees' names, references and relevant information have been reported as requested by the Ministry of Education and Culture.

The Organization proceeded to corrections, putting forward solutions and making remarks on staff issues that are mentioned in the annual report of the Inspector General. Yet, further staff issues and problems have been considered in order that the Organization's functionality becomes more effective. The Board of the Organization has also decided to provide upgraded services to the sport practicing persons and the sport institutions. Therefore, a new process is to be followed as regards health issues. Technology is from now on used.

1.9 CYPRUS SPORT RESEARCH CENTRE (CSRC)

The said report refers briefly to the under stated topics:

Organizational structure – Targets and Competencies

- Scientific and Office Staff
- CSRC Scientific Classes
- Attracting male / female athletes
- Scientific Laboratory Equipment
- Research tasks and further activities
- Evaluating athletes on the competitive places
- Participating in international conferences
- CSRC computerizing sports gram
- CSRC places

Organizational Structure – Objectives and Competencies

Establishing and ensuring the functioning of the CSRC in accordance with the resolution (73) 27 of the Council of Europe upon the decision made by the European Sports Ministers on 26/10/1973, which forces the Member States to have at least one National Sport Research Centre. The Sport Medicine Research Centre, run by the Cyprus Sports Organization and the Scientific and Administrative Inspection of the Centre performed by the Scientific Head of the CSRC who is permanent staff and PhD candidate in Ergophysiology.

Objectives of the CRSC Becoming Operational

The CRSC is the competent consulting body under the CSO providing scientific information, updating and training on questions related to Sports and Sport Medicine Science and Research. The aims of the CRSC is the scientific follow up and the constant support of mainly male and female athletes involved in the CSO's National Programmes and participating in the Cyprus National Team. The CRSC focuses on detection, evaluation, guiding gifted athletes to get involved in the competitive sports, preservation and promotion of sport practising to benefit people's health, developing scientific research in sports and sport medicine science, temporary checks of the athletes' fitness, training coaches, athletes and sport practising people on specific issues related to Sports & Sport Medicine Science, Coaching, Sport Nutrition, Doping, and so on.

Scientific and Office Staff

The CRSC is currently staffed by 6 persons as follows: one permanent officer, the Scientific Head of the Centre, three Temporary Scientific Affiliates, one Temporary Laboratory Assistant and one

Temporary Clerk who carries out various tasks and measurements in the labs of the Centre but also on the competitive grounds.

The Centre is understaffed over the last five years as scientific affiliates who worked in the past for the CRSC, do not any more for various reasons:

- One person has retired
- Two persons have been assigned other tasks by the CSO
- One person has resigned to work elsewhere
- One person has not been recruited again as his employment contract has not been renewed.

The staff deficiency affects negatively the Centre's work and activities.

CRSC Departments

- Department of Athletes Medical Check-up
- Department of Ergo physiology and Ergo metrics
- Department of Industrial Dynamometer
- Department of Sport Nutrition and Somatometry
- Department of Psychomotor Check-up
- Department of Secretariat and IT

Male and Female Athletes Attending Ergo metric Tests

524 ergo metric tests for different sports and categories for male and female athletes took place by 10th October 2015 and this number is expected to reach 800 by the end of the year.

The detailed number of male and female athletes having undergone laboratory tests at the CRSC has been as follows: **261** in the **National Teams**, **222** in the Clubs and **41** in the **Research Programmes**. The tests undergone by persons in the context of the Centre's research programmes are related to the General Population's measurements to evaluate their fitness and the factors affecting their health.

Scientific Sports

The CRSC is equipped with the latest technology devices to perform the most specialized tests, carrying out an accurate scientific evaluation. Clear and concrete instructions are given to all sports coaches in order to maximize the sport performance of the athletes, based on the ergo metric results. No new scientific equipment has been purchased due to the economic crisis over the last years. However, in order the Centre to be able to keep on going smoothly, new equipment should be purchased, mainly a new device for the Analysis of Respiratory Gases, as the old one is not operational and it cannot be repaired either; the Centre performs daily cardiorespiratory fatigue tests without any spare analyst. Yet, further scientific micro equipment like the Bosco dynamo carpet, the Quatro Jump dynamo carpet, the electronic stadiometer etc. need to be replaced or repaired due to the equipment's natural wear.

Research Assignments and Further Activities

The Centre carries out research assignments related to High Performance Sports issues and the mass sporting and health programmes.

These researches are classified in four levels:

- Sport Researches - (aiming mainly at Maximizing the Sport Performance).
- Sport Medicine Researches (related to the prevention and protection of the athletes' health and the health of sport-practising people).
- Social Research (on improving the population's Health and Quality of Life through people getting involved in sport and physical activities).

- European Researches (Erasmus Plus) – on issues related mainly to the protection and safety of the athletes and people practising sports).

Some of these tasks already accomplished and others still going are stated briefly here below:

- Evaluating the A and B League footballers' fitness.
- Evaluating the fitness of adults in the general population.
- Evaluating pupils' fitness (HEPA).
- Research on the Cypriot athletes taking supplements.
- Use of prohibited substances in Recreational Sports (Erasmus Plus).

The CRSC provides services even to people in Cyprus who are not sporting, but also to people involved in recreational and social sports. From this year onwards, anyone may visit the Centre and value the services provided, by paying a small amount depending on the kind of test he or she is undergoing.

The CRSC has been a pioneer on a European level in conducting a survey on the fitness level and the health factors at the Cyprus Police Force, the Fire Brigade, the Police Special Tactics Team, and the Anti-Terrorism Unit. A further proposal on fixing new Police and Police Academy recruitment criteria has been submitted based on the above survey. Further training courses are meanwhile planned in order to ensure the on-going training on topics related to improving officers' fitness and health.

The CRSC is involved in a survey with the Physical Education and Sports Inspectors and the Ministry of Education. The aim is to identify, evaluate and value sport talents amongst young pupils.

Evaluating Athletes while Competing

A scientific follow-up of the athletes is a constant process, which is not over upon completion of the ergo metric tests in the Laboratory. Such evaluation tests are also performed regularly in the open air, during coaching and on the competitive grounds, to evaluate the athletes' biological adjustments during their training or while competing, in order to detect and resolve specific problems. Most of the external measurements performed this year concerned swimming athletes.

Participating in International Events

The Scientific Head of the Centre participates in the Experts Group on "HEPA" under the European Commission, which focuses on improving health through Physical Activity. He has also participated in a couple of European Programmes in the context of Erasmus Plus related to safety health issues regarding athletes and sport practising people, like the consumption of prohibited substances in sports, fair play, fixed matches and so on.

Sports Reporting Automatic Processing Software

The CRSC Computerized Sports gram Software is almost ready and it is expected to be loaded on the CRSC Server and become operational during 2015.

1.10 SENIOR COUNSEL FOR ATHLETES' HEALTH (SCAH)

Information regarding the SCAH and its 2015 activities are stated here below:

- Health Factsheet (upgrading its operations) & Doctors Evaluation
- SCAH's Counselling Committee (Term, Mandate Terms and Conditions)

SCAH's Objectives and Competencies

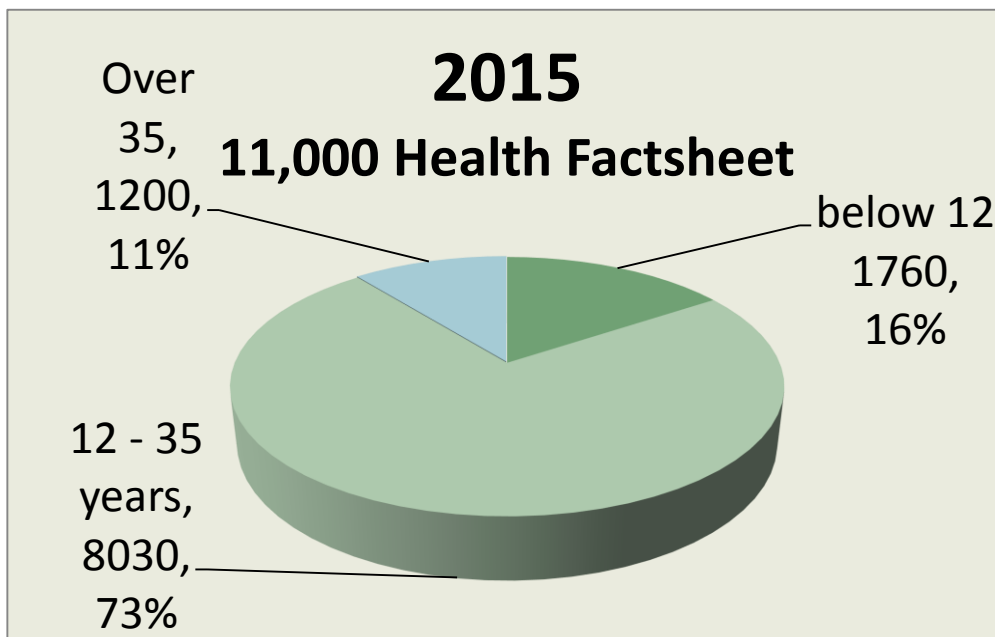
The SCAH (Senior Counsel for Athletes' Health), is operating for the 24th consecutive year and is the Scientific Counselling Institution (and a distinct Department of the CSO), which deals with the sport practising people's proactive tests. Further to the above, it is responsible for issuing a health factsheet named after SCAH's Health Factsheet, dealing mainly with the prevention of sudden athletes' heart attack death. The SCAH deals also with training the medical, paramedic and other services staff involved with sport practising people. It holds seminars and lectures related to sport medicine issues. Furthermore, it deals with First Aids issues and whatever has to do with the athletes' medical care. It publicizes printed material on training, prevention and counselling on the protection of the athletes on the sport grounds.

Health Fiche

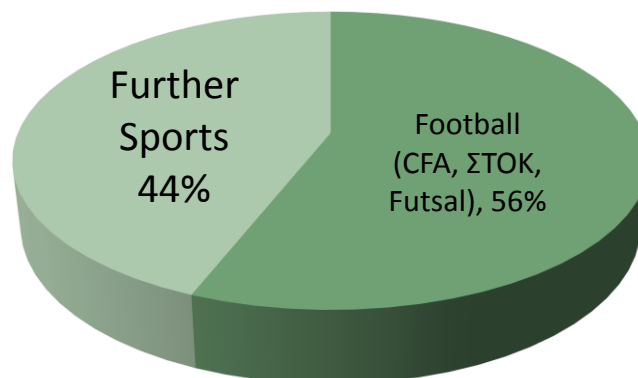
One of the SCAH's main objectives is to provide all the athletes participating in the formal domestic events with a Health Factsheet provided by the Sport Federations under the CSO. No athlete may be entitled to get involved in competitions unless he/she presents the Health Factsheet prior to the commencement of each game, pursuant to the statutory provisions of all Federations representing either individual or team sports. The Health Factsheet is renewable every three years for athletes up to 35 years of age and every two years for athletes older than 35 years of age.

- Health Factsheet Issue Process.
- The club doctor or any other doctor should complete the SCAH's special form.
- Completing the "Application Form" in order to issue the Receipt Advice.
- Submitting the preclinical tests as requested in anticipation (see attached table).
- Evaluating the findings by the team of doctors, who are the ones to decide whether a health factsheet will be issued for the athlete concerned.

In case it is deemed necessary by the evaluation team of doctors, the athlete is forwarded for further tests. However, once the evaluation form is signed by the team of doctors certifying that the athlete may compete, the SCAH's special ID Card is issued (plastic form). The SCAH has issued around 11.000 Health Factsheets in 2015. See below some statistical data:



Health Factsheet 2015



Evaluation doctors: The number of Health Factsheets Evaluation teams has increased from three to four in 2015 and each one of them is composed of a cardiologist and a general practitioner. The reason for this is the intention to help increase the number of evaluations and provide better service to the public. The evaluation teams are stated here below:

Team A	
Dr Petros Agathangelou	Cardiologist
Dr Phivos Christofides	General Practitioner
Team B	
Dr Ioannis Stefanou	Cardiologist
Dr Michael Savvides	Practitioner
Team C	
Dr Giorgos Georgiou	Cardiologist – Pathologist
Dr Costas Schizas	Practitioner
Team 4	
Dr Argyris Kythreotis	Child Cardiologist
Dr Geroge Miltiadous	Pathologist

Factsheets (HF) issue, enforced since the 1st September 2014:

- €3 re-issue
- €5 normal issue
- €30 sped-up issue

The fees for services provided have caused the Organization's income to increase reaching €111,750 by 09/06/2015. Therefore, it is estimated that the annual income of the Department, amounts to around €125,000. The addition of these charges ensure the SCAH Department's self-maintenance (see table below), including all the Department's activities, with a Surplus amounting to €45,749 indeed. The Surplus shown allows the Department to provide further support to the staff and enables it to operate in an ideal and professional way.

TABLE OF SCAH's ANNUAL INCOME – EXPENSES

ANNUAL INCOME		ANNUAL EXPENDITURE	
Income from normal H.F. Issues (10,000 X €5)	50,000	Plastic Cards and Ribbon (14,400 cards & 58 Ribbon)	€1,028 (Cards) €4,072 (Ribbon) <hr/> €5,100
Income from H.F. sped-up Issues (2300 X €30)	€69,000	Printing Material (SCAH forms and Claim Tables)	€500
Income from H.F. Re-issues (2100 X €3)	€6,300	Athletes' data entry (SCAH clerks' pay)	€45,951
		SCAH doctors' fees (Evaluation & KECG)	€22,000
		SCAH medical material (for the CSO's privately-owned grounds)	€4,500
		Grounds Staff Training & Grounds Doctors	€1,500
TOTAL	€125,300		€79,551
<u>BALANCE: + €45,749</u>			

SCAH's Counselling Committee

The SCAH Committee is a counseling body under the Organization's Board. The Committee's members and its Chairperson are appointed by the CSO's Board of Administration for three years. They are reputed scientists, experienced in issues related to scientific sports and medicine. The SCAH Committee is composed of seven members. It puts forward recommendations. The SCAH Counselling Committee is composed of the following doctors, whose tenure expires on 31/09/2016.

CHAIRPERSON - Dr. Petros Agathangleou, Cardiologist (President of the Pancyprian Medical Association)

MEMBER - Dr. Loizos Antoniadis, Cardiologist (President of the Cyprus Cardiology Society)

MEMBER - Dr. Phivos Christofides, General Practitioner

MEMBER - Dr. Giorgos Moustras, Pathologist

MEMBER - Dr. Nicolas Christodoulou, Sport Doctor

MEMBER - Dr. Ioannis Vassiliou, Physician

MEMBER - Dr. Yiannos Christofides, General Practitioner

In 2015, the Committee met five times and took decisions on both the Department's smooth functioning and on fighting against deserting the army, collaborating to this end with the Staff and the Ministry of Defence.

The SCAH has co-organised with the Cyprus Cardiology Society a two-day training seminar on "Being Proactive against the Athletes suffering Unexpected Heart Attack", which took place on the 18th - 19th September 2015 in "Nicosia City Center" Hotel (formerly Holiday Inn). It had two sections in order to address both the medical and paramedic staff, that deals with the athletes' check-up in the context of the Health Factsheet and teams' doctors, fitness instructors, physiotherapists but also Federations' and Clubs' officials.

Part D'

Youth Board

THE CYPRUS YOUTH BOARD

The Cyprus Youth Board was established by virtue of Law 33(1)/94, unanimously enacted by the House of Representatives in April 1994. Its first Administrative Board was appointed in June, 1994. The seven-member Governing Board consists of a representative from the youth 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 Cyprus Youth Board and the Council of Ministers. Their budget is covered by State subsidy. The Cyprus Youth Board 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.

1.1 The aims of the Cyprus Youth Board focus on the:

- promotion of progress and prosperity for all the young people of Cyprus, regardless of religion, ethnic and racial origin,
- enhancement of young people's active participation in the social, economic and cultural development of our country,
- endorsement of a positive lifestyle through the youth's engagement in various activities, 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 Senior Youth Officers (one for each sector of the Youth Board) undertook their duties, but at the same time the following positions were covered: 14 Youth Officers, nine Assistant Clerk Officers and one Chief Accounting Officer. The Cyprus Youth Board is structured into the following four Sectors: Prevention and Counseling Services Sector, National Agency of Cyprus for the "Erasmus+ Youth" Programme and International Relations, Infrastructure Projects and Youth Initiatives Programme, and the Specialized Programmes and Campaigns Sector.

1.2 THE BUDGET OF THE CYPRUS YOUTH BOARD

The budget of the board was approved by the House of Representatives and it was published in the Official Gazette No. 4284 on May 15th, 2015. The budget for the year 2015 amounted to €6.093.377, presenting a decrease of €81.004 in comparison with the budget of 2014. This decrease was achieved mainly because of the lower operating cost and the partial reduction in personnel cost.

1.3 OPERATIONAL ACTIONS OF THE CYPRUS YOUTH BOARD

The total actions of the Board, for 2015, can be noted in the following main areas:

- Participation

- Volunteering
- Youth Policy Development
- Youth Information
- Healthy Employment
- Prevention - Counseling Services
- Campaigns
- Employment – Entrepreneurship
- International Collaboration

1.4 MODERNIZATION AND RESTRUCTURING OF THE CYPRUS YOUTH BOARD

In 2015, the Youth Board continued the process of alterations with the main aim the redefinition of its vision and restructuring. Within this framework, the Board launched a competition entitled *“The Development of Strategic Planning and Restructuring of the Cyprus Youth Board”*. An evaluation of the existing Board’s programmes and services followed and a report on the best practices applied in other relevant national organisations in the EU, was established. Finally, the strategy of the Board was drawn up. The Board proceeded to this decision with the main aim to find out the actions that would contribute to the prevention of the creation of a “trapped in insecurity” generation with disappointing future prospects. The key concern of the Board in this process was the accurate diagnosis of its problems and ‘pathogens’ and also the awareness of the current challenges that young people face. The outcome of all these, is on the one hand the development of a new operating system for the Board that is based on certain qualitative and quantitative indicators, that will operate as a benchmark to monitor and evaluate the development of programmes and services, and on the other hand the development of an integrated strategy.

1.6 A research study for analyzing and recording the views of young people of Cyprus

The survey was conducted under the framework of the Youth Board modernization and restructuring. It was undertaken by KPMG and the findings were presented at a Press Conference on November 27th, 2015. The aim of the survey was to present the current situation of young people of Cyprus and underline their views and needs.

Research Identity

The survey was conducted on a national level from April to June, 2015, with the help of a questionnaire both electronically and printed. The sample was 1340 people, taking into

consideration the age group that the Youth Board addresses its services (14 - 35 years), the population coverage of each city and finally the racial allocation in Cyprus.

Thematic Subjects:

To record on the current situation of the young people, the survey focuses on the main action areas, as defined by the Council of the EU, based on a renewed European cooperation framework in the youth field (2010 - 2018) and addressing the following topics:

- Education and Training
- Youth Employment and entrepreneurship
- Social integration
- Participation
- Volunteering
- Young people and the world

1.7 PROGRAMMES

International relations, in the context of the cooperation protocols for the development of cooperation with countries of the European Union and other countries are incorporated. Additionally, the exchange of experiences on issues concerning the youth sector through the acquaintance of programmes and infrastructure that exist internationally in this field are included.

International and European Affairs

The Cyprus Youth Board (CYB) is active at both International and European level for the promotion of youth policy issues. Specifically, CYB participates in the:

- Youth Working Party of the Council of the EU, which meets regularly, usually four to six 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.
- 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 27th, 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 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 in order to solve 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

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. Additionally, 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 exchange of good practices
- 3) Key Action 3 (KA3): Support for policy reform

The Cyprus Youth Board 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 Programme also promotes mobility inside and outside the EU, cultural dialogue and social inclusion of all young people.

EUROPEAN YOUTH CARD and STUDENT CARD

The European Youth Card is a pan-European institution which operates in almost every European country and 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, the welfare of young people, their social, cultural and intellectual growth are included as well as the encouragement of mobility. The European Youth Card is available with only €10 annually. The European Youth Card / Student, which is now connected with the EYC, is issued free of charge by the Cyprus Youth Board in collaboration with the Ministry of Education and Culture for all students of Evaluated and Acknowledged programmes of studies, 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.

MUNICIPALITY / COMMUNITY YOUTH COUNCIL

The Municipality and Community Youth Councils are a structured institution that provides the opportunity to youth organizations, young people and others 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 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 continues dialogue with the local authorities for youth matters. It is very important that the young people have an active role in shaping their future in co-operation with the local Authorities.

INFRASTRUCTURE PROJECTS

MULTIFUNCTIONAL YOUTH CENTRES

Within the framework of the wider cooperation of the Cyprus Youth Board 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 towards their mobilization for participation in public affairs. Children and young people aged 6 - 35 have the opportunity to spend 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 Cyprus Youth Board and other organizations, preferably youth organizations and young people individually.

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 and 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?

- Children have access to a large variety of high quality toys.
- Children spend their leisure creatively and pleasurably.
- Children are given the opportunity to develop basic knowledge and psychomotor skills.
- The play affects their socialization.
- Children from different socioeconomic background and origin, along with children with special needs, come in contact through playing.

Toy Libraries operate in cooperation with local authorities in Kaimakli, Lemesos, Larnaka, Ayios Athanasios and Paralimni.

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.

Additionally, in some Centres the «Proposition» programme is housed which consists of counselors who provide support and advice to young people, couples and families on different issues. Advisory services on career guidance are also provided at all KEPLI, in collaboration with the Ministry of Education and Culture.

YOUTH FESTIVAL AREA

The Cyprus Youth Board 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 or elsewhere.

YOUTH HOSTEL

The Youth Hostel started its operation in June 2011, at a renovated building, within the Lefkosia city walls, in Chrysaliniotissa area. The Hostel has five rooms of four 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, there is 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.

EURODESK

Eurodesk is a European programme co-financed by the European Commission, as a support structure of the Youth in Action Programme, 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.

Moreover, 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 language of the countries, plus English where relevant.

PREVENTION AND COUNCELING 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 a healthy personality. The main goal of the prevention programmes is the development of personal and social skills, the reinforcement of protective factors (personality, social 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. Specifically, the activities include: programmes (5 - 8 weekly experiential workshops), lectures, meetings, conferences, open events.

The materials used are selected through various tools and programmes by the Centers' Scientific Team. The workshops are usually conducted on a weekly base and have duration of 90 minutes. These sessions may take part during school hours, in the afternoon, or within the framework of the all-day school. The evaluation of the programme is quantitative and qualitative.

COMMUNICATION, SUPPORT AND COUNSELING

HELPLINE 1410

Helpline 1410 is part of the Prevention and Counseling Services Section of the Cyprus Youth Board. 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, and eating disorders and so on. In this new, broadened function, the counselors handle a variety of issues including anxiety, grief, and 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.

ONLINE COUNSELING 1410

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 www.preventionsection.org.cy and chat live with a counselor regarding any issue that you want to share. The counselors of the online counseling service handle all cases with equal professionalism regardless of gender, origin, ethnicity, age or sexual preference. Everything shared with the counselor is confidential and no one else can read the conversation.

“PROTASIS” COUNSELING SERVICES

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 Lefkosa, Lemesos, Larnaka and Pafos and is staffed by Counselors / Psychologists who offer their services on issues concerning relationships, violence, school problems, and 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.

SAFER NIGHTS

Safer Nights is a programme implemented by the Cyprus Youth board and is an action of the National Strategy Plan for Alcohol which is conducted by the Cyprus Anti-drugs counseling. It

is a European Programme 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 programme might be delivered include students' parties, festivals, restaurants, music events and concerts.

The main purpose of the programme 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.

Παραρτήματα

ΠΑΡΑΡΤΗΜΑ Α΄: ΔΗΜΟΣΙΑ ΚΑΙ ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2014-2015

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ							
ΠΟΛΗ							
1	Αγία Μαρίνα	2	50			30	
2	Άγιος Ανδρέας	2	50			36	
3	Άγιος Αντώνιος	2	42			21	
4	Άγιος Βασίλειος - Λοϊζίδειο	3	73	1	22	64	0
5	Άγιος Δημήτριος	2	50			45	
6	Άγιος Δομέτιος Α΄	1	25	1	22	19	0
7	Άγιος Δομέτιος Β΄	2	48			16	
8	Άγιος Δομέτιος Γ΄	1	23			12	
9	Άγιος Κασσιανός (ΖΕΠ)	1	16			3	
10	Άγιος Σπυρίδωνας	2	50			28	
11	Αγλαντζιά Δ΄	3	73			57	
12	Αγλαντζιά Ε΄	3	73	2	45	71	0
13	Αγλαντζιά Στ΄	4	100	1	23	96	0
14	Ακρόπολη	2	47	1	18	46	0
15	Απόστολος Βαρνάβας	2	48	1	21	35	
16	Απόστολος Λουκάς	2	47	1	24	47	0
17	Αρχάγγελος	2	50			35	
18	Δασούπολη	3	72	1	22	58	0
19	Έγκωμη Α΄	2	47	1	18	47	
20	Έγκωμη Β΄	2	50	1	21	32	
21	Ελένειον	1	25			18	
22	Εξόρμηση Στροβόλου	1	20	2 (1 πρωινό τμ. και 1 απογ. τμ.)	25	20	0
23	Καϊμακλί *	4 (3 πρωινά τμ. και 1 απογ. τμ.)	71	2 (1 πρωινό τμ. και 1 απ.)	13	38	0
24	Καϊμακλί Γ΄	2	44			31	
25	Κοινωνική Μέριμνα Αγίων Ομολογητών Στρόβολος III	1	21			11	
26	Κοινωνική Μέριμνα Αγίων Ομολογητών *	7 (5 πρωινά τμ. και 2 απογ. τμ.)	121			32	
27	Κωνσταντινουπόλεως	2	48			45	
28	Μακεδονίτισσα Α΄	3	61			37	
29	Μακεδονίτισσα Β΄	2	50	1	25	40	0
30	Μακεδονίτισσα Γ΄ - Στυλιανού Λένα	3	75			40	
31	Μάνα *	8 (5 πρωινά τμ. και 3 απογ. τμ.)	99			38	
32	Νοσοκομείο Μακάρειο	1	0			0	
33	ΠΑ.ΣΥ.ΔΥ.	1	22	2	48	22	0
34	Παιδομάνα	1	18			17	
35	Παλουριώτισσα Α΄	1	22	1	11	17	0
36	Παλουριώτισσα Β΄	2	45			38	
37	Περνέρα	2	50			41	
38	«Πεύκιος Γεωργιάδης»	2	50			50	
39	Σταυρός	2	50			39	
40	Φανερωμένη (ΖΕΠ)	1	20			14	
41	«Χατζηγεωργάκης Κορνέσιος»	1	22			22	
42	Χρυσελεύσα	3	75			71	

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
ΥΠΑΙΘΡΟΣ							
43	Αγία Βαρβάρα	1	19			11	
44	Αγία Μαρίνα Ξυλιάτου	1	11			5	
45	Άγιοι Τριμιθιάς	1	24	2	44	24	0
46	Άγιος Επιφάνιος	1	17			10	
47	Άγιος Μάρωνας	1	23	1	18	23	0
48	Ακάκι	3	72			38	
49	Αλάμπρα	1	25			12	
50	Ανάγεια	1	23			10	
51	Ανθούπολη	5	114	1	19	51	0
52	Αρεδιού	1	21	1	16	19	0
53	Ασίνου	2	27			15	
54	Αstromerίτης	2	32			12	
55	Γέρι Α΄	2	50	2	41	41	0
56	Γέρι Β΄	2	50			32	
57	Δάλι Α΄ - Αντρέα Παναγίδη	3	74	1	22	50	0
58	Δάλι Β΄	2	48	1	23	36	0
59	Δάλι Γ΄ - Αγίων Κωνσταντίνου και Αγίας Ελένης	4	100	1	25	71	0
60	Δευτερά Πάνω	2	50	1	25	37	0
61	Εργάτες	1	23			10	
62	Ευρύχου	1	23			8	
63	Κακοπετριά	1	25			14	
64	Καλό Χωριό Ορεινής	1	21			8	
65	Καμπιά	1	14			7	
66	Κάμπος	1	2			2	
67	Καπέδες	1	21			9	
68	Κλήρου	2	49			26	
69	Κοκκινοτριμιθιά	3	75	2	47	52	0
70	Κοράκου	1	24			6	
71	Λακατάμεια Α΄	4	98	2	49	81	0
72	Λακατάμεια Β΄ - Αγίου Μάμα	3	75			46	
73	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	2	50	1	25	31	0
74	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	3	73	1	20	50	0
75	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	2	46			35	
76	Λατσιά Α΄	3	73			47	
77	Λατσιά Β΄	2	50			36	
78	Λατσιά Γ΄	2	47			35	
79	Λατσιά Δ΄	2	50			43	
80	Λυθροδόνας	2	50	1	25	46	0
81	Λύμπια	2	50	2 (1 πρωινό τμ. και 1 απογ.)	10	37	1
82	Μαθιάτης	1	25			7	
83	Μάμμαρη	1	25			18	
84	Μένικο	1	21			7	
85	Μιτσερό - Κουρέλλειο	1	25			15	
86	Μουτουλλάς	1	4			1	
87	Ορούντα	1	17			4	
88	Παλαιομέτοχο Α΄	2	50			25	
89	Παλαιομέτοχο Β΄	1	24	1	22	19	0
90	Παλαιχώρι	1	25			9	
91	Παπασταύρου Παπαγαθαγγέλου	1	24	1	24	18	0

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +
92	Πέρα Χωριό Νήσου Α΄	2	47	2	32	31	0
93	Πέρα Χωριό Νήσου Β΄	1	22	1	21	18	
94	Περιστερώννα	2	49			30	
95	Ποταμιά	1	24			5	
96	Σια	1	20			9	
97	Ταμασός	2	49			22	
98	Τεμβριά	1	25			10	
99	Τσέρι	3	75	1	20	56	0
100	Φαρμακάς	1	17			7	
101	Ψιμολόφου	2	48			22	
101	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ	196	4378	45	886	2936	1

ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ

ΠΟΛΗ

1	Αγία Μαρίνα Καψάλου	4	95			40	
2	Λεμεσός Α΄	1	20	1	5	10	0
3	Λεμεσός Β΄	3	65	1	10	38	0
4	Λεμεσός Γ΄	2	43			27	
5	Λεμεσός Δ΄ - «Λητώ Παπαχριστοφόρου» (ΖΕΠ)	3	60	1	23	49	0
6	Λεμεσός Ε΄ - Αγίου Ιωάννη	3	75			54	
7	Λεμεσός ΣΤ΄ - Αγίου Νικολάου	3	72	1	25	58	0
8	Λεμεσός Ζ΄ - Αποστόλου Ανδρέας	3	67			43	
9	Λεμεσός Η΄ - Ομόνοιας	2	50	1	20	36	0
10	Λεμεσός Θ΄ - Καψάλου	1	22			19	
11	Λεμεσός ΙΓ΄ - Αγίου Σπυρίδωνα Α΄	3	71			30	
12	Λεμεσός ΙΣΤ΄ - Ζακακίου	3	71			35	
13	Λεμεσός ΙΗ΄ - Αγίου Αντωνίου (ΖΕΠ)	1	17			8	
14	Λεμεσός ΙΘ΄ - Αγίας Φύλαξης	3	71	1	25	56	0
15	Λεμεσός Κ΄ - Αγίου Παντελεήμονα	2	50			28	
16	Λεμεσός ΚΑ΄ - Κοντοβάθεια	3	75			75	
17	Λεμεσός ΚΒ΄ - Αγίου Γεωργίου	2	45			27	
18	Λεμεσός ΚΓ΄ - Αγίου Σπυρίδωνα Β΄	2	49			41	
19	Λεμεσός ΚΕ΄ - Εκάλης	3	73			63	
20	Λεμεσός ΚΣΤ΄ - Παναγίας Τριχερούσας	4	90			76	
21	Λεμεσός ΚΖ΄ - Τιμίου Προδρόμου	3	73			65	
22	Λεμεσός ΚΗ΄ - Αρχαγγέλου Μιχαήλ	2	48	1	24	42	0
23	Καλογερόπουλος	3	62			34	

ΥΠΑΙΘΡΟΣ

24	«Άγιοι Ανάργυροι» - Μονή - Μοναγρούλλι	1	21			9	
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Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +
25	Άγιος Αθανάσιος	5	114	2	46	107	0
26	Άγιος Τύχων	1	23			18	
27	Αγρός	1	24			10	
28	Ακρωτήρι	1	22			11	
29	Ασγάτα	1	12			6	
30	Αυδήμου	1	24			9	
31	Γερμασόγεια	2	50			41	
32	Επισκοπή	3	72			42	
33	Ερήμη	2	46			28	
34	«Ιαματική»	1	24			16	
35	Καλό Χωριό	1	22			11	
36	Καντού	1	19			0	
37	Κιβίδες	1	21	1	17	21	
38	Κολόσσι Α΄ - Αποστόλου Λουκά	2	50			29	
39	Κολόσσι Β΄ - Αποστόλου Ανδρέα και Αγίας Φωτεινής	2	50			24	
40	Κυπερούντα	2	33			13	
41	Λινόπετρα	3	73	1	14	39	0
42	Μουταγιάκα	2	46			15	
43	Παλόδεια	2	50			23	
44	Παρεκκλησιά	1	23	1	25	18	0
45	Πάχνα	1	25			11	
46	Πελένδρι	1	14			2	
47	Πεντάκωμο	1	23			12	
48	Πισσούρι	1	15			9	
49	Πλάτρες Κάτω	1	13			2	
50	Πολεμίδα Κάτω Α΄	2	45			22	
51	Πολεμίδα Κάτω Β΄	1	21	1	22	21	0
52	Πολεμίδα Κάτω Γ΄	3	73	1	22	36	0
53	Πολεμίδα Πάνω-Καρμιώτισσα	4	98			53	
54	Ποταμός Γερμασόγειας Α΄	2	46			29	
55	Ποταμός Γερμασόγειας Β΄	2	49			49	
56	Πύργος	2	47			14	
57	Σπιτάλι - Παραμύθα	1	21			7	
58	Τραχώνι	3	75	1	23	49	
59	Τριμήκληνη	1	25			17	
60	Ύψωνας Β΄	4	95			89	
61	Ύψωνας Γ΄	3	73			56	
61	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	128	2941	15	301	1922	0
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ							
ΠΟΛΗ							
1	Άγιοι Ανάργυροι	2	49			26	
2	Άγιος Γεώργιος	2	42			21	
3	Άγιος Ιωάννης	2	49			27	
4	Άγιος Λάζαρος Α΄	1	24			16	
5	Άγιος Λάζαρος Β΄	2	40			25	
6	Δροσιά	3	74			66	
7	Εθνάρχης Μακάριος Γ΄ - Κόκκινες	1	24			22	
8	Εθνάρχης Μακάριος Γ΄ - Τσιακκιλερού	1	22			10	

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{8/12} +
9	Ζήνων	2	49			46	
10	Καθαρή - Δημήτρη Λιπέρτη	2	50			46	
11	Καλογεράς	2	47			22	
12	Καμάρες	2	50			37	
13	Παυλίδειο	2	42			15	
14	Πρόδρομος - Φλωρίδειο	3	75			46	
15	Σωτήρος	2	44			30	
ΥΠΑΙΘΡΟΣ							
16	Αγγλισίδες	1	25			15	
17	Άγιος Θεόδωρος	1	25			9	
18	Αθηνού	3	74	2	48	49	0
19	Αλεθρικό	2	49			27	
20	Αναφωτίδα	1	22			3	
21	Αραδίππου Α΄	4	100	2	46	75	0
22	Αραδίππου Β΄	2	50			27	
23	Αραδίππου Γ΄	2	50			44	
24	Αραδίππου Δ΄ - Αγίου Φανουρίου	3	75			65	
25	Αραδίππου Ε΄ - Αγίων Αυξεντίου και Ευσταθίου	3	73			40	
26	Βοράκληνη	3	75	1	25	58	0
27	Δρομολαξιά	3	75			32	
28	Ζύγι	1	20			10	
29	Καλαβασός	1	20			7	
30	Καλό Χωριό	2	36	1	20	35	0
31	Κίτι	2	49			46	
32	Κόρνος	2	50			29	
33	Κοφίνου	1	25			15	
34	Λεύκαρα Πάνω	1	11	1	11	11	0
35	Λιβάδια Α΄	3	73	1	22	49	0
36	Λιβάδια Β΄	2	50	1	25	37	
37	Μαζωτός	1	14			5	
38	Μαρώνι	1	25			11	
39	Μενεού	2	50			41	
40	Μοσφιλωτή	1	18	1	13	17	0
41	Ξυλοτύμβου Α΄	2	48			25	
42	Ξυλοτύμβου Β΄	1	25			25	
43	Ξυλοφάγου	2	46	1	22	37	0
44	Ορμίδεια Α΄	2	49			25	
45	Ορμίδεια Β΄	1	25			17	
46	Περιβόλια	2	48			25	
47	Πύλα	2	43			23	
48	Πυργά	1	25			16	
49	Τερσεφάνου	1	25			11	
50	Τόχνη	1	12			6	
51	Τρούλλοι	2	31			12	
52	Χοιροκοπία	1	25			10	
53	Ψευδάς	2	44			22	
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ							
1	Αγία Νάπα	3	71	4 (3 πρωινά και 1 απογ. τμ.	79	60	0
2	Αυγόρου Α΄	2	50			34	
3	Αυγόρου Β΄	2	45			32	
4	Βρυσούλες	1	25	1	25	19	0

Α/Α	ΝΗΠΙΑΓΩΓΕΙΟ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΔΗΜΟΣΙΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +
5	Δάσος Άχνας – «Φώτης Πίπτας»	2	48			30	
6	Δερύνεια	3	63	4 (3 πρώινα και 1 απογ. τμ.)	53	44	0
7	Δερύνεια Γ´	2	32			20	
8	Λιοπέτρι	4	99	1	12	69	0
9	Παραλίμνι Α´	2	50			45	
10	Παραλίμνι Β´	2	50			44	
11	Παραλίμνι Γ´	2	50			29	
12	Παραλίμνι Δ´	2	45			31	
13	Παραλίμνι - Γιώρκειο	2	49	6 (5 πρώινα και 1 απογ.)	122	26	0
14	Σωτήρα	3	75	1	25	69	0
15	Φρέναρος	3	69	1	12	49	0
68	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ Λ/ΚΑΣ-ΑΜΜ/ΣΤΟΥ	132	3082	29	560	2067	0
ΕΠΑΡΧΙΑ ΠΑΦΟΥ							
ΠΟΛΗ							
1	Πάφος Α´	4	94			58	
2	Πάφος Β´ - Μούτταλου (ΖΕΠ)	2	37			14	
3	Πάφος Γ´ - Αποστόλου Παύλου	4	94			49	
4	Πάφος Δ´ - Κάτω Περβολιών (ΖΕΠ)	3	60			42	
5	Πάφος Στ´ - Κάτω Πάφου (ΖΕΠ)	2	40			26	
6	Πάφος Η´ - Αναβαργού	3	75	1	25	39	0
7	Πάφος Θ´ - Πετρίδειο	5	121			72	
8	Πάφος Ι´ - «Ευαγόρας Παλληκαρίδης»	3	73			36	
9	Πάφος ΙΑ´	2	50	1	25	27	0
10	Πάφος ΙΒ´ - «Πεύκιος Γεωργιάδης»	2	50			37	
11	Πάφος ΙΓ´	2	49	1	20	25	0
ΥΠΑΙΘΡΟΣ							
12	Αγία Μαρίνα Χρυσοχούς	1	24			7	
13	Αργάκα	1	25	1	12	13	0
14	Γεροσκήπου Α´	2	50			37	
15	Γεροσκήπου Β´	4	100			54	
16	Γιόλου	1	17			7	
17	Δρούσεια	1	15			7	
18	Έμπα	2	49	1	23	34	0
19	Ίνεια	1	5			2	
20	Κισσόνεργα	2	50			20	
21	Κονιά	2	50			21	
22	Κούκλια	1	25			11	
23	Μανδριά	1	25			8	
24	Μεσόγη	2	49			23	0
25	Παναγιά	1	4			2	
26	Πέγεια	2	50			39	
27	Πολέμι	1	25	1	17	18	
28	Πόλη Χρυσοχούς	4	91			55	
29	Πομός	1	8			2	
30	Πύργος Κάτω	1	15			4	

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 ^{9/12} +	ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ ΚΟΙΝΟΤΙΚΩΝ ΝΗΠΙΑΓΩΓΕΙΩΝ ΜΕ ΗΛΙΚΙΑ 4 ^{9/12} +
31	Στρουμπί	1	20			6	
32	Τάλα	1	25			9	
33	Τίμη	2	42			20	
34	Τσάδα-Κοίλη-«Ευαγόρας Παλληκαρίδης»	1	13			6	
35	Χλώρακα-Αγίου Νικολάου	2	49	1	25	25	
36	Χλώρακα-Λέμπα Αγίου Στεφάνου	3	75			53	
37	Χολέτρια	1	13			6	
37	ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	74	1657	7	147	914	0
	ΚΑΤΕΧΟΜΕΝΑ						
1	Ριζοκάρπασο	1	6			3	

ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ ΠΟΥ ΛΕΙΤΟΥΡΓΟΥΝ ΑΝΕΞΑΡΤΗΤΑ ΑΠΟ ΤΑ ΔΗΜΟΣΙΑ

ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ

1	Αγλαντζιά Α΄	.....	.....	3	71	.....	0
2	Ελένιο Τσερίου	.....	.....	1	25	.....	21
3	Λάιονς	.....	.....	4 (2 πρωινά και 2 απογ. τμ.)	50	.....	0
4	ΝΑΡΕΚ	.....	.....	1	22	.....	1
5	ΣΚΕ Αγίου Δομετίου	.....	.....	1	25	.....	11
6	«Λητώ Παπαχριστοφόρου»	.....	.....	1	25	.....	8

ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ

7	Γερμασόγεια	.....	.....	1	25	.....	25
8	Θεοτόκος	.....	.....	1	6	.....	0

ΕΠΑΡΧΙΑ ΠΑΦΟΥ

9	Μεσόγη			1	25	.....	0
10	Πόλη Χρυσοχούς			1	22		0

Σύνολο Κοινοτικών νηπιαγωγείων που λειτουργούν ανεξάρτητα από τα δημόσια

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ΣΥΝΟΛΑ

ΛΕΥΚΩΣΙΑ	196	4378	56	1104	2938	41
ΛΕΜΕΣΟΣ	128	2941	17	332	1922	25
ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	132	3082	29	560	2067	0
ΠΑΦΟΣ	74	1657	9	194	914	0
ΚΑΤΕΧΟΜΕΝΑ	1	6	0	0	3	0
ΣΥΝΟΛΟ	531	12064	111	2190	7844	66

ΣΧΟΛΙΚΕΣ ΜΟΝΑΔΕΣ ΝΗΠΙΑΓΩΓΕΙΩΝ

ΕΠΑΡΧΙΑ	ΔΗΜΟΣΙΑ ΝΗΠΙΑΓΩΓΕΙΑ	ΚΟΙΝΟΤΙΚΑ ΝΗΠΙΑΓΩΓΕΙΑ
ΛΕΥΚΩΣΙΑ	101	42
ΛΕΜΕΣΟΣ	61	16
ΛΑΡΝΑΚΑ - ΑΜΜΟΧΩΣΤΟΣ	68	16
ΠΑΦΟΣ	37	9
ΚΑΤΕΧΟΜΕΝΑ	1	0
ΠΑΓΚΥΠΡΙΑ ΣΥΝΟΛΑ	268	83

ΠΑΡΑΡΤΗΜΑ Β΄: ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ ΚΑΤΑ ΤΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ 2014-2015

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ			
1.	Αγία Μαρίνα (ΚΑ)	6	101
2.	Αγία Μαρίνα (ΚΒ)	5	105
3.	Άγιοι Ομολογητές (ΚΑ)	6	123
4.	Άγιοι Ομολογητές (ΚΒ)	6	131
5.	Άγιος Ανδρέας (ΚΑ)	6	122
6.	Άγιος Ανδρέας (ΚΒ)	6	120
7.	Άγιος Αντώνιος	6	87
8.	Άγιος Βασίλειος (ΚΑ)	9	187
9.	Άγιος Βασίλειος (ΚΒ)	8	160
10.	Άγιος Δημήτριος	12	259
11.	Άγιος Δομέτιος Α΄	6	106
12.	Άγιος Δομέτιος Β΄ (ΚΑ)	6	86
13.	Άγιος Δομέτιος Β΄ (ΚΒ)	6	95
14.	Άγιος Δομέτιος Γ΄	6	92
15.	Άγιος Κασσιανός (ΖΕΠ)	6	71
16.	Άγιος Σπυρίδωνας	6	114
17.	Αγλαντζιά Α΄ - Αγίου Γεωργίου	6	110
18.	Αγλαντζιά Γ΄	10	185
19.	Αγλαντζιά Δ΄ (ΚΑ)	8	177
20.	Αγλαντζιά Δ΄ (ΚΒ)	11	236
21.	Αγλαντζιά Ε΄ - Άκη Κλεάνθους	13	239
22.	Αγλαντζιά ΣΤ΄	16	348
23.	Ακρόπολη (ΚΑ)	6	123
24.	Ακρόπολη (ΚΒ)	6	127
25.	Απόστολος Βαρνάβας	11	209
26.	Απόστολος Λουκάς	14	301
27.	Αρχάγγελος	12	242
28.	Δασούπολη (ΚΑ)	9	164
29.	Δασούπολη (ΚΒ)	7	133
30.	Έγκωμη Α΄ (ΚΑ)	8	160

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
31.	Έγκωμη Α΄ (ΚΒ)	8	169
32.	Έγκωμη Β΄	6	103
33.	Ελένειον	4	61
34.	Καΐμακλί Α΄ (ΚΑ)	3	70
35.	Καΐμακλί Β΄ (ΚΒ)	6	95
36.	Καΐμακλί Γ΄ (ΚΑ)	8	160
37.	Καΐμακλί Γ΄ (ΚΒ)	9	186
38.	Κωνσταντινουπόλεως	16	353
39.	Λυκαβηττός (ΚΑ)	6	110
40.	Λυκαβηττός (ΚΒ)	6	114
41.	Μακεδονίτισσα Α΄	14	301
42.	Μακεδονίτισσα Β΄	12	252
43.	Μακεδονίτισσα Γ΄- Στυλιανού Λένα	17	392
44.	Νοσοκομείο (Μακάρειο)		
45.	Παλουριώτισσα Α΄ (ΚΑ)	6	101
46.	Παλουριώτισσα Α΄ (ΚΒ)	6	105
47.	Παλουριώτισσα Β΄ (ΚΑ)	6	89
48.	Παλουριώτισσα Β΄ (ΚΒ)	6	96
49.	Παλουριώτισσα Γ΄	9	174
50.	Περνέρα	13	264
51.	«Πεύκιος Γεωργιάδης» (ΕΟΣ)	14	280
52.	Σταυρός (ΚΑ)	6	135
53.	Σταυρός (ΚΒ)	6	133
54.	Φανερωμένη (ΖΕΠ)	6	64
55.	Χατζηγεωργάκης Κορνέσιος	8	158
56.	Χρυσελεύσα (ΚΑ)	7	147
57.	Χρυσελεύσα (ΚΒ)	7	135
58.	Αγία Βαρβάρα	9	160
59.	Αγία Μαρίνα Ξυλιάτου (Αγία Μαρίνα Ξυλιάτου, Λαγουδερά, Ξυλιάτος, Σαράντι)	3	33
60.	Άγιοι Τριμιθιάς	7	111
61.	Άγιος Επιφάνιος	2	29
62.	Άγιος Ιωάννης Μαλούντας	2	16

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
63.	Άγιος Μάρωνας	6	81
64.	Αγροκηπιά	3	31
65.	Ακάκι	12	191
66.	Αλάμπρα	6	90
67.	Ανάγεια	7	98
68.	Αναλιόντας	2	27
69.	Ανθούπολη (ΚΑ)	6	110
70.	Ανθούπολη (ΚΒ)	5	86
71.	Αρεδιού	6	92
72.	Ασίνου (Νικητάρι, Αγία Ειρήνη Λευκωσίας, Άγιος Γεώργιος Καυκάλλου, Βυζακιά, Καννάβια, Κουτραφάς Κάτω, Ποτάμι)	6	95
73.	Αstromerίτης	6	91
74.	Γέρι Α΄	12	208
75.	Γέρι Β΄	10	176
76.	Δάλι Α΄	11	188
77.	Δάλι Β΄	12	230
78.	Δάλι Γ΄	19	402
79.	Δένεια	2	24
80.	Δευτερά (Δευτερά Πάνω, Δευτερά Κάτω)	13	260
81.	Εργάτες	6	92
82.	Ευρύχου (Ευρύχου, Άγιος Δημήτριος, Άγιος Θεόδωρος Σολέας, Γερακίες, Καλοπαναγιώτης, Καμινάρια, Κατύδατα, Λεμίθου, Ληνού, Μουτουλλάς, Μυλικούρι, Οίκος, Παλαιόμυλος, Σκουριώτισσα, Τεμβριά, Τρεις Ελιές, Φλάσου)	6	109
83.	Κακοπετριά (Κακοπετριά, Γαλάτα, Καλιάνα, Κούρδαλι, Πεδουλάς, Πρόδρομος, Σιναόρος, Σπήλια)	6	105
84.	Καλό Χωριό Ορεινής	3	47
85.	Καμπιά - Εθνομάρτυρα Κυπριανού	2	21
86.	Κάμπος (Κάμπος, Τσακίστρα)	2	5
87.	Καπέδες (ΕΟΣ)	3	34
88.	Κλήρου (Κλήρου, Γούρρη, Λαζανιάς, Φικάρδου)	6	120
89.	Κοκκινοτριμιθιά Α΄	7	138
90.	Κοκκινοτριμιθιά Β΄	9	148
91.	Κοράκου	4	52
92.	Λακατάμεια Α΄ (ΚΑ) - Αγίας Παρασκευής και Αγίου Νικολάου	7	157

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
93.	Λακατάμεια Α΄ (ΚΒ) - Αγίας Παρασκευής και Αγίου Νικολάου	6	126
94.	Λακατάμεια Β΄ - Αγίου Μάμα	11	189
95.	Λακατάμεια Γ΄ - Αγίου Γεωργίου	16	351
96.	Λακατάμεια Δ΄ - Αγίου Νεοφύτου	12	263
97.	Λακατάμεια Ε΄ - Αγίου Ιωάννη Χρυσοστόμου	18	425
98.	Λακατάμεια ΣΤ΄ - Αγίου Στυλιανού	17	337
99.	Λακατάμεια Ζ΄ - Αγίου Παντελεήμονα	18	374
100.	Λατσιά Α΄ (ΖΕΠ)	13	232
101.	Λατσιά Β΄ (ΚΑ) (ΖΕΠ)	6	121
102.	Λατσιά Β΄ (ΚΒ) (ΖΕΠ)	7	148
103.	Λατσιά Γ΄ (ΖΕΠ)	13	232
104.	Λατσιά Δ΄ (ΖΕΠ)	16	291
105.	Λυθροδόνας - Μελέτιον	12	211
106.	Λύμπια	12	188
107.	Μαθιάτης	3	40
108.	Μαλούντα	2	10
109.	Μάμμαρη	6	128
110.	Μένικο	5	69
111.	Μιτσερό (Μιτσερό, Αληθινού, Άλωνα, Λιβιάδια Λευκωσίας, Πλατανιστάσα)	3	46
112.	Ορούντα	2	20
113.	Παλαιομέτοχο Α΄	7	114
114.	Παλαιομέτοχο Β΄	5	70
115.	Παλαιχώρι (Περιφερειακό) (ΕΟΣ) (Παλαιχώρι Μόρφου, Παλαιχώρι Ορεινής, Απλίκι, Ασκάς, Φτερικούδι)	3	51
116.	Πέρα Χωριό Νήσου Α΄	12	204
117.	Πέρα Χωριό Νήσου Β΄	8	125
118.	Περιστερώννα (Περιστερώννα Λευκωσίας, Κάτω Μονή)	8	131
119.	Ποταμιά	2	20
120.	Σια	3	45
121.	Ταμασός (Περιφερειακό) (Πέρα Ορεινής, Επισκοπειό, Πολιτικό)	7	139
122.	Τσέρι Α΄	12	218
123.	Τσέρι Β΄ (Μέρος Τσερίου, Κοτσιάτης, Μαργί)	11	173
124.	Φαρμακάς (Φαρμακάς, Καμπί)	3	33

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
125.	Ψιμολόφου	8	129
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΥΚΩΣΙΑΣ		973	18070
ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ			
1.	Λεμεσός Α΄	6	120
2.	Λεμεσός Β΄ (ΚΑ)	8	170
3.	Λεμεσός Β΄ (ΚΒ)	7	147
4.	Λεμεσός Γ΄	10	168
5.	Λεμεσός Δ΄ (ΚΑ) (ΖΕΠ)	8	150
6.	Λεμεσός Δ΄ (ΚΒ) (ΖΕΠ)	7	134
7.	Λεμεσός Ε΄ (ΚΑ) - Αγίου Ιωάννη	6	106
8.	Λεμεσός Ε΄ (ΚΒ) - Αγίου Ιωάννη	5	74
9.	Λεμεσός ΣΤ΄ (ΚΑ) - Αγίου Νικολάου (ΖΕΠ)	7	130
10.	Λεμεσός ΣΤ΄ (ΚΒ) - Αγίου Νικολάου (ΖΕΠ)	7	140
11.	Λεμεσός Ζ΄ (ΚΑ) - Αποστόλου Ανδρέα	6	134
12.	Λεμεσός Ζ΄ (ΚΒ) - Αποστόλου Ανδρέα	8	155
13.	Λεμεσός Η΄ (ΚΑ) - Ομόνοιας	6	99
14.	Λεμεσός Η΄ (ΚΒ) - Ομόνοιας	6	103
15.	Λεμεσός Θ΄ (ΚΑ) - Καψάλου	5	91
16.	Λεμεσός Θ΄ (ΚΒ) - Καψάλου	6	87
17.	Λεμεσός Ι΄ (ΚΑ) - Χαλκούτσας	6	115
18.	Λεμεσός Ι΄ (ΚΒ) - Χαλκούτσας	6	123
19.	Λεμεσός ΙΑ΄ (ΚΑ) - Τσιρείου	8	163
20.	Λεμεσός ΙΑ΄ (ΚΒ) - Τσιρείου	8	165
21.	Λεμεσός ΙΒ΄ (ΚΑ) - Λανιτείου	6	123
22.	Λεμεσός ΙΒ΄ (ΚΒ) - Λανιτείου	7	137
23.	Λεμεσός ΙΓ΄ (ΚΑ) - Αγίου Σπυριδώνα Α΄ (ΖΕΠ)	6	102
24.	Λεμεσός ΙΓ΄ (ΚΒ) - Αγίου Σπυριδώνα Α΄ (ΖΕΠ)	6	112
25.	Λεμεσός ΙΔ΄ - Μέσα Γειτονιά	7	117
26.	Λεμεσός ΙΣΤ΄ - Ζακακίου	16	345
27.	Λεμεσός ΙΗ΄ - Αγίου Αντωνίου (ΖΕΠ)	6	75
28.	Λεμεσός ΙΘ΄ - Αγίας Φυλάξεως	13	271

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
29.	Λεμεσός Κ΄ - Αγίου Παντελεήμονα	12	235
30.	Λεμεσός ΚΑ΄ - Κοντοβάθεια	19	429
31.	Λεμεσός ΚΒ΄ - Αγίου Γεωργίου	12	184
32.	Λεμεσός ΚΓ΄ - Αγίου Σπυριδωνα Β΄ (ΖΕΠ)	12	241
33.	Λεμεσός ΚΕ΄ - Εκάλης	17	364
34.	Λεμεσός ΚΣΤ΄ - Παναγίας Τριχερούσας	21	463
35.	Λεμεσός ΚΖ΄ - Τιμίου Προδρόμου (Μέρος Δήμου Μέσα Γειτονιάς, Φασούλα Λεμεσού)	13	285
36.	Νοσοκομείο Λεμεσού		
37.	«Άγιοι Ανάργυροι» Μονή- Μοναγρούλλι (Περιφερειακό)	5	63
38.	Άγιος Αθανάσιος Α΄	11	193
39.	Άγιος Αθανάσιος Β΄	19	395
40.	Άγιος Αμβρόσιος	2	15
41.	Άγιος Τύχων	6	77
42.	Αγρός (Αγρός, Άγιος Θεόδωρος Λεμεσού, Άγιος Ιωάννης Λεμεσού, Μύλος Κάτω, Πολύστυπος)	3	49
43.	Ακρωτήρι	3	52
44.	Απεσιά (Περιφερειακό ΕΟΣ) (Απεσιά, Κορφή)	3	43
45.	Ασγάτα (Ασγάτα, Βάσα Κελλακίου, Πλατιές Μεταλλεία, Σανίδα)	2	25
46.	Ασώματος	2	28
47.	Αυδήμου (Αυδήμου, Άγιος Θωμάς, Αλέκτορα, Ανώγυρα, Παραμάλι, Πλατανίστεια, Πραστιό Αυδήμου)	3	48
48.	Αψιού (ΕΟΣ) (Αψιού, Γεράσα, Μαθικολώνη)	2	25
49.	Γερμασόγεια (Γερμασόγεια, Ακρούντα, Φοινικάρια)	13	267
50.	Επισκοπή (Επισκοπή Λεμεσού, Καντού, Σωτήρα Λεμεσού)	14	274
51.	Ερήμη (ΕΟΣ)	10	160
52.	«Ίαματική» (Περιφερειακό) (ΕΟΣ) (Επταγώνεια, Ακαπνού, Αρακαπάς, Διερώνα, Κελλάκι, Κλωνάρι, Μελίνη, Οδού, Πραστιό Κελλακίου, Προφήτης Ηλίας, Συκόπετρα)	4	64
53.	Καλό Χωριό (Καλό Χωριό Λεμεσού, Άγιος Κωνσταντίνος, Άγιος Παύλος, Ζωοπηγή, Λουβαράς)	3	45
54.	Κάτω Πολεμίδια Α΄ - Παναγίας Ευαγγελίστριας	11	188
55.	Κάτω Πολεμίδια Β΄ - Αγίου Γεωργίου	7	106
56.	Κάτω Πολεμίδια ΙΕ΄ (ΚΑ) - Αγίου Νεοφύτου	6	104
57.	Κάτω Πολεμίδια ΙΕ΄ (ΚΒ) - Αγίου Νεοφύτου	7	134
58.	Κάτω Πολεμίδια ΙΖ΄ - Μελίνας Μερκούρη	11	183

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
59.	Κάτω Πολεμίδια ΚΔ΄ - Αποστόλου Βαρνάβα	10	177
60.	Κάτω Πολεμίδια ΚΗ΄ - Αρχαγγέλου Μιχαήλ	15	306
61.	Κιβίδες Πάνω (Κιβίδες Πάνω, Κιβίδες Κάτω, Άγιος Θεράπων, Άγιος Νικόλαος Πάφου, Βουνί, Κέδαρες, Κισσούσα, Μαλιά, Μούσερε, Όμοδος, Ποταμιού, Πραιτώρι, Φιλούσα Κελοκεδάρων)	5	61
62.	Κολόσσι Α΄ - Αποστόλου Λουκά	11	181
63.	Κολόσσι Β΄ - Αποστόλου Ανδρέα και Αγίας Φωτεινής	11	209
64.	Κυπερούντα (ΕΟΣ) (Κυπερούντα, Αγρίδια, Δύμες, Χανδριά)	6	72
65.	Λινόπετρα	11	187
66.	Μουτταγιάκα (Μουτταγιάκα, Αρμενοχώρι)	8	128
67.	Παλόδεια	7	116
68.	Πάνω Πολεμίδια - Καρμιώτισσα (Πολεμίδια Πάνω, Άλασσα, Λόφου)	12	264
69.	Παραμύθα (Παραμύθα, Σπιτάλι)	3	47
70.	Παρεκκλησιά	9	149
71.	Πάχνα (Πάχνα, Άρσος Λεμεσού, Βάσα Κοιλανίου, Δωρά)	3	37
72.	Πελένδρι (ΕΟΣ) (Πελένδρι, Ποταμίτισσα)	3	42
73.	Πεντάκωμο	3	32
74.	Πισσούρι	6	73
75.	Πλάτρες Κάτω (Πλάτρες Κάτω, Πλάτρες Πάνω, Μανδριά Λεμεσού)	2	17
76.	Ποταμός Γερμασόγειας Α΄	12	193
77.	Ποταμός Γερμασόγειας Β΄	18	383
78.	Πύργος	9	145
79.	Σούνι - Ζανακιά	2	25
80.	Τραχώνι Α΄	8	166
81.	Τραχώνι Β΄	7	113
82.	Τριμήκληνη (Περιφερειακό ΕΟΣ) (Τριμήκληνη, Άγιος Γεώργιος Λεμεσού, Άγιος Μάμας, Αμιάντος, Δωρός, Καπηλειό, Κοιλάνι, Κουκά, Λάνεια, Λιμνάτης, Μονάγρι, Μονιάτης, Πέρα Πεδί, Σαίπτάς, Σιλίκου, Φοινί)	6	91
83.	Ύψωνας Α΄	18	353
84.	Ύψωνας Β΄	12	259
85.	Ύψωνας Γ΄	11	216
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ		684	12637

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ			
1.	Άγιοι Ανάργυροι - «Μιχάλης Κακογιάννης»	11	198
2.	Άγιος Γεώργιος	6	109
3.	Άγιος Ιωάννης	7	139
4.	Άγιος Λάζαρος Α΄	9	153
5.	Άγιος Λάζαρος Β΄ (ΖΕΠ)	8	131
6.	Δροσιά (ΚΑ)	12	294
7.	Δροσιά (ΚΒ) - «Μιχαλάκης Παρίδης»	12	274
8.	Εθνάρχης Μακάριος Γ΄ (ΚΑ)	6	96
9.	Εθνάρχης Μακάριος Γ΄ (ΚΒ)	6	124
10.	Ζήνων	12	244
11.	Καθαρή - Δημήτρη Λιπέρη	14	300
12.	Καλογεράς (ΚΑ)	4	60
13.	Καλογεράς (ΚΒ)	5	81
14.	Καμάρες	13	283
15.	Νοσοκομείο Λάρνακας		
16.	Πρόδρομος (ΚΑ)	6	111
17.	Πρόδρομος (ΚΒ)	6	125
18.	Σωτήρος	12	215
19.	Αγγλισίδες (Αγγλισίδες, Μενόγεια)	6	96
20.	Αγία Άννα	2	26
21.	Άγιος Θεόδωρος	3	37
22.	Αθένου (ΚΑ)	8	164
23.	Αθένου (ΚΒ)	7	144
24.	Αλαμινός - Δημητράκη Γεωργίου	2	10
25.	Αλεθρικό (Αλεθρικό, Κιβισίλι, Κλαυδιά)	7	115
26.	Αναφωτίδα	3	37
27.	Αραδίππου Α΄	12	269
28.	Αραδίππου Β΄ (Μέρος Δήμου Αραδίππου, Αβδελλερό)	12	266
29.	Αραδίππου Γ΄	13	260
30.	Αραδίππου Δ΄ - Αγίου Φανουρίου	17	392
31.	Αραδίππου Ε΄ - Αγίων Αυξεντίου και Ευσταθίου	16	344

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
32.	Βορόκληνη	16	340
33.	Δρομολαξιά Α΄	6	92
34.	Δρομολαξιά Β΄	7	133
35.	Ζύγι (ΕΟΣ) (Ζύγι, Βασιλικό, Μαρί)	3	53
36.	Καλαβασός	3	37
37.	Καλό Χωριό (ΖΕΠ)	6	110
38.	Κελλιά	2	27
39.	Κίτι	14	289
40.	Κόρνος	6	113
41.	Κοφίνου - «Μιχαλοπούλειο»	5	67
42.	Λεύκαρα Πάνω (Λεύκαρα Πάνω, Λεύκαρα Κάτω, Βαβατσινιά, Βάβλα, Κάτω Δρυς, Λάγεια, Σκαρίνου)	3	58
43.	Λιβιάδια (ΚΑ)	12	245
44.	Λιβιάδια (ΚΒ)	10	216
45.	Μαζωτός	2	29
46.	Μαρώνι (Μαρώνι, Ψεματισμένος)	4	54
47.	Μενεού	11	177
48.	Μοσφιλωτή	6	90
49.	Ξυλοτύμβου Α΄	8	134
50.	Ξυλοτύμβου Β΄	6	109
51.	Ξυλοφάγου Α΄ (ΖΕΠ)	14	273
52.	Ξυλοφάγου Β΄ (ΖΕΠ)	11	154
53.	Ορμίδεια Α΄	6	135
54.	Ορμίδεια Β΄	7	114
55.	Περιβόλια	9	141
56.	Πύλα	7	132
57.	Πυργά	6	73
58.	Τερσεφάνου	6	89
59.	Τόχνη	3	31
60.	Τρούλλοι	6	87
61.	Χοιροκοιτία (ΕΟΣ) (Χοιροκοιτία, Άγιοι Βαβατσινιάς, Ορά)	3	46
62.	Ψευδάς	6	105
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΑΡΝΑΚΑΣ		471	8850

Α/Α	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ			
1.	Αγία Νάπα - Αντώνη Τσόκκου	14	298
2.	Άγιος Γεώργιος - Βρυσούλες - Αχερίτου (Αχερίτου, Βρυσούλες, Στροβίλια)	6	94
3.	Αυγόρου Α΄	12	174
4.	Αυγόρου Β΄	10	172
5.	Δάσος Άχνας - «Φώτης Πίπτας»	10	163
6.	Δερύνεια Α΄	6	122
7.	Δερύνεια Β΄	6	100
8.	Δερύνεια Γ΄	11	174
9.	Λιοπέτρι Α΄ (ΖΕΠ)	11	177
10.	Λιοπέτρι Β΄ (ΖΕΠ)	11	180
11.	Παραλίμνι Α΄	14	269
12.	Παραλίμνι Β΄	12	261
13.	Παραλίμνι Γ΄	12	232
14.	Παραλίμνι Δ΄	13	258
15.	Σωτήρα Α΄	11	181
16.	Σωτήρα Β΄	6	112
17.	Σωτήρα Γ΄ (ΕΟΣ)	8	116
18.	Φρέναρος	14	268
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΑΜΜΟΧΩΣΤΟΥ		187	3351
ΕΠΑΡΧΙΑ ΠΑΦΟΥ			
1.	Πάφος Α΄ - Νεοφύτειο	6	138
2.	Πάφος Β΄ - Δημήτρειο	9	163
3.	Πάφος Γ΄ (ΚΑ) - Αποστόλου Παύλου	6	120
4.	Πάφος Γ΄ (ΚΒ) - Αποστόλου Παύλου	6	109
5.	Πάφος Δ΄ - Κάτω Περβολιών (ΖΕΠ)	14	270
6.	Πάφος Ε΄ - Αγίου Δημητρίου (ΖΕΠ)	6	96
7.	Πάφος Στ΄ - Κάτω Πάφου (ΖΕΠ)	12	224
8.	Πάφος Ζ΄ - Αγίου Κενδέα	7	106
9.	Πάφος Η΄ - Ιορδάνειο	12	279

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
10.	Πάφος Θ´ - Κουπάτειο	18	368
11.	Πάφος Ι´ - Ευαγόρας Παλληκαρίδης	16	341
12.	Πάφος ΙΑ´ - Αγίου Σπυριδωνα	11	192
13.	Πάφος ΙΒ´ - Πεύκιος Γεωργιάδης (Μέρος Δήμου Πάφου, Άγιος Γεώργιος Πάφου, Κιθάσι, Μαμώνια, Φασούλα Πάφου)	12	243
14.	Πάφος ΙΓ´	11	228
15.	Αγία Μαρίνα Χρυσοχούς (Αγία Μαρίνα Χρυσοχούς, Γιαλιά, Νέα Δήμματα)	5	63
16.	Αναρίτα	3	36
17.	Αργάκα (Αργάκα Κάτω, Αργάκα Πάνω)	5	68
18.	Γεροσκήπου Α´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	14	294
19.	Γεροσκήπου Β´ (Μέρος Δήμου Γεροσκήπου, Αγία Βαρβάρα Πάφου, Αγία Μαρινούδα, Αχέλεια, Κολώνη)	14	262
20.	Γιόλου (ΕΟΣ) (Γιόλου, Μηλιού)	3	53
21.	Δρούσεια (Δρούσεια, Κρίτου Τέρα, Τέρα)	3	42
22.	Έμπα	12	195
23.	Ίνεια (Ίνεια, Αρόδες Κάτω, Αρόδες Πάνω)	2	23
24.	Κισσόνεργα (Κισσόνεργα, Ακουρσός)	8	125
25.	Κονιά (Κονιά, Άρμου, Επισκοπή Πάφου, Μαραθούντα)	12	193
26.	Κούκλια (Κούκλια, Αρχιμανδρίτα, Νικόκλεια, Χα Ποτάμι)	3	32
27.	Μανδριά	4	58
28.	Μεσόγη (Μεσόγη, Μέσα Χωριό)	8	141
29.	Παναγιά (Παναγιά, Άγιος Φώτιος, Αμπελίτης, Ασπρογιά, Βρέτσια, Γαλαταριά, Κοιλίνια, Πενταλιά, Στατός)	2	16
30.	Πέγεια	9	167
31.	Πολέμι (Πολέμι, Άγιος Δημητριανός, Δρυνιά, Κάθικας, Κανναβιού, Κρίτου Μαρόττου, Λάσα, Μηλιά Πάφου, Ψάθι)	6	102
32.	Πόλη Χρυσοχούς (Πόλη Χρυσοχούς, Ακουρδάλεια Κάτω, Ακουρδάλεια Πάνω, Ανδρολίκου, Γουδί, Κυνούσα, Λασιό, Λυσός, Μακούντα, Μελάδεια, Νέο Χωριό Πάφου, Πελαθούσα, Περιστερώνια Πάφου, Προδρόμι, Σαραμά, Σκούλλη, Στενή, Φυλούσα Χρυσοχούς, Χόλη, Χρυσοχού)	17	338
33.	Πομός (Πομός, Παχύαμμος)	2	15
34.	Πύργος Κάτω (Πύργος Κάτω Τηλλυρίας, Πύργος Πάνω Τηλλυρίας, Μανσούρα, Μοσφίλι, Πιγένια)	4	49
35.	Σίμου (Σίμου, Δρύμου, Φύτη)	2	14
36.	Στρουμπί (Στρουμπί, Θελέτρα)	3	30

A/A	ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
37.	Τάλα	4	64
38.	Τίμη (Τίμη, Αγία Μαρίνα Κελοκεδάρων, Αμαργέτη, Αξύλου, Ελεδιό, Νατά)	6	101
39.	Τρεμιθούσα	2	26
40.	Τσάδα-Κοίλη «Ευαγόρα Παλληκαρίδη» (Περιφερειακό) (Τσάδα, Καλλέπεια, Κοίλη, Κούρτακα, Λεμώννα, Λετύμβου, Χούλου)	3	43
41.	Χλώρακας - Αγίου Νικολάου	11	221
42.	Χλώρακας - Λέμπα - Αγίου Στεφάνου (Χλώρακας, Λέμπα)	12	203
43.	Χολέτρια (Χολέτρια, Άγιος Ιωάννης Πάφου, Αρμίνου, Κελοκέδαρα, Μέσανα, Πρασιό Κελοκεδάρων, Σαλαμιού, Σταυροκόκνου, Τραχυπέδουλα)	2	25
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ		327	5876
ΚΑΤΕΧΟΜΕΝΑ ΔΗΜΟΤΙΚΑ ΣΧΟΛΕΙΑ			
1.	Ριζοκάρπασο (Ριζοκάρπασο, Αγία Τριάδα)	2	12

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΔΗΜΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ

A/A	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΤΜΗΜΑΤΩΝ	ΣΥΝΟΛΟ ΜΑΘΗΤΩΝ
1	Λευκωσία	125	973	18070
2	Λεμεσός	85	684	12637
3	Λάρνακα	62	471	8850
4	Αμμόχωστος	18	187	3351
5	Πάφος	43	327	5876
6	Κατεχόμενα	1	2	12
ΓΕΝΙΚΟ ΣΥΝΟΛΟ		334 *	2644	48796

ΖΕΠ = Ζώνη Εκπαιδευτικής Προτεραιότητας

ΕΟΣ = 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 2014-2015

A/A	ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
	ΕΠΑΡΧΙΑ ΛΕΥΚΩΣΙΑΣ	
1	«Ευαγγελισμός»	73
2	Ειδικό Σχολείο Λευκωσίας	45
3	Σχολή Κωφών	22
4	Σχολή Τυφλών	3
	ΕΠΑΡΧΙΑ ΛΕΜΕΣΟΥ	
1	«Απόστολος Λουκάς»	67
2	«Παιδικό Αναρρωτήριο Ερυθρού Σταυρού»	20
	ΕΠΑΡΧΙΑ ΛΑΡΝΑΚΑΣ	
1	«Άγιος Σπυρίδωνας»	65
	ΕΠΑΡΧΙΑ ΑΜΜΟΧΩΣΤΟΥ	
1	«Απόστολος Βαρνάβας»	42
	ΕΠΑΡΧΙΑ ΠΑΦΟΥ	
1	«Θεοσκέπαστη»	36
	ΣΥΝΟΛΟ	373

ΠΑΓΚΥΠΡΙΑ ΣΤΟΙΧΕΙΑ ΓΙΑ ΤΑ ΕΙΔΙΚΑ ΣΧΟΛΕΙΑ

A/A	ΕΠΑΡΧΙΑ	ΣΥΝΟΛΟ ΣΧΟΛΕΙΩΝ	ΣΥΝΟΛΟ ΠΑΙΔΙΩΝ
1	Λευκωσία	4	143
2	Λεμεσός	2	87
3	Λάρνακα	1	65
4	Αμμόχωστος	1	42
5	Πάφος	1	36
	ΓΕΝΙΚΟ ΣΥΝΟΛΟ	9	373

ΠΑΡΑΡΤΗΜΑ Δ΄ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΓΥΜΝΑΣΙΑ
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2014/2015

ΣΧΟΛΕΙΟ		Α Τάξη				Β Τάξη				Γ Τάξη				ΣΥΝΟΛΟ							
		Μίλες	Μ.Ο	Τμήμ.	Σύνολο	Μίλες	Μ.Ο	Τμήμ.	Σύνολο	Μίλες	Μ.Ο	Τμήμ.	Σύνολο	Μίλες	Μ.Ο	Τμήμ.	Σύνολο				
1	Γυμν. Αγλαντζιάς	80	64	144	6	24	64	75	139	6	23,17	69	59	128	6	21,3	213	198	411	18	22,83
2	Γυμν. Φανερωμένης	14	9	23	1	23	10	7	17	1	17	13	6	19	1	19	37	22	59	3	19,67
3	Γυμν. Παλουριώτισσας	78	62	140	6	23,33	68	70	138	6	23	77	60	137	6	22,8	223	192	415	18	23,06
4	Γυμν. Ακρόπολης	51	49	100	4	25	61	53	114	5	22,8	45	50	95	4	23,8	157	152	309	13	23,77
5	Γυμν. Μακεδονίτισσας	73	63	136	6	22,67	63	81	144	6	24	66	80	146	6	24,3	202	224	426	18	23,67
6	Γυμν. Έγκωμης	51	47	98	4	24,5	34	43	77	4	19,25	43	54	97	4	24,3	128	144	272	12	22,67
7	Γυμν. Αρχ. Μακαρίου Γ΄ (Πλατύ)	61	53	114	5	22,8	75	72	147	6	24,5	69	77	146	6	24,3	205	202	407	17	23,94
8	Γυμν. Αγ. Δομετίου	23	23	46	2	23	30	35	65	3	21,67	27	43	70	3	23,3	80	101	181	8	22,63
9	Γυμν. Ανθοπούλης	28	39	67	3	22,33	36	42	78	4	19,5	33	44	77	4	19,3	97	125	222	11	20,18
10	Γυμν. Αγ. Βασιλείου	44	37	81	4	20,25	62	51	113	5	22,6	72	65	137	6	22,8	178	153	331	15	22,07
11	Γυμν. Αγ. Στυλιανού	31	29	60	3	20	51	38	89	4	22,25	45	38	83	4	20,8	127	105	232	11	21,09
12	Γυμν. Σταυρού-Στραβόλου	57	67	124	5	24,8	51	46	97	4	24,25	56	65	121	5	24,2	164	178	342	14	24,43
13	Γυμν. Κωστανινοπούλ.	39	45	84	4	21	35	50	85	4	21,25	63	56	119	5	23,8	137	151	288	13	22,15
14	Γυμν. Διανέλλου & Θεοδ.	66	49	115	5	23	34	38	72	3	24	39	44	83	4	20,8	139	131	270	12	22,5
15	Γυμν. Λατσίων	74	74	148	7	21,14	75	63	138	6	23	104	81	185	8	23,1	253	218	471	21	22,43
16	Γυμν. Αρχαγγέλου - Λακατάμειας	78	77	155	7	22,14	69	81	150	6	25	70	69	139	6	23,2	217	227	444	19	23,37
17	Γυμν. Αγ. Ιωάννη Χρυσοστόμου	92	81	173	7	24,71	84	74	158	7	22,57	82	90	172	7	24,6	258	245	503	21	23,95
18	Γυμν. Γερίου	37	31	68	3	22,67	36	30	66	3	22	33	26	59	3	19,7	106	87	193	9	21,44
19	Περιφ. Γυμν. Α΄ Λευκωσίας-Νήσου	83	63	146	6	24,33	94	105	199	8	24,88	93	91	184	8	23	270	259	529	22	24,05
20	Γυμν. Αγ. Βαρβάρας Λευκωσίας	63	64	127	6	21,17	77	57	134	6	22,33	80	62	142	6	23,7	220	183	403	18	22,39
21	Περιφ. Γυμν. Β΄ Λευκωσίας - Κλήρου	72	64	136	6	22,67	65	71	136	6	22,67	71	67	138	6	23	208	202	410	18	22,78
22	Γυμν. Σολέας-Ευρύχου	38	22	60	3	20	36	33	69	3	23	36	38	74	3	24,7	110	93	203	9	22,56
23	Γυμν. Ακακίου (Περιφερ.)	36	48	84	4	21	48	39	87	4	21,75	36	48	84	4	21	120	135	255	12	21,25
24	Γυμν. Κοκκινοτριμιθιάς	56	55	111	5	22,2	71	58	129	6	21,5	59	56	115	5	23	186	169	355	16	22,19
25	Γυμν. ΝΑΡΕΚ	0	1	1	1	1	2	0	2	1	2	1	2	3	1	3	3	3	6	3	2
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ		1325	1216	2541	113	22,49	1331	1312	2643	117	22,59	1382	1371	2753	121	22,8	4038	3899	7937	351	22,61

**ΠΑΡΑΡΤΗΜΑ Δ' : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΓΥΜΝΑΣΙΑ
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΗΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2014/2015**

ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ						
	Μ/τες	Μ/τριες	Τμήμ.	Μ.Ο	Μ/τες	Μ/τριες	Τμήμ.	Μ.Ο	Μ/τες	Μ/τριες	Τμήμ.	Μ.Ο	Μ/τες	Μ/τριες	Τμήμ.	Μ.Ο
26 Λαόντιο Γυμν.	48	51	99	5	19,8	77	53	130	6	21,67	68	64	132	6	22	193
27 Γυμν. Καλογεροπούλου	51	55	106	5	21,2	67	55	122	5	24,4	60	42	102	5	20,4	178
28 Γυμν. Αγ. Ιωάννη	71	54	125	6	20,83	72	52	124	6	20,67	67	61	128	6	21,3	210
29 Γυμν. Νεάπολης	61	65	126	6	21	43	44	87	4	21,75	43	39	82	4	20,5	147
30 Γυμν. Καθολικής	66	75	141	6	23,5	64	75	139	6	23,17	75	61	136	6	22,7	205
31 Γυμν. Πολεμικών	76	70	146	7	20,86	62	84	146	6	24,33	84	79	163	7	23,3	222
32 Γυμν. Τσίρειο Γυμν.	43	41	84	4	21	60	62	122	6	20,33	59	58	117	5	23,4	162
33 Γυμν. Αγ. Αντωνίου	25	31	56	3	18,67	24	24	48	3	16	30	27	57	3	19	79
34 Γυμν. Θεόκλειο Γυμν.	40	37	77	4	19,25	35	35	70	3	23,33	39	23	62	3	20,7	114
35 Γυμν. Λινόπετρας	80	66	146	7	20,86	120	103	223	10	22,3	92	89	181	9	20,1	292
36 Γυμν. Αγ. Αθανασίου	83	62	145	7	20,71	82	75	157	7	22,43	83	64	147	7	21	248
37 Γυμν. Αγ. Βαρβάρας Λεμεσού	22	29	51	3	17	45	31	76	4	19	37	31	68	4	17	104
38 Γυμν. Αγ. Φυλάξεως	66	59	125	6	20,83	67	79	146	6	24,33	76	55	131	6	21,8	209
39 Γυμν. Αγ. Νεοφύτου	44	43	87	4	21,75	51	50	101	5	20,2	58	55	113	5	22,6	153
40 Γυμν. Επισκοπής	44	46	90	4	22,5	38	61	99	5	19,8	52	53	105	5	21	134
41 Γυμν. Ζακακίου	70	42	112	5	22,4	69	60	129	6	21,5	40	55	95	5	19	179
42 Γυμν. Τραχυκώλου	64	32	96	5	19,2	59	43	102	5	20,4	53	46	99	5	19,8	176
43 Γυμν. Υψωνα	76	63	139	6	23,17	61	61	122	5	24,4	64	57	121	5	24,2	201
44 Γυμν. Ομόδους (Εξατάξιο)	1	3	4	1	4	9	8	17	1	17	6	8	14	1	14	16
45 Γυμν. Αγρού (Εξατάξιο)	19	21	40	2	20	28	22	50	3	16,67	21	23	44	2	22	68
46 Σχολή Μισση Λεμεσού (Εξατάξιο)	14	10	24	1	24	5	5	10	1	10	12	11	23	1	23	31
ΣΥΝΟΛΟ ΕΠ. ΛΕΜΕΣΟΥ	1064	955	2019	97	20,81	1138	1082	2220	103	21,55	1119	1001	2120	100	21,2	3321
47 Γυμν. Δροσιάς	71	63	134	6	22,33	64	76	140	6	23,33	58	73	131	6	21,8	193
48 Ευρυβιάδειο Γυμν.	29	35	64	3	21,33	26	32	58	3	19,33	28	28	56	3	18,7	83
49 Γυμν. Φανερωμένης	30	27	57	3	19	32	29	61	3	20,33	26	24	50	3	16,7	88
50 Γυμν. Λιβαδίων	74	81	155	7	22,14	90	64	154	7	22	72	91	163	7	23,3	236
51 Γυμν. Πετράκη Κυπριανού	87	76	163	7	23,29	77	85	162	7	23,14	80	82	162	7	23,1	244
52 Γυμν. Βερνίκας	80	95	175	8	21,88	81	89	170	7	24,29	97	66	163	7	23,3	258
53 Γυμν. Αραδίππου	86	86	172	7	24,57	89	86	175	7	25	83	87	170	7	24,3	258
54 Γυμν. Κίτιου	77	92	169	7	24,14	90	88	178	8	22,25	76	72	148	7	21,1	243
55 Γυμν. Αθηνέου	33	27	60	3	20	20	27	47	2	23,5	29	25	54	3	18	82
56 Γυμν. Ξυλοτύμπου (Περ.)	48	56	104	5	20,8	60	54	119	5	23,2	69	57	126	6	21	177
57 Γυμν. Ξυλοτύμπου (Περ.)	37	57	94	5	18,8	57	54	111	5	22,2	71	53	124	6	20,7	165
58 Γυμν. Λευκάρων (Εξατάξιο)	31	20	51	3	17	26	23	49	2	24,5	21	34	55	3	18,3	78
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	683	715	1398	64	21,84	712	712	1424	62	22,97	710	692	1402	65	21,6	2105
ΣΥΝΟΛΟ	1747	1670	3417	161	21,28	1850	1794	3644	165	21,62	1829	1793	3824	165	21,4	4226

ΠΑΡΑΡΤΗΜΑ Δ΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΓΥΜΝΑΣΙΑ														
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΓΥΜΝΑΣΙΑΚΟΥ ΚΥΚΛΟΥ 2014/2015														
ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ				
	Μ/τες	Μ/τριες	Μ.Ο	Μ/τες	Μ/τριες	Μ.Ο	Μ/τες	Μ/τριες	Μ.Ο	Μ/τες	Μ/τριες	Μ.Ο	Τμήμ.	Μ.Ο
59 Γυμν. Παραλιμνίου	94	84	178	8	22,25	108	94	95	108	203	9	22,6	286	583
60 Γυμν. Κοκκινόχωριών	64	52	116	5	23,2	62	54	66	64	130	6	21,7	192	362
61 Γυμν. Δερύνειας	71	60	131	6	21,83	68	60	83	54	137	6	22,8	222	396
62 Ριζοκάρπασο (Εξατάξιο)	3	2	5	1	5	2	3	5	0	2	1	2	5	7
ΣΥΝΟΛΟ Επ. ΑΜΜΟΧΩΣΤΟΥ	232	198	430	20	21,5	240	211	244	228	472	22	21,5	716	637
63 Γυμν. Α. Αγίου Θεοδώρου	66	78	144	6	24	78	73	82	66	148	7	21,1	226	443
64 Νικολαΐδειο Γυμν.	51	44	95	4	23,75	46	43	60	58	118	5	23,6	157	302
65 Γυμν. Αποστόλου Παύλου	102	93	195	8	24,38	100	87	112	80	192	8	24	314	574
66 Γυμν. Γερασκήπου	70	86	156	7	22,29	68	76	74	65	139	6	23,2	212	439
67 Γυμν. Έμιτας (Περιοφρ.)	75	71	146	6	24,33	77	76	70	60	130	6	21,7	222	429
68 Γυμν. Παργιάς Θεοσκεπαστής	64	42	106	5	21,2	48	36	49	38	87	4	21,8	161	277
69 Γυμν. Πόλης Χρυσοχούς	35	35	70	3	23,33	57	56	44	41	85	4	21,3	136	268
70 Γυμν. Πολέμου (Εξατάξιο)	33	14	47	2	23,5	17	19	18	14	27	2	13,5	64	110
71 Γυμν. Κάτω Πύργου (Εξετ.)	4	5	9	1	9	5	2	7	6	5	1	11	15	27
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	500	468	968	42	23,05	496	468	511	426	937	43	21,8	1507	2869
ΣΥΝΟΛΟ Επ. ΛΕΥΚΩΣΙΑΣ	1325	1216	2541	113	22,49	1331	1312	1382	1371	2753	121	22,8	4038	7937
ΣΥΝΟΛΟ Επ. ΛΕΜΕΣΟΥ	1064	955	2019	97	20,81	1138	1082	1119	1001	2120	100	21,2	3321	6359
ΣΥΝΟΛΟ Επ. ΛΑΡΝΑΚΑΣ	683	715	1398	64	21,84	712	712	710	692	1402	65	21,6	2105	4224
ΣΥΝΟΛΟ Επ. ΑΜΜΟΧΩΣΤΟΥ	232	198	430	20	21,5	240	211	244	228	472	22	21,5	716	637
ΣΥΝΟΛΟ Επ. ΠΑΦΟΥ	500	468	968	42	23,05	496	468	511	426	937	43	21,8	1507	2869
ΓΕΝΙΚΟ ΣΥΝΟΛΟ	3804	3552	7356	336	21,89	3917	3785	3966	3718	7684	351	21,9	11687	22742
														1034
														21,99

ΠΑΡΑΡΤΗΜΑ Δ΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΛΥΚΕΙΑ																				
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2014/2015																				
ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ			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.	60	105	165	7	23,57	77	80	157	8	19,625	78	92	170	8	21,25	215	277	492	23	21,391
2 Λύκειο Παλαυριώτισσας	49	65	114	5	22,8	40	60	100	5	20	52	62	114	6	19	141	187	328	16	20,5
3 Λύκειο Ακρόπολης	59	77	136	6	22,67	70	75	145	7	20,714	64	78	142	7	20,286	193	230	423	20	21,15
4 Λύκειο Κύκκου Α΄	77	55	132	5	26,4	56	68	124	6	20,667	54	68	122	6	20,333	187	191	378	17	22,235
5 Λύκειο Κύκκου Β΄	70	74	144	6	24	85	91	176	9	19,556	96	91	187	9	20,778	251	256	507	24	21,125
6 Λύκειο Λύκειο Ατ. Μάρκου	96	120	216	9	24	98	124	222	10	22,2	83	103	186	9	20,667	277	347	624	28	22,286
7 Λύκειο Αρχ. Μακαρίου Γ΄ (Δασούπολη)	74	97	171	7	24,43	69	78	147	7	21	73	88	161	7	23	216	263	479	21	22,81
8 Λύκειο Εθν. Κυπριανού (Στροβόλου)	77	90	167	7	23,86	67	83	150	8	18,75	85	102	187	9	20,778	229	275	504	24	21
9 Λύκειο Ατ. Βαρβάβα	77	107	184	8	23	66	92	158	8	19,75	66	100	166	8	20,75	209	299	508	24	21,167
10 Λύκειο Παλιομετόχου	100	94	194	8	24,25	65	71	136	7	19,429	83	87	170	8	21,25	248	252	500	23	21,739
11 Λύκειο Αγ. Γεωργίου (Λακατάμιας)	99	112	211	9	23,44	88	102	190	9	21,111	95	132	227	10	22,7	282	346	628	28	22,429
12 Λύκειο Λατσιών	97	101	198	8	24,75	60	112	172	8	21,5	67	120	187	9	20,778	224	333	557	25	22,28
13 Λύκειο Σολέας	27	28	55	3	18,33	25	34	59	3	19,667	33	33	66	4	16,5	85	95	180	10	18
14 Λύκειο Ίδαλιού	96	128	224	9	24,89	93	126	219	10	21,9	99	132	231	10	23,1	288	386	674	29	23,241
ΣΥΝΟΛΟ ΕΠ. ΛΕΥΚΩΣΙΑΣ	1058	1253	2311	97	23,82	959	1196	2155	105	20,524	1028	1288	2316	110	21,055	3045	3737	6782	312	21,737
15 Λύκειο Παραλιμνίου	100	146	246	11	22,36	89	121	210	10	21	104	132	236	12	19,667	293	399	692	33	20,97
16 Λύκειο Κοκκινόχωριών	67	103	170	7	24,29	81	107	188	9	20,889	63	119	182	9	20,222	211	329	540	25	21,6
17 Ριζοκάρπασο (Εξατάξιο)	2	0	2	1	2	2	0	2	1	2	2	1	3	1	3	6	1	7	3	2,3333
ΣΥΝΟΛΟ ΕΠ. ΑΜΜΟΧΩΣΤΟΥ	169	249	418	19	22	172	228	400	20	20	169	252	421	22	19,136	510	729	1239	61	20,311
18 Παγκύπριο Λύκειο Λάρνακας	54	105	159	7	22,71	61	69	130	8	16,25	51	79	130	7	18,571	166	253	419	22	19,045
19 Λύκειο Αγ. Γεωργίου Λάρνακας	79	114	193	8	24,13	83	124	207	10	20,7	72	119	191	9	21,222	234	357	591	27	21,889
20 Λύκειο Αρχ. Μακαρίου Γ΄ Λάρνακας	79	110	189	8	23,63	68	89	157	8	19,625	68	93	161	8	20,125	215	292	507	24	21,125
21 Λύκειο Βεργίνας	51	72	123	6	20,5	50	66	116	6	19,333	71	87	158	8	19,75	172	225	397	20	19,85
22 Λύκειο Λιβαδιών	106	126	232	10	23,2	86	111	197	9	21,889	94	136	230	11	20,909	286	373	659	30	21,967
23 Λύκειο Αραδίππου	81	112	193	9	21,44	64	87	151	8	18,875	65	112	177	9	19,667	210	311	521	26	20,038
24 Γυμν. Λευκάρων (Εξατάξιο)	16	21	37	2	18,5	13	31	44	2	22	16	24	40	2	20	45	76	121	6	20,167
ΣΥΝΟΛΟ ΕΠ. ΛΑΡΝΑΚΑΣ	466	660	1126	50	22,52	425	577	1002	51	19,647	437	650	1087	54	20,13	1328	1887	3215	155	20,742

ΠΑΡΑΡΤΗΜΑ Δ΄ : ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ - ΛΥΚΕΙΑ																				
ΑΡΙΘΜΟΙ ΜΑΘΗΤΩΝ ΚΑΙ ΤΜΗΜΑΤΩΝ ΛΥΚΕΙΑΚΟΥ ΚΥΚΛΟΥ 2014/2015																				
ΣΧΟΛΕΙΟ	Α Τάξη			Β Τάξη			Γ Τάξη			ΣΥΝΟΛΟ			Τμημ.	Μ.Ο	Μ/Τες	Σύνολο	Τμημ.	Μ.Ο	Μ/Τες	Σύνολο
	Μ/Τες	Μ/Τρες	Σύνολο	Τμημ.	Μ.Ο	Μ/Τες	Μ/Τρες	Σύνολο	Τμημ.	Μ.Ο	Μ/Τες	Μ/Τρες									Σύνολο	Τμημ.	Μ.Ο	Μ/Τες	Μ/Τρες	Σύνολο
25 Λαγείο Λύκειο Α΄	162	138	300	14	21,43	139	128	267	13	20,538	178	167	345	16	21,563	479	433	912	43	21,209
26 Λύκειο Ατ. Πέτρου και Παύλου	85	76	161	7	23	84	126	210	10	21	80	110	190	8	23,75	249	312	561	25	22,44
27 Λύκειο Αγ. Ιωάννη	72	84	156	8	19,5	71	88	159	8	19,875	70	90	160	8	20	213	262	475	24	19,792
28 Λύκειο Αγ. Νικολάου	45	100	145	7	20,71	62	75	137	8	17,125	66	75	141	7	20,143	173	250	423	22	19,227
29 Λύκειο Πολεμίου	48	91	139	7	19,86	56	92	148	7	21,143	55	107	162	7	23,143	159	290	449	21	21,381
30 Λύκειο Αγ. Αντωνίου	27	51	78	4	19,5	40	53	93	6	15,5	29	38	67	4	16,75	96	142	238	14	17
31 Λύκειο Αγ. Σπυρίδωνα	69	97	166	7	23,71	59	65	124	6	20,667	69	90	159	8	19,875	197	252	449	21	21,381
32 Λύκειο Λινόπετρας	93	123	216	10	21,6	89	133	222	10	22,2	102	132	234	10	23,4	284	388	672	30	22,4
33 Λύκειο Αγ. Φιλάξεως	85	114	199	9	22,11	99	107	206	10	20,6	90	139	229	10	22,9	274	360	634	29	21,862
34 Λύκειο Αγ. Λουκά - Κολοσσίου	85	119	204	9	22,67	76	110	186	9	20,667	82	115	197	9	21,869	243	344	587	27	21,741
35 Γυμν. Ομόδους (Εξατάξιο)	1	2	3	1	3	7	7	14	1	14	9	9	18	1	18	17	18	35	3	11,667
36 Γυμν. Αγρού (Εξατάξιο)	10	16	26	2	13	19	19	38	2	19	17	26	43	2	21,5	46	61	107	6	17,833
37 Σχολη Μηστή Λεμούθου (Εξατάξιο)	5	12	17	1	17	7	13	20	1	20	4	8	12	1	12	16	33	49	3	16,333
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΛΕΜΕΣΟΥ	787	1023	1810	86	21,05	808	1016	1824	91	20,044	851	1106	1957	91	21,505	2446	3145	5591	268	20,862
38 Λύκειο Εθνάρχη Μακάριου Γ΄ Πάφου	100	117	217	9	24,11	73	102	175	8	21,875	87	122	209	10	20,9	260	341	601	27	22,259
39 Λύκειο Κύκκου Πάφου	0	0	0	0	###	48	69	117	6	19,5	45	63	108	6	18	93	132	225	12	18,75
40 Λύκειο Αγ. Νεοφύτου	110	114	224	10	22,4	65	80	145	7	20,714	82	86	168	8	21	257	280	537	25	21,48
41 Λύκειο και Τεχν. Σχολή Πόλης	24	36	60	3	20	21	34	55	3	18,333	17	39	56	3	18,667	62	109	171	9	19
42 Λύκειο Έιμπας	50	75	125	5	25	51	76	127	6	21,167	53	90	143	7	20,429	154	241	395	18	21,944
43 Λύκειο Γεροσκήπου	60	56	116	5	23,2	49	71	120	6	20	52	57	109	5	21,8	161	184	345	16	21,563
44 Γυμν. Πολεμίου (Εξατάξιο)	4	17	21	1	21	9	14	23	2	11,5	10	22	32	2	16	23	53	76	5	15,2
45 Γυμν. Κάτω Πύργου (Εξατ.)	6	5	11	1	11	9	6	15	1	15	5	9	14	1	14	20	20	40	3	13,333
ΣΥΝΟΛΟ ΕΠΑΡΧΙΑΣ ΠΑΦΟΥ	354	420	774	34	22,76	325	452	777	39	19,923	351	488	839	42	19,976	1030	1360	2390	115	20,783
ΣΥΝΟΛΟ Ε.Π. ΛΕΥΚΩΣΙΑΣ	1058	1253	2311	97	23,82	959	1196	2155	105	20,524	1028	1288	2316	110	21,055	3045	3737	6782	312	21,737
ΣΥΝΟΛΟ Ε.Π. ΑΜΜΟΧΩΣΤΟΥ	169	249	418	19	22	172	228	400	20	20	169	252	421	22	19,136	510	729	1239	61	20,311
ΣΥΝΟΛΟ Ε.Π. ΛΑΡΝΑΚΑΣ	466	660	1126	50	22,52	425	577	1002	51	19,647	437	650	1087	54	20,13	1328	1887	3215	155	20,742
ΣΥΝΟΛΟ Ε.Π. ΛΕΜΕΣΟΥ	787	1023	1810	86	21,05	808	1016	1824	91	20,044	851	1106	1957	91	21,505	2446	3145	5591	268	20,862
ΣΥΝΟΛΟ Ε.Π. ΠΑΦΟΥ	354	420	774	34	22,76	325	452	777	39	19,923	351	488	839	42	19,976	1030	1360	2390	115	20,783
ΓΕΝΙΚΟ ΣΥΝΟΛΟ	2834	3605	6439	286	22,51	2689	3469	6158	306	20,124	2836	3784	6620	319	20,752	8359	10858	19217	911	21,094

**ΠΑΡΑΡΤΗΜΑ Ε΄: ΣΧΟΛΕΙΑ ΜΕΣΗΣ ΤΕΧΝΙΚΗΣ
ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ 2014 – 2015**

ΣΧΟΛΕΣ	ΑΡΙΘΜΟΣ ΤΜΗΜΑΤΩΝ			ΑΡΙΘΜΟΣ ΜΑΘΗΤΩΝ
	ΓΕΝΙΚΑ ΜΑΘΗΜΑΤΑ	ΤΕΧΝΟΛΟΓΙΚΑ ΜΑΘΗΜΑΤΑ	ΕΡΓΑΣΤΗΡΙΑΚΑ ΜΑΘΗΜΑΤΑ	
Επαρχία Λευκωσίας				
1. Α΄ Τεχνική Σχολή Λευκωσίας	12	36	42	446
2. Εσπερινή Τεχνική Σχολή Λευκωσίας	10	10	11	129
3. Β΄ Τεχνική Σχολή Λευκωσίας	11	14	14	169
4. Τεχνική Σχολή Μακάριος Γ΄ Λευκωσίας	31	39	48	605
Σύνολο	64	99	115	1349
Επαρχία Λεμεσού				
1. Α΄ Τεχνική Σχολή Λεμεσού	30	32	42	523
2. Εσπερινή Τεχνική Σχολή Λεμεσού	6	7	7	94
3. Β΄ Τεχνική Σχολή Λεμεσού	19	23	25	270
4. Γ΄ Τεχνική Σχολή Λεμεσού	22	24	38	356
5. Απεήτειο Γυμνάσιο Αγρού	3	3	5	28
Σύνολο	80	89	117	1271
Επαρχία Λάρνακας				
1. Τεχνική Σχολή Λάρνακας	23	34	35	525
2. Τεχνική Σχολή Αγίου Λαζάρου	13	23	31	321
Σύνολο	36	57	66	846
Επαρχία Αμμοχώστου				
1. Τεχνική Σχολή Παραλιμνίου	9	9	11	166
2. Τεχνική και Γεωργική Σχολή Αυγόρου	22	22	26	301
Σύνολο	31	31	37	467
Επαρχία Πάφου				
1. Τεχνική Σχολή Πάφου	34	46	54	566
2. Τεχνική Σχολή Πόλης Χρυσοχούς	9	9	12	89
Σύνολο	43	55	66	655

